



History Curriculum Overview

History

Our History curriculum is designed to allow students to investigate the past and to learn about the nature and purpose of History as an academic discipline.

Investigating the past

We make sense of the past and give it meaning by creating stories about it. Therefore the construction of meaningful narratives is key to understanding the past. Our curriculums at KS3, KS4 and KS5 seek to provide students with coherent and meaningful historical narratives by following a sequence of topics that are conceptually interlinked and chronologically sequenced. For instance, the substantive concept of 'conquest' is followed in year 7 through the reconquering of Roman territory in Italy by the Byzantines; the expansion of the Islamic caliphates and the Crusader campaigns in the Middle East. In KS5 'revolution' is a key idea that links the French Revolution with the Wars of the Roses and 20th century Russia. The past is a diverse place and our curriculum places the representation of women, racial minorities and people from the LGBT community at its heart. For instance, in Year 8 we study the women who resisted the British Empire, the life of Cesar Picton, an African boy who grew up in Kingston, as well as the presence of 'molly houses' in Georgian London. The past is also more than the story of political elites and our curriculum aims to reflect that by providing students with a varied diet of economic and social events with voices 'from below' highlighted. This is shown in Year 9 where we study the decriminalisation of homosexuality, the development of communism in Russia and the impact of the Wall Street Crash on the workers of north-east England.

Understanding the nature and purpose of History

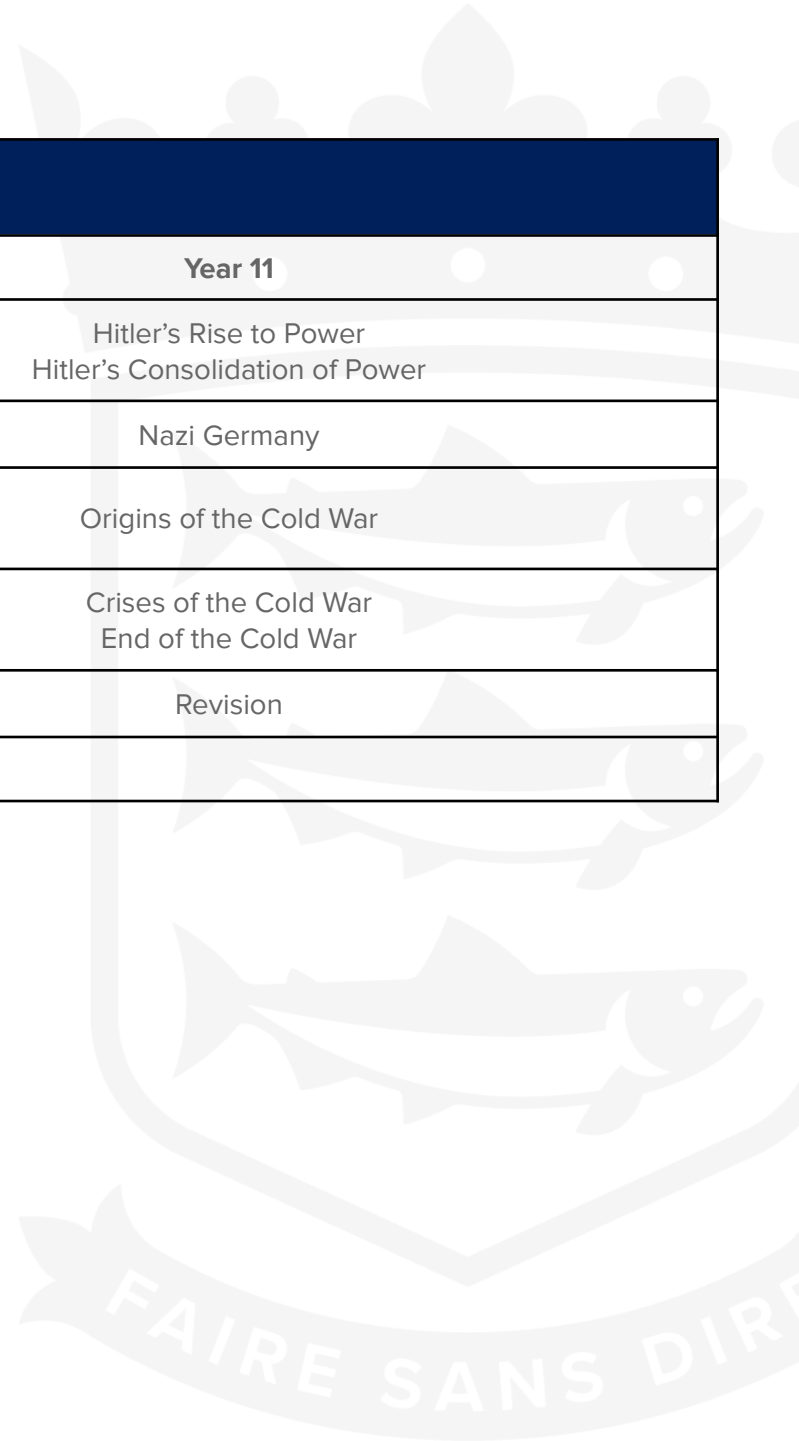
We build our investigations over a sequence of lessons using the enquiry method. We teach enquiry explicitly to students and discuss how interpretations are 'constructed' from sources and how they compete with one another to produce historiographical debates. For instance in Year 8 we ask students to explain how Emma Griffin used worker autobiographies to tell the story of the Industrial Revolution and to decide where her work fits into the historiographical debate on the 'standard of living' debate. We use trips to further understanding of interpretations with our visit to the Imperial War Museum in Year 9 allowing students to analyse its First World War Gallery for historical silences. We look at different types of sources: from Anglo-Saxon chronicles and manor court rolls in Year 7 to unemployment figures and political cartoons in Year 11. We teach source skills of comprehension, inference and utility. Finally, we seek to explain the purposes that have motivated historians to write history; such as the desire to learn more about the human condition; to explain our place in the world and to bring about political change in the present.

