

HISTORY CURRICULUM MAP 2024 – 2025

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INTENT: KEY STAGE THREE HISTORY (YEARS 7 & 8)

In line with the [national curriculum for Key Stage Three history](#), we intend for all students in Years 7 and 8 to:

- know and understand the history of Britain as a clear, chronological narrative since the first millennium, as well as how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world, including: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; and the achievements and follies of humankind
- gain a historically grounded understanding of substantive concepts, such as 'empire' and 'peasantry', and to understand these terms in increasing complexity
- understand the second-order concepts of the discipline and how historians frame their enquiries about the past (including continuity and change, cause and consequence, similarity and difference, and significance), as well as adopt these frameworks to create their own historical accounts
- understand the methods of historical enquiry, including how evidence is used rigorously by historians to make historical claims, and how and why contrasting interpretations of the past have been constructed
- to gain historical perspective and understand the connections between: local, regional, national and international history; cultural, economic, military, political, religious and social history; and short- and long-term timescales.

These aims inform the historical topics we choose to teach at Key Stage Three.

We sequence our Key Stage Three history curriculum chronologically, and ensure students are taught the historical periods and themes specified by the national curriculum:

- A history study from before 1066
- The development of Church state, and society in Britain between 1066 and 1745, including a local history study on the city of London
- Ideas, political power, industry and empire in Britain between 1745 to 1901
- Challenges faced by Britain, Europe and the wider world from 1901 to the present day, including the Holocaust.

Through our curriculum choices, we help students to build a deep knowledge and understanding of these periods and themes. Students are taught multiple, concrete examples of historical events, societies, developments or individuals from these periods. This enables students to construct a coherent narrative of the past from the first millennium, while also developing a deep understanding of the key characteristics and trends that define different historical periods (such as the medieval period and the Renaissance). This also ensures students study a diversity of people, groups and experiences, reflecting the diversity of the past. Altogether, our Key Stage Three curriculum is made up of 26 historical enquiries. This ensures that our curriculum is challenging and ambitious for all students.

In addition, all historical topics studied at Key Stage Three are structured around historical enquiries, which support students in breaking down and building new substantive knowledge over the course of a sequence of lessons in order to be able to answer a rigorous historical question. While some enquiries focus on a broader overview of a period of time (for example, to enable students to trace how far a country or society changed over time), others enable student to explore a specific historical event, individual or society in depth. Crucially, all enquiry questions are framed around a second-order concept (see above), helping to develop students' disciplinary knowledge of history. As

such, we aim for students to repeatedly practise drawing on their layers of substantive and disciplinary knowledge in order to construct their own historical accounts and arguments. We also intend for our historical enquiries, and therefore curriculum design, to be informed by recent academic scholarship in order to ensure that the knowledge that students build reflect the issues and questions in the discipline today.

Furthermore, we intend for each historical enquiry at Key Stage Three to fit within over-arching themes or narratives, which can be traced throughout the curriculum. The four themes are:

THEME 1: Britain's connections to, and contact with, the wider world

THEME 2: The power, priorities and expectations of leaders in Britain and beyond

THEME 3: Europe's changing position in the wider world

THEME 4: Changes to people's values, ideas and belief systems

These themes inform the decisions we make about historical topics we teach, and support students in developing a coherent and memorable narrative of the history of Britain, Europe and the wider world.

When making decisions about the historical topics we teach to Year 7 and 8 students, and in what order, we also consider the proximal role of knowledge. We carefully position content across the curriculum to ensure that new ideas, concepts and/or vocabulary are systematically introduced to students and reinforced and developed over time, with increasing complexity. This includes more abstract, substantive concepts like "the Church", "monarchy", "parliament", "radicalism", "empire", "rights" and "government", which cannot be easily or simply defined. We intend for students to repeatedly encounter these ideas and concepts through multiple, meaningful historical examples, recognising that this provides an access point for students to make sense of (and deepen their understanding of) these abstract ideas and concepts. For this reason, we intend for our students to consistently re-visit and retrieve core knowledge across Key Stage Three in order to build and strengthen their schemata of these concepts. This is another example of how our curriculum is ambitious and challenging for all students.

