



# William Edwards School History Department Curriculum Journey

- The purpose of the curriculum:
- To use key events in history to create a chronological narrative.
  - 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.
  - To assess and gain an historical understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
  - To successfully understand and use key historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
  - To create independent, critical thinkers that can show an understanding of historical enquiry and use evidence to form judgements.
  - They will be able to show an understanding of different views and why these views have been formed.
  - 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

## YEAR 11

Elizabethan England ☩ ☒ ☺ ☹

Elizabethan England ☩ ☒ ☺ ☹

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

Crime and punishment – source paper ☩ ☒ ☺ ☹

Crime and punishment – source paper ☩ ☒ ☺ ☹

Revision paper 2

Revision – paper 1

Elizabethan England ☩ ☒ ☺ ☹

Paper 1 Mock exam

Crime and punishment – source paper ☩ ☒ ☺ ☹

T2b and 3a assessment – Paper 2 Mock exam

Cold War and the Big Three ☒ ☺ ☹

Nazi Germany ☩ ☒ ☺ ☹

Weimar and Nazi Germany ☩ ☒ ☺ ☹

Weimar Germany ☩ ☒ ☺ ☹

## YEAR 10

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

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

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

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

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

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'? ☒

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

## YEAR 9

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

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?

1857 Indian mutiny or war of independence? ☒ ☺

Should 1807 really be celebrated as the end of the slave trade? ☒ ☺

For whom was the Industrial Revolution 'liberty's dawn'? ☒ ☺ 📖

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

What kind of reform was the Reformation ☩ ☺ ☹

How democratic was Britain in the 19<sup>th</sup> Century? ☒ ☺ ☹

T3 assessment – Based on AIF Skill focus - Source analysis Causes and consequence Change and continuity Judgement

Year 8 topics follow on from year 7 with Golden Threads

T2 assessment – Based on AIF Skill focus - Source analysis Causes and consequence Change and continuity

Mini Assessment - Writing historically – Change and continuity Multiple choice – year 7 and t1 topics

T1 Assessment – Based on AIF Skill focus – Interpretation analysis Explain

Mini Assessment - Writing historically – Change and continuity Multiple choice – year 7 topics

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

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

Did the Normans bring a truckload of trouble? ☒ ☺

How powerful were medieval kings? ☺

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

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

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

KS3 objectives (NC)  
•know and understand the history of these islands as a coherent, chronological narrative, 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  
•gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'  
•understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysis  
•understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  
•gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

## YEAR 7

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

Link to Ks2 – Anglo Saxon

Link to Ks2 – Beyond 1066

Link to Ks2 – Beyond 1066

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Link to Ks2 – Beyond 1066

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

What does KS2 look like?

Edward the confessor

Roman Empire and its impact on Britain

know and understand the history of these islands as a coherent, chronological narrative.

- 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