

Intent - The history curriculum aims to foster an enjoyment of history through a challenging, engaging, and diverse curriculum; it aims to inspire students to become well rounded and passionate historians who think critically about the world they inhabit. To effectively interact with the modern world an understanding of history is essential. In their study of history, students will consider a range of perspectives and develop the ability to make balanced arguments and well sustained judgements, considering the significance of key events and individuals. Through studying a range of periods and peoples, students will become more empathetic and open minded. Through a knowledge rich curriculum students will gain an in depth understanding of a range of events and issues throughout history, building chronological understanding, and build their historical literacy and conceptual understanding. Students will develop their understanding of the following historical concepts: **continuity, change, cause, consequence, similarity, and difference and significance to enable them to analyse and explain events and phenomena.** They will also develop the skills needed to use and **critically evaluate sources and interpretations, both in terms of content and reliability and to understand how historians construct accounts of the past.** Students will learn to ask thoughtful questions and develop independent, analytical thinking and a passion for learning. Throughout KS3 there are opportunities to build a foundation of skills and knowledge to prepare them for their continued study at GCSE. There are recurring themes/concepts across the curriculum: **A) Power, authority and government, B) Empire, invasion and migration C) Warfare and Conflict D) Religion E) Persecution and resistance.** The curriculum also builds on skills and knowledge gained at KS2 and will prepare students for further study of History post 16.

Term	1	2	3	4	5	6
7	<p>A brief introduction to history skills In the first few weeks of the course students will be introduced to foundation history skills and concepts which they will use across KS3 and 4. Students will study keywords, chronology, types of evidence and making inferences Baseline Assessment – half termly assessment. Castles are then used as a case study of physical evidence – with an emphasis on local examples and to include a visit to a castle.</p> <p>Key words: Chronology Artefact Evidence Primary Secondary Inference Physical Visual Written Oral</p>	<p>The Story of Britain to 1066 In this unit students will learn about the Roman, Saxon and Viking invasions of Britain. Students will look at causes and consequences of invasion and immigration to Britain, including impact on daily life to consider change and continuity. They will make use of primary and secondary evidence, including scholarship to address misconceptions about reliability of primary and secondary evidence. This unit includes important foundation knowledge which will be built upon throughout the rest of KS3 and 4, with themes of succession, hierarchical society and power reoccurring.</p> <p>Half termly assessment (Causation) collapse of Rome – consideration of factors, making links, written conclusion.</p> <p>Key words: Invasion Conquest Conquer Raid Settlers Change Causes Consequences Empire Legacy Trade Resources Slavery</p>	<p>The Norman Conquest In this unit students will learn the history of the Norman invasion – the last invasion of the British Isles. They will learn about the context of 1066 which led to the rivalry over the English throne. They will learn about the claimants and key battles of 1066. Students will study the factors which led to Norman success at the Battle of Hastings. Extended Written assessment (Causation and Consequence): Why did William win the Battle of Hastings- half termly assessment.</p> <p>Norman control In the second half of the unit students will learn about the ways in which William I kept control of his new kingdom and evaluate the extent to which he changed life in England. Students will look at aspects of life including the Domesday book power, social organisation, women, daily life ,medicine and the legal system to evaluate change and continuity. This unit includes important foundation knowledge which will be built upon throughout the rest of KS3 and particularly in KS4 in the Norman England and Health and the People units. And be introduced to key contextual knowledge and concepts</p> <p>Key words: Domesday book Heir Oath Feudal system</p>	<p>Norman control CONTINUED Students will complete the second half of the unit, and then consider the concept of “Meanwhile, Elsewhere” by studying the Kingdom of Mali and its leader Mansa Musa, the emperor of the Mali Empire between 1312 and 1337. This builds on students’ understanding of the Medieval world and how different kingdoms were connected. Students will consider what Mansa Musa reveals about Medieval Africa and wealth and power within Africa, as he is thought to be one of the wealthiest men to have ever lived. This unit considers the concepts of similarities and differences and also addresses misconceptions about Medieval Africa. Half termly assessment (Substantive knowledge, Cause, Consequence, Sources and interpretations) – Year 7 exam</p> <p>Key words: Gringots Gold trade Hajj Emperor</p>	<p>Religion in the Middle Ages Religion was fundamental to life in the Middle Ages and in this unit, pupils will learn the role of the Catholic Church in everyday life; specifically, the extent to which the Church controlled society using power, help and hope, and popular beliefs about religion. The role of religion is a reoccurring theme throughout KS3 and 4 and is revisited again in Y8 (Challenges to kings, the Reformation and the English Civil War) and KS4 in the Norman England topic and Health of the People: significance of Church in medicine.