



CURRICULUM INTENT

HISTORY



Our History curriculum aims to cultivate a deep understanding and appreciation of the past, enabling students to develop a critical and analytical approach to the world around them. Through the study of history, students will explore key events, figures, and societies, gaining insights into the complex factors that have shaped our present. The curriculum aims to foster historical empathy, encouraging students to consider diverse perspectives and recognise the impact of different cultures and civilisations. By examining primary and secondary sources, students will develop essential research and critical thinking skills, enabling them to engage in informed discussions, challenge assumptions, and make connections between the past and the present. The history curriculum seeks to nurture well-rounded global citizens who can navigate the complexities of the world with a rich historical consciousness.



CURRICULUM INTENT OVERVIEW

 HEAD KNOWLEDGE-RICH	Students will: • Study key historical people and events that are local, national and international so that they can understand how society has been shaped overtime in different countries. • Study time periods of: Anglo-Saxon, Medieval, Tudor & Stuart, Industrial Britain and Modern to present day. They are to be taught in a chronological approach as this allows pupils to experience similar themes being repeated throughout the past and how they changed over time to shape the society we live in today. • Throughout the curriculum study lessons that are based on themes around diversity such as gender, ethnicity and religion which will help then to orientate the world in which they live. These themes are repeated throughout most of the topics and time periods which are studied across all key stages. • Will be taught to think and act like Historians by applying the historical concepts of cause and consequence; change and continuity; similarity and difference; significance; sources and evidence and interpretations so that they can write informed answers to historical enquiries. • Be able to identify the core knowledge that underpins each topic, this will help pupils to access the historical courses more effectively.
 HEART FAITH, LOVE AND RESPECT	Students will: • Study topics such as The Holocaust and the Transatlantic slave trade to allow pupils to gain an understanding as to how people have been exploited and marginalised in the past, and why these events should never happen again in society. • From key historical events, pupils will be taught the five key British values democracy, the rule of law, individual liberty, mutual respect and tolerance. They will then be able to make a judgement as to why past societies decided to ignore these key values and why they should not be ignored today. • Analyse and evaluate past events, such as The Windrush, individuals and societies, pupils will be able to create an understanding of how society evolves over time and that virtues such as empathy, respect, forgiveness and honesty can create a better society in which we all can live in. • Study History pupils will be able to become better decision makers and to make better judgements about issues that affect daily life. • Understand that their history teachers have very high ambitions for their knowledge and learning, and that this means they have high expectations of their attention, completion of homework and engagement in class tasks.
 HANDS APPLICATION OF KNOWLEDGE	Students will: • Be able to develop a confident manner in debating historical events and the impact they have on society, this will be achieved by a variety of methods such as retrieval activities, writing extended answers to key questions and in relation to historical sources and interpretations. • Will be able to challenge accepted views about historical events and significant people, therefore, pupils will access conflicting interpretations so that they can create their own perspective. • Will be able to create judgements that are based on factual evidence that is contemporary to the period and from historians' views, as such they will be taught to access evidence so that they can make informed decisions. • The types of jobs which History can prepare pupils for are those that are centred around analysis and assessment of information, writing detailed information in an objective manner such as reports. Therefore, occupations that a study of history can prepare students for are careers in law, civil service, teaching, archivist, researcher and many more.



