

Curriculum overview: History

Key Stage 2

- Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece

- A non-European society that provides contrasts with British history

Key skills/content requirements at GCSE

- Students need to have a detailed working knowledge of:
 - The People's Health, c.1250-present
 - The Elizabethans, 1580-1603
 - The making of America, 1789-1900
 - Living under Nazi rule, 1933-1945
 - Kenilworth Castle and its development over time
- Students should understand what sources can tell us about the past, how history is represented to different audiences (both the techniques that are used and what can be gleaned from the work of historians) and the concepts around which history is based (change, continuity, consequence, causation, diversity, similarity, difference and significance).
- They should also be able to explain what the historic environment can teach us about the past, the difficulties associated with studying this and measures taken to overcome these challenges
- Students also need to master the relevant writing skills required to clearly articulate their knowledge and understanding of the above knowledge and concepts e.g. PEE paragraphs

Curriculum Overview

At King Charles, we believe that history is built upon powerful substantive concepts that are essential for understanding both the past and the modern world. Our Key Stage 3 curriculum focuses on developing students' knowledge of these concepts through rich historical contexts, enabling them to make sense of current affairs, political debate, and the wider world.

Rather than teaching concepts in isolation, we revisit them across different periods and topics, allowing students to deepen and refine their understanding over time. Concepts such as power, monarchy, democracy, propaganda, empire, religion, and revolution are encountered repeatedly in increasingly complex contexts.

We aim to provide students with a broad understanding of Britain's history, its institutions, and its place in the world. While recognising the value of global history, our curriculum prioritises the knowledge we believe every young person needs to understand the development of Britain and Europe and their influence on the modern world.

Our curriculum is enquiry-driven, with lessons centred around challenging historical questions that stimulate curiosity and deepen understanding. However, we believe that secure knowledge must come before sophisticated historical analysis. Therefore, we place a strong emphasis on building a rich foundation of historical knowledge, ensuring that students leave Key Stage 3 with the understanding and vocabulary needed to engage confidently with history and contemporary society.

In History, we aim to develop knowledgeable, informed young people who can understand the world around them through a secure understanding of the past.

	Term 1	Term 2	Term 3
Year 7	The unit will begin with an introduction to chronologically themed vocabulary and concepts including decade, century, millennium, A.D., B.C. and how these ideas can be used, including why the century A.D. 1-100 is classed as the first century etc. Students will then study a unit of 'Big History'- a low resolution study of five eras in human history looking at how society was organised, what people thought about, why people moved, and how they got their 'stuff' in each. Students will go on to study a unit in classical civilisations, focusing on the nature of Athenian government, early Greek thought, the growth of the Roman Empire, Roman propaganda, the emergence of Christianity and Britain before the Romans and their impact on life. Students will then move onto explore an enquiry on the Anglo Saxons exploring their origins, society and culture.	The next unit will begin with a study of the succession crisis of 1066 followed by the impact of the Norman invasion on Britain. Once students have completed the unit of the Anglo-Saxons and the Norman Conquest, students will study Medieval Britain. In this unit they will explore the organisation of a medieval manor, the role of the Church by the mid-14th century and peoples beliefs, the power of the Church in the 12th century and the effect of Henry II's attempt to grasp more control, the Magna Carta and the effect this had on monarchical authority, and the causes and consequences of the Peasants' Revolt (including a case study of the Black Death)	In the Summer Term, students broaden their understanding of the medieval world through an enquiry into why the Islamic Empire was so advanced, exploring developments in medicine, science and learning. They also study the Crusades, considering the causes of conflict between different cultures and religions and the impact these events had on the medieval world. Students then move on to the study of West African kingdoms, including Mali and Benin, challenging common misconceptions about Africa's past by investigating the wealth, achievements and significance of these societies. The year concludes with a study of the Renaissance, where students explore the growth of humanism, the impact of the fall of Constantinople, the role of the Medici family, the development of the printing press, and advances in science and art that helped transform Europe.