</p> <p>Half termly assessment – Church Board Game</p> <p>Key words: Heaven Hell Purgatory Pilgrimage Chantry Power Help Hope Doom paintings</p>	<p>Religion in the Middle Ages 2 In the second half of this unit Students will look at the Crusades, they will study the importance of Jerusalem, why the Pope ordered the crusades and why people went on crusades. They will consider how contact with the Islamic empire impacted Britain positively. Students will then look at a case study of the power of the church and be introduced to the ideas that will be revisited in year 8 of challenges to the power of kings. Students will study the events surrounding the death of Becket, using sources to work out why the king agreed to be punished because of the event, and consider the relationship between the king and the church.</p> <p>The role of religion is a reoccurring theme throughout KS3 and 4 and is revisited again in Y8 (Challenges to kings, the Reformation and the English Civil War) and KS4 in the Norman England topic and Health of the People e.g., Islamic influence in Medieval period Public Health in monasteries.</p> <p>Half termly assessment – (Causation, consequence, sources and interpretations) Becket written assessment</p> <p>Key words:</p>

						Crusade Islamic Holy war Pilgrims Motives Traitor Bishops
8	<p>Challenges to Medieval Kings Students will investigate the key challenges kings faced in the period. Students will learn about key individuals and the religious, political and social challenges they faced, including the Magna Carta and the Peasants' Revolt. Key themes will include causes and consequences of challenges to the king's power, the use and abuse of power by monarchs (including consultation, law and finance and taxation). This unit is important as it introduces students to key themes of threats to power and control. This unit includes a chronological study of challenges to inherited power and the development of democracy. This is revisited throughout Y8 (The Reformation and English Civil War) and during KS4.</p> <p>Half Termly Assessment-Causation, Chronological understanding and Consequence Peasants Revolt write up.</p> <p>Key words: Feudal system Heir Rights Peasants Taxes Freedom Justice Revolt Excommunication Archbishop Tithes Poll tax</p>	<p>Henry VIII, the Reformation Students will study the causes of the Reformation and the establishment of the Church of England through the story of Henry VIII and his desire for a male heir to the throne. Students will investigate key individuals including Anne Boleyn and Henry VIII. Students will focus on the concept of causation, and link factors by their relative importance. This is a turning point in European history, with the birth of the Protestant Church of England. The Reformation had huge implications for the United Kingdom and students will consider the consequences and significance of the event. Henry VIII's decision to found the Protestant church directly leads to the 'religious rollercoaster' of the Tudor and Stuart dynasties. Students will briefly look at the impact on the reigns of Edward VI, Mary I and Elizabeth I. Students will also study the link between the Reformation and the events of the Gunpowder plot and consider the local links of the plot.</p> <p>Half Termly Assessment- Henry VIII Newspaper article on the consequences of Henry's Break with Rome</p> <p>Key words: Reformation Monarch Pope Supremacy Protestant Catholic Divorce</p>	<p>The English Civil War Students will learn about the Divine Right of kings – and how this and other issues such as taxation led to the breakdown of relations between Charles and Parliament. The importance of conceptual themes will be re-enforced including the role of religion, economy and politics in causing the Civil War. Students will be asked to explore the long and short-term causes of the Civil War, key areas of the civil war such as changes in weaponry, the role of women and the causes of the parliamentarians victory and the execution of Charles I. The English civil war resulted in families fighting against families, Parliament going to war against the king and the king being found guilty of treason. Students will then study the consequences of the civil war, investigating interpretations of Cromwell and his rule, considering his strengths and weaknesses. This consolidates key themes of threats to power and control covered in Year 7 as well as building on the earlier unit in year 8 of Challenges to Kings</p> <p>Half Termly Assessment – Knowledge based assessment</p> <p>Key words: Tyrant Civil war Parliamentarian Royalist Divine right Musket</p>	<p>Suffrage Students will explore the development of universal suffrage via popular protest, political change, and war. Students will consider the impact of the Peterloo massacre, 1832 Reform Act, the work of the Chartists and the Suffrage movement as well as the impact of the First World War. Studying the development of democracy is important in establishing a sense of modern British identity and the development of equality. It encourages students to consider the role of women and the hardships they faced in establishing universal suffrage. It also encourages students to consider that past generations have fought for choice, rights and freedoms that many of us take for granted today. This unit links back to earlier units in year 7 and 8 considering the role of women but also how power moves from the monarchy to the people.