



History department curriculum intent:

1. For pupils to acquire and develop:

- an overview and understanding of the past so that they can see their part in the bigger picture.
- the development of historical skills such as understanding cause and consequence, change and continuity/similarity and difference, reliability and usefulness, and judging between interpretations.
- The ability to communicate clearly through written and oral work.

2. To develop students who are:

- Those who respect social, cultural, ethnic and religious diversity;
- Able to make progress and have a desire to learn.
- Able to learn in a variety of ways as individuals or as members of a team.

Year 7	Enquiry Statement/Aim	Knowledge and Skills
Term 1	What is History? The Past: fact or fiction? England before the 1060s. Why did William win the battle of Hastings? Did the Norman Conquest change England?	Historians use skills similar to a detective. Source skills. Baseline Assessment: murder report using primary and secondary evidence. Time and chronology.
Term 2	Why did William win the battle of Hastings? Did the Norman Conquest change England?	1066. Extended writing. Assessment: Which was the more important reason why William won the Battle of Hastings? Preparations and leadership or luck?
Term 3	“A peasant’s life is not so bad.” Would you agree with this statement if you were a peasant in England at the start of the reign of Henry II? How did the power of kings change in the Middle Ages?	Medieval village life. Research skills, extended writing.. Change and continuity
Term 4	What was the Black Death? (Can humans control the environment?)	Source skills
Term 5	What was it like to live in a Medieval town? Why did the Peasants’ Revolt happen?	Research / textbook skills

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Term 6	What happened during the Crusades?	Exam: Knowledge recall, extended writing., source skills.
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Year 8	Enquiry Statement/Aim	Knowledge and Skills
Term 1	How did England change under the Tudors? Why did Henry VIII break with Rome?	Source skills. Assessment : How useful is Source A for telling us what Henry VIII was like as a young man?
Term 2	How did England change under the Tudors? Why was the Spanish Armada defeated?	Extended writing. Assessment : Which was the main reason for English defeat of the Spanish Armada English strengths? Spanish weaknesses?
Term 3	How did England change under the Stuarts? Why was Charles I executed?	Change Causation
Term 4	What were the major changes in Britain 1750-1900?	Industrial Revolution source analysis question: How useful is Source A for finding out about treatment of children in the factories?
Term 5	How did seaside towns like Brighton change in the 19th Century? Should we be proud of the British Empire?	Comparison Inference from sources
Term 6	What was Britain's involvement in the Slave Trade?	Exam: Factual knowledge Sources Extended writing

Year 9	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Why did war break out in 1914?	Assessment: Which was the more important reason for the outbreak of the First World War in 1914: <ul style="list-style-type: none"> ● Long-term reasons? ● Short-term reasons?
Term 2	What was it like to live through World War 1?	Assessment: How useful is Source A to a historian studying trench warfare during World War 1?
Term 3	What was World War Two like?	Causation Source skills
Term 4	What was World War Two like?	Assessment: How useful are Sources A and B to a historian studying the Holocaust?

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Term 5	What happened in the Cold War?	Research / textbook skills
Term 6	Why did the 9/11 and 7/7 attacks occur?	Exam: Factual knowledge Sources Extended writing

Year 10	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Germany the growth of democracy and rise of extremism. From Kaiser Wilhelm II to Weimar.	Subject specific vocabulary. Learning to work with specific factual detail, interpretation analysis and 2-step explanation and making complex judgements. Historical Interpretations exam questions Germany 1 - 3 on Paper 1.
Term 2	Germany under Nazism	Subject specific vocabulary. Learning to work with specific factual detail and 2-step explanation and making complex judgements. Paper 1 exam questions Germany 4 to 6 looking at change and continuity and causation.
Term 3	Conflict and Tension in Korea	Subject specific vocabulary. Learning to work with specific factual detail and 2-step explanation and making complex judgements. Paper 1 exam questions Asia 1 - 4: Source Inference, 'how useful is a source' 'write an account' and 'how far do you agree' extended answer.
Term 4	Conflict and Tension in Vietnam	Subject specific vocabulary. Learning to work with specific factual detail and 2-step explanation and making complex judgements. Paper 1 exam questions Asia 1 - 4: Source Inference, 'how useful is a source' 'write an account' and 'how far do you agree' extended answer.
Term 5	Elizabethan Court and Parliament	Subject specific vocabulary, using specific factual detail and two step explanation, making complex judgements. Paper 2 Elizabeth historical interpretation exam questions.
Term 6	Life in Elizabethan Times	Subject specific vocabulary, using specific factual detail and two step explanation, making complex judgements. Paper 2 Elizabeth historical interpretation exam questions, 'write an account' exam question and 'explain the significance of' exam question.

Year 11	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Elizabethan England Troubles at Home and Abroad (including historical depth study The Spanish Armada 2019-20)	Subject specific vocabulary, using specific factual detail and two step explanation, making complex judgements. Paper 2 Elizabeth historical interpretation exam questions, 'write an account' exam question and 'explain the significance of' exam question.

