



# History

## Programme of Study: Key Stage 3 to Key Stage 5

### Statement of Intent:

The history department also strives to follow an engaging and relevant curriculum that allows students to thrive in the 21<sup>st</sup> century whilst realising the impact past events (historical, political, sociological, and religious) have had on the present day and will have on our future.

The following are key elements of the History curriculum:

- A curriculum that provides a **sound chronological narrative or framework** in which events can be placed, studied, and connected. This means sequencing topics in a sensible, chronological order and consistently creating opportunities to call-back to previous events/periods.
- A curriculum that develops a **progressive understanding of substantive concepts**, such as imperialism or democracy. This means identifying where in the curriculum these concepts are particularly present and drawing attention to them explicitly. This allows students to confidently call-back to earlier learning of each concept.
- A curriculum that supports **repeated practice of historical, religious, sociological, and conceptual thinking, analysis, and explanation**. This means making sure core concepts such as the critical use of evidence or analysis of historical, religious, sociological, and political interpretations are a consistent feature of our curriculum. These are crucial life skills that will enable our students to make informed decisions throughout their lives.
- A curriculum that provides students to have a clear understanding of the **diversity of societies and how this has impacted different groups, and their identity, as well as how they have tackled challenges**. This aims to be representative of the students within the school, allowing them to identify with the individuals or groups covered.
- A curriculum that allows students to develop their **cultural capital** as well as understanding of **fundamental British Values**.

History KS3 National Curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239075/SECONDARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf)

## Key Themes:















Imperialism	Religion and the Church	Government	Persecution and Emancipation	War and Conflict
<p>The concept of Imperialism is identified across history. It is looked at in the year 7 curriculum with the end of the Roman Empire in England as well as Normanisation in both year 7 and year 10, Islamic Empire in year 7 and the British Empire in year 8. It is also looked at during studies of the Cold War at KS4 and 5. The concept of imperialism helps students understand the impact of colonialisation and empire expansion on cultures and people. Also, students are provided with a context of Africa prior to imperialism and colonisation in year 7.</p>	<p>We look at in detail, the role religion has played in British History and in other countries. This includes the role of religion in the development of medicine since 1250. We also look at religion and religious changes from Anglo-Saxon and Norman England through to the Tudor and Stuart England. This is covered in year 7, 8 as well as year 10. The role Religion and the church in the Slave trade and its abolition, in Nazi Germany as well as key elements before, during and after the Holocaust.</p>	<p>The role of the government in society is a key element of history. We look at how government changes and the development of democracy in Britain through power and protest. As well as dictatorships, with deeper focuses on Germany and governments during the Cold War. We look at the nature and power of the government in Anglo-Saxon and Norman England as well as the Tudors and the developments of parliament and democracy from 1649 to present day. The development of democracy in Britain is also studied in more depth at A level. The role of the government in the development of medicine, the economy, education, workplace, religious changes, Britain's relations with other countries and slavery are all studied throughout KS3, 4 and 5.</p>	<p>Students look at the persecution and emancipation of different groups of people across different historical periods. The students study slavery of black people as well as its abolition and the development of civil rights. The persecution of Jews is also looked at in more detail in year 8 and 9 in conjunction with Wellbeing lessons. Students will reflect on the importance of recognising how groups can come to be persecuted throughout history and the present day.</p>	<p>War and conflict and the impact on society in Britain and across the world is highlighted across the curriculum. Students will look at the causes and consequences of the two World Wars in year 9 and 10 as well as conditions in the trenches of WWI and the Home Front of WWII. Medieval warfare in also part of the year 7 and 10 curriculum through an analysis of battles in 1066. We also look at the conflict of the Crusades. As war has been an impetus for change throughout history this concept is also considered during the study of medicine at KS4.</p>