Furthermore, we intend for students to develop a secure understanding of how historians study the past and construct historical accounts, and we see Key Stage Three as crucial in inducting students into the discipline of history. Therefore, Year 7 and 8 students are taught multiple, specific examples of how historians have constructed interpretations of the past in specific contexts. In particular, we intend for students to know the problems that can arise when historical accounts are constructed from a narrowed or distorted view of the past, or from a particular perspective. We also intend to integrate examples of historical accounts written by historians for academic (and other) audiences, helping our students to become critical and independent readers of history. Consequently, we ensure our curriculum remains challenging and ambitious for all students.

Finally, we recognise that pupils are best prepared for the demands of GCSE and A Level history if they start these courses with wide-ranging historical knowledge, a secure understanding of the narrative of past, and schemata that allow them to chunk the new knowledge they encounter at GCSE and beyond. Therefore, we intend for our Key Stage Three curriculum to ensure that students learn the core historical knowledge (both substantive and disciplinary) that will help them to access the curricular taught at Key Stages Four and Five. For instance, when we teach students a GCSE thematic study on medicine through time (from the medieval period to the modern day), we intend for them to already know a coherent narrative of the history of Britain since the medieval period, enabling them to better comprehend how and why medicine in Britain has advanced since c1250.

By the end of Year 8, therefore, we envisage for all students to have covered the Key Stage Three national curriculum.

CURRICULUM MAP: KEY STAGE THREE HISTORY

THEME 1: Britain's connections to, and contact with, the wider world

THEME 3: Europe's changing position in the wider world

THEME 2: The power, priorities and expectations of leaders in Britain and beyond

THEME 4: Changes to people's values, ideas and belief systems

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 7	<p>Introduction Lesson: How do historians measure the past?</p> <p>Enquiry Question 1: What made Baghdad a centre of learning?</p> <p>Themes: 2, 4 Disciplinary focus: Causation</p> <p>Enquiry Question 2: How can we know what mattered to Christians in the 'Dark Ages'?</p> <p>Themes: 1, 3, 4 Disciplinary focus: Evidential understanding</p>	<p><i>Enquiry Question 3 continued...</i></p> <p>Enquiry Question 3: How far did the Anglo-Saxons notice the Norman Conquest?</p> <p>Themes: 1, 2, 4 Disciplinary focus: Change & continuity</p> <p>Enquiry Question 4: Why did King Henry II agree to be whipped in 1174?</p> <p>Themes: 2, 4 Disciplinary focus: Causation</p>	<p>Summary Story: The Third Crusade</p> <p>Themes: 1, 2, 3, 4</p> <p>Enquiry Question 5: Who had power in 13th century England?</p> <p>Themes: 1, 2, 4 Disciplinary focus: Change and continuity</p>	<p>Enquiry Question 6: How did one village respond to the Black Death?</p> <p>Themes: 1, 2, 4 Disciplinary focus: Change and continuity</p> <p>Enquiry Question 7: What does the journey of Mansa Musa reveal about medieval West Africa?</p> <p>Themes: 2, 4 Disciplinary focus: Significance</p>	<p><i>Enquiry Question 7 continued...</i></p> <p>Enquiry Question 8: What kind of change was the 'Renaissance'?</p> <p>Themes: 4 Disciplinary focus: Change and continuity</p> <p>Enquiry Question 9: What can the Westminster Tournament Roll tell us about early Tudor England?</p> <p>Themes: 1, 2 Disciplinary focus: Evidential understanding</p>	<p>Summary Story: The Reformation begins in Germany</p> <p>Themes: 4</p> <p>Enquiry Question 10: What changed in the village of Morebath between 1520 and 1474?</p> <p>Themes: 1, 2, 4 Disciplinary focus: Change and continuity</p>
YEAR 8	<p>Enquiry Question 12: Why has Camilla Townsend written a 'new history' of the Aztecs?</p> <p>Themes: 2, 3, 4 Disciplinary focus: Historical interpretations</p> <p>Enquiry Question 13: Why did Elizabeth I connect England to more people and places?</p> <p>Themes: 1, 2, 3, 4 Disciplinary focus: Causation</p>	<p>Enquiry Question 14: Why have historians chosen to write about 'Akbar the Great'?</p> <p>Themes: 1, 2, 3, 4 Disciplinary focus: Significance</p> <p>Enquiry Question 15: What kinds of change did Londoners see living in the 17th century?</p> <p>Themes: 1, 2, 4 Disciplinary focus: Change and continuity</p>	<p><i>Enquiry Question 15 continued...</i></p> <p>Summary Story: How did African Kingdoms become connected with the wider world?</p> <p>Themes: 1, 2, 3</p>	<p>Enquiry Question 17: How should the story of transatlantic slavery be told?</p> <p>Themes: 1, 2, 3, 4 Disciplinary focus: Historical narrative</p>	<p>Enquiry Question 18: How 'Victorian' were the Victorians?</p> <p>Themes: 1, 2, 4 Disciplinary focus: Similarity and difference</p> <p>Enquiry Question 19: What was British colonialism like in the nineteenth century?</p> <p>Themes: 1, 2, 3 Disciplinary focus: Similarity and difference</p>	<p>Enquiry Question 20: How quickly were British people given the right to vote?</p> <p>Themes: 2, 4 Disciplinary focus: Change and continuity</p> <p>Enquiry Question 21: Why are there different histories of the First World War?</p> <p>Themes: 1, 3, 4 Disciplinary focus: Historical interpretations</p>

