

History Curriculum Intents Churnet View Middle School

The History curriculum at Churnet View is designed to give pupils the skills required to investigate History and be a true Historian. These skills will be useful in many aspects of life as they leave education also and will allow them to succeed in the world of work and be critical of information that is given to them. They will study a wide range of topics focusing on local, national and international History. They then also look at factors such as political, religious, social, warfare, economic etc. This gives them a broad and balanced view of the world and its past. Pupils will encounter a range of viewpoints and we are working to give a representative view of the past where we do not just focus on white, male and middle class History but History of the full population.

	By the end of year 6	By the end of year 8
History	Pupils will mostly study societies pre-1066 but will also study local History and a study into Crime and Punishment Through Time-this will allow them to have sound building blocks to understand the early formation, invaders and settlers to the UK. They will have a grasp of chronology through the way this is sequenced and the wider time period studies. Pupils will understand that the past can be interpreted in different ways and that people will not always have the same opinion. They will have begun developing their skills in source analysis so will be able to find key information from sources themselves and begin selecting sources to help with their enquiries.	Pupils in year 7 and 8 focus on 1066-1800s in local, national and international History. This gives them a good basis for their year 9 topics in High School. They will understand that the past is complex with many power struggles and disputes that have left an impact on our world today. They will have a sound grasp of chronology due to the way the topics are structured and have an understanding of not just social History but elements of political, religious, military and economic. They will be beginning to be critical of information given to them and evaluating why may the past be interpreted differently. They will begin to argue their ideas about the past and start organising their work in a way that supports their writing about the past.