



Curriculum Overview: History

Principles and Purpose of the History Curriculum

The purpose of the history curriculum is to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We want to inspire pupils’ curiosity to know more about the past and learn to ask perceptive questions, think critically, weigh evidence, assess arguments, and develop perspective and judgement. Studying history will help students to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between diverse groups, as well as their own identity and the challenges of their time.

Why this, why now?

This KS3 history curriculum is developed using a chronological method and ensuring that many aspects of history worldwide, rather than just Britain, are addressed. We have a clear focus on the role of religion and interconnectedness in Year 7 through Medieval units leading to a spread of ideas and the role of these international links within Years 8 and 9. The concepts of power and authority are present throughout KS3 via religion in Year 7, monarchy in Year 8 and political leaders in Year 9. Protest movements and campaigns feature throughout KS3, and importantly these units are where concepts around identity and belonging are developed. Black history is included throughout the schemes to highlight visibility rather than common misconceptions. Local history is also included to help students understand Cambridge’s role in society but also to give ambition to students to find their place.

Term 1	Autumn 1	Why this, why now?	Autumn 2	Why this, why now?
Year 7	Worldviews c.1000	Year 7 unit 1 begins in Constantinople, where East meets West, ideas are exchanged, religions coexist, and trade flourishes. This provides an understanding of the interconnectedness between various parts of the world. Students gain significant context and foundational knowledge about Christianity and Islam for later in the year when they visit this region again.	Norman Conquest	We continue the Norman Conquest after the half term concluding with the significance of change in society. The second half of this unit will also introduce students to source analysis skills.
	Norman Conquest	The Norman Conquest gives students a sense of where the ‘English’ have come from, the importance of migration, and how society was structured. Students build on their global medieval	Religion in Middle Ages	Students learn what the past was really like but how people lived in a time when the world was different. The importance of worldviews is built on in this unit as students look in depth at how important the church was in medieval England and how it influenced lives. The clashes between religions in the Crusades builds on the worldviews unit on connections between the Islamic and



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		studies by beginning their studies on the dramatic nature of early medieval monarchy		Christian worlds. As well as building on source analysis skills, students will also be introduced to interpretations.
Year 8	Reformation Elizabeth I	As students begin studying the early modern period, their understanding of the power of monarchs from year 7 is developed in addition to how the Renaissance changed the world. A chaotic period of religious changes shows the importance of both monarchs and religion to ordinary people in England. There is a narrative strand through the two units from Henry VII to Elizabeth I as students grasp the key challenges.	Elizabeth I English Civil War	Students continue to understand the Elizabethan era and the consequences of religious change. Within this enquiry students discover the diversity of Britain's past, challenging slavery narratives. Students further develop their understanding of monarchy and revolution, and the powers of ordinary people, including the long-lasting effects on the country. Whilst learning about the various causes of the outbreak of civil war, students yet again revisit the Catholic and Protestant divides stemming from previous learning on the Reformation. The skills focus for students in this unit is writing analytical narratives, and the ability to see links between events.
Year 9	WWI Russian Revolution	World War One is one of the 20th-century global events at the forefront of the national psyche: Students gain a greater understanding of the complex web of causation and the importance of the idea of the nation-state. We draw on the forgotten soldiers of the trenches as well as the complexities of war. Much of this unit is taught using source analysis and the importance of provenance of a source. The Russian Revolution sees the first encounter with different political ideologies, which students will build on further with the rise of Hitler and the Cold War. The skills focus for students in this unit is writing analytical narratives, and the ability to see links between events.	Russian Revolution Suffragettes	We continue to study the Russian Revolution and the leadership issues following the death of Lenin. We also address the impact of political ideologies on citizens. Through the suffrage movement, we explore campaigns led by women and consider which methods were the most successful and why, and how Britain became the democracy it is today. The industrial revolution unit is further built on as we consider the plight of women in this period. There is a focus on source analysis as well as causation as historical concepts.



