Curriculum Intent
History

1. Our Vision (Intent)

The History Department at KEVI is built upon the conviction that History is both a rigorous academic discipline and a vital lens for understanding the human condition. We aim to develop students who are not merely consumers of facts, but **analytical thinkers** and **empathetic citizens**.

Our curriculum is underpinned by four specific pillars:

- **Cultivating Passion:** We believe History should be an engaging and fascinating subject. Our staff are dedicated historians who aim to transmit their love for the past, fostering a lifelong curiosity that extends far beyond the classroom.
- **Breadth of Knowledge:** We provide a comprehensive understanding of the past, spanning the United Kingdom and the wider world. Students learn how our modern landscape has been shaped by the triumphs and turbulences of previous eras.
- **Developing Transferable 'Life Skills':** We prioritise the ability to evaluate, analyse, and communicate. We believe that **imaginative thinking** is the most fundamental skill a student can possess; however, we place equal weight on the ability to articulate these ideas effectively.
- **Academic Rigour & Preparation:** We bridge the gap between Key Stages early. From Year 7, class-based assessments mirror GCSE command words and structures, ensuring students are resilient and prepared for the 'manic' pace and high demands of terminal examinations.

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2. Rationale & Pedagogy (Implementation)

We follow the National Curriculum in the lower years, delivered by specialist historians who balance chronological security with thematic depth.

Key Stage 3: The Chronological Spine

Students journey from 300 BC to the modern day, exploring the "human story" through key turning points:

Year Group	Key Enquiries
Year 7	**Ancient to Early Modern:** Life in Ancient China under Shi Huangdi; the 1066 succession crisis; the "Measly Middle Ages"; and the "Religious Rollercoaster" of the Tudors and Stuarts (including the Civil War and the Great Fire of London).

Year Group	Key Enquiries
Year 8	**The Modern World:** The Industrial Revolution; a critical investigation into the Slave Trade and its legacy; the world at war (Trench life in WWI and the Home Front in WWII); and a definitive study of the Holocaust.

Key Stage 4: GCSE Specialisation

Our GCSE pathways are designed to challenge perceptions of identity and diversity:

- **Conflict and Upheaval (1337–1381):** Exploring the Hundred Years War, the Black Death, and the Peasants' Revolt.
- **Germany in Transition (1919–1939):** The rise and fall of the Weimar Republic and the consolidation of the Nazi dictatorship.
- **The Development of the UK (1919–1990):** A study of social, economic, and political change from the Great Depression to the Thatcher era.
- **Crime and Punishment (c.500–Present):** A popular thematic study tracking the evolution of law, enforcement, and societal morals over a millennium.

Key Stage 5: A-Level Excellence (OCR)

1. **England 1445–1509:** Lancastrians, Yorkists, and the reign of Henry VII.
2. **France 1814–1870:** Post-Revolutionary stability and upheaval.
3. **Civil Rights in the USA 1865–1992:** The struggle for equality and justice.
4. **Independent Coursework:** A 20% component focused on high-level historical enquiry.

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3. The Moral & Social Dimension (SMSC)

We move beyond "knowing" the past to "understanding" it. We do not simply judge the figures of history; we seek to **empathise** with their contexts.

- **Ethical Enquiries:** Students grapple with controversial issues—from the implications of the Crusades to the reasons why individuals supported or resisted the rise of Fascism.
- **British Values:** We trace the evolution of democracy and the rule of law, highlighting the **Magna Carta**, the **Peterloo Massacre**, **Abolitionism**, and **Suffrage**.
- **Cultural Capital:** We equip students with the "assets" required for social mobility. By discussing the moral implications of child labour or the role of "bystanders" in the Holocaust, we empower students to navigate a stratified society with a strong moral compass.

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4. Cross-Curricular Mastery

Literacy & Communication

We foster high-level literacy through targeted strategies:

- **Scaffolding:** Use of paragraph prompts, writing mats, and model answers.
- **Oracy:** Developing independent thinkers through debate and the "exporting" of academic language.
- **Critical Reading:** Training students in skimming, scanning, and sophisticated source evaluation.

Numeracy in Context

History provides a practical application for mathematical concepts:

- **Data Analysis:** Using graphs and tables to track the impact of the Black Death or the hyperinflation of the 1920s.
- **Economic Awareness:** Understanding reparations, the price of bread in different eras, and the impact of the Great Depression.

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5. Impact: Destinations & Careers

In line with **Gatsby Benchmark 4**, we explicitly link curriculum content to the world of work. Through guest speakers and tailored discussions, we highlight how a History degree serves as a "gold standard" for careers in:

- **Law and Journalism** (Evidence handling and synthesis).
- **Politics and International Relations** (Understanding global precedents).
- **Management and Publishing** (Effective communication and strategic thinking).