CURRICULUM TO CLASSROOM

 HEAD KNOWLEDGE-RICH	KNOWLEDGE FOCUSED	At key stage 3 knowledge booklets are being, or have been, produced for each topic this will then allow pupils easier access to the whole of the curriculum. The booklets are being sequenced in chronological order in which the topics are being taught e.g. year 7 will start from the Medieval era and it will end in year 9 with the 20th century. The booklets will contain the core knowledge and activities to support pupil learning and to underpin the historical second order skills. The booklets can be supplemented by presentations, and in some cases, content will also be presented in this manner along with other resources if there is no booklet.
	EXPERT TEACHERS (EXPLANATIONS)	New content will be taught via knowledge books, if one is available, if not it will be taught via other resources such as presentations, worksheets, textbooks & video clips. Teachers may quiz pupils on their prior knowledge of a new topic to help make links between the two. Teachers will attempt to ensure the content that is delivered in split into easy-to-understand chunks, that text on screens is kept to a minimum and that all topics contains portions of text or images that will be part of activity whereby they will be analysed in various formats depending on which skill is being applied.
	TAUGHT TO BE REMEMBERED	Most lessons will start with a 'Do Now' retrieval activity which will be based on previous learning or one that is set from homework, this will be dependent on the different key stages. If they are completed via a knowledge book then the retrieval activity will be at the back of the booklets, if not they will be carried out in pupils exercise books. There might be stand-alone retrieval activities throughout lessons to ensure all pupils are concentrating and are linking to previous knowledge. Cold calling should be applied throughout the lessons, as this will help to ensure that pupils are thinking hard and paying attention. Other strategies that could be applied is 'right is right' to ensure pupils are secure in their knowledge.
HEART FAITH, LOVE AND RESPECT	ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT	Throughout all year groups pupils are expected to pay attention and they should follow teacher instructions, this could take the form of tracking the board, knowledge booklet or teacher. When extended pieces of writing are taking place the teacher may insist on silence or low volume of talking so that pupils are not distracted so pupils can give the work their full attention. Pupils' behaviour and work ethic will be challenged, and they will be reminded that it is because the teacher wants them to achieve their very best. Pupils will be encouraged to learn how to 'craft' their answers and that it is acceptable to make mistakes and that they are on a learning journey, and it will take time. The classroom environment should allow pupils to make mistakes in a safe space.

HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	Across all key stages teachers will model how to write answers to questions which will be dependent on the year group, visualisers or writing directly onto the board will facilitate this aspect. Teachers may also use pupils work to demonstrate work that is of a particular standard. Some of the answers will be taught to be answered in a particular format such as PEE or PEEL. The teacher will help pupils to deconstruct the question to help them answer the question and to highlight the focus of the question. Questions will also be set so that pupils can attempt their own question on an independent basis.
	DELIBERATE PRACTICE	At the end of completed topics there will be summative assessments based on the knowledge they have gained. For key stages 4 & 5 the assessment will be produced in an exam format that is set by exam board. For key stage 3 the assessments will be based on a variety of substantive & disciplinary knowledge such as recall of chronological events, analysis of sources & explanation of causes.

LEARNING SEQUENCE – YEAR 7

OUTCOMES	• to know chronological order of time periods. • to explain key historical events & individuals. • to make judgements based on historian's interpretations. • to make inferences based on primary sources. • to know and apply key words and concepts in the correct context for example democracy, cultural diversity and transference of power. • to apply disciplinary knowledge correctly.	
TOPICS	Medieval	Tudor and Stuarts
DESCRIPTION	Pupils study the Medieval period to develop substantive knowledge and an understanding of the development of the nation state and society. This topic provides the first in-depth historical study within the curriculum and represents the earliest chronological period identified by the National Curriculum for exploring ideas, political power, industry, and empire. Pupils will begin to develop key disciplinary skills, which will be applied throughout the course, including answering structured historical questions and analysing sources and interpretations. These skills are then built upon in subsequent topics as students deepen their understanding of how history is constructed and studied.	This topic is the next chronological time period and therefore adheres to the National Curriculum. Pupils will gain knowledge of how the nation state has evolved and how society has developed over time. The substantive and disciplinary knowledge gained from the Medieval period will help pupils to place this time period into context, enabling them to make clear connections between periods of change and continuity. This will support their developing understanding of historical progression and deepen their ability to analyse and interpret historical developments across time.



LEARNING SEQUENCE – YEAR 8

OUTCOMES	• to know the chronology of British history from 1745 - 1945. • to be able to analyse primary sources for utility, content and provenance. • to make judgements based on historian's interpretations. • to know and apply key words and concepts in the correct context by building knowledge from year 7. • to study a breath study so pupils will apply disciplinary knowledge such as cause and consequence.	
TOPICS	The Transatlantic Slave Trade	British Empire
DESCRIPTION	This topic explores the transatlantic trade in enslaved African people and goods between Europe, West Africa, and the Americas. It is taught first as it represents one of the earliest large-scale global systems of trade within the 1745–1901 period, in line with the National Curriculum. Pupils will develop an understanding of how and why this system developed, its economic and political importance, and its impact on the societies involved. The topic also provides an important foundation for understanding later developments in empire, industry, and migration across the wider course.	The Empire topic explores where, why, and when Britain developed and maintained an empire. It is taught to show how British political power overseas changed over time and to examine the reasons behind this decline and transformation. Pupils will study key examples of British rule across different parts of the world, including India, to meet the National Curriculum requirement for a depth study within this time period. Through this, students will develop an understanding of the impact of empire on both Britain and the countries it governed, as well as the wider consequences of imperial change.
TOPICS	WWI	
DESCRIPTION	This topic explores the First World War, beginning with its causes in Europe and the growing tensions between major powers. Pupils will study key events such as the outbreak of war in 1914, trench warfare on the Western Front, and the experiences of soldiers and civilians throughout the conflict. The role of Britain and its allies is considered, alongside developments on the home front, including changes in work, rationing, and the impact on society. Pupils will also examine the role of women during the war, including their contributions in factories, nursing, and other essential services, and how this contributed to changing attitudes towards gender roles.	