Year 8	In the Autumn Term, students study the Tudor dynasty, examining the reigns of Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. Through this unit, students explore how each monarch approached religion and the impact these changing religious policies had on England. Students then move on to the Stuart period, focusing on the reigns of James I and Charles I. They investigate the growing tensions between monarch and Parliament, considering disputes over money, religion and political power, and how these led to the outbreak of the English Civil War. The unit concludes with a study of the trial and execution of Charles I, the establishment of the Commonwealth, the challenges and ultimate failure of the Interregnum, and the Restoration of the monarchy in 1660.	Once students have finished their study on the Stuarts, students will explore the reasons for European expansion from the late fifteenth century onwards, beginning with the arrival of Columbus in the Americas in 1492 and the conquest of the Aztec Empire by Cortés. They will examine life in pre-colonial North America through a study of the Algonquin peoples before investigating the establishment of the thirteen English colonies and the causes and consequences of their eventual loss. Students will then broaden their understanding of the wider world by studying major non-European powers, including Tokugawa Japan, the Mughal Empire and Qing China, considering their political organisation, culture and global significance during this period. They will also study the development of the transatlantic slave trade, exploring how Europeans became involved in West Africa, the operation of the triangular trade, the experiences of enslaved Africans during the Middle Passage and on plantations, and acts of resistance including the Haitian Revolution and Nat Turner's rebellion. The term concludes with an examination of the impact of empire and slavery on different societies, including Britain, Africa, the Americas and the Caribbean, as well as the movement for abolition and the continuing legacy of slavery in the modern world.	In the Summer Term, students examine the growth and impact of imperialism in the nineteenth and twentieth centuries, exploring why European powers expanded their influence across Africa and Asia. Through case studies of British involvement in India, students investigate the decline of the Mughal Empire, the causes and significance of the Sepoy Revolt, life under the British Raj, the Bengal Famine and the Partition of India. Students also study the Scramble for Africa, the Second Boer War, British influence in Egypt and resistance to colonial rule through the Mau Mau Rebellion. The unit broadens further to consider European intervention in China, including the Opium Wars and their impact on the Qing Dynasty. Throughout the topic, students evaluate the causes, consequences and differing interpretations of empire. Students then turn to the Industrial Revolution, investigating why industrialisation occurred first in Britain and how it transformed society, the economy and political power. They explore the importance of canals and railways, the living and working conditions experienced by different social groups, and undertake a local study of Kidderminster. The unit concludes by examining the impact of industrialisation on public health and political reform, including responses to the Great Stink and the growth of movements such as Chartism, which campaigned for greater political representation.
Year 9	In the Autumn Term, students explore social and political change in Britain during the early twentieth century, focusing on campaigns for greater democracy and equality. They examine the methods of the Suffragists and Suffragettes, considering how the different groups sought to secure votes for women. Students then investigate the causes of the First World War, analysing how militarism, alliances, imperialism and nationalism created tensions across Europe, before examining how the assassination of Archduke Franz Ferdinand triggered the outbreak of war in 1914. Students then study the experience of the First World War, exploring the nature of trench warfare and the conditions faced by soldiers on the Western Front. Through key events such as the Battle of the Somme and the Christmas Truce, students consider the realities of warfare and the human impact of the conflict. They also examine the contributions made by	In the Spring Term, students examine the consequences of the First World War through a study of the Treaty of Versailles and its impact on Germany and Europe. They then explore the challenges faced by the Weimar Republic and investigate how political instability, economic crises and social tensions contributed to the rise of the Nazi Party. Students consider how Adolf Hitler and the Nazis gained and consolidated power before examining Britain's response to the growing threat posed by Nazi Germany, including the policy of appeasement and the events that led to the outbreak of the Second World War. Students then study the course of the Second World War, focusing on key turning points and experiences of the conflict. They examine the evacuation at Dunkirk, the Battle of Britain and the Blitz, before exploring the significance of Pearl Harbor in widening the war. The unit continues with the D-Day landings and the use of atomic bombs against Japan, enabling students to understand how the war developed into a truly global conflict and how it eventually came to an end.	In the Summer Term, students explore the social, political and cultural changes that transformed Britain and the wider world after the Second World War. They begin by examining the process of decolonisation, building on their Year 8 understanding of empire to investigate how relationships between Britain and its colonies changed during the twentieth century. Students then study migration to Britain, including the arrival and experiences of the Windrush generation, and consider how migration reshaped British society. Through studies of the American Civil Rights Movement and the experiences of Black and Asian Britons, including the Bristol Bus Boycott, students examine campaigns for racial equality and the impact of discrimination and protest. They also investigate the rise of second-wave feminism, changes to the law surrounding the death penalty, the development of LGBTQ+ rights through measures such as the 1967 Sexual Offences Act, and the significance of the Human Rights Act in expanding and protecting individual freedoms.