</p> <p>Half Termly Assessment - Source, interpretation, scholarship analysis skills – 'Emily Davison intended to die for the Suffragette Movement'. Use the sources and scholarship to consider the accuracy of this statement.</p> <p>Key words: Reform Democracy Suffrage</p>	<p>Pre Colonial Africa and The Slave Trade Students will find out what the Kingdom of Benin was like before the involvement of European powers in order to continue to challenge misconceptions. They will then investigate the reasons for and nature of the Transatlantic slave trade, as well as the impact of a range of individuals in ending the slave trade. Students will gain an understanding of how the Transatlantic slave trade worked, what Britain's role was in the 'Trade triangle' and what life was like for the enslaved people. Studying the slave trade, resistance and abolition is important in exploring the treatment of others and integral in understanding Black history and the impact on the world today. It encourages students to think about the immoral and unethical causes of slavery, as well as the arguments surrounding abolition. Students will learn about the role of black and white abolitionists in leading to the abolition of slavery.</p> <p>Half Termly Assessment - Extended writing on the experiences of enslaved people using primary evidence and historical interpretations.</p> <p>Key words:</p>	<p>Civil Rights Movement Students will continue their understanding of the African/American story, as well as racism across the world looking at what happened after the abolition of slavery and how the subsequent segregation between black and white Americans led to the foundation of the Civil Rights movement. Students will learn about key aspects of segregation such as the Jim Crow laws. as well as defining campaigns of the Civil Rights movement. This unit will encourage students to think about the social and moral implications of segregation and equal treatment, build a foundation of an understanding of the discrimination Black Americans faced, and consider the success of the Civil Rights Movement.</p> <p>Half Termly Assessment - year 8 exam</p> <p>Key words: Segregation Equality Jim Crow laws Discrimination Civil rights movement Protest</p>

		Parliament Monastery Treason	Economic Religious Political	Ballot Chartist Election Suffragette Suffragist	Racism Abolition Trade triangle Slavery Plantation Middle passage Profit	
9	<p>Causes of World War One Students will begin to explore the concept of causation via an abstract lesson on the death of a camel! Students will then investigate the long- and short-term factors leading to the first major modern warfare event. World War One was the first conflict to involve people from all over the world and was a turning point in the way European countries thought about war. The exploration of key concepts, such as alliances, militarism, imperialism and nationalism help students to appreciate the complex long-term causes which led to war. Students then study the event that triggered the war, the assassination of Franz Ferdinand. This focus on causation will consolidate student's understanding of causation from Year 8 (The Reformation, French Revolution, English Civil War).</p> <p>Half termly assessment – Independent extended writing on the causes of the First World War</p> <p>Experience of WW1 Students will build on their contextual understanding of the causes of WW1 to explore what the experience of WW1 was like for those fighting on the front line. Students will cover why men volunteered to fight, Schlieffen plan and trench warfare and key events of WW1 including the Battle of the Somme. Students will study why World war One became known as the 'war to end all wars' as it was war on a scale never seen before. New methods of fighting, such as the introduction of trench warfare, correlating with the introduction of new technology, machinery and ease of communication,</p>	<p>Experience of WW1 continued Students will continue to study why World war One became known as the 'war to end all wars' as it was war on a scale never seen before. New methods of fighting, such as the introduction of trench warfare, correlating with the introduction of new technology, machinery and ease of communication, meant that World War One had a long-lasting impact on the World. Students consider the experience of soldiers from across the world, and consider the role of soldiers from the British Empire. Students investigate a range of different types of evidence e.g., novel, television programmes, art, poetry to consider how the war has been interpreted and how useful these interpretations are to a historian. Students complete this topic by considering the events that led to the armistice and how several factors played a part in the outcome.</p> <p>Half termly assessment letter from the trenches/ Year 9 exam?