

HISTORY CURRICULUM

At GAA we explain the world as it is, by exploring how it was. Our curriculum is ambitious and engaging. We look at a wide range of time periods as well as history on a global, national and local level. The curriculum is sequenced to allow all students to make links between periods and themes to build upon their knowledge of both the past and its impact on the present.

Increasing students’ historical knowledge, curiosity, critical thinking, and communication skills are all embedded in our curriculum. Which develops students’ confidence in building strong arguments of their own and questioning the world around them.

Our vision links directly to the GREAT values of the school – we are genuine in our discussions of the past and in our commitment to historical debate, we are respectful as global citizens, with an understanding of the history of different groups and people from around the world. We are excellent in our work, taking pride in what we produce and learn every lesson, which will help us to achieve the best results we can. Finally, we work together to make sure we all understand our importance in the modern world. The GAA History department aim to create historians who change the way they see themselves, the world around them and their importance in it.

Year 7 – The curriculum has been designed so that it is accessible to all regardless of background or prior learning. Students move through the medieval and early modern world gaining an understanding of key concepts of empire, invasion and power. Students will explore how this period changes and the continuities that remain throughout, for example, how England changes under the Normans and how the power of the monarch changes with the Magna Carta. Our aim is to engage students in a narrative which help them understand the foundations of modern Britain whilst being able to question our modern-day roots.

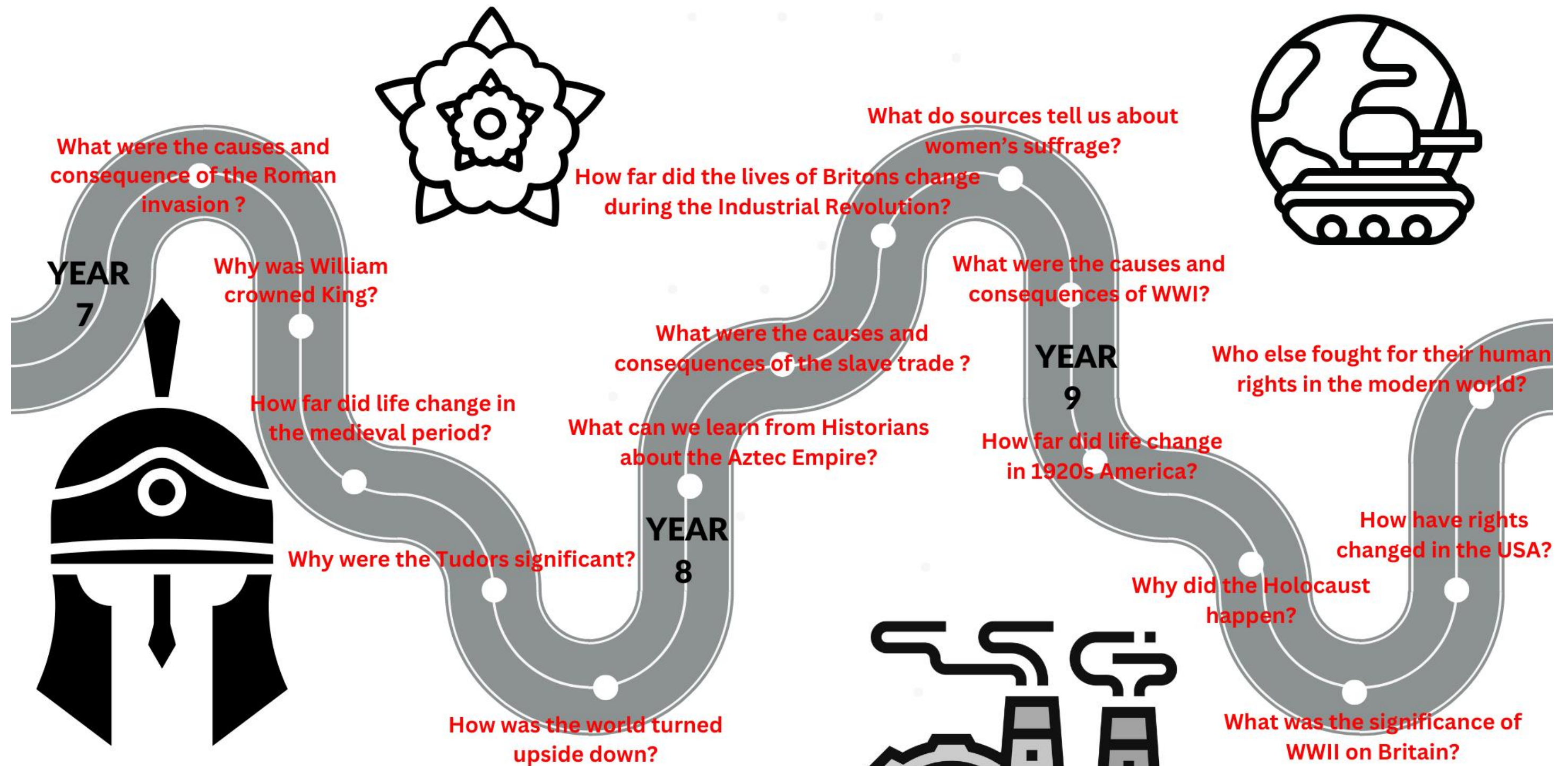
Year 8 – We focus on the Industrial Period and how this part of history has shaped not only Britain, but the modern world. Building on the ideas explored in Year 7 by continuing to look at empires (e.g. the Aztecs and the British Empire). We also consider how power changes as we enter the period of democracy and the rise of the importance of parliament. We finish the year by considering the causes and consequences of World War I and how that shapes the 20th Century. Skills will continue to be tested and built on from year 7, such as the understanding of contemporary sources.

