



Curriculum Statement

In History, curriculum planners must decide what to include, how to present it, and what to leave out, often facing politically and emotionally charged issues due to the link between history and identity. While no curriculum can satisfy everyone, we aim to carefully select stories and explain the framework behind these choices. The curriculum offers students the opportunity to explore diverse, impactful stories from different places and times, helping them learn about remarkable people and events. It also enables students to develop a deeper understanding of key historical concepts like race, empire, and patriarchy, along with abstract ideas such as trade or peasantry. Additionally, students are introduced to the methods historians use to analyze the past, including evidence, interpretations, and conceptual questions. Finally, the curriculum teaches students to engage with history respectfully, ensuring that the people of the past are seen with dignity and humanity.

| | Year 7 | Year 8 | Year 9 |
|--------|---|--|--|
| Term 1 | <p>The Roman Empire: What was the story of the Roman Empire?</p> <p>Han China: How should we describe China in the 2nd and 3rd centuries AD?</p> | <p>The Break from Rome: Who was really responsible for religious change in Tudor England?</p> <p>The Reformation: How did ordinary men and women feel about the Reformation?</p> | <p>Women’s Suffrage: How did women protest for the right to vote in the early 20th Century?</p> <p>The Causes of the First World War: Why did a war break out in Europe in 1914?</p> |
| Term 2 | <p>The Byzantine Empire: How different was Justinian and Theodora’s empire?</p> | <p>The English Civil War: How did ideas about monarchy change in the 17th century?</p> <p>The Mughal Empire: How did Ruby Lal reconstruct the life of Nur Jahan?</p> | <p>Britain and India 1900-1947: How important was the Jallianwala Bagh Massacre in changing India’s relationship with Britain?</p> |
| Term 3 | <p>The Norman Conquest: How was William of Normandy able to become king of England in 1066?</p> <p>Historians and Hastings: Why is it difficult for historians to know what happened at the Battle of Hastings?</p> | <p>The Early British Empire: What can Manteo’s story tell us about the Early British Empire?</p> <p>Early Modern Change: How did Britain change in the Early Modern period?</p> <p>Transatlantic Slavery: How did the Transatlantic</p> | <p>Soviet Russia: Why is John Scott’s <i>Behind the Urals</i> so valuable to historians of Soviet Russia?</p> |

| | | | |
|---------------|---|---|---|
| | | Slave Trade create ideas about race and racism? | |
| Term 4 | Medieval Peasants: How could historians tell the stories of peasants who lived in Yate in the Middle Ages? | The Age of Revolution: What did 'revolution' mean in the Age of Revolution? | The Second World War: Why have we remembered some stories about the Second World War but forgotten others? |
| Term 5 | Medieval Monarchy: Why haven't people agreed on how to describe Empress Matilda? | Abolition: What sort of change was abolition? The Industrial Revolution: What did Emma Griffin learn about the Industrial Revolution from working people's voices? | The Holocaust: How typical was Lien de Jong of European Jews in the 20th century? |
| Term 6 | The Mali Empire: What does the story of Mansa Musa reveal about Medieval West Africa? | India and 1857: Why haven't historians agreed on a name for what happened in India in 1857? | Rosa Parks: Why have we remembered just one day of Rosa Parks' life? |

