



# Curriculum Intent of HISTORY

## September 2026

## **KS3 History**

### **Intent**

#### **To enable and develop students who:**

- To apply, extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.
- To identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- To be able to use historical terms and concepts in increasingly sophisticated ways.
- To develop historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
- To develop an understanding how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### **Skills**

The core skills students will develop are:

- The ability to describe a source.
- The ability to explain a source.
- The ability to use your own knowledge to support or oppose what is in the source.
- To be able to compare with other sources.
- To explain if the source is biased.
- To explain how the sources agree or disagree with the interpretation

### **Knowledge**

The core knowledge students will develop is:

- To Know what primary sources are and how to use them.
- To know how to use some types of evidence.
- To Know what useful means in History and what significance means.
- To Know detail about historic events.
- To know similarities and differences of historic events.

## **GCSE History**

### **Intent**

#### **To enable students to:**

- To challenge students to think, act and speak like those working in the field would: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments.
- To develop the importance of challenging the provenance of information, evaluating different interpretations, and processing large amounts of information to create a coherent argument.
- To develop empathy and tolerance and an understanding of how history has created the world we live in today.
- To challenge the students to think independently, to follow their own lines of enquiry and to present their work in a creative way.
- To develop an understanding of the modern world helps students to understand key developments and events in modern world history.
- To have the ability to understand key developments and events in the history of Britain.

### **Skills**

The core skills students will develop are:

- To demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- To explain and analyse historical events and periods studied using second-order historical concepts.
- To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied
- To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

### **Knowledge**

The core knowledge students will develop is:

- Understanding change and continuity across a long sweep of history.
- Understanding a focus on a substantial and coherent medium time span of 50 years.
- Understanding of one British and one European historic event gaining understanding of complexities of a society or historic situation.
- Understanding the historic environment and focusing on its context.
- Have an understanding of the place study and the historical event.