Year 9 – The curriculum continues to develop the literacy, critical thinking, and historical skills that students have begun to study. The aim of the curriculum is to examine key events in modern world history and understand how they link to problems our society faces today. We look at the impact of increasing democracy and start to consider the fight for equality, exploring many different societal groups, so students can understand the world today. We also consider the Holocaust and the events surrounding this, so an understanding of humanity at its worst can be seen to prevent further instances in the future.

Year 10 and Year 11 follow the Edexcel programme of history looking at Crime and Punishment, Weimar and Nazi Germany, Early Elizabethan England and the Cold War. This will continue to build on skills from KS3 to allow students the confidence they need to achieve the best results at the end of the course.

The intent of our curriculum is to provide young people with the ability to ask questions about the world around them. They learn the skills to evaluate the answers so they can properly understand the modern world. We have created a curriculum which is designed to encourage the curiosity of young people, but at the same time push for deeper explanations of events. By the end of the KS3 curriculum all students will be able to prioritise information they are presented with, filter relevant and non-relevant information and have a solid knowledge about the foundations of our country and significant world events.

The history department curriculum is sequenced chronologically using the national curriculum as a starting point. It is designed to give students a good understanding of a broad range of key events in British history over 2000-years, as well as the wider world to help them understand their place as a global citizen. Our long-term plan has been created to allow students opportunities to practice each of the key historical skills and increase their confidence over time. Homework is designed to encourage creativity and deeper research of the subject.



KS3 HISTORY CURRICULUM



Great
Academy
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Inspiring Greatness

