

Curriculum Intent Statement

Department: History

Intent:

At the Deanery, our history curriculum is rooted in our core values of **Wisdom, Hope, Service, and Resilience**, guiding students to become thoughtful, informed, and compassionate citizens. We are committed to delivering a curriculum that is **ambitious and accessible to all**, ensuring every student can engage meaningfully with the past and develop the skills needed for life in modern Britain.

The curriculum is structured around four overarching thematic questions that provide coherence and continuity across topics:

- What was life like for people in the past?
- How have people fought for justice and freedom?
- Who holds power, and how does it change?
- How do beliefs and ideas shape the world?

These threads help students make meaningful connections across time and place, while engaging with a **diverse range of histories**—from African kingdoms and medieval monarchs to global conflicts and civil rights movements. Each unit is designed to deepen historical understanding, develop second-order concepts and disciplinary language, and promote a lifelong passion for learning.

HOPE - Students are encouraged to use history as a way to reflect on both the achievements and challenges of the past, helping them develop a balanced view of the world and a belief in the potential for progress and positive change.

WISDOM - Students develop their understanding of the past by exploring key historical concepts, learning how to think critically, weigh evidence, and consider different perspectives to make informed and thoughtful judgments.

SERVICE - Students learn how the past has shaped communities and global relationships, encouraging them to reflect on their role in society and act with empathy, respect, and a sense of responsibility.

RESILIENCE - Students reflect on how individuals and societies throughout history have shown determination and perseverance in overcoming challenges, helping them understand the value of resilience in their own lives.

We ensure that all students – including those with **SEND, EAL, and those from disadvantaged backgrounds** – can access and succeed in our curriculum. This is supported through carefully designed resources, including knowledge organisers, key word glossaries, and scaffolding tools.

We foster a **culture of high expectations** by providing regular opportunities for challenge, including exposure to academic literature and evaluative thinking. Wider reading and personal accounts deepen students' understanding of the human experience and encourage engagement with diverse perspectives.

As part of building students' **cultural capital**, our curriculum explores key events that have shaped modern Britain and highlights the contributions of diverse communities to British society. This supports the development of British values. Through extended writing, discussion, and debate, students develop the **critical thinking and communication skills** needed to navigate the modern world. We aim to empower them to become **active, informed citizens** who understand their role in society and value the importance of democratic participation.

Year 7

| Term | Unit of Work | Knowledge and Skills | Assessment |
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| 1 | What do the stones of Avebury tell us about the past? | Students will gain knowledge of... the chronology of Avebury within the wider context of British history. They will evaluate different interpretations of the stones' purpose and analyse archaeological evidence to draw conclusions about life in Neolithic Britain. Through this enquiry, students develop wisdom by learning how to examine unfamiliar evidence, question assumptions, and make thoughtful, informed judgements based on competing interpretations. | HW project 20 MCQ assessing key words and content |
| 2 | Why was 1066 such a turning point in English history? | Students will gain knowledge of... the causes of the 1066 succession crisis and the key events that followed, including the battles of Stamford Bridge and Hastings. They will compare the claimants to the throne and reach a judgement on who had the strongest claim. Students will then explore the significance of William's victory and its impact on England, including the introduction of the feudal system, the creation of the Domesday Book, and the building of castles. | Extended writing task - Explain why 1066 was a turning point in English history |
| 3 | Could Medieval Monarchs do whatever they pleased? | Students will gain knowledge of... the power of Medieval monarchs and the extent to which this was challenged by the Church and the populace. They will consider the question, 'Could Medieval monarchs do whatever they pleased?' through the following case studies: <ul style="list-style-type: none"> Henry II's conflict with Thomas Becket King John's confrontation with the barons and the signing of the Magna Carta Henry III and the Provisions of Oxford Richard II during the Peasants' Revolt By exploring the causes and consequences of these events, students will understand how royal authority endured and evolved, and how these early challenges to power helped shape the beginnings of British democracy. This will help students reflect on the | 20 MCQ assessing key words and content |

