



## CURRICULUM INTENT

“NO PEOPLE ARE EVER STATIC OVER LONG PERIODS, AND NO POWER, CULTURE OR NATION HAS EVER BEEN ANYWHERE NEAR PERMANENT”

(ADAM RUTHERFORD, 2020)

The History curriculum at Benton Park School aims to foster student’s curiosity and engagement while developing their critical and evaluative skills. The curriculum has been developed to foster ‘citizen historians’ who not only have historical knowledge and skills to make them a well-rounded historian, but also engage critically with the past and present. Students need to practise the discipline of history -‘walk and talk like a historian’ - not just memorise and recall facts. It is the ability to analyse, evaluate, link and assess the skills below which enables them to succeed at KS3 and be prepared for the rigour of KS4-5. The curriculum is designed to provide students with diverse experiences from Leeds, Britain and the Wider World.

“HISTORY ISN’T A SOLID SET OF FACTS, IT’S VERY MUCH ABOUT WHAT QUESTIONS YOU ASK OF THE PAST. IF YOU ASK DIFFERENT QUESTIONS, YOU GET DIFFERENT ANSWERS.”

(MIRANDA KAUFMANN, AUTHOR OF BLACK TUDORS, 2017)

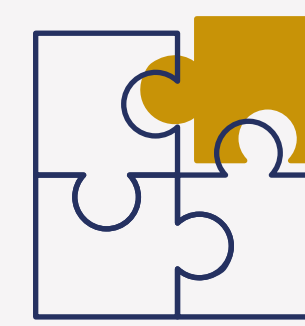
Throughout lessons both historical knowledge and the understanding and application of historical skills need to progress. These skills are identified within our curriculum overview and in more detail in progression models for individual units. Students make progress in second order concepts, developing their critical engagement with the past and bring that to bear as they form their own judgements and opinions about topics. Students are guided in their thinking by enquiry questions that form the basis of each lesson and/or topic of study.

## BENTON PARK SCHOOL VALUES

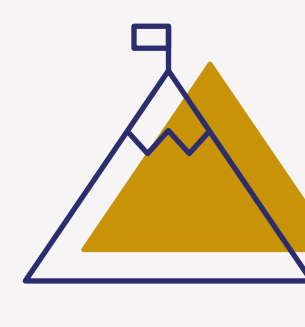
History students:



- Display **resilience** through their analysis of sources and interpretations and execution of essay writing.



- **Collaborate** to explore the subject through debate and discussion.



- **Endeavour** to explore History through the second order concepts of cause and consequence, change and continuity, knowledge and understanding, significance and similarities and differences.



- Display **compassion** through the study of people in Leeds, Britain and around the world in relation to their diverse social, cultural, political and economic situations.



- Are **inspired** as a result of a History curriculum which sees themselves reflected in it.

Early Tudors:  
1484-1603

Civil Rights:  
Women + Workers

YEAR  
13

Coursework

Democracy and Dictatorships  
1919-1963

YEAR  
12

Civil Rights 1865-1992:  
African Americans and Native Americans

Norman England  
1066-1100

Health and the People  
1000-Present day

YEAR  
10

Democracy and Dictatorships:  
1890-1945

Conflict and Tension:  
1918-1939

YEAR  
11

Post 1945 World

World War One

The Suffrage Movement

YEAR  
9

The Holocaust

Causes of World War One

Civil Rights

Industrial Revolution

Empire and Exploration

YEAR  
7

The Normans

The Stewarts

YEAR  
8

Historical Skills

The Tudors

Medieval Period