</p> <p>Key words: Armistice Creeping barrage Empire Interpretations Mutiny Blockade</p>	<p>Conflict and Tension 1919-1939 This provides a foundation for KS4 and the Germany unit of the History GCSE course. It considers the failures following the First World War. Students will study the attempts to build peace after war. The unit will look at the impact the treaty of Versailles had on Europe and particularly Germany. The latter part of the course will focus on the rise of Hitler, his control of Germany and the causes of the outbreak of World War Two. Introduction to KS4 Conflict and Tension 1919- 1939 unit as well as Germany 1890-1945 unit.</p> <p>Half Termly Assessment SOURCE analysis – Hitler's rise to power poster – How useful is this source in explaining Hitler's appeal to the German people in the early 1930's, 'our last hope' source. Year 9 exam</p> <p>Key words: Peace settlement Reparations Territory Vengeance Terms Propaganda Dictatorship Democracy Control President Article 48 Depression Anti-semitism Terror Appeasement</p>	<p>Germany and the causes of the outbreak of World War Two. Introduction to KS4 Conflict and Tension 1919- 1939 unit as well as Germany 1890-1945 unit.</p> <p>Continued</p> <p>World War Two 1939-1945 Unit on WW2 Students will build on their understanding of Hitler's rise to power to gain an understanding of life in Europe during WW2 and the key events which led to an allied victory. The unit includes key events such as Blitzkrieg, Dunkirk, Operation Barbarossa, D Day landings, Pearl Harbour. The unit also covers the impact of war on life in Britain, looking at Blitz, evacuation, rationing.</p> <p>Half Termly Assessment - Was Dunkirk a triumph or disaster?</p> <p>Key words: Blitzkrieg Allied Axis Total war Civilian Home front Eastern front Evacuation Communism</p>	<p>World War Two 1939-1945 Continued leading to: Hiroshima – Was the dropping of the atomic bomb justified? Students will study the events surrounding the dropping of the atomic bomb through film and written arguments. They will produce an extended piece of writing describing the events and considering their opinion on whether the action was justified. The exploration of the causes of the bomb reinforces the concepts of causation and consequences. <i>This can be extended by comparing to Dresden.</i></p> <p>Persecution – The Holocaust Students will build on their understanding of Hitler's rise to power to investigate the events surrounding and leading up to the Holocaust. Students will briefly investigate anti-Semitism over time and the persecution of Jews. The unit will particularly focus on the treatment of Jews in occupied Europe and the increasing persecution which led to the 'final solution' of the Holocaust. The unit considers how and why this atrocity could occur.</p> <p>Reflections on the Holocaust. How should the holocaust be remembered?</p>	<p>Holocaust continued –Empire Windrush This unit will enhance their understanding of issues affecting the modern world. Students will study the growth of multi-cultural Britain to develop understanding of recent migration.</p> <p>Students will study what the windrush generation was, how migrants were treated and the impact of the windrush generation</p> <p>Half termly Assessment Summary knowledge and understanding test</p> <p>Key words: Discrimination Empire Racism Nimbyism Migration Migrant</p>

	<p>meant that World War One had a long-lasting impact on the World.</p> <p>Key words: Militarism Alliance Imperialism Empire Nationalism Assassination Trench Conscription Propaganda Pals Battalion</p>				<p>Students will study memorials to the holocaust and reflect on how and why the holocaust should be remembered.</p> <p>Half termly assessment – Atomic Bomb justification write up</p> <p>Key words: Holocaust Genocide Persecution Aryan Anti-Semitism Final Solution Kristallnacht Resistance Segregation</p>	
10	<p>‘The Normans’ Study in depth. This unit looks at the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary controversies.</p> <ul style="list-style-type: none"> •• Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims. •• Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics. military innovations, including cavalry and castles. •• Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance. <p>Half termly assessment – Knowledge test + 8 mark battle of Hastings question see assessment folder</p> <ul style="list-style-type: none"> •• Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land 	<p>Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.</p> <ul style="list-style-type: none"> •• The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church/state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy. <p>Norman paper – minus site study see Assessment folder</p>	<ul style="list-style-type: none"> •• Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life. learning; schools and education; Latin usage and the vernacular. <p>Health and the People c1000 to present day – Study in development</p> <p>This unit considers how medicine and public health have developed in Britain over a long period of time. There is a focus on the main change factors: war, religion, government, science, the role of the individual, and how they worked together. Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress.</p> <p>Medieval Medicine – existing ideas of medicine supernatural and natural</p> <p>Impact of religion on medicine and progress</p> <p>Development of surgery – impact of conflict on surgical progress</p> <p>Public health in the medieval period – impact of the Black Death</p>	<p>Challenge to medical authority in anatomy, physiology and surgery.</p> <p>The work of Vesalius, Paré, William Harvey</p> <p>Opposition to change.</p> <p>Traditional and new methods of treatment</p> <p>‘Quackery’</p> <p>Methods of treating disease</p> <p>Plague</p> <p>The growth of hospitals</p> <p>Changes to the training and status of surgeons and physicians. John Hunter</p> <p>Inoculation</p> <p>Work of Edward Jenner</p> <p>Vaccination and opposition to change. Year 10 exam</p>	<p>Development of Germ Theory - its impact on the treatment of disease in Britain: the importance of Pasteur.</p> <p>Robert Koch and microbe hunting</p> <p>Pasteur and vaccination</p> <p>Paul Ehrlich and magic bullets</p> <p>Everyday medical treatments and remedies.</p> <p>Anaesthetics, including Simpson and chloroform.</p> <p>Antiseptics including Lister and carbolic acid.</p> <p>Surgical procedures</p> <p>Aseptic surgery.</p> <p>Public health problems in industrial Britain</p> <p>Cholera epidemics.</p> <p>Public health improvement, including the 1848 and 1875 Public Health Acts.</p> <p>The role of public health reformers</p> <p>Local and national government involvement in public health. End of half term knowledge test</p>	<p>The development of the pharmaceutical industry</p> <p>Penicillin, its discovery by Fleming and its development</p> <p>New diseases and treatments</p> <p>Antibiotic resistance</p> <p>Alternative medicine and treatments.</p> <p>Plastic surgery</p> <p>Blood transfusions</p> <p>X-rays</p> <p>Transplant surgery</p> <p>Modern surgical methods, including lasers, radiation therapy and keyhole surgery.</p> <p>The importance of Booth, Rowntree, and the Boer War</p> <p>The Liberal social reforms</p> <p>The impact of two world wars on public health, poverty and housing.</p> <p>The Beveridge Report and the Welfare State</p> <p>Creation and development of the National Health Service</p> <p>Costs, choices and the issues of healthcare in the 21st century.</p> <p>End of half term knowledge test</p> <p>Full Medicine paper</p>

	distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book.		Explain the impact of the work of the Ancient doctors Hippocrates and Galen on Medieval Medicine (after 1000AD) 8 mark question			Review of Year 10 – Refocus on site study (Normans) – Year 10 visits – Poland and site visit. Introduce Germany topic.
11	<p>Germany 1890-1945 Depth study.</p> <p>This study in depth considers Germany's journey from military autocracy, through democracy to dictatorship.</p> <p>Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.</p> <p>Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</p> <p>Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</p> <p>The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.</p> <p>The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.</p> <p>End of half term paper up to Stresemann</p>	<p>The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.</p> <p>Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.</p> <p>Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.</p> <p>Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.</p> <p>End of half term knowledge test</p>	<p>Interwar – Europe 1919-1939</p> <p>This wider world depth study covers the complex and diverse interests of different individuals and countries. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.</p> <p>The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.</p> <p>The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations.</p> <p>Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.</p> <p>The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. Mock Exam or End of half term knowledge test</p>	<p>Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact.</p> <p>The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.</p> <p>The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement.</p> <p>Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.</p> <p>The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.</p> <p>End of half term knowledge test Full interwar paper</p>	<p>Revision</p> <p>Practice questions and/or papers</p>	<p>Exams</p>

Impact: At KS3 progress is measured through pathways that make broad links to GCSE numerical grades. At KS4 progress is measured through regular GCSE exam questions, and GCSE achievement. Students complete regular assessment pieces where foundation knowledge, understanding and skills are assessed. The outcomes of these measures will be used to inform teaching and revision, with the aim of supporting students' progress. Students will be encouraged to build wider contextual understanding, to read and research around the subject they are studying in class, and by watching, visiting and engaging with a range of historical resources outside of school. Levels of engagement with history will be measured by numbers of students choosing to continue studying history at GCSE and choosing to go on to study it at A-Level. Students will also use skills they develop in history to engage with the wider school community in student leadership positions, demonstrating that they understand their role and responsibility within their community and are becoming empathetic and confident individuals.