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Year 10	<p>GCSE Medicine in Britain</p> <p>Unit 1 – Medieval medicine</p> <p>Unit 2 - Renaissance medicine</p>	<p>Medicine in the medieval period was basic and usually based on supernatural theories. Students study the importance of the Church in controlling medical knowledge.</p> <p>The Renaissance period saw crucial developments in knowledge due to the invention of the printing press and the decline of the influence of the Church and compare the changes between the medieval and renaissance periods, increasing their analysis of change/continuity as a second-order concept.</p>	<p>GCSE Medicine in Britain</p> <p>Unit 3 - Industrial medicine</p> <p>Unit 4 - Modern medicine</p>	<p>The industrial period saw increased government intervention as technology started to improve and key discoveries could be made. The historical concept continues to be change/continuity as medieval and renaissance medicine is revisited for each core content before learning about industrial changes, allowing judgements to be made on the extent of change.</p> <p>Studying the modern period finishes the journey for students on how we have ended up with the medical services we have today, and the developments still yet to be made. The importance of technology is a major theme here as it led to several developments. At the end of this period, students look at key themes and how they influenced developments across the four time periods.</p>
Year 11	<p>GCSE Weimar and Nazi Germany</p> <p>Unit 3 – Control of the People</p> <p>Unit 4 – Life in Nazi Germany</p>	<p>This unit focuses on how he dismantled democracy and turned Germany into a totalitarian state. Concepts of identity and belonging are further developed, as students look at resistance and challenges.</p> <p>With students’ understanding of the political control of Nazi Germany secure, they analyse the period from a social history stance, looking at policies towards women, the young, workers, and minority groups. This concludes the GCSE focus on source and interpretation analysis.</p>	<p>GCSE Cold War</p> <p>Unit 1 – Early Conferences</p>	<p>The Cold War gives students an understanding of the key ideological differences across the world since 1945, and the closest the war has come to nuclear war.</p> <p>Students further develop their understanding of what happened at the end of WW2 and why tensions developed between the USA and USSR. The historical concept addressed in this section is cause and consequence which will be revisited throughout the Cold War unit.</p>

Term 2	Spring 1	Why this, why now?	Spring 2	Why this, why now?
Year 7	Medieval Mali	The focus on Mali shows the power of Africa pre-slavery and contrasts medieval monarchs across continents.	Black Death case study	Global events and prejudices can massively affect daily life, as students learn through the study of



	Challenges to medieval monarchs	The development of the Magna Carta remains influential throughout students' study of history and is revisited at the outbreak of the English Civil War. The skills focus for this unit is causation and developing ideas of consequence.		the panic caused by the Black Death and the people's actions in the Peasant's Revolt. We continue this case study of the Black Death with a skills focus on the significance of events and how one event can have a consequence on other aspects of life.
Year 8	Slavery American Revolution	<p>This unit starts the section of the year where students study a range of revolutions and their impact on society. The Transatlantic Slave Trade highlights the establishment of an industrial system. Links between the slave trade routes and the scale and success of the Industrial Revolution are made. The role of Black people and their influence is central to the debate around abolition, which brings to the front discussions around equality and rights, which becomes a focus throughout year 9 in the WW1, Suffrage and Civil Rights units.</p> <p>The American Revolution was a long and difficult period of social upheaval, which permanently altered America's ideological and political landscape. The revolution was radical and ground-breaking as colonists rejected the rule of an imperial monarchy, linking to the Transatlantic Slave Trade.</p>	American Revolution French Revolution	<p>Students continue their study of the American Revolution with skills focus of causation.</p> <p>Students will then compare the American Revolution with that of the French Revolution. The causes and consequences of which have shaped European monarchies to this day. Students will continue to understand the French Revolution and the impact of this on citizens as well as the role of monarchy. The skills focus for this will be causation.</p>
Year 9	Interwar years	<p>Many important events occurred during the interwar period, including economic crises, political transformations, and major social changes. Students will learn about how the short period of time had a huge impact on society and how these events led to another World War. As this is a</p>	<p>WWII</p> <p>Holocaust</p>	<p>The second half of this unit focuses on social history and is developed through how war affected the British home front, with a local aspect on evacuation, increasing students' sense of place and belonging.</p>