LEARNING SEQUENCE – YEAR 9

OUTCOMES	- to answer source questions base on a historical site. - to be able to analyse primary sources for utility, content and provenance. - to apply disciplinary knowledge in order to answer GCSE style questions. - to study the first topic of Medicine Through Time in preparation for Key Stage 4. - to learn new substantive knowledge		
	TOPICS		
DESCRIPTION	World War II and the Holocaust	Migration	20 th Century US Civil Rights
	This topic includes key events and individuals from the Second World War, such as D-Day and Winston Churchill, providing pupils with a clear chronological understanding of the conflict. It is taught as part of the ‘challenges’ section of the National Curriculum and explores the impact of global warfare on Britain and the wider world. Chronologically, it follows the period of the British Empire but overlaps with British control of India, allowing pupils to consider the global nature of the war and its wider consequences. The topic builds on prior substantive knowledge, including democracy, and develops disciplinary understanding through exploring causes, consequences, and interpretations of the Second World War.	Pre-1066 migration starts the course and sets the foundation that all British history is shaped by movement of peoples, meaning that anyone who is British is ultimately descended from migrants. The course is taught chronologically and covers a wide range of migrant groups, from Jewish communities in the medieval period to Eastern European migration in contemporary Britain. Pupils will explore how Britain has always been connected to the wider world and how migration has contributed to the country’s diversity over time. They will also examine the reasons why people migrated and the impact this has had on British society, culture, and identity.	This topic investigates the key events that evolved over time from segregation in the 1800s to Malcolm X’s role within the Civil Rights Movement. Pupils will gain an understanding of the different types of protest within the movement, including sit-ins, boycotts, and wider peaceful demonstrations, and how these challenged segregation across America. Key individuals such as Rosa Parks, Martin Luther King Jr., and Malcolm X will be studied to explore different approaches to achieving civil rights. Pupils will also examine how US presidents influenced change, particularly in relation to education, including the desegregation of schools following landmark events such as Little Rock.



LEARNING SEQUENCE – YEAR 10

OUTCOMES	• to answer source questions base on contemporary sources. • to be able to analyse primary sources for utility, content and provenance. • to create a judgement based on substantive knowledge & historian's interpretations. • to apply disciplinary knowledge in order to answer GCSE style questions based on disciplinary knowledge. • to study a breadth study, Medicine Through Time, in preparation for GCSE exams. • to study a depth study – Weimar & Nazi Germany, in preparation for GCSE exams • to learn new substantive knowledge.	
TOPICS	Medicine Through Time	Weimar and Nazi Germany
DESCRIPTION	Topics studied include the Medieval period, the Renaissance, the 18th and 19th centuries, and the 20th century to the present day. Each section is structured around the key themes of causes, treatment, prevention, and a detailed case study, allowing pupils to develop a clear understanding of continuity and change over time. This unit is taught first as it forms Paper 1 of the examination, providing a strong foundation for the rest of the course. Through this approach, pupils build both substantive knowledge and the analytical skills required to evaluate developments in medicine across different historical periods.	Topics studied include the establishment of the republic, the challenges and successes of the early Nazi regime, and the role of extremist parties in shaping political instability. Pupils will also study the formation and development of the Nazi Party, Hitler's consolidation of power, and Nazi control over Germany and wider society. This unit is taught after Paper 1, as it is a content-heavy component that is well-suited to being studied in full during Year 10, allowing pupils to develop a secure and detailed understanding of the period before moving on to the remaining areas of the course.

