

History

Our curriculum is founded on the following principles:

- Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness, resilience** and **independence**.
- Recognising **diversity** and encouraging **empowerment** strengthens our **community**.
- Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.

	Leadership	Self-awareness	Resilience	Independence
<p>Creating opportunities with a focus on leadership skills enables students to develop their self-awareness, resilience and independence.</p>	<p>Enquiry questions encourage students to direct discussion and debates around our topics.</p>	<p>Understanding oneself through the past. Enabling students to understand how opinions, arguments and judgements in history enables them to develop a greater awareness of how their own beliefs and ideas develop. Students regularly study the rise of Britain as a global superpower through imperialism and the enslavement of Africans which benefitted Britain economically. Students reflect on how this has a legacy today and the lasting effects of</p>	<p>History that shows the power and long-term impact of resilience e.g. race relations and LGBTQ+ history units. A curriculum that inspires resilience in our students. Challenge and opportunities to improve.</p>	<p>Opportunities to learn independently via guided and extra-curricular reading. Emphasis on students making and explaining judgements encourages independent thought.</p>

		our nation's history globally.			
Recognising diversity and encouraging empowerment strengthens our community .	Diversity		Empowerment		Community
	Diverse curriculum content. For example, emphasis on migration and its impact throughout our curriculum, global histories (e.g. WWI) taught in a decolonised way which gives agency to the colonised and women's history is woven into traditionally 'masculine' topics e.g. Norman Conquest.		A curriculum that celebrates empowerment within the community. Our emphasis on individuals and how people and groups have achieved change (e.g. Suffrage, Civil rights) encourages students to try to enact change in their community.		One of the aims of our curriculum is to foster pride in the local area. Local history woven into KS3 from 1066-modern period allows students to understand the relevance of the past to today's society and the development of our community. Local history emphasis has created strong links with the local community- Chatham Historical Society & Chatham Dockyard.
Broadening curriculum opportunities through enrichment allows confident, inquisitive and creative learners to become critical thinkers .	Enrichment	Confident	Inquisitive	Creative	Critical thinkers
	Enrichment opportunities e.g. Chatham Dockyard sessions and exposure to scholarship through homework and History Book Group allows students to broaden their knowledge and think of further	Frequent exposure to challenging source material and historical scholarship leads to students becoming more confident in their abilities as they become more independent in their analysis of this.	Students are encouraged at all levels to engage in extra-curricular homework's and reading which help to inspire a sense of historical inquisitiveness. For example, in Year 7 when studying Anglo-Saxon's	Exposure to a range of source and scholarship material- visual and written shows students the possibility to present history in more creative ways- e.g. Graphic novels on Peterloo and	In Year 8 we have integrated an enquiry question based on social constructivism and the eventual construction of race. Whilst challenging, students are given the opportunity to explore and

	<p>lines of enquiry to pursue.</p>		<p>students were encouraged to find the meaning behind certain historical artefacts which consisted of images and runic writing. Many students took the opportunity to do their own research with some guidance and returned with what they had understood from the artefacts. In Year 8 students exploring the legacies of enslavement took it upon themselves to use the inflation calculator to explore the exorbitant amounts of money given by the British government in compensation to the traders and</p>	<p>revolts by enslaved people.</p>	<p>challenge historical narratives and develop sociological critical thinking. In addition to this we as a department have encouraged the use of historians within the classroom at all age ranges which allows them to engage in some historiography and the process of historical study.</p>
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