	WWII	<p>linking topic, between the World Wars, this will also have a narrative focus, to help students place longer time periods of history into context.</p> <p>Through studying World War Two, students learn about the rise of fascism, developing their ideas of ideologies and what can lead people towards extremism. Students build on their previous studies of warfare by analysing the new technological advancements and tactics that make modern wars far more destructive.</p>		<p>The reasons for the Holocaust are carefully looked at so that students can learn how genocides happen. This unit will also look at antisemitism across the world and linking to previous time periods studied. Due to the nature of the topic, there will not be a specific skills focus as it is important for students to understand the significance of this event.</p>
Year 10	<p>GCSE Medicine in Britain</p> <p>Case Study Medicine in WWI</p>	<p>Students build on their studies of medicine and their study of WW1 in year 9 to look specifically at the medical aspect of the war. This site-study illuminates how war often leads to rapid progress in medicine. As this is the source-based section of the paper, much of the unit is taught through source analysis with additional contextual knowledge applied.</p>	<p>GCSE Weimar and Nazi Germany</p> <p>Unit 1 – Weimar Germany</p>	<p>A background study on the Weimar Republic is used to ensure that students can build a complex web of causation for why Hitler came to power, which they study in the next unit. The analysis of different challenges that the Weimar Republic faced builds students’ understanding of power and identity.</p> <p>This paper focuses on source and interpretation analysis throughout. While Weimar Germany does not have a large number of sources available, students are introduced to exam skills that are unique to this paper.</p>
Year 11	<p>GCSE Cold War</p> <p>Unit 2 – Crises</p> <p>Unit 3 – Fall of Soviet Union</p>	<p>Students develop their understanding of the reasons for tension and turn to the key flashpoints within the Cold War, why these occurred and how they were diffused. Students develop their skills of narrative questioning and understand the importance of key events on the rest of the Cold War.</p> <p>The collapse of the Soviet Union is seen as the end of the Cold War, and a key moment of the 20th century that continues to affect the world today. This final part of students’ Cold War studies</p>	<p>GCSE Early Elizabethan England</p> <p>Unit 1 – Elizabethan Society</p> <p>Unit 2 – Threats home and abroad</p>	<p>Elizabeth I is one of the most notable and unique monarchs England has had. Students will know from their studies of the Tudors in KS3 that Elizabeth faced many problems when she became queen. These problems in her succession to the throne are analysed, including how she deals with each of them.</p> <p>Elizabeth’s failure to deal with many of her early problems results in further and more dangerous challenges to her reign. Foreign relations with Spain are particularly problematic, developing</p>



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		evaluates how tension decreased and why the Soviet Union collapsed.		students' understanding of the nation-state and the importance of power for monarchs
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Term 2	Summer 1	Why this, why now?	Summer 2	Why this, why now?
Year 7	Medieval warfare	Much of year 7 looks at religious changes and the conflicts surrounding them. However medieval Britain had innovative technologies and strategies which developed. Students will also understand about conflict within other British countries other than England. This unit will develop students understanding of causation as well as interpretation skills.	Renaissance	With religion such a heavy focus across the year, the inventions and innovative ideas of the Renaissance bring about a more secular society leading to dramatic changes in society and power, acting as a bridge between old and new. The skills focus for this unit is consequences, whilst ensuring that students understand that consequences can have a positive as well as a negative impact.
Year 8	Industrial Revolution	Students' studies of the industrial revolution focus on inventions that shaped the Britain they live in today. Developments in health and hygiene and technology develop students understanding of social history and what it was like to live in the past. The skills focus for this unit will be interpretations to understand the impact of the Industrial Revolution.	Empire	The British Empire is addressed including the actions and consequences of colonial rule for different people in various places. A range of diverse stories from across the British Empire provides different experiences and connections that are revisited to tie parts of the curriculum together. The skills focus for this unit is significance.
Year 9	Holocaust Cold War	We continue to understand the Holocaust and the lasting impact of it today. Students continue to address political and ideological conflicts and develop their understanding of what happened at the end of WW2 and why tensions developed between the	Civil Rights – UK and US Post-war Britain	Through the American Civil Rights Movement, we explore grassroots campaigns, legal challenges, direct action, and the evolution of the Black Power Movement. The experiences of the Windrush generation and Black people in Britain during the 1950s and 60s further develop students understanding of why Britain is the multicultural society it is today.



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		USA and USSR. This will develop students' skills of narrative and significance.		
Year 10	GCSE Weimar and Nazi Germany Unit 2 – Rise of Hitler	The anger caused by the Treaty of Versailles first studied in year 9 is further built on here, showing students how important the end of WW1 was for the rise of Hitler. This then allows students to understand how Hitler gained his support and therefore why the Nazis became the largest political party in Germany.	GCSE Weimar and Nazi Germany Unit 3 – Control of the People Unit 4 – Life in Nazi Germany	This unit focuses on how Hitler dismantled democracy and turned Germany into a totalitarian state. Concepts of identity and belonging are further developed, as students look at resistance and challenges. With students' understanding of the political control of Nazi Germany secure, they analyse the period from a social history stance, looking at policies towards women, the young, workers, and minority groups
Year 11	GCSE Early Elizabethan England Unit 3 - Exploration	Students discover Elizabethan attitudes towards education, leisure, and the poor. Tudor exploration and the attempted foundations of an empire are also studied in this unit, where students will make firm links to their KS3 studies	GCSE Summer Exams	

Spring Exam – 1 hour each

Yr 7 – Units 1-3

Yr 8 – Units 1-3

Yr 9 – Units 1-3

Yr10 – Medicine in Britain (Medieval – Present)

Summer Exam



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Yr7-9 – 1 hour each

All topics covered within the year may be assessed

Yr10 – GCSE exam papers

Medicine in Britain – 1hr15

Weimar and Nazi Germany – 1hr20