LEARNING SEQUENCE – YEAR 11

OUTCOMES	• to study a breadth study so pupils will apply disciplinary knowledge such as cause and consequence. • to learn new substantive knowledge. • to apply disciplinary knowledge in order to answer GCSE style questions. • to study Paper 2 – American West & Elizabeth I in preparation for Key Stage 4.	
TOPICS	Elizabeth I	American West
DESCRIPTION	Topics studied include Elizabeth I's government and religion, challenges both at home and abroad, and society, including exploration and the growth of England's global influence. This topic is taught in Year 11 as Paper 2 contains two examination papers covering different historical periods, which are sat at the same time. As this unit contains less content than Papers 1 and 3, it can be effectively integrated into the Year 11 timetable while allowing appropriate consideration for the increased examination demands and pressures experienced by pupils in this year group.	Topics studied include the early settlement of the Plains, the development of the Plains, and the conflicts and conquest that shaped the American West. This topic is taught as the final unit of the course, allowing pupils to complete their study of the GCSE content within the time constraints of Year 11. It provides pupils with the opportunity to apply and consolidate the substantive and disciplinary knowledge developed throughout the course, including themes such as migration, conflict, power, and the experiences of different groups within society.

LEARNING SEQUENCE – YEAR 12

OUTCOMES	• To gain substantive knowledge of Britain from 1918 to 1997 • To gain substantive knowledge of America from 1955 to 1992 • To analyse interpretations of historians in order to create an informed judgement. • To analyse contemporary sources against contextual knowledge in order to create a judgement. • To be able to critically select substantive knowledge in order to respond to a question based on disciplinary knowledge.	
TOPICS	Britain Transformed 1918-1997	The USA, 1955-92, Conformity and Challenge
DESCRIPTION	This topic explores key themes including politics, economics, the development of the welfare state, and how British society has transformed over time through areas such as immigration and changes in living standards. It is taught in Year 12 as Paper 1 of the A Level course. The sequencing follows the recommendation of the exam board that papers are taught in order, allowing pupils to build the substantive and disciplinary knowledge required throughout the course. This approach supports pupils in developing the analytical skills needed for coursework, including evaluating interpretations and constructing sustained historical arguments.	This topic explores key themes including affluence and conformity, protest and reaction, social and political change, and the dominance of the Republican Party alongside wider political developments. It is taught alongside the British course as both topics explore similar themes of societal transformation, changing attitudes, and the relationship between politics and society over time. As Paper 2 of the A Level course, this unit allows pupils to develop comparative understanding between Britain and the USA, while continuing to strengthen their disciplinary knowledge through the analysis of change, continuity, significance, and historical interpretations.



LEARNING SEQUENCE – YEAR 13

OUTCOMES	• Pupils to gain an understanding of different societal identities via changes in social, cultural, religious and ethnic diversity throughout the time periods being studied. • Pupils to become independent learners that are critical and reflective thinkers. • Pupils develop the ability to ask relevant and significant questions about the past and to research them. • To acquire an understanding of how to carry out historical study, in order to pupils to arrive at their own judgements that is based on evidence and historian's interpretations. • To develop and implement an understanding of historical terms, concepts and skills. • To make links and draw comparisons within and/or across different periods and aspects of the past. • Organise and communicate historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements. • To gain substantive knowledge of the The Witch Craze: 1580 to 1750. • To research a topic of pupil's own choice for the coursework section.	
TOPICS	The Witch Craze: 1580-1750	Coursework
DESCRIPTION	This topic explores the key themes of scepticism, science and reason, alongside detailed case studies from Great Britain, Europe, and America. Pupils will examine the development of beliefs surrounding witchcraft, the causes and nature of witch persecutions, and how changing ideas and approaches to knowledge influenced attitudes over time. This is Paper 3 of the A Level course and is the final examined topic to be studied, which is why it is taught in Year 13. Studying this unit at this stage allows pupils to apply the disciplinary knowledge developed throughout the course, particularly when analysing interpretations, evaluating evidence, and engaging with historical debates.	The coursework component requires pupils to investigate a chosen historical debate by evaluating three different historical interpretations. Pupils will produce an extended essay of approximately 4,000 words, demonstrating their ability to analyse historians' viewpoints, assess evidence, and reach a supported judgement. This component is taught in Year 13, as pupils are better positioned to produce a more analytical and evaluative piece of work after completing Paper 1 and Paper 2. The knowledge and disciplinary skills developed throughout the A Level course provide pupils with the confidence and understanding required to engage with complex historical interpretations and construct a sustained argument.



ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- Additional teaching resources are made available online through Google Classroom.
- Opportunities to explore faith development in practice are available through school prayer and liturgy, as well as in-school retreats and Briars residentials.
- GCSE drop-in lunchtime sessions are available in Year 11 in preparation for exams.
- A range of trips including to WWI sites.