

Soar Valley College History Intent, Implementation, and Impact Statement

Intent

The History curriculum at Soar Valley is designed to inspire curiosity, deepen historical understanding, and provide students with **opportunities to build skills to prepare them for future success**. Our curriculum aims to:

1. **Foster Curiosity about the Past:**

We want to ignite students' curiosity and enthusiasm for history by providing them with opportunities to engage with a range of perspectives and historical narratives, enabling them to appreciate the richness and relevance of the past. This approach aims to nurture a lifelong love of history and equips students to make connections between the past and present.

2. **Develop Historical Knowledge and Understanding:**

Students will acquire substantial historical knowledge, enabling them to understand key “second order concepts”, and the interconnectedness of historical events. This knowledge will help students see how the past continues to shape the modern world, encouraging them to reflect on the modern world through a historical lens.

3. **Build Historical Disciplinary Knowledge:**

Our curriculum places an emphasis on developing students' ability to work like historians, particularly those of inquiry, analysis, and evaluation. By teaching students to engage critically with sources and construct historical arguments, in doing so, they acquire skills to transfer to their future lives.

4. **Lifelong Learning**

Our curriculum is designed to ensure students are well-prepared for life beyond the classroom by developing student abilities to apply key substantive and disciplinary knowledge and thus prepare them for future academic success and beyond.

Implementation

The implementation of our History curriculum ensures that students engage with rich and varied historical content and build historical thinking and analytical skills over time. Our curriculum prioritises the following:

1. **Chronological and Thematic Learning:**

- Our curriculum is delivered in a chronological framework, from 1066 to the present day, enabling students to build-up a schema of knowledge.
- Our curriculum seeks to complement and build on the history curriculum taught by our feeder Primary Schools, to allow students to build on their prior knowledge.
- Key themes focus on the ‘causes of change (and continuity)’ (e.g., power, conflict, religion, technology and economy). Alongside these drivers of change, students will examine the ‘experiences of people’ (e.g., social, cultural, and economic impacts), ensuring that students are not only exposed to causes but the impact on various groups of people.
- Our themes allow students to develop a more holistic understanding of history, equipping them to identify patterns and make connections across different periods.

2. **Engagement with a wide array of Historical Perspectives:**

- Our curriculum lets students explore different cultural backgrounds within Britain and the wider world, exposing students to a range of perspectives and experiences.
- Our curriculum encourages students to engage with different voices and experiences of the past, fostering empathy and critical thinking. These experiences are designed to challenge students to question and reconsider assumptions, an essential aspect of becoming a historical thinker.

3. **Historical Disciplinary Knowledge and Skills:**

- From the outset students further develop their disciplinary knowledge and the construction of historical arguments. These are essential for encouraging the historical thinking that is key to mastering the subject.

4. **Supporting Individual Progress and Mastery:**

- Delivery of the curriculum utilises the latest pedagogical evidence-based research, and at its heart incorporates the “**Soar Valley College Great Teaching Strategies**”, thus providing a curriculum that is accessible to every student, whilst challenging all to reach their potential.
- Students are taught by subject specialists who are dedicated to the development of their own practice and knowledge to enhance the learning experience.
- Homework, revision tools, and online platforms such as Satchel One, Educake and GCSE Pod are used to reinforce learning outside the classroom, ensuring students have multiple opportunities for retrieval practice and independent study.

Impact

The impact of the curriculum is demonstrated through the following outcomes:

1. **Increased Curiosity and Enthusiasm:** Students demonstrate a deepened curiosity about history, engaging with, and showing a passion for the subject. It is hoped that experience with history sparks a long-term interest and a desire to continue learning beyond the classroom.
2. **Clear Progression in Knowledge and Skills and a Foundation for Future Study:** Students build strong **substantive** and **disciplinary knowledge** over time helping students understand the world around them. The curriculum ensures that students are equipped as critical thinkers, able to analyse and evaluate — valuable not only for future history study but for broader academic and vocational success. This is demonstrated through performance in formative and summative assessment within the classroom, academic success in exams and future pathways.

We aim to equip students with the knowledge, skills, and passion to explore history meaningfully and apply their learning to understand the world today and in the future.

KS3 Curriculum Intent

POWER	CONFLICT & WARFARE	ECONOMY	RELIGION	TECHNOLOGY
<p>Features of Power</p> <ul style="list-style-type: none"> • How power has been acquired • How power has been wielded • Why people want power • How power has been organised • What challenges come with wielding power • Impact of power on society 	<p>Features of Conflict</p> <ul style="list-style-type: none"> • Causes of conflict & warfare • Features of conflict & warfare • Changing nature of warfare. • Consequences of conflict & warfare for the victors/defeated & the wider impact on society and international relations. 	<p>Features of Economy</p> <ul style="list-style-type: none"> • Forms of wealth • Different Economic models • Use of wealth • Economy as a cause of historical events • Consequences of wealth on the rich and poor • Use of resources 	<p>Features of Religion</p> <ul style="list-style-type: none"> • Influence of the church within society • Impact of different religious beliefs • Religion as a cause of historical events • Relationship between church and state • Challenges to organised religion • Why people are persecuted for religion 	<p>Features of Technology</p> <ul style="list-style-type: none"> • Understanding the technology of the time • How/why technology has developed • Impact of technology on historical events • Impact of technology on society

