

History Curriculum Intent

Department Philosophy: *The guiding philosophy of the History and Politics department can be derived from the original Greek meaning of the word History or 'historia' meaning to enquire or the act of seeking knowledge. We want our students to be inquisitive about the world around them and be aware of how human history has created it as it is now; we do this by studying the incredible human experience from past to present. We also want to empower our students to be critical of narratives that are told them and enable them to carefully reach their own balanced and well thought out opinion.*

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<ol style="list-style-type: none"> 1. How we approach the study of History at WHSG. 2. A coherent narrative of British History from c.793AD to present times which focuses on themes ranging from ordinary life to power and experience of warfare. 3. A range of different non-European civilisations, including the Mongols, the Mughals and pre-colonial Africa. 4. The experience of minority groups in the UK and beyond ranging from the experience of women before the 20th century, the 'Black Tudors', Windrush generation and the Civil Rights Movement in the USA. 5. How to successfully engage in historical debate and to use knowledge from the past to evaluate source material or historical interpretations and write academic essays. 6. The meaning of key terms which will enable students to understand and apply material from the topics mentioned above. 	<ol style="list-style-type: none"> 7. The key events of the Cold War (1941-1972) and how these impacted on tension between the USA/USSR; this also grants a good understanding of how the current global order has come to be. 8. A narrative of migration to Britain from the Vikings to Windrush, including studies of experiences of migrants and the development of the British Empire 9. How democracies develop, deal with crises and their failings by studying Germany from before the First World War, the development of Weimar democracy and the rise of Adolf Hitler. 10. A depth study of British history; Restoration England 1660-1685, which dwells on themes of relationships between Monarch and Parliament, the importance of religion and the developing role of Science and Technology in society. 11. In addition, where appropriate, students will learn about how the material studied has clear parallels with current affairs 12. How to successfully engage in historical debate and to use knowledge from the past to evaluate source material or historical interpretations and write academic essays to the required standard of the Key Stage. 13. The meaning of key terms which will enable students to understand and apply material from the topics mentioned above. 	<ol style="list-style-type: none"> 14. How two of the most powerful states in the world Russia and China developed in the twentieth century; their experience of communism and how this impacts us today. 15. An overview of the whole Tudor period (1485-1603) focussing on five key rebellions which identifies the significance of religion, power and economics in popular unrest. 16. How to successfully engage in historical debate and to use knowledge from the past to evaluate source material or historical interpretations and write academic essays to an undergraduate level (particularly the case with the History coursework element) 17. The meaning of key terms which will enable students to understand and apply material from the topics mentioned above.

At WHSG our curriculum intent is ambitious but always inclusive, composed of powerful knowledge and cultural capital, coherent and well-sequenced, and broad only specialising when necessary