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		Exam practice for Historical Environment 16 mark exam question,
Term 2	Migration, Empires and the People: Conquered and Conquerors from the Vikings to the 100 Years War	Subject specific vocabulary, using specific factual detail and two step explanation, making complex judgements. Exam question practice for Migration Paper 2: 'How useful is the source', 'Explain the significance of' and 'how are two events similar'
Term 3	Migration, Empires and the People: Looking West - from the Transatlantic Slave Trade to the American War of Independence	Subject specific vocabulary, using specific factual detail and two step explanation, making complex judgements. Exam question practice for Migration Paper 2: 'How useful is the source', 'Explain the significance of', 'how are two events similar' and 16 mark factors question.
Term 4	Migration, Empires and the People: Expansion & Empire and Britain in C20th - from colonisation in India to the emergence of the European Union	Subject specific vocabulary, using specific factual detail and two step explanation, making complex judgements. Exam question practice for Migration Paper 2: 'How useful is the source', 'Explain the significance of' and 'how are two events similar' and 16 mark factors question
Term 5	Revision	Revision skills and past paper practice.
Term 6		

Year 12 Standard and Higher (Papers 1&2).	Enquiry Statement/Aim	Knowledge and Skills
Term 1	To explain the following: the emergence, consolidation, maintenance of Mao's China . Aims and results of policies.	See syllabus (Paper 2, Topic 10) and overview scheme of work for content. Essay writing.
Term 2	As above.	As above.
Term 3	To explain the following: the emergence, consolidation, maintenance of Hitler's Germany . Aims and results of policies.	See syllabus (Paper 2, Topic 10) and overview scheme of work for content. Essay writing.
Term 4	As above and introduce IA	As above. Research and writing skills for IA

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Term 5	To complete the above and complete draft of IA	As above. Research and writing skills for IA
Term 6	To explain the nature and characteristics of discrimination in the USA 1954-1965 ; protests and action; the role and significance of key actors/groups.	See syllabus (Paper 1, Prescribed subject 4) and overview scheme of work for content. Source skills.

Year 13	Enquiry Statement/Aim	Knowledge and Skills
Term 1	To explain the nature and characteristics of discrimination in South Africa 1948-64 ; protests and action; the role and significance of key actors/groups.	See syllabus (Paper 1, Prescribed subject 4) and overview scheme of work for content. Source skills.
Term 2	As above. To explain superpower tensions and rivalries during the Cold War, especially focusing on two leaders, two crises and impact on two countries.	See syllabus (Paper 2, Topic 12) and overview scheme of work for content. Essay writing.
Term 3	As above	
Term 4 and 5	Complete above and revise.	Exam technique

Year 12 Higher (Paper 3 taken in addition to papers 1&2 above).	Enquiry Statement/Aim	Knowledge and Skills
Term 1	To explain the reasons and effectiveness of the policies of Alexander II and Alexander III.	See syllabus (Paper 3, Topic 12 Imperial Russia, revolution and the establishment of the Soviet Union (1855-1924)). Alexander II (1855-1881): the extent of reform Policies of Alexander III (1881-1894) and Nicholas II (1894-1917): economic modernization, tsarist repression and the growth of opposition Essay writing.

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Term 2	As above followed by: How effectively did Nicholas II deal with opposition to his autocratic rule?	As above followed by Causes of the 1905 Revolution (including social and economic conditions and the significance of the Russo-Japanese War); consequences of the 1905 Revolution (including Stolypin and the Dumas) Essay writing.
Term 3	Why did the 1917 revolutions occur?	The impact of the First World War and the final crisis of autocracy in February/March 1917 1917 Revolutions: February/March Revolution; Provisional Government and dual power (Soviets); October/November Revolution; Bolshevik Revolution; Lenin and Trotsky Essay writing.
Term 4	As above and How successful was Lenin's rule?	As above. Lenin's Russia/Soviet Union; consolidation of new Soviet state; Civil War; War Communism; New Economic Policy (NEP); terror and coercion; foreign policy. Essay writing.
Term 5	Why did Stalin come to power? How effective were Stalin's economic policies?	Topic 16: The Soviet Union and post-Soviet Russia (1924–2000) Soviet Union (1924–1941): Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin's policies of collectivization and the Five-Year Plans; Essay writing.
Term 6	Why was Stalin able to maintain power in the 1930s?	Government and propaganda under Stalin; the purges and the Great Terror Essay writing.

Year 13	Enquiry Statement/Aim	Knowledge and Skills
Term 1	How successful was Stalin's foreign policy?	The impact of the Great Patriotic War (1941–1945); events in the Soviet Union (1945–1953): political and economic developments Essay writing.
Term 2	How successful were Khrushchev's and Brezhnev's policies?	Khrushchev and Brezhnev: domestic policies and foreign relations Essay writing.
Term 3	How successful were Gorbachev's and Yeltsin's policies?	Transformation of the Soviet Union (1985–1991): Gorbachev (aims, policies and extent of success); political developments and change Collapse of the Soviet Union; post-Soviet Russia to 2000; role and policies of Yeltsin; political and economic developments to 2000 Essay writing.
Term 4 and 5	Complete above and revise.	Essay writing with focus on exam technique