## Key Concepts:

Cause and consequence	Historical evidence	Interpretations	Change and Continuity	Significance
<p>The examination of causes and consequences is threaded throughout the curriculum and is the key skills used in many of the KS3 assessments. The key questions for each topic are often related to cause and consequence. Students will investigate different short-term and long-term causes and consequences of key events such as the Norman Conquest, WWI and WWII. We also investigate reasons and effects of the rise of the Nazis, the expansion of the British Empire. The main skills of the GCSE paper 2 topic Superpower Relations and the Cold War is cause and consequence. This skill is also integral to KS5, students are regularly asked to explain the causes and consequences of industrialisation including the rise of protest and the development of the economic, social, and political systems that still exist in Britain today.</p> <p>This skill is often taught and used in conjunction with the skills of significance. Students are expected to be able to evaluate the relative importance of different causes and consequences of key events.</p>	<p>Historical evidence is used in different ways throughout the curriculum. Students are taught to make interpret and make inferences from historical evidence from the very start of year 7. This skill is then developed with evaluations of source utility which is developed in year 8 and 9 and consolidated in the GCSE topics of Germany and WWI. This skill is then developed further at KS5 in the Cold War topic.</p>	<p>Students learn how to identify fact and opinion by reading historians' work. Students identify the main arguments they have been given by historians and recognise that historians do not always agree. Students will also explain how and why historians. Students at KS4 and 5 will also then evaluate how convincing the arguments given by different historians.</p>	<p>Students evaluate change (the ideas of progress, regression/decline, or continuity) by comparing points in the past with the present, or between two points in the past. Analysing and explaining the reasons for change and continuity/stability/stagnation over time involves considering:</p> <ul style="list-style-type: none"> <li>Types/diversity of change, e.g., political, economic, social; cultural, religious, technological.</li> <li>Speed/rate of change.</li> <li>Extent, variations/ patterns of change.</li> <li>Duration of change, e.g., long-term, short-lived change.</li> <li>Key moments / key individuals and turning points that triggered change.</li> <li>Level of change and its significance.</li> <li>How people experienced, promoted, shaped or resisted change</li> </ul>	<p>Students evaluate the relative importance of different factors throughout the curriculum and across several topics. Students are asked to consider criteria for deeming a factor or event important such as: the number of people affected, amount of change that occurs as a consequence, the longevity of consequences. Students look at the importance of different aspects of Normanisation, the significance of events in the Cold War both at KS4 and KS5 as well as significance different factors in the development of democracy in year 8 and Medicine in Britain since 1250 in year 10.</p>


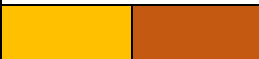










**Key Stage 3:**

**YEAR 7:**

Week 1-2	Week 3-7	Week 8-15	Week 16-21	Week 22-28	Week 29-34	Week 35-39
Introduction to History	Anglo-Saxon England	Norman Conquest:	Medieval England	The Islamic Empire	Pre-colonial Africa	The Early Tudors
<b>Key Question:</b> What is History?	<b>Key Question:</b> Should Anglo-Saxon England be known as the 'Dark Ages?'	<b>Key Question:</b> How did Normans establish control in England?	<b>Key Question:</b> How did society work in Medieval England?	<b>Key Question:</b> Why have there been such varied interpretations of Saladin?	<b>Key Question:</b> How developed was Africa before colonisation?	<b>Key Question:</b> How did England change under the early Tudors?
<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>
						
<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>
						
<b>Assessment Method:</b> Formative piece of writing – why is history important? (Lesson 4)	<b>Assessment Method:</b> Formative knowledge test, chronology, and selecting the best piece of evidence (lesson 8). Extended writing (lesson 11).	<b>Assessment Method:</b> Formative knowledge test, chronology, and selecting the best piece of evidence (lesson 8). Extended writing – (lesson 11).	<b>Assessment Method:</b> Formative knowledge test and selecting the best piece of evidence (lesson 9). Extended writing (lesson 11).	<b>Assessment Method:</b> Formative piece of writing, which is peer marked (lesson 3). Extended writing (lesson 12).	<b>Assessment Method:</b> Extended writing, answering key question (lesson 10).	<b>Assessment Method:</b> Written inference question and students create a 'religious rollercoaster' to highlight the change and continuity of religion in England during the Tudor period (Lesson 10). Formative knowledge test (Lesson 11).













<p><b>Links to National Curriculum:</b> Prepares students for KS3 history, laying the foundations for the key concepts and themes to be introduced.</p> <p>“The diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.”</p>	<p><b>Links to National Curriculum:</b> “The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge before 1066.”</p>	<p><b>Links to National Curriculum:</b> “The development of the Church, state, and society in Medieval Britain 1066-1509.”</p>	<p><b>Links to National Curriculum:</b> “The development of the Church, state, and society in Medieval Britain 1066-1509.”</p>	<p><b>Links to National Curriculum:</b> “At least one study of a significant society or issue in world history and it's interconnections with other world developments.”</p> <p>“Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind”</p>	<p><b>Links to National Curriculum:</b> “At least one study of a significant society or issue in world history and it's interconnections with other world developments.”</p> <p>“The diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.”</p>	<p><b>Links to National Curriculum:</b> “The development of Church, state and society in Britain 1509-1745.”</p>
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**YEAR 8:**

