

History Curriculum Overview

Our curriculum is ambitious because it allows our students to learn more about the past as well as how historians think and write about it.

The KS3 curriculum is designed to tell the story of the following lead concepts: government, thought and economics. Each of these concepts is taught as a 'big story' that unfolds across KS3 via a number of supporting concepts. Each year, two of the six enquiries relate to one of the three supporting concepts.

KS3 Lead concepts	Government	Thought	Economics
Y7 Supporting concepts	Monarchy	Religion	Trade
Y8 Supporting concepts	Parliament	Reason	Colonisation
Y9 Supporting concepts	Dictatorship	Ideology	Industrialisation

Disciplinary rigour is achieved in KS3 by studying each topic through one of six 'lenses'. Lenses are the ways historians investigate the past. The six lenses are: causation, consequence, similarity, change, significance and interpretation. Each enquiry ends with students responding to the enquiry question, which will take the form of either a written explanation, narrative or argument. Thus the KS3 history course aims to provide students with a rich and coherent story of the past, as well as a grounding in how historians think and write about it.

The GCSE course develops these principles further in KS4 by studying the following topics from the Edexcel/Pearson course: Anglo-Saxon & Norman England; Crime & Punishment through time; Weimar & Nazi Germany and Superpower relations and the Cold War.

At KS5 we teach a series of topics drawn from the OCR specification. In our A-level course we focus on the struggle for power in England, France and Russia in the 15th, 18th and 20th centuries respectively. All courses are carefully sequenced with a mind to developing chronological understanding as well as substantive and disciplinary knowledge.

Enrichment is provided in KS3 through teacher-guided local history walks to historically significant sites in Kingston, all of which are linked to the topics studied in class. For example in Year 7 we visit the coronation stone outside the civic centre upon which Athelstan is claimed to have been crowned in AD 925. At GCSE we visit Whitechapel as part of the Crime & Punishment topic and A-level students have the chance to visit the Chalke History Festival in Wiltshire. There is a student-led history society at lunchtimes that is open to all years.

KS3 History Curriculum

	Year 7 The Middle Ages Monarchy, Religion & Trade	Year 8 The Early Modern Age Parliament, Reason & Colonisation	Year 9 The Modern Age Dictatorship, Ideology & Industrialisation
Autumn Term 1	What were the consequences of Augustine's mission to Britain? (religion, consequence)	What did Charles I's reign reveal about parliamentary power? (parliament, significance)	What were the indirect consequences of the Industrial Revolution? (industrialisation, consequence)
Autumn Term 2	What sources did Morris use to construct his history of Athelstan? (monarchy, interpretation)	How quickly were Enlightenment ideas adopted? (reason, change)	Did industrial technology transform warfare between the US Civil War and WW1? (industrialisation, change)
Spring Term 1	How similar was the authority of medieval monarchs? (monarchy, similarity)	How similar were the economic goals of British colonisation? (colonisation, similarity)	Why did ant-democratic ideologies gain power after WW1? (ideology, causation)
Spring Term 2	What causes made Venice the wealthiest trading city in medieval Europe? (trade, causation)	How long-lasting were the consequences of Indian colonisation? (colonisation, consequence)	How useful is it to describe WW2 as an ideological conflict? (ideology, similarity)
Summer Term 1	What was the most significant result of medieval trade? (trade, significance)	What roles were played by the causes of the French Revolution? (reason, causation)	Which challenge to Nazi power has been best remembered? (dictatorship, significance)
Summer Term 2	Did the Reformation change lives for the better? (religion, change)	How have historians interpreted the Great Reform Act? (parliament, interpretation)	Why do historians disagree about the Holocaust's origins? (dictatorship, interpretation)

KS4 History Curriculum

1	Year 10	Year 11
Autumn Term 1	Anglo-Saxon England & The Norman Conquest	Hitler's Rise to Power & Nazi Consolidation of Power
Autumn Term 2	Norman England	Nazi Germany

Spring Term 1	Crime: 1000AD - 1500AD & Crime: 1500AD - 1700AD	Origins of the Cold War
Spring Term 2	Crime: 1700AD - 1900AD & Crime: 1900AD - Present	Crises of the Cold War & End of the Cold War
Summer Term 1	Whitechapel, London	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	6th Form Progression Programme.	

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