



Confident communicators	Knowledgeable and experienced learners	Committed community contributors	See the future and are ready for it
Our curriculum provides planned opportunities for all students to improve their ability to articulate their views and ideas in a confident and fluent manner, through what they say; what they read; what they write and what they create. Through this our students develop in both self-belief and confidence in their ability to communicate in a variety of settings.	Our curriculum provides opportunities for all students, regardless of their starting points, to develop the tools needed to learn and acquire both knowledge and skills. Through carefully sequenced learning, students' resilience grows as they become increasingly independent and proactive learners, who are empowered to succeed.	Our curriculum provides opportunities to enhance the cultural, creative and technological capital of all our students so that they can all make personal contributions in the wider community. They are proud of their school; understand the world around them. They develop personal skills as well as leadership attributes in order to make a positive contribution.	Our curriculum provides the opportunities, qualifications and aspirations, so that our students are able to make informed choices at each milestone. They are knowledgeable and have high aspirations for their own success so that they can thrive within a 21 st century world. Our students are supported to develop the skills to face uncertainty in new situations, and the resilience to persevere when faced with new challenges.

What are we trying to achieve?

Intent

History			
<ol style="list-style-type: none"> 1) Students enjoy History lessons 2) Students who can clearly articulate historical views, using Tier 2 and Tier 3 language, both verbally and in writing 3) Students are confident in using a range of historical skills including critically analysing and reflecting on their own work 	<ol style="list-style-type: none"> 1) Clear planning provides stretch and challenge for students of all levels 2) Schemes of learning have a clear sequence linked to assessments 3) Students know what they are good at and pursue their strengths with independence 	<ol style="list-style-type: none"> 1) Students know the history of the Thornton community they currently live in 2) Students know their family history 3) Students understand how the changes in their history have stemmed from wider history 	<ol style="list-style-type: none"> 1) Our curriculum builds the skills students need to succeed at their next stage 2) Students learn lessons from the past to better understand their future 3) Students develop decision making skills which will be used in employment
Building on their KS2 knowledge, by the end of Key Stage 3 our students will have studied the development of Church, state and society in Medieval Britain, the industrial revolution, the World Wars, and will:			
<ol style="list-style-type: none"> 1) Choose the learning methods which best suit them 2) Communicate themselves verbally and in writing 3) Students can critically analyse their own work 	<ol style="list-style-type: none"> 1) Students have chance to exceed their targets 2) Students understand the themes within a topic 3) Lead learning to help other students 	<ol style="list-style-type: none"> 1) Evidence this with Thornton-in-a-box project 2) Evidence with family history project 3) Go on and reflect on a historical trip 	<ol style="list-style-type: none"> 1) Students have the skills needed to excel at KS4 2) Debate issues using historical and modern examples 3) Developed presentation and analytical skills
By the end of Key Stage 4 the key content that students will have studied for the EDEXCEL GCSE and will include the Normans, the American West, Crime and Punishment, Nazi Germany, and our students will:			
<ol style="list-style-type: none"> 1) Choose the learning methods which best suit them 2) Communicate historical judgements verbally and in writing 3) Students can critically analyse peers work in History 	<ol style="list-style-type: none"> 1) Students have chance to exceed their target in History 2) Students can explain the themes through History GCSE 3) Students identify their own revision focuses 	<ol style="list-style-type: none"> 1) Link historical examples to today 2) Evidence with family history project 3) Go on and reflect on a historical trip 	<ol style="list-style-type: none"> 1) Students have the skills needed to excel at KS5 2) Debate issues using historical and modern writing examples 3) Developed understanding of decision making skills needed in the work place
By the end of Key Stage 5 our students will have followed the AQA History A-level and will have studied the Cold War, the Tudors and the fall of the Romanovs, and will:			
<ol style="list-style-type: none"> 1) Choose learning methods which get the best result 2) Argue historical judgements verbally and in writing 3) Students can critically analyse Historian's work 	<ol style="list-style-type: none"> 1) Students have chance to exceed their targets 2) Students evaluate the strands through A levels 3) Students identify their own questions to focus on 	<ol style="list-style-type: none"> 1) Link historical examples to today's wider society 2) Evidence with family history project 3) Go on and reflect on a historical trip 	<ol style="list-style-type: none"> 1) Students have the skills needed to excel at University 2) Judge current actions by using historical parallels 3) Developed understanding of skills needed to get a job