<p>Week 1-7</p> <p>The English Civil War</p> <p><b>Key Question:</b> Should the King be executed?</p>	<p>Week 8-15</p> <p>Power and Protest</p> <p><b>Key Question:</b> How close did Britain come to achieving true democracy between the Great Reform Act and the Equal Franchise Act?</p>	<p>Week 16-21</p> <p>The British Empire</p> <p><b>Key Question:</b> What was the British Empire and what is its legacy?</p>	<p>Week 22-28</p> <p>Industrialisation</p> <p><b>Key Question:</b> To what extent did the Industrial Revolution change Britain for the better?</p> <p>Local History focus on Reading.</p>	<p>Week 29-34</p> <p>WWI and medicine on the Western Front:</p> <p><b>Key question:</b> How did the pillars of 19<sup>th</sup> Century civilisation crumple into the flames of war?</p>	<p>Week 35-39</p> <p>Interwar – Rise of Dictators</p> <p><b>Key Question:</b> How and why was there a ‘rise of dictators’ during the Interwar period?</p>
<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>
					
<b>Key Concepts</b>		<b>Key Concept</b>	<b>Key Concept</b>	<b>Key Concept</b>	<b>Key Concept</b>
					
<p><b>Assessment Method:</b> Extended writing (lesson 10), answering Did Charles I deserve to die?</p>	<p><b>Assessment Method:</b> Written ‘how useful’ question (lesson 10). Students create a timeline highlighting the change and continuity/development of democracy in England (Lesson 13).</p>	<p><b>Assessment Method:</b> Extended writing on why the settlement of Roanoke failed (lesson 4). Students create a museum exhibit to depict how the British Empire should be remembered (lesson 11).</p>	<p><b>Assessment Method:</b> Students design a statue to represent Reading’s industrial history and its contribution to the Industrial Revolution (lesson 4). Written inference question, alongside a knowledge test (lesson 10).</p>	<p><b>Assessment Method:</b> Students complete two ‘describe two features’ questions alongside a knowledge test (lesson 8).</p>	<p><b>Assessment Method:</b> Students complete inference and the difference between the views of two interpretations. A knowledge test will be completed alongside this (lesson 7).</p>

<p><b>Links to National Curriculum:</b>          “The development of Church, state and society in Britain 1509-1745.”</p>	<p><b>Links to National Curriculum:</b>          “Ideas, political power, industry and empire: Britain 1745-1901.”           “The diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.”</p>	<p><b>Links to National Curriculum:</b>          “Ideas, political power, industry and empire: Britain 1745-1901.”</p>	<p><b>Links to National Curriculum:</b>          “Ideas, political power, industry and empire: Britain 1745-1901.”           “A local history study.”</p>	<p><b>Links to National Curriculum:</b>          “Challenges for Britain, Europe, and the wider world 1901 to present day.”</p>	<p><b>Links to National Curriculum:</b>          “Challenges for Britain, Europe, and the wider world 1901 to present day.”           “At least one study of a significant society or issue in world history and it’s interconnections with other world developments.”</p>
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**YEAR 9:**







Week 1-7	Week 7-15	Week 16-21	Week 22-28	Week – 29-34	Week 35-39
WWII	Life in Nazi Germany and the Holocaust	Vietnam	Civil Rights in America	Civil Rights in Britain	History of Mental Health
<b>Key Question:</b> How did WWII impact Britain and International politics?	<b>Key Question:</b> What was the Nazi Holocaust and what was it like to live in Nazi Germany?	<b>Key Question:</b> What was the United States' role in Vietnam?	<b>Key Question:</b> How did race relations develop in the USA?	<b>Key question:</b> How did race relations develop in Britain?	<b>Key Question:</b> How far do you agree that the introduction of pharmaceutical drugs was the reason that asylums closed?
<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>
					
<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>
					
<b>Assessment Method:</b> Formative knowledge test, chronology, and selecting the best piece of evidence (lesson 13).	<b>Assessment Method:</b> Students create a speech in groups about how they believe perpetrators and bystanders should have been punished. This is then put into a formal piece of writing (lessons 12-14).	<b>Assessment Method:</b> Students complete inference question and engage with two interpretations. Assessing how and why they are different (lesson 11).	<b>Assessment Method:</b> Students complete inference question and engage with two interpretations. Assessing how and why they are different (lesson 6). Students create a timeline highlighting the change and continuity/development of Civil Rights in the USA (Lesson 10).	<b>Assessment Method:</b> Students create a timeline highlighting the change and continuity/development of Civil Rights in Britain (Lesson 10).	<b>Assessment Method:</b> Students complete formative knowledge test of content in KS3 (lesson 1). Students answer key question in a piece of extended writing (lesson 8).





