



William Edwards School History Department Curriculum Journey

- The purpose of the curriculum:
1. To use key events in history to create a chronological narrative.
 2. To understand the significance of key events for Britain and the wider world for example - the expansion of empires, the causes and consequences of conflict in the Middle East, and the development of Civil Rights in America.
 3. To assess and gain an historical understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 4. To successfully understand and use key historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
 5. To create independent, critical thinkers that can show an understanding of historical enquiry and use evidence to form judgements.
 6. They will be able to show an understanding of different views and why these views have been formed.
 7. Students will be able to show how key events and themes link together throughout history and will be able to clearly explain the change and continuity throughout periods.

Golden threads

- Religion ☩
- Poverty and wealth ₤
- Government and Law ⚖
- Key individuals 👤
- Historiography 📖

Careers
History can help students with the following careers

- Historian
- Teacher
- Lawyer
- Media researcher
- Archaeologist
- Journalist
- Forensic scientist
- Solicitor

Possible University courses
BA – History
BA – Law
BA – Politics
BA – Philosophy

Possible college courses –
A level History
A level Government and politics
A level Law
A level Philosophy

KS5 history continues a students love of the past and build on skills that are vital in many career.
Skills developed include:

- The ability to improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional

KS5

Revision paper 3

- Skills developed in KS4
- Explain
 - Understanding sources
 - Understanding interpretations
 - Causation
 - Change and continuity
 - Judgement
 - Historical Narrative
 - Explain
 - Time management

Revision paper 2

Revise for and sit your Y11 mock exams.

Elizabethan England
☩ ₤ 👤

Elizabethan England
☩ ₤ 👤

T2a assessment –
Skill focus –
Source analysis
Change and continuity
(1 and 2)

Crime and punishment –
source paper
☩ ₤ 👤

Crime and Punishment
☩ ₤ 👤

T1a assessment –
Skill focus –
Change and continuity
(Q3 and 4)

YEAR 11

T3b assessment –
Mock paper 2
(Q1, 2 and 3)

Cold War –
from Bay of Pigs to
Afghanistan
⚖ 👤 ☩

Skills and exam style
questions built into
lessons to support
students understanding

Cold War and
uprisings
⚖ 👤 ☩

T2b assessment –
Question focus:
Consequence and
importance
(Q1 and Q3)

Cold War and the
Big Three
⚖ 👤 ☩

Nazi Germany
☩ ₤ 👤

Weimar and Nazi
Germany
☩ ₤ 👤

Weimar Germany
☩ ₤ 👤

YEAR 10

- Skills developed in year 9
- Interpretation
 - Cause and Consequence
 - Evidence
 - Significance
 - Change and continuity

T1a assessment –
Skill focus –
Source analysis
Causes and consequence
(Q1, 2 and 3a)

T1b assessment –
Skill focus –
Interpretation analysis
Causes and consequence
(Q3b, 3c and 3d)

T2a assessment –
Mock paper 3
(Q1, 2, 3a, 3b, 3c
and 3d)

Cold War is worth
20% of overall GCSE
Part a in paper 2

How did Europe go to war
in 1914? ⚖

What do the stories of the 'often
forgotten armies' reveal about the
Western Front? 📖 ☩

Whose suffrage campaign story
should we commemorate with a
statue? ⚖ ☩

Who committed the
Holocaust? 'Ordinary
Men' or 'Willing
Executioners'? 📖

Introduction
to GCSE

Were women
'crucial' in Stalin's
Soviet Russia? 📖

YEAR 9

Link to Ks4 – Crime
and punishment
Weimar Germany

Link to Ks2 – Turning
point in British History

Link to Ks4 –
Weimar and
Nazi Germany

Link to Ks4 –
Crime and
Punishment

Link to Ks4 –
Weimar and
Nazi Germany

Link to Ks2 –
WW2

Link to Ks4 –
Cold War

Topic 1
assessment
Knowledge
Test
Explain how
Europe went
to war in 1914.

Topic 2
Knowledge Test
Source inference
question
Source usefulness
question

Topic 3 assessment
Knowledge Test
•Extended paragraph to answer enquiry
question
Students to design a statue to
commemorate chosen story

Link to Ks2 –
Victorian era

Topic 4
Knowledge Test
Essay: Who committed
the Holocaust? 'Ordinary
Men' or 'Willing
Executioners'?
Questions about extract
from Ordinary Men.

Topic 5 –
Knowledge Test
Judgement on were
women 'Crucial' in
Stalin's Soviet
Russia?

- Skills developed in year 8
- Change and continuity
 - Significance
 - Similarity and difference
 - Interpretation
 - Cause and consequence

How democratic was
Britain in the 19th
Century?
⚖ 👤 ☩

Link to Ks2 –
Victorian era

1857 Indian
mutiny or war of
independence?
⚖ ☩

Link to Ks2 –
Empire

Should 1807 really
be celebrated as
the end of the
slave trade? ⚖ ☩

Link to Ks4 –
Crime and
punishment

Link to Ks2 –
Empire

For whom was the
Industrial Revolution
'liberty's dawn'?
⚖ ☩ 📖

Link to Ks4 –
Crime and
punishment

Link to Ks2 –
The Victorian
Era

What can Lucy
Hay reveal to us
about life during
the English Civil
War?
☩ ₤ ☩

Link to Ks4 –
Crime and
punishment

What kind of reform
was the Reformation
☩ 👤 ☩

Link to Ks4 –
Elizabethan
England

YEAR 8

- Skills developed in year 7
- Evidence
 - Significance
 - Cause and Consequence
 - Change and continuity

Where did medieval Mali
keep the secrets of its
success? ₤ ☩

Link to Ks4 –
Crime and
punishment

What did the Black
Death mean to the
people of Walsham? ⚖

Link to Ks4 –
Crime and
punishment

How powerful
were
medieval
kings? ☩

Link to Ks4 –
Crime and
punishment
Elizabethan
England

Did the Normans
bring a truckload
of trouble? ⚖ ☩

Link to Ks2 –
Beyond 1066

What can
Mucking reveal
about Anglo-
Saxon daily
life? 📖

Link to Ks4 –
Crime and
punishment

Link to Ks2 –
Anglo Saxon

What can we make
the traces of
'migrant stories'
reveal about the
history of the British
Isles over a
thousand years? ☩

Link to Ks4 –
Crime and
punishment

Link to Ks2 –
Roman empire,
Anglo Saxon
society,
Victorian
society

Baseline
test,
identifies
ability and
gaps in KS2
skills set

YEAR 7

KS2 PRIMARY SCHOOL

We will speak to you and
your Primary schools to find
out what topics you have
covered

Apply for a
place at WES

British History:
beyond 1066

Britain's
settlements
Anglo Saxon
and Scottish

Britain from
the Stone age
to Iron age

- KS2 objectives (NC)
- Understand the history of these islands as a coherent, chronological narrative.
 - Understand significant aspects of the history of the wider world
 - Historical understanding terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
 - Understand the methods of historical enquiry
 - Gain historical perspective by placing their growing knowledge into different contexts

Your Learning Journey in History