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| | | value of service by considering how individuals and groups have stood up to authority to make society fairer. | |
| 4 | How did the Crusades change Europe and the Islamic world? | Students will gain knowledge of... the religious significance of Jerusalem and why the Crusades were first launched in 1096. They will explore what life was like for a Crusader and what motivated individuals to participate in the Crusades. Through these case studies, students reflect on resilience , seeing how individuals and societies endured hardship, conflict, and long journeys motivated by faith, duty, or survival. | Extended writing task - Using the source, and your own knowledge, explain did people join the Crusades? |
| 5 | Was 1348 the end of the world? | Students will gain knowledge of... Medieval understandings of the causes of disease, including methods of treatment, prevention, and the provision of care. They will examine the conditions in towns and cities and explore attitudes towards public health in Medieval times. Students will understand the significance of the Black Death outbreak in 1348 by considering its far-reaching consequences on Britain's economy, society, government, and religion. By exploring the lived experiences of people during the outbreak, they will be encouraged to reflect on the resilience of communities in responding to such suffering and uncertainty. | 20 MCQ assessing key words and content |
| 6 | 'England's Most Notorious Dynasty'? | Students will gain knowledge of... how the Tudors came to power and the challenges they faced in securing their rule. They will explore the dramatic religious changes under successive monarchs—from Henry VIII's break with Rome to the rapid shifts between Protestantism and Catholicism under Edward VI, Mary I, and Elizabeth I—and the upheaval these changes caused. Students will also examine the major challenges faced by Elizabeth I, including religious division, foreign threats, and succession, and evaluate which posed the greatest threat to her reign. Through this enquiry, students will reflect on why the Tudors are remembered as <i>England's Most Notorious Dynasty</i> . | Extended writing task - 'Elizabeth I's biggest challenge was Mary Queen of Scots.' How far do you agree? In your answer, you should consider other challenges Elizabeth faced, such as religious division, foreign threats, and succession. |

Year 8

| Term | Unit of Work | Knowledge and Skills | Assessment |
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| 1 | How did the Civil War turn the world upside down for the | Students will gain knowledge of... the key events of the English Civil War, including the causes of conflict between Parliament and Charles I, and the significance of his trial and execution. They will explore the rise of Oliver Cromwell and evaluate the extent to which he can be seen as a hero or a villain. Students will also examine how | Extended writing task - Explain why the English Civil War disrupted life in England |

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| | people of England? | the social and political upheaval of the period contributed to the emergence of the witch craze. This unit is framed through the lens of a contemporary pamphlet titled 'The World Turned Upside Down', encouraging students to consider how the Civil War disrupted traditional beliefs, power structures, and everyday life. | |
| 2 | What can we learn from the kingdoms of Asante and Benin about African histories? | Students will gain knowledge of... the rise and fall of the Kingdoms of Benin and Asante, exploring how they were governed, their cultural achievements, and their contact with Europe. Students will examine the authority of rulers such as Oba Ewuare and Osei Tutu, the significance of symbols like the Benin Bronzes and the Golden Stool, and the complex roles these kingdoms played in the transatlantic slave trade. Students will also consider how colonialism and conflict led to the decline of both kingdoms and the removal of cultural artefacts to institutions like the British Museum. Through this enquiry, framed by the question "What can we learn from the kingdoms of Benin and Asante about African histories?", students will challenge common myths and develop a deeper understanding of Africa's rich, dynamic, and globally connected past. | 20 MCQ assessing key words and content |
| 3 | What was the Transatlantic Slave Trade? | Students will gain knowledge of... the chronology and development of the transatlantic slave trade. Students will examine the conditions of the Middle Passage and the lived experiences of enslaved people through personal accounts, focusing on the resilience, hope, and service shown by individuals such as Mary Prince and Olaudah Equiano. Students will investigate the many forms of resistance—both passive and active—including the Haitian Revolution. They will also explore the factors leading to the Slavery Abolition of slavery 1833, and reflect on its legacy. | Extended writing task - How far do you agree with Interpretation 1 about why slavery was abolished in 1833? |
| 4 | Was the British Empire a force for good? | Students will gain knowledge of... the causes and consequences of Britain's desire for imperial expansion, with a particular focus on India. Students will explore how India was colonised, examining key events such as the arrival of the East India Company, the Battle of Plassey, the Sepoy Mutiny, the establishment of the British Raj, the Amritsar Massacre, and the growing independence movement. Through these case studies, students will consider the extent to which both Britain and India benefited from colonisation, and critically assess whether the British Empire can be seen as a force for good. | 20 MCQ assessing key words and content |
| 5 | Was the Industrial Revolution good for everyone? | Students will gain knowledge of... the key transformations brought about by the Industrial Revolution, including changes in living and working conditions, migration, health and housing, transport, and technology. They will focus in particular on the experiences of Victorian children working in factories and the reforms that improved the rights of both women and children. Students will explore whether the Industrial Revolution was truly "good" for everyone by identifying similarities and differences in people's experiences—not only within Britain, but also by making connections between industrialisation and colonialism. | Extended writing task - Write a historically accurate diary entry from the perspective of a Victorian child working in a factory during the Industrial Revolution. |

