



# Northampton International Academy

## History Curriculum Overview



### Why Teach History?

History allows us to understand our past, which in turn allows us to understand our present. By studying history, we are able to identify the social and cultural changes and developments, encouraging understanding of why certain events happened and therefore helping pupils to consider the outcomes and consequences of theirs and others' choices and actions.

History provides us with insight into our cultures of origin as well as cultures with which we might be less familiar. This allows pupils to increase their cross-cultural awareness and understanding of people, beliefs and the world. It enables us to learn about the influence of significant individuals in the past and recognise how they have contributed to national and international achievements.

Learning the history of topics such as the Civil Rights in America helps us to understand why some rules and laws were created and encourages students' motivation to improve society and the world further. Through teaching history, we promote pupils to exercise their critical thinking and writing skills which will be important in their future academic, professional and personal lives.

### Substantive Themes and First Order Concepts

Our curriculum enables pupils to gain historical perspective by placing their growing knowledge into different contexts enabling them to

Cultural	Economic	Military
Political	Religious	Social

In the secondary curriculum these are taught through three larger themes ...

- 1) Perspectives in a changing world
- 2) Power and Conflict
- 3) Beliefs and Ideas

### Disciplinary Knowledge - Second Order Concepts

Pupils make progress in history by developing an understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Historical Significance	Considering the significance of events, people and developments in their historical context and the present day
Similarity and Difference	Making connections between the past and present and across the same time periods to recognise and analyse the diversity of past experience
Continuity and Change	Identifying and explaining change and continuity within and across periods of history
Cause	Analysing and explaining the reasons for historical events, situations and changes
Consequence	Analysing and explaining the reasons for historical events, situations and changes

### Chronological Understanding

Chronology is vital in our understanding of history. Therefore, we ensure that at all key stage levels, students acquire and develop their use of time and sequencing.

In KS2, students should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.' Both the KS2 and KS3 curriculum is taught in chronological order to support this and enable development of second order concepts.

Chronological Understanding	<ol style="list-style-type: none"> <li>i) Understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time</li> <li>ii) Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies</li> <li>iii) Building a chronological framework of periods and using this to place new knowledge in its historical context</li> </ol>
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### Local, national and international History



Understanding connections between history on different scales is vital in creating world citizens. We ensure that all key stages have the opportunity to look at history from a local, national and international perspective. This allows students to emotional connect to the world around them and appreciate not only world history but history on their doorstep!

Local	National	International
Great Fire of Northampton (Yr2)	King John (Yr 7)	Ibn Battuta (Yr2)
Walter Tull (Yr6/8)	Thomas Becket (Yr7)	Maya (Yr5)
Holdenby House (Yr7)	Industrial Revolution (Yr8)	WW1 and WW2 (Yr 9)
Bletchley Park (Yr 9)		Civil Rights (Yr9)

### Diversity

In History, we have supported the school's pledge to the Race charter and see race as a thread that weaves through the primary and secondary curriculum. We believe this embraces the international nature of our school. For example, Year 7 study about Black Tudors and Years 5 and 9 look at Civil Rights.

Diversity	Understanding the diverse experiences and ideas, beliefs and attitudes of those living in past societies and how these have shaped the world
Interpretation	<ol style="list-style-type: none"> <li>i) Understanding how historians and others form interpretations of history</li> <li>ii) Understanding why historians and others have interpreted events, people and situations in different ways through a range of media</li> <li>iii) Evaluating a range of interpretations of the past to assess their validity</li> </ol>