INTENT: TRANSITION TO KEY STAGE FOUR HISTORY (YEAR 9)

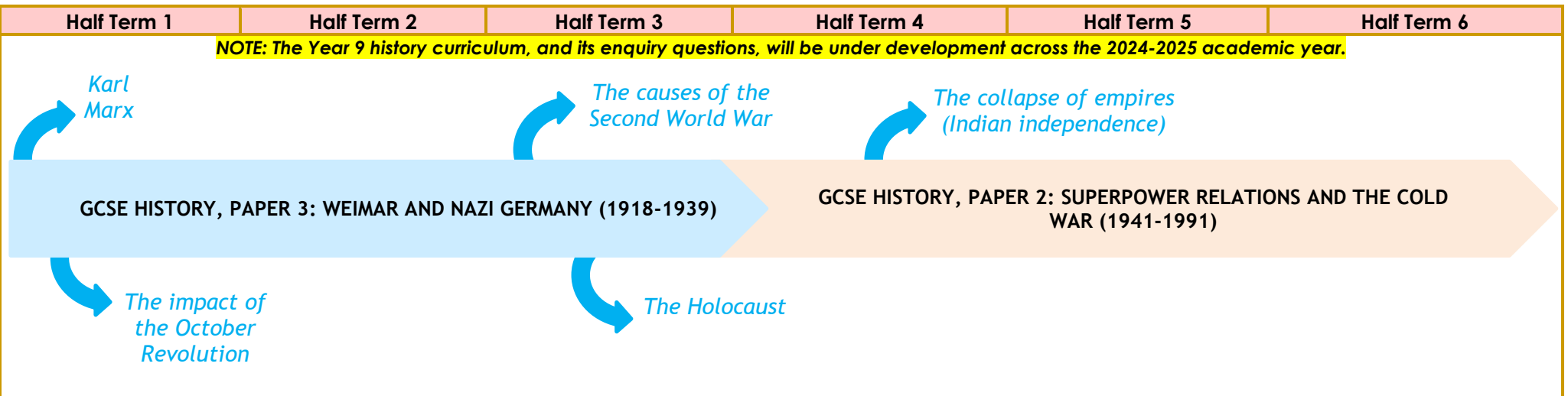
In Year 9, history students begin their transition to GCSE history. This ensures that the Year 9 curriculum is ambitious and challenging for all history students. We intend for all students to begin to learn the GCSE history curriculum, enabling students to build on and deepen their knowledge of the chronological narrative of the past that they constructed across Years 7 and 8. More specifically, Year 9 pupils will develop their knowledge of **20th century Britain, Europe and the wider world**. For this reason, students will learn the **GCSE Paper 3 Modern Depth Study on Weimar and Nazi Germany (1918-1933)**. Year 9 students will also learn the **Paper 2 Period Study on Superpower relations and the Cold War (1941-1991)**. These topics allows students to understand the ideological conflicts, political tensions, and global power struggles that shaped the 20th century and continue to influence today's world, as well as to deepen their knowledge of a range of substantive concepts (such as "democracy", "extremism", and "conflict").