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| 6 | How democratic was Britain by 1918? | Students will gain knowledge of... the concept of democracy and what it looked like in Britain at the start of the 20th century. They will examine the limited rights held by women at the time and explore why many believed change was necessary. Students will investigate the key factors behind the 1918 Representation of the People Act, including the roles played by the suffragists, suffragettes, and the impact of the First World War. Through this enquiry, students will consider the extent to which the 1918 Act marked democratic progress. | 20 MCQ assessing key words and content |
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Year 9

| Term | Unit of Work | Knowledge and Skills | Assessment |
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| 1 | Was war in Europe inevitable? | Students will gain knowledge of... the long-term and short-term causes that led to the outbreak of the First World War, including the roles of militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand. They will explore the value of service by examining the reasons why so many men enlisted, and compare the experiences of British soldiers with those from across the British Empire. Students will also study the contributions of women during the war, particularly on the Homefront, and how their roles began to shift in response to wartime needs. Finally, students will investigate the conditions in the trenches and understand how the harsh realities of war drove significant advancements in medicine and technology. | Extended writing task - Explain the main causes of the First World War |
| 2 | What were the major turning points in WW2? | Students will gain knowledge of... major turning points in the Second World War, evaluating the significance of each event to determine why it could be described as a turning point in the conflict. These events include the policy of appeasement, the evacuation of Dunkirk, the Battle of Britain, Operation Barbarossa, the attack on Pearl Harbour, and the D-Day landings. Through this enquiry, students will develop their understanding of how and why the momentum of the war shifted over time, and consider the wider political, military, and global consequences of each event. | |
| 3 | The Holocaust | Students will gain knowledge of... the significance of the Holocaust, exploring the devastating impact of Nazi racial beliefs and policies. They will begin by examining Jewish life before the war to highlight the humanity of the victims and the diversity of Jewish experiences across Europe. This foundation will help students understand what was lost and why it mattered. Students will then study the stages of genocide, including exclusionary laws, ghettoisation, and the implementation of the Final Solution. The enquiry will focus on the perspectives of Jewish people as they endured | Reflection task - <ul style="list-style-type: none"> Why is it important to remember what happened during the Holocaust, and what wisdom can we gain from learning about the past? |