Year 7											
Autumn				Spring				Summer			
Unit Title: What were the causes and consequences of the Roman invasion of Britain?	Unit Length: 10 lessons	Unit Title: Why was William crowned king?	Unit Length: 9 lessons	Unit Title: How far did life change in medieval England?	Unit Length: 16 lessons (Term and a half)	Unit Title: How was life similar for people elsewhere in the Medieval World?	Unit Length: 4 lessons	Unit Title: Why were the Tudors significant?	Unit Length: 8 lessons	Unit Title: How was the world turned upside down?	Unit Length: 10 lessons
Domains of knowledge: Ancient history British history		Domains of knowledge: Medieval history British history		Domains of knowledge: The work of a historian Medieval history British history		Domains of knowledge: The work of a historian Medieval history World history		Domains of knowledge: Early modern history British history		Domains of knowledge: Early modern history British history The work of a historian	
Key concepts: Cause and consequence. Empire and invasion.		Key concepts: Causation. Invasion. Monarchy.		Key concepts: Change and continuity. Power. Hierarchy, society, and tyranny.		Key concepts: Sources and interpretations. Similarity and difference. Power.		Key concepts: Significance. Religion. Reform. Patriarchy.		Key concepts: Sources. Change. Monarchy and power. Tyranny.	
Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 2: Skills in analysing the causes and consequences of events over a broad range of time periods.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 2: Skills in analysing the causes and consequences of events over a broad range of time periods.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 3: Skills in analysing the changes and continuities of events over a broad range of time periods. End point 4: Skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 3: Skills in analysing the changes and continuities of events over a broad range of time periods. End point 4: Skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 5: An ability to formulate arguments around the significance of people and events over a broad range of time periods.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 3: Skills in analysing the changes and continuities of events over a broad range of time periods. End point 5: An ability to formulate arguments around the significance of people and events over a broad range of time periods.	
Assessments: What were the causes and consequences of the Roman invasion of Britain? Knowledge and extended writing.		Assessments: Why was William crowned king in 1066? Knowledge (including previous topic) and extended writing.		Assessments: How did life change in Medieval England? Extended writing.		Assessments:		Assessments: Why were the Tudors significant? Extended writing.		Assessments: How was the world turned upside down? Knowledge (including previous topics) and extended writing.	

Year 8											
Autumn				Spring				Summer			
Unit Title: What can we learn from Historians about the Aztec Empire?	Unit Length: 9 lessons	Unit Title: What were the causes and consequences of the Slave Trade?	Unit Length: 9 lessons	Unit Title: How far did life change the lives of Britons during the Industrial Revolution?	Unit Length: 15 lessons (across both units)	Unit Title: How far did the lives of Britons change during the Industrial Revolution?	Unit Length: 15 lessons (Across both units)	Unit Title: What do sources tell us about women's suffrage?	Unit Length: 9 lessons	Unit Title: What were the causes and consequences of WWI?	Unit Length: 8 lessons
Domains of knowledge: Early modern history World History		Domains of knowledge: Early modern history British history World history		Domains of knowledge: Industrial history Local history The work of a historian British history		Domains of knowledge: Industrial history Local history The work of a historian British history		Domains of knowledge: Modern history British history Women's history		Domains of knowledge: Work of a historian Modern history British history	
Key concepts: Causation. Empire and invasion. Hierarchy. Colonisation. Sources and interpretations.		Key concepts: Causation. Empire. Colonisation. Racism.		Key concepts: Change and continuity. Society and industrialisation.		Key concepts: Suffrage, democracy, and power. Society and industrialisation.		Key concepts: Sources and interpretations. Suffrage, democracy, and power. Patriarchy.		Key concepts: Cause and consequence. Militarism, alliances, imperialism, and nationalism.	
Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 2: Skills in analysing the causes and consequences of events over a broad range of time periods. End point 4: Skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 2: Skills in analysing the causes and consequences of events over a broad range of time periods.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 3: Skills in analysing the changes and continuities of events over a broad range of time periods. End point 4: Skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 3: Skills in analysing the changes and continuities of events over a broad range of time periods. End point 4: Skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 4: Skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 4: Skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation.	
Assessments: Teacher tracker assessment What can we learn as historians about the Aztec Empire? Source skills.		Assessments: What were the causes of the transatlantic slave trade? Knowledge (including previous topics from Year 8 and 7) and extended writing.		Assessments: How did democracy increase in the Industrial period? Teacher tracker assessment. Source skills.		Assessments: What changes were made to the lives of Britons during the Industrial Revolution? Knowledge (including previous topics from Year 8 and 7) and source skills.		Assessments: Source assessment. Knowledge (including previous topics from Year 8 and 7) and extended writing.		Assessments: What were the causes and consequences of WWI? Source skills.	