<p><b>Links to National Curriculum:</b>  “Challenges for Britain, Europe, and the wider world 1901 to present day.”</p>	<p><b>Links to National Curriculum:</b>  “Studying the Holocaust.”</p> <p>“Challenges for Britain, Europe, and the wider world 1901 to present day.”</p> <p>“The diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.”</p>	<p><b>Links to National Curriculum:</b>  “Challenges for Britain, Europe, and the wider world 1901 to present day.”</p>	<p><b>Links to National Curriculum:</b>  “At least one study of a significant society or issue in world history and it’s interconnections with other world developments.”</p> <p>“Challenges for Britain, Europe, and the wider world 1901 to present day.”</p> <p>“The diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.”</p>	<p><b>Links to National Curriculum:</b>  “Challenges for Britain, Europe, and the wider world 1901 to present day.”</p> <p>“The diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.”</p>	<p><b>Links to National Curriculum:</b>  “Ideas, political power, industry and empire: Britain 1745-1901.”</p> <p>“Challenges for Britain, Europe, and the wider world 1901 to present day.”</p>
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**Key Stage 4:**

**YEAR 10:**



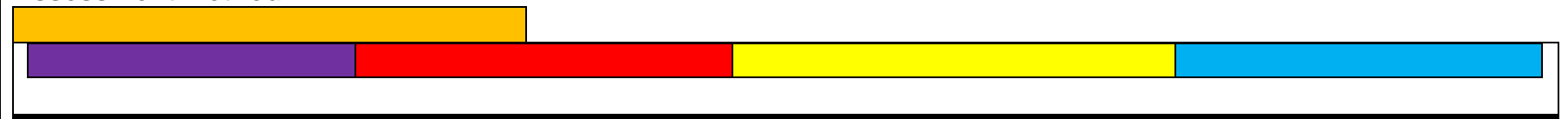
Week 1-14 Germany 1918-1939 <b>Key Question:</b> Was Hitler's rise to power inevitable?	Week 15-29 Superpowers Relations and the Cold War <b>Key Question:</b> How did the Cold War develop?	Week 30-39 Anglo-Saxon and Norman England 1060-1088
<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>
		
<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>
		
<b>Assessment Method:</b> Formative and written	<b>Assessment Method:</b> Formative and written	<b>Assessment Method:</b> Formative and written

**YEAR 11:**



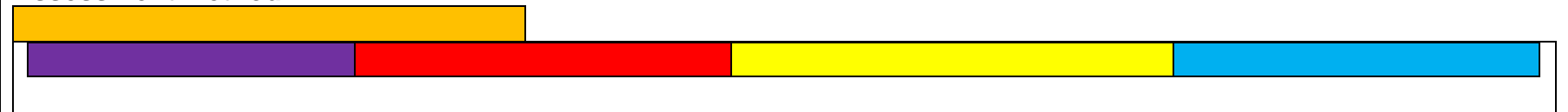
Week 1-23	Week 23-32
Medicine in Britain 1250-present	Exam Paper Preparation
<b>Key Question:</b> How did British medicine develop through time?	
	
	
<b>Assessment Method:</b> Formative and summative	

Key Stage 5:

YEAR 12:

TCH 1	In Search of the American Dream: The USA, c1917-96.
	
TCH 2	South Africa, 1948-94: from Apartheid State to 'Rainbow Nation'.
	
TCH 3	Poverty, Public Health, and the State in Britain, c1780-1939.
	<p><b>Assessment Method</b></p> 

YEAR: 13:

TCH 1	In Search of the American Dream: The USA, c1917-96.
	
TCH 2	South Africa, 1948-94: from Apartheid State to 'Rainbow Nation'.
	
TCH 3	Poverty, Public Health, and the State in Britain, c1780-1939.
	<b>Assessment Method</b> 
TCH 4	NEA Coursework
	<b>Assessment Method</b> 