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| | | <p>persecution, highlighting moments when their hope and resilience were tested under the most extreme conditions. Students will also explore the different roles individuals played—perpetrators, bystanders, and upstanders—and reflect on how these choices either enabled or resisted the persecution. It is important that students gain the wisdom to recognise the warning signs of such atrocities and understand the power of individual and collective action. Finally, students will study the aftermath of the Holocaust, including the Nuremberg Trials, Holocaust denial, the experiences of survivors, and the importance of remembrance and commemoration.</p> | <ul style="list-style-type: none"> • What does hope mean to people who have been through something so terrible? • What moments of strength, resilience and bravery stood out to you? <p>Choose one way to share your thoughts:</p> <ul style="list-style-type: none"> • Write a short reflection (about 1 page) • Create a poem or piece of art about hope and memory • Write a letter to someone in the future explaining why we must remember the Holocaust |
| 4 | What was the Civil Rights Movement? | <p>Students will gain knowledge of... the Civil Rights Movement, exploring its origins in the United States and the significant events, individuals, and legislation that contributed to the end of segregation. This includes landmark moments such as the Brown v. Board of Education case and the events at Little Rock, as well as the contributions of key individuals like Rosa Parks and Martin Luther King Jr. Students will also examine the Civil Rights Movement in the UK, drawing comparisons with the American experience through case studies such as the Montgomery Bus Boycott and the Bristol Bus Boycott. Additionally, students will investigate the experiences of the Windrush generation, gaining an understanding of their contributions to British society and the challenges they faced, including the Race Riots of the 1950s and the emergence of the Notting Hill Carnival as a symbol of cultural resilience and celebration</p> | <p>Extended writing task - Students will choose an individual from the Civil Rights Movement and explain how their actions reflect our school values of hope, service, wisdom, and resilience.</p> |
| 5 and 6 | Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, | <p>Students will gain knowledge of... how medical knowledge and practice developed in Britain during the Medieval and Renaissance periods. They will explore key themes such as beliefs about the causes of disease, approaches to prevention and treatment, the influence of religion and science, and the roles of individuals and institutions. The study highlights both continuity and change in medical ideas and public health across these two eras</p> | <p>20 question test assessing key words and content, 4 markers: ‘Describe one feature of...’ ‘Explain one similarity between...’</p> |

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| | <p>treatment and the trenches</p> <ul style="list-style-type: none"> • c1250-c1500: Medicine in medieval England • c1500-c1700: The Medical Renaissance in England | <p>Skills:</p> <ol style="list-style-type: none"> 1. AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. 2. AO2: This involves explaining and analysing historical events using second-order concepts (causation, consequence, similarity, difference, change, continuity and significance) 3. Extended Writing: Students are expected to construct and develop coherent, relevant, and logically structured arguments in their written responses. This includes the use of specialist terminology and accurate spelling, punctuation, and grammar. | |
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Year 10

| Term | Unit of Work | Knowledge and Skills | Assessment |
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| 1 and 2 | <p>Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches</p> <ul style="list-style-type: none"> • c1700-c1900: Medicine in eighteenth- and nineteenth-century Britain • c1900-present: Medicine in | <p>Students will gain knowledge of... the development of medicine in Britain from the Middle Ages to the present day, exploring how ideas about the causes of disease, methods of treatment, and approaches to prevention have changed—and sometimes stayed the same—over time. They will study key turning points such as the Black Death, the Great Plague, the impact of germ theory, and the development of the NHS. Students will also examine the role of individuals, science and technology, government, and war in shaping medical progress. Alongside this thematic study, students will investigate a historic environment: The British sector of the Western Front, 1914-18, focusing on injuries, treatment, and the challenges of providing medical care in the trenches.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. 2. AO2: This involves explaining and analysing historical events using second-order concepts (causation, consequence, similarity, difference, change, continuity and significance) 3. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | <p>Knowledge test and practice exam questions after each sub-topic (5 in total)</p> <p>End of term 2: Western Front practice paper</p> |