In line with [Edexcel's intentions for the GCSE history curriculum](#), therefore, we intend for Year 9 students to begin to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Across Year 9, we also intend for students to **learn historical topics that go beyond the GCSE history specification (see the BLUE topics below)**. This ensures that the Year 9 history curriculum: remains ambitious for all students; continues to reflect the diversity of people, groups and experiences in the past; and strengthens the narrative of the 20th century world that students began to build in Year 8.

The topics taught across Year 9 are structured and sequenced around historical enquiries, ensuring that students build both substantive and disciplinary knowledge.



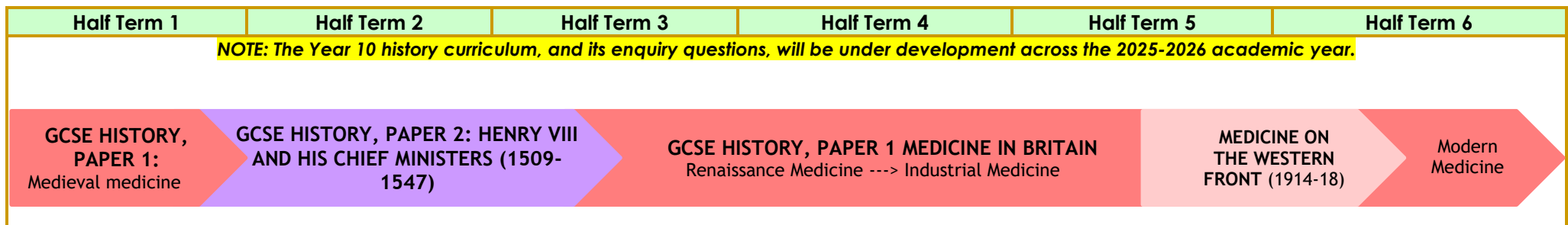
INTENT: KEY STAGE FOUR HISTORY (YEAR 10)

Similar to the Key Stage Three curriculum, the curriculum taught at Key Stages Four is sequenced chronologically to support students in developing a coherent and memorable narrative of the history of Britain, Europe and the wider world. The curriculum at Key Stage Four continues to be structured and sequenced around rigorous historical enquiries, ensuring students continue to learn substantive and disciplinary knowledge in combination and draw on their layers of knowledge to independently construct historical accounts and arguments.

From Year 10, we ensure students **fulfil Edexcel's intentions for the GCSE history curriculum** (see the five intentions above). At Key Stage Four, we also ensure students have been taught all four of the units that make up Edexcel's GCSE history specification. Therefore, students are taught two additional units on:

- o **Medicine in Britain (c1250-present day), and the British sector of the Western Front (1914-1918); and**
- o **Henry VIII and his chief ministers (1509-1540)**

The units allow students to strengthen their knowledge of the characteristics and trends that define different historical periods since the medieval period. They also allow pupils to deepen their knowledge of 16th century Britain, Europe and the Reformation (which they built at Key Stage Three) and add complexity to a range of substantive concepts (including "the Church", "the nobility", "monarchy", "parliament" and "government"). The year follows a chronological structure, to encourage a richer and coherent sense of period and change over time.



Enrichment Opportunities:

History trips: Pupils in Years 7, 8 and 9 attend trips to different museums in Central London (including the British Museum and Docklands Museum, and Imperial War Museum), which allows them to explore historical artefacts from different time periods. This helps to bring history to life by providing a tangible connection to the past and helps to deepen their understanding of how historical sources provide us with evidence of the past.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning in the history department. Over the course of study, we use regular in-class formative assessment, as well as online diagnostic assessments, in order to encourage students to retrieve, demonstrate and consolidate the historical knowledge they accumulate across the curriculum. In doing so, we help students to retain historical knowledge, while also identifying and addressing any gaps in their learning.

Students also sit regular, summative assessments across an academic year. Summative assessments aim to test the knowledge that students have accumulated over the breadth of an academic year, as well as how fluently they can apply this knowledge to answer rigorous, historical questions. Staff are supported in marking summative assessments accurately in order to ensure the validity of the data. All data is analysed centrally by the school (not by individual teachers), and each Subject Leader is given a report outlining the strengths and development areas in student progress and attainment. This is used to inform future planning, as well as considerations on how best to support students in achieving their very best in the subject (for instance, through additional interventions).