Year 9											
Autumn				Spring				Summer			
Unit Title: How far did life change in 1920s America?	Unit Length: 10 lessons	Unit Title: Why did the Holocaust happen?	Unit Length: 9 lessons	Unit Title: What was the significance of WWII?	Unit Length: 10 lessons	Unit Title: What was the significance of WWII on Britain?	Unit Length: 10 lessons	Unit Title: How far have rights changed in the USA?	Unit Length: 10 lessons	Unit Title: Who else fought for their Human Rights in the Modern World?	Unit Length: 5 lessons
Domains of knowledge: World history Modern history		Domains of knowledge: World history Modern history		Domains of knowledge: World history Modern history Work of a historian		Domains of knowledge: World history Modern history British history		Domains of knowledge: World history Modern history		Domains of knowledge: World history Modern history Women's history LGBTQ history	
Key concepts: Change and continuity. Society, economy and racism.		Key concepts: Causation. Persecution, resistance, dictatorship, and tyranny.		Key concepts: Significance. Warfare/militarism.		Key concepts: Society. Source skills. Warfare. Technology.		Key concepts: Significance. Democracy, society, resistance, and racism.		Key concepts: Significance, homophobia, and patriarchy.	
Relevant end points covered: End point 1: an ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 3: skills in analysing the changes and continuities of events over a broad range of time periods.		Relevant end points covered: End point 1: an ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 2: skills in analysing the causes and consequences of events over a broad range of time periods.		Relevant end points covered: End point 1: an ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 4: skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation. End point 5: an ability to formulate arguments around the significance of people and events over a broad range of time periods.		Relevant end points covered: End point 1: an ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 4: skills in analysing historians work and historical sources and using these to formulate their own arguments in a historical investigation. End point 5: an ability to formulate arguments around the significance of people and events over a broad range of time periods.		Relevant end points covered: End point 1 an ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 5: an ability to formulate arguments around the significance of people and events over a broad range of time periods.		Relevant end points covered: End point 1: An ability to understand key knowledge and place that knowledge within a broad range of time periods. End point 5: an ability to formulate arguments around the significance of people and events over a broad range of time periods.	
Assessments: Were the 1920s a good time for all? Knowledge (including topics from years 7 and 8) and extended writing.		Assessments: How did the Nazis persecute Jewish people? Extended writing.		Assessments: Which event in WWI was most significant? Knowledge and extended writing.		Assessments: What was the significance of WWII on Britain? Knowledge (including topics from years 7 and 8) and extended writing.		Assessments: How far have rights changed in the modern world? Knowledge (including topics from years 7 and 8) and extended writing.		Assessments:	

KS4 HISTORY CURRICULUM



COURSE ASSESSMENT

History assessment.

Paper 1: Thematic study and historic environment (Paper codes: 1HI0/10–13) Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2: Period study and British depth study (Paper codes: 1HI0/2A–2W) Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)

Paper 3: Modern depth study (Paper codes: 1HI0/30–33) Written examination: 1 hour and 20 minutes 30%* of the qualification 52 mark

COURSE DETAILS

Course: Edexcel History

COURSE DESCRIPTION

The GCSE Edexcel History course is a fascinating and rewarding subject that immerses students in the study of events and individuals that have shaped the world we live in today. This course covers British, European, and global history, exploring key topics such as democracy, conflict, revolutions, and social changes.

Students will not only gain a deep understanding of the past but also develop skills that are highly valued in a variety of careers. Analytical thinking, source evaluation, and constructing arguments are all key skills that are transferable across subjects and in many professional fields, including law, journalism, politics, archaeology, teaching, and more. These skills are highly regarded by universities and employers alike, making history a strong foundation for future success.

Beyond the classroom, GCSE History offers exciting opportunities to enhance learning through travel. Past trips organised by the department have included visits to Auschwitz, the First World War battlefields in France and Belgium, and the Normandy beaches. These immersive experiences help students connect with history on a deeper level, enriching their understanding of the world today.

Choosing GCSE History opens doors to a variety of career paths, from museum work and tourism to roles in law, politics, and industry, where the ability to analyze diverse sources and reach well-reasoned conclusions is invaluable. This course nurtures curiosity, critical thinking, and a passion for understanding the past while preparing students for a range of future opportunities.

PROGRESSION ROUTES

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, and an ability to communicate substantiated, and at times, ethical judgements on past events. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, teaching, broadcasting, publishing, media, journalism, civil service, police, politics, archaeology and many more.