YEAR 7 – Substantive Knowledge

POWER	CONFLICT & WARFARE	ECONOMY	RELIGION	TECHNOLOGY
<p>Features of medieval Monarchy</p> <ul style="list-style-type: none"> • Divine right of Kings & succession • What did Monarchs do? • how did they keep control? • Attitudes to Monarchy? • Who supported the monarchy? • Challenges to monarchy 	<p>Features of medieval warfare</p> <ul style="list-style-type: none"> • Causes of conflict in the Middle Ages • Changing nature of warfare. • Key features of warfare e.g. strategies and units. • Impact of conflict on society and international relations. 	<p>Different Economic Models & Forms of wealth</p> <ul style="list-style-type: none"> • How did people live e.g. the subsistence/barter economy • What was considered wealth e.g. coinage, land, resources & produce • Taxation & Trade & its impact • Feudalism land ownership 	<p>Features of the Roman Catholic Church</p> <ul style="list-style-type: none"> • Structure of the church (national & international) • Types of church men/women • Functions of the church • Influence of the church and religious beliefs in society. • Relationship between church & state • Challenges to church. 	<p>Understanding the technology of the time</p> <ul style="list-style-type: none"> • Level of technology in the Middle Ages – what did people use; what things were made of? • Features of life at this level of technology • Impact / consequences of new technology

YEAR 8 – Substantive Knowledge

POWER	CONFLICT & WARFARE	ECONOMY	RELIGION	TECHNOLOGY
<p>Changing nature of Power C.16th to C.19th</p> <ul style="list-style-type: none"> Challenges facing a female ruler Changing attitudes towards Monarchy & the rise of Parliament Expansion of the franchise and the development of parliamentary democracy. How & why some countries built empires? 	<p>Features of warfare in the C.16th/17th</p> <ul style="list-style-type: none"> New causes of conflict Different modes of warfare (naval/civil) Changing nature of warfare - NMA Key features of warfare e.g. strategies and units. Impact of conflict on society and international relations. 	<p>Changing patterns of wealth</p> <ul style="list-style-type: none"> Causes of/reactions to poverty in Tudor England From landownership to mass production (Industrial Revolution) Impact of the British Empire on Britain & colonial possessions The experience of enslaved peoples Impact of Industrial Revolution/growing towns on the working class – C.19th poverty & reactions to it 	<p>Religious Challenges & Ethical Dilemmas</p> <ul style="list-style-type: none"> The Religious Settlement & its consequences The impact of religious differences on historical events (national & international) Overcoming slavery – Resistance from enslaved peoples & the work of the Abolitionists. 	<p>Understanding the technology of the time</p> <ul style="list-style-type: none"> The impact of rapid/widespread technological change on the population/nation Level of technology in the Middle Ages – what did people use; what were things made of? Features of life at this level of technology Impact of new technology

YEAR 9 – Substantive Knowledge

POWER	CONFLICT & WARFARE	ECONOMY	RELIGION	TECHNOLOGY
<p>The transition from monarchy to modern political models</p> <ul style="list-style-type: none"> • Why was monarchy replaced? • Modern forms of government - democracy & dictatorship • The political spectrum LW to RW. • Political protest & the expansion of the franchise 	<p>Features of warfare in the C.16th/17th</p> <ul style="list-style-type: none"> • What causes world wars • Factors that allow countries to win world wars • New modes of warfare (naval blockades, war in the air, bombing) • Ethical dilemmas in warfare 	<p>Modern Economic Models</p> <ul style="list-style-type: none"> • Communism & Capitalism • Modern economic challenges - global economic events & their impact e.g. recession, depression, unemployment 	<p>Religious Challenges</p> <ul style="list-style-type: none"> • Religious persecution – why did/does it happen? What happened? What were the consequences? 	<p>Understanding the technology of the time</p> <ul style="list-style-type: none"> • The impact of rapid/widespread technological change on the population/nation • Level of technology in the Middle Ages – what did people use; what things were made of? • Features of life at this level of technology • Impact of new technology

Disciplinary Knowledge – By the end of KS3 we aim for students to be able to:

Communicating Knowledge	Using Evidence	
<ul style="list-style-type: none">• To use a wide range of subject specific vocabulary confidently when communicating about the past.• To be able to select appropriate evidence and use it to support a point.• To be able to provide a developed explanation for historical:<ul style="list-style-type: none">a) Causesb) Continuityc) Changed) Consequencese) Significance• To be able to make links between different aspects of history across different time periods, particularly in relation to our key themes.• To be able to communicate a conceptual overview of the key themes, identifying features of different aspects and explain cause, effect and interrelation	<ul style="list-style-type: none">• Identify and understand the key features of sources, whatever their nature.• Demonstrate an ability to infer from sources and use them as evidence to support a point of view.• Make judgements based on the quality of the information contained within sources.• Compare sources with one another to deepen understanding• Assess different aspects of sources to make sophisticated judgements about source utility.• To be able to construct their own interpretation after evaluation of a wide range of sources	<ul style="list-style-type: none">• Know what interpretations are.• Understand why different people will have different interpretations of the past and be able to explain why they may differ from one another.• Understand how the provenance of an interpretation can affect its utility.• Cross reference interpretations with sources/substantive knowledge and make basic judgements on utility.• Understand how historians work when coming to interpretations about the past.