KS3 History Curriculum

	Year 7	Year 8	Year 9
Autumn Term 1	How far did the Roman Empire change between Constantine and Justinian?	When in the 20th century did Elizabeth I's reign resonate most?	How accurate is the IWM's portrayal of Britain's experience of WW1??
Autumn Term 2	What were the most significant results of the Islamic Golden Age?	When was 'race' invented?	Did Lenin turn all Russians into communists?
Spring Term 1	What evidence does Marc Morris use to construct his interpretation of Athelstan?	To what extent did England become a democracy under the Stuarts?	What made the Holocaust possible?
Spring Term 2	Was religion the main cause of the Crusades?	What did the slave trade mean to the occupants of Norbiton Place?	Was Ghandi the father of Indian independence?
Summer Term 1	Did Walsham's villagers react superstitiously to the Black Death?	Who resisted the British Empire?	How fast was the road to desegregation?
Summer Term 2	Why is the history of Joan of Arc so contested?	What was different about how Griffin wrote her history of the Industrial Revolution?	Did the West win the Cold War?

KS4 History Curriculum

	Year 10	Year 11
Autumn Term 1	Anglo-Saxon England & the Norman Conquest	Hitler's Rise to Power Hitler's Consolidation of Power
Autumn Term 2	Norman England	Nazi Germany
Spring Term 1	Crime and Punishment: 1000AD - 1500AD Crime and Punishment: 1500AD - 1700AD	Origins of the Cold War
Spring Term 2	Crime and Punishment: 1700AD - 1900AD Crime and Punishment: 1900AD - Present	Crises of the Cold War End of the Cold War
Summer Term 1	Whitechapel	Revision
Summer Term 2	Weimar Germany	



KS5 History Curriculum

	Year 12	Year 13
Autumn Term 1	Lancastrians, Yorkists & Henry VII 1445-1450 / French Revolution & Napoleon Bonaparte 1774-1815	Russia & Its Rulers 1855-1964 / Coursework
Autumn Term 2	Lancastrians, Yorkists & Henry VII 1445-1450 / French Revolution & Napoleon Bonaparte 1774-1815	Russia & Its Rulers 1855-1964 / Coursework
Spring Term 1	Lancastrians, Yorkists & Henry VII 1445-1450 / French Revolution & Napoleon Bonaparte 1774-1815	Russia & Its Rulers 1855-1964 / Revision
Spring Term 2	Lancastrians, Yorkists & Henry VII 1445-1450 / French Revolution & Napoleon Bonaparte 1774-1815	Russia & Its Rulers 1855-1964 / Revision
Summer Term 1	Lancastrians, Yorkists & Henry VII 1445-1450 / French Revolution & Napoleon Bonaparte 1774-1815	Russia & Its Rulers 1855-1964 / Revision
Summer Term 2	Exam feedback and review. Consolidation of identified knowledge gaps. Teacher directed and supported project work and/or progressing to learn new material. 6th Form Progression Programme.	