

LJFS History curriculum intent

Through looking at past events, students are encouraged to think independently, critically and objectively about the world around them and the nature of humanity. The knowledge-rich History curriculum is grounded in the pursuit of mastery of key historical concepts such as revolution, civilisation, empire and monarchy. These key historical concepts form the backbone of the curriculum, along which students are guided to develop their historical skills in evaluating primary and secondary sources, assessing chains of cause-and-consequence, and explaining historical significance. The curriculum follows a broadly chronological path but is focused on a series of depth studies in which students explore many facets of life in each period. For instance, students studying the British Empire in year 8 learn about the role of the tea trade, Abolition movement, opium smugglers, African explorers, missionary priests, scientists, famous generals (Lord Kitchener) and ordinary people in building the British Empire. The chronological depth study approach enables students to enjoy a deep dive into a particular time and place – to learn how people lived, what they ate, what a town looked like as well as the big movers and shakers of history. Above all else, History at LJFS is fun and the curriculum is designed to support students develop an enquiring mind in an enjoyable and challenging environment. In past years, students have benefitted from expert connections and masterclasses on topics such as Civil War weapons (object handling) and Holocaust memory through graphic novels.

KS3 overview

Year 7s are taught about the historian's craft and why people study History. They develop an understanding of several reasons for the importance of History: to understand where the world around us has come from, to make sense of human behaviour, to appreciate other cultures and to develop literacy and oral skills. Just as importantly, they are encouraged to enjoy learning from the only subject that offers the whole of humanity's existence from the dawn of mankind to the present day, spanning every continent, as its playground. The KS3 curriculum has been sequenced to build an appreciation of Britain's history as well as the development of British, European and world culture. Key Stage 3 is divided into a series of breadth and depth studies and learning within these begins with a key enquiry question. The enquiry questions take students from the Roman invasion of Britain to the modern world. Breadth studies enable students to master

concepts of change and continuity whilst exploring a particular issue over a long period of time. For example, year 7s explore the power of Medieval kings and queens from William the Conqueror to Richard III. Depth studies provide opportunity to build a deep understanding of a particular society, including the Zulu Kingdom in the age of Shaka (year 8).

KS4 overview

The Key Stage 4 curriculum aims to provide students with a broad overview of British and world history in the past 1000 years with a thematic study on the history of medicine from 1250 as well as a period study of the Cold War. Students also explore two depth studies: early Elizabethan England and Weimar and Nazi Germany. Students are prepared for studying history at a higher level and are provided with critical thinking skills and the ability to perform complex textual analysis. There is clear progression between KS3 and 4, with students being exposed to themes and content that will allow all students to access the KS4 content. For example, the study of the Tudors in year 7-8 introduces students to key themes such as reformation and the Renaissance. KS4 provides students with the opportunity to develop this knowledge at a higher level through study of more specific events and detailed visual and textual sources.