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| | <p>modern Britain</p> <ul style="list-style-type: none"> Western front: The historic environment | <p>4. Extended Writing: Students are expected to construct and develop coherent, relevant, and logically structured arguments in their written responses. This includes the use of specialist terminology and accurate spelling, punctuation, and grammar.</p> | |
| 3 and 4 | <p>Anglo-Saxon and Norman England, c1060-88</p> | <p>Students will gain knowledge of... the political, social, and economic structures of Anglo-Saxon England, including the roles of the monarchy and the Church. They will explore the succession crisis of 1066, the Battle of Hastings, and the Norman Conquest, examining how these events reshaped landownership, governance, and society. Students will also study resistance to Norman rule and consider the long-term impact of the conquest on England.</p> <p>Skills:</p> <ol style="list-style-type: none"> AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: This involves explaining and analysing historical events using second-order concepts (causation, consequence, similarity, difference, change, continuity and significance) Extended Writing: Students are expected to construct and develop coherent, relevant, and logically structured arguments in their written responses. This includes the use of specialist terminology and accurate spelling, punctuation, and grammar. | <p>Knowledge test after each topic (3 in total)</p> <p>A mid-point and end of term assessment (exam practice)</p> |
| 5 and 6 | <p>Weimar and Nazi Germany, 1918-39</p> <ul style="list-style-type: none"> The Weimar Republic 1918-29 Hitler's rise to power, 1919-33 | <p>Students will gain knowledge of... the political, economic, and social challenges faced by the Weimar Republic from 1918 to 1929, including the impact of the Treaty of Versailles, uprisings, hyperinflation, and recovery under Stresemann. They will then explore Hitler's rise to power between 1919 and 1933, examining the growth of the Nazi Party, the effects of the Great Depression, and the political developments that led to Hitler becoming Chancellor.</p> <p>Skills:</p> <ol style="list-style-type: none"> AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: This involves explaining and analysing historical events using second-order concepts (causation, consequence, similarity, difference, change, continuity and significance) AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | <p>Term 5: Mock exams (Medicine and Anglo-Saxon)</p> <p>Term 6: Knowledge test (2 in total and practice exam questions)</p> |

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| | | <p>4. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>5. Extended Writing: Students are expected to construct and develop coherent, relevant, and logically structured arguments in their written responses. This includes the use of specialist terminology and accurate spelling, punctuation, and grammar.</p> | |
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Year 11

| Term | Unit of Work | Knowledge and Skills | Assessment |
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| 1 and 2 | <p>Weimar and Nazi Germany, 1918-39</p> <ul style="list-style-type: none"> Nazi control and dictatorship, 1933-39 Life in Nazi Germany, 1933-39 | <p>Students will gain knowledge of... the political, social, and economic challenges faced by the Weimar Republic, including the Treaty of Versailles, hyperinflation, and political extremism. They will explore the rise of the Nazi Party, examining the appeal of Hitler, the use of propaganda, and the weaknesses of the Weimar government. Students will also study the establishment of the Nazi dictatorship, including the use of terror, control of society, and persecution of minorities.</p> <p>Skills:</p> <p>6. AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>7. AO2: This involves explaining and analysing historical events using second-order concepts (causation, consequence, similarity, difference, change, continuity and significance)</p> <p>8. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>9. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>10. Extended Writing: Students are expected to construct and develop coherent, relevant, and logically structured arguments in their written responses. This includes the use of specialist terminology and accurate spelling, punctuation, and grammar.</p> | <p>Knowledge test after each topic (2 in total)</p> <p>A mid-point assessment (exam practice)</p> <p>Term 2: Mock exam (Germany)</p> |
| 3 and 4 | Superpower relations and the | <p>Students will gain knowledge of... the key moments of tension and cooperation between the United States and the Soviet Union during the Cold War. They will explore the origins of the conflict, and examine major crises such as the Berlin Blockade, the</p> | Term 3: Knowledge test after each topic (2 in total) |

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| | Cold War, 1941-91 | <p>Hungarian Uprising, and the Cuban Missile Crisis. Students will also study the arms race, the formation of military alliances, NATO and the Warsaw Pact, and the easing of tensions through Détente and arms control agreements. The topic concludes with the collapse of Soviet control in Eastern Europe and the eventual end of the Cold War.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. 2. AO2: This involves explaining and analysing historical events using second-order concepts (causation, consequence, similarity, difference, change, continuity and significance) 3. Extended Writing: Students are expected to construct and develop coherent, relevant, and logically structured arguments in their written responses. This includes the use of specialist terminology and accurate spelling, punctuation, and grammar. | <p>A mid-point and end of term assessment (exam practice)</p> <p>Term 4: Mock exam (Cold War)</p> |
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