



STANGROUND ACADEMY

HISTORY - INTENT

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” Marcus Garvey

History has long been held in high regard within education and wider society and with good reason. A strong history curriculum prepares pupils for future academic study through its rigorous and meticulous nature but also enables them to develop a sense of identity as well as an understanding of how and why societies and cultures have developed over time.

Our History curriculum is unashamedly ambitious in its aim to help pupils makes sense of the world we see today, by exploring the world as it once was. Pupils are immersed in the stories of the past, hearing and seeing events from multiple viewpoints in order to develop an appreciation for the complex and contested nature of History. Our History curriculum also seeks to produce analytical and empathetic thinkers by equipping pupils to ‘ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement’.¹ In a world with relentless access to all forms of media, we seek to equip all our pupils with the skills they need to critically examine the information they receive. Throughout their studies, pupils will have the opportunity to engage with and critically analyse contemporary source material as well as many opportunities to explore historical interpretations from a wide range of different voices, thereby developing an ability to weigh evidence to form a well-reasoned and informed opinion.

Working through a broadly chronological framework at Key Stage 3, pupils will navigate a wide range of historical perspectives, incorporating local, national, continental, and global narratives as they develop their disciplinary thinking. Our enquiry-based approach ensures that pupils will develop a broadly balanced, and knowledge-rich understanding of British and wider world history built upon genuinely interesting and relevant historical questions. Our curriculum is spiral in nature and planned with progression in mind so that pupils regularly revisit and build upon previously encountered historical concepts² throughout every Key Stage. Our History curriculum places a high value on the development of subject-specific knowledge with lessons being built upon historical scholarship. Knowledge is explicitly communicated to students and regularly revisited with recall activities whilst deeper disciplinary understanding of history is assessed more formally with a variety of different outcome activities.

A crucial aim of our History curriculum is to equip students to become responsible, active, and confident citizens. Both our classroom and extra-curricular opportunities help pupils to make sense of the world today and become confident and successful participants in society. By drawing parallels with current events, the histories we teach enable pupils to discern fact from opinion, to form opinions and develop arguments of their own, to listen and participate in respectful dialogue and to question and influence the people and communities around them. We seek to inspire a curiosity for History which continues long after pupils have completed their formal studies.

At the foundation of our curriculum is the recognition that representation matters. We are actively committed to developing a curriculum which elevates the voices of under-represented groups so that all our pupils can understand the histories of people both like and unlike them. Through teaching a broad range of historical experiences our curriculum takes pupils **beyond their everyday experiences** and develop an appreciation of truly diverse history.