| | Year 10 | Year 11 |
|---------------|---|--|
| Term 1 | <p>The People's Health 1250-present</p> <p>Medieval - Why were the people of Medieval England unable to stop the Black Death?</p> <p>Early Modern - What drove improvements in people's health in the Early Modern period?</p> | <p>The Elizabethans 1580-1603</p> <p>Elizabeth's Inheritance – Why was 'the realm Elizabeth inherited' so difficult for her to rule?</p> <p>Elizabeth's Government – Why have some historians questioned whether "Elizabeth was always the one in charge"?</p> <p>Catholics – Why did Elizabeth's treatment of Catholics move from toleration to persecution?</p> |
| Term 2 | <p>The People's Health 1250-present</p> <p>Industrial - Who should get the credit for saving industrial cities?</p> <p>Britain since 1900 - Is the story of the people's health since 1900 simply one of improvement?</p> | <p>The Elizabethans 1580-1603</p> <p>Daily Lives – What did Christopher Hill find when he looked at Elizabethan England "from below"?</p> <p>Popular Culture – How "merry" was Elizabethan England?</p> <p>The Wider World – How should we remember the Elizabethan "adventurers"?</p> |
| Term 3 | <p>Viking Expansion c.750-c.1050</p> <p>Homelands – What mattered to the Vikings in their homelands?</p> <p>The Volga Vikings – What were the consequences of Viking expansion in the East?</p> | <p>Living Under Nazi Rule 1933-1945</p> <p>Establishing a Dictatorship – How did Adolf Hitler establish a dictatorship in Germany?</p> <p>Life in the Third Reich – How much can historians learn about Nazi Germany from <i>Triumph of the Will</i>?</p> |
| Term 4 | <p>Viking Expansion c.750-c.1050</p> <p>The Vikings in England - How did Viking activity in England change between 793 and 954?</p> | <p>Living Under Nazi Rule 1933-1945</p> <p>Opposition and Police State – How and why did Germans oppose the Nazis before 1939?</p> |

| | | |
|----------------------|---|--|
| | <p>Western Europe and North Atlantic - How typical was England's encounter with the Vikings?</p> | <p>The Second World War – What did the Second World War mean for the people of Europe?</p> <p>The End – How did life under Nazi rule change as “the end” approached?</p> |
| <p>Term 5</p> | <p>Viking Expansion c.750-c.1050</p> <p>Kings - Who was most responsible for England's “Second Viking Age”?</p> <p>History Around Us - Big Pit</p> <p>What is the story of Big Pit?</p> | |
| <p>Term 6</p> | <p>History Around Us - Big Pit</p> <p>What historical questions can the physical evidence at Big Pit help us to answer?</p> | |

| | Year 12 | Year 13 |
|---------------|--|--|
| Term 1 | <p>England 1485-1547: The Early Tudors</p> <p>Henry VII government</p> <p>Henry VII foreign policy</p> <p>Russia 1894-1941</p> <p>Russia under the Tsar</p> | <p>From Colonialism to Independence: The British Empire 1857–1965</p> <p>The governance and administration of the Empire</p> <p>Opposition to British Rule</p> <p>Topic-based Essay (a 3000-4000 essay on a historical topic of your choice)</p> |
| Term 2 | <p>England 1485-1547: The Early Tudors</p> <p>Henry VIII and Wolsey</p> <p>Russia 1894-1941</p> <p>1917 Revolutions</p> | <p>From Colonialism to Independence: The British Empire 1857–1965</p> <p>The impact of imperial power on the periphery and Britain</p> <p>The British Empire and its impact on international relations</p> <p>Topic-based Essay (a 3000-4000 essay on a historical topic of your choice)</p> |
| Term 3 | <p>England 1485-1547: The Early Tudors</p> <p>Henry VIII and Cromwell</p> <p>Henry VIII and faction</p> <p>Russia 1894-1941</p> <p>Lenin and the Russian Civil War</p> | <p>From Colonialism to Independence: The British Empire 1857–1965</p> <p>Depth Study: British India: The War of 1857 and its consequences to 1876</p> <p>Depth Study: Palestine 1914–1948</p> <p>Tudors / Russia revision</p> |

| | | |
|----------------------|---|--|
| <p>Term 4</p> | <p>England 1485-1547: The Early Tudors</p> <p>Henry VIII and Cromwell</p> <p>Henry VIII and faction</p> <p>Russia 1894-1941</p> <p>Stalin</p> | <p>From Colonialism to Independence: The British Empire 1857–1965</p> <p>Depth Study: Nationalism in Kenya 1945–1965</p> <p>Tudors / Russia revision</p> |
| <p>Term 5</p> | <p>Mid Tudor Crises 1547-1558</p> <p>The stability of the monarchy</p> <p>Religious changes</p> <p>Topic-based Essay (a 3000-4000 essay on a historical topic of your choice)</p> | |
| <p>Term 6</p> | <p>Mid Tudor Crises 1547-1558</p> <p>Rebellion and unrest</p> <p>Topic-based Essay (a 3000-4000 essay on a historical topic of your choice)</p> | |