	soldiers from across the British Empire, the experiences of civilians on the Home Front, and the ways in which the war affected everyday life. The unit concludes with a study of the Armistice of 1918 and the immediate consequences of the war for Britain, Europe and the wider world. Students then turn their attention to Russia in the early twentieth century, examining the rule of Tsar Nicholas II and the challenges facing the Russian Empire. They investigate the political, social and economic causes of the Russian Revolution, before exploring the events of 1917 that led to the collapse of Tsarist rule. The unit concludes with a study of the rise of Lenin and the Bolsheviks, considering how they secured power and established a new communist government in Russia.	The term concludes with a study of the Holocaust. Building on students' prior knowledge of medieval antisemitism from Year 7, students investigate how antisemitic ideas developed in Nazi Germany and were embedded through measures such as the Nuremberg Laws. They explore the escalation of persecution through the actions of the Einsatzgruppen and the implementation of the Final Solution, while also studying examples of Jewish resistance and the rescue of Bulgaria's Jewish population. Students consider the roles played by perpetrators, collaborators and bystanders, and conclude by examining the Nuremberg Trials and their significance for justice, accountability and human rights in the aftermath of the war.	Students then conclude the year with a study of the Cold War, exploring the causes of tension between the United States and the Soviet Union, key international crises, periods of improving relations, and the eventual collapse of the Soviet bloc. Finally, students examine the concept of terrorism over time, revisiting earlier studies of the Gunpowder Plot and the Suffragette movement before investigating the actions and motivations of groups such as the IRA and the impact of the 11 September 2001 attacks. Through this unit, students consider how governments and societies have responded to political violence and how definitions and interpretations of terrorism can change over time.
Year 10	Students begin Year 10 by studying the People's Health, c.1250 to present. The following three issues will be addressed throughout the study: - The impact of living conditions on people's health - The response to epidemics - Attempts to improve public health Students will move onto the Elizabethans (see next column) once they have finished the People's Health	Once students have completed the People's Health, they will move onto The Elizabethans, 1580-1603 and study the following: - Elizabeth I and her government with a focus on the power of the Queen - Catholics with a focus on the nature and extent of a Catholic threat - Daily lives focusing on the nature and dynamics of Elizabethan society - Popular culture with a focus on "Merry England" - The wider world focusing on the nature and significance of England's connections with the wider world	Once students have completed the Elizabethans, students will be taught the History Around Us module. Our chosen site is Kenilworth Castle and students will understand how the physical features of this site informs an understanding of historical events and developments. Students will learn: - The strengths and weaknesses of the physical remains of the site as evidence about its past - How the site fits into its wider historical context.
Year 11	In year 11 the students will begin The Making of America, 1789-1900. Students will study: - America's expansion 1789-1900 - The West 1839-1860 - Civil War and Reconstruction 1861-1877 - Settlement and conflict on the Plains 1861-1877 - America cultures 1877-1900 - Once this period study has been completed students will move onto the World Depth Study	Living under Nazi rule, 1933-1945 is the world depth study and students will explore the impact of Nazi dictatorship on people's lives both within Germany and across occupied Europe. Students will study the following five sections: - Dictatorship - Control and opposition, 1933-1939 - Changing lives, 1933-1939 - Germany in War - Occupation Once students have completed this unit, remaining lesson time will be devoted to revision	

GCSE External Assessment:

History uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11. The course will be assessed through three exams at the end of the course.

SMSC in history

Humanities subjects are all heavily focussed on people and their relationships and as such, we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. Students are encouraged and directed to understanding their place in the world and society, and how the institutions, organisations and groups have emerged that shape our everyday life. Tolerance, openness and curiosity are all fostered as part of historical studies.

Spiritual development in history

History encourages the development of students' spiritual growth in a number of ways. Students are encouraged to reflect on the beliefs that drive other people to many of the most despicable acts in history and in turn reflect on their own beliefs about why and how we judge these acts. Work done on slavery (Year 8) and the holocaust (Year 9) consolidates this and students question where views and ideas come from. In year 7 students also reflect on the significance of religion in people's lives during the Middle Ages and are encouraged to consider why religious changes during the Reformation caused such turmoil at the time when they reach Year 8.

At GCSE students consolidate their previous work on the holocaust during their study of Living in Nazi Germany and examine how people's beliefs, attitudes and actions can be influenced and manipulated by propaganda. The American expansion topic in KS4 also addresses the issue of slavery once more as well as developing an understanding of American Indian beliefs and culture.

Moral development in history

A great deal of work is done on understanding the rights and responsibilities people have as citizens, who wields power in Britain and where this power derives from. Studies of the Middle Ages in year 7 focus on the ways in which power shifted from the monarch to parliament and eventually imbued ordinary people with greater rights and power. At the start of Year 9, students study suffrage, examining how different groups in society campaigned and were eventually granted the vote. This understanding is further developed through a unit on social change in post-Second World War Britain in the Summer Term, where students examine the wider concept of equality in society and consider the development of legislation relating to equal opportunities for various groups, including LGBT people.

We investigate what motivates people to act in terrible ways- from Hitler to slavery to the treatment of the Indians in America by white settlers. In so doing we challenge how important human life is and what constitutes right and wrong in peace and war.

Social development in history

Students develop an understanding of how democracy evolved and the fundamental rights we hold dear in Britain. By studying Nazi Germany they gain an appreciation of the rights enjoyed in Britain contemporary to the period and how we have our rights that we still enjoy today. The World War One topic enables students to gain an insight into the massive impact that the war had on society at the time and in particular the disastrous consequences of the first day of the Somme. In year 8 study the Industrial Revolution and given the opportunity to reflect on the enormous economic, social and political changes that occurred during the period. In year 10 this is consolidated in the People's Health topic which has a particular focus on how the government's attitude towards the poor and most vulnerable changed dramatically throughout the 19th and 20th centuries and is indeed still evolving today.

Cultural development in history

Work done in Year 7 on the emergence of the Roman Empire helps students to appreciate the wider world and understand how cultural assimilation has taken place over time. This is further developed when studying American expansion, as students consider the clash between the beliefs and cultures of white settlers and those of American Indians.