

**Subject: History**

**Head of Department:** Mr S Nicholls

**Curriculum Intent**

The History department curriculum is designed to provide all students with a wide-range of knowledge pertaining to Britain and the wider world throughout history. In order to guide their study students will use fundamental historical methods of enquiry, including evaluation of sources and interpretations to help them better understand the past. By giving the students the opportunity to look at different historical concepts such as continuity and change, cause and consequence, similarities and differences, and significance they will be able to form their own opinions on events of the past and also identify how the current world has been shaped by events in history. This will allow students to understand the importance of studying history by making connections to see how the past can shape the future and create a culture of acceptance and tolerance. Through our extended curriculum, we encourage students to engage further with historical events, people and locations to develop their historical skills to ensure they are able to apply their historical skills further. These main principles of intent are important as they will provide pupils with the skills to think critically, develop perspective and judgement of the past, to arrive at informed opinions on the challenges of their time.

**Year 7 Topics**

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|--|------------------------------------|
| • Autumn Term 1 – Crime and Punishment | • Spring Term 1 – British Monarchs |
| • Autumn Term 2 – Norman Conquest      | • Spring Term 2 – African Kingdoms |
|  | • Summer Term 1 – Empire: India    |
|  | • Summer Term 2 – Migration        |

**Year 8 Topics**

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|---|-----------------------------------|
| • Autumn Term 1 – Enlightenment & Industrial Revolution | • Spring Term 1 – Votes for Women |
| • Autumn Term 2 – Age of Revolutions                    | • Spring Term 2 – World War One   |
|   | • Summer Term 1 – Civil Rights    |
|   | • Summer Term 2 – British Rights  |

**Year 9 Topics**

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|--|--|
| • Autumn Term 1 – Rise of Dictators        | • Spring Term 2 – Conflict in the Middle East    |
| • Autumn Term 2 – Hitler and the Holocaust | • Summer Term 1 – Elizabethan England: 1568-1603 |
| • Spring Term 1 – The Cold War             | • Summer Term 2 – Elizabethan England: 1568-1603 |



### **Year 10 Topics**

- Autumn Term 1 – Elizabethan England: 1568-1603
- Autumn Term 2 – Germany 1890-1945: Democracy and Dictatorship
- Spring Term 1 – Germany 1890-1945: Democracy and Dictatorship
- Spring Term 2 – Conflict and Tension: The Interwar Years 1919-1939
- Summer Term 1 – Conflict and Tension: The Interwar Years 1919-1939
- Summer Term 2 – Conflict and Tension: The Interwar Years 1919-1939

### **Year 11 Topics**

- Autumn Term 1 – Health and the People: 1000 – present day
- Autumn Term 2 – Health and the People: 1000 – present day
- Spring Term 1 – Health and the People: 1000 – present day
- Spring Term 2 – Revision for GCSE

### **GCSE Specification Details and Assessment:**

AQA GCSE History 8145 <https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance>

#### *Paper 1: Understanding the Modern World*

*Conflict and Tension: The Inter-War Year 1919-1939*

*Germany 1890-1945: Democracy and Dictatorship*

How it's assessed:

Written exam: 2 hours

84 marks (including 4 marks for spelling, punctuation and grammar)

50% of GCSE

#### *Paper 2: Shaping the Nation*

*Health and the People: 1000 – present day*

*Elizabethan England: 1568-1603*

How it's assessed:

Written exam: 2 hours

84 marks (including 4 marks for spelling, punctuation and grammar)

50% of GCSE



### **Spiritual, moral, social and cultural development (SMSC)**

In History we teach modern British values within various programmes of study such as Women's Suffrage, British Rights, Crime and Punishment. This allows students to develop and understanding of how these modern values were developed over time. Students focus on various moral issues that have arisen through history to develop their understanding of how complex social, religious, economic factors lead to different treatment of peoples in history an example being persecution of Jews throughout history leading to the Holocaust as well as the Civil Rights Movement. We also develop students' social and cultural capital through examining various cultures both in Britain and outside it including the impact of migration to and from Britain throughout history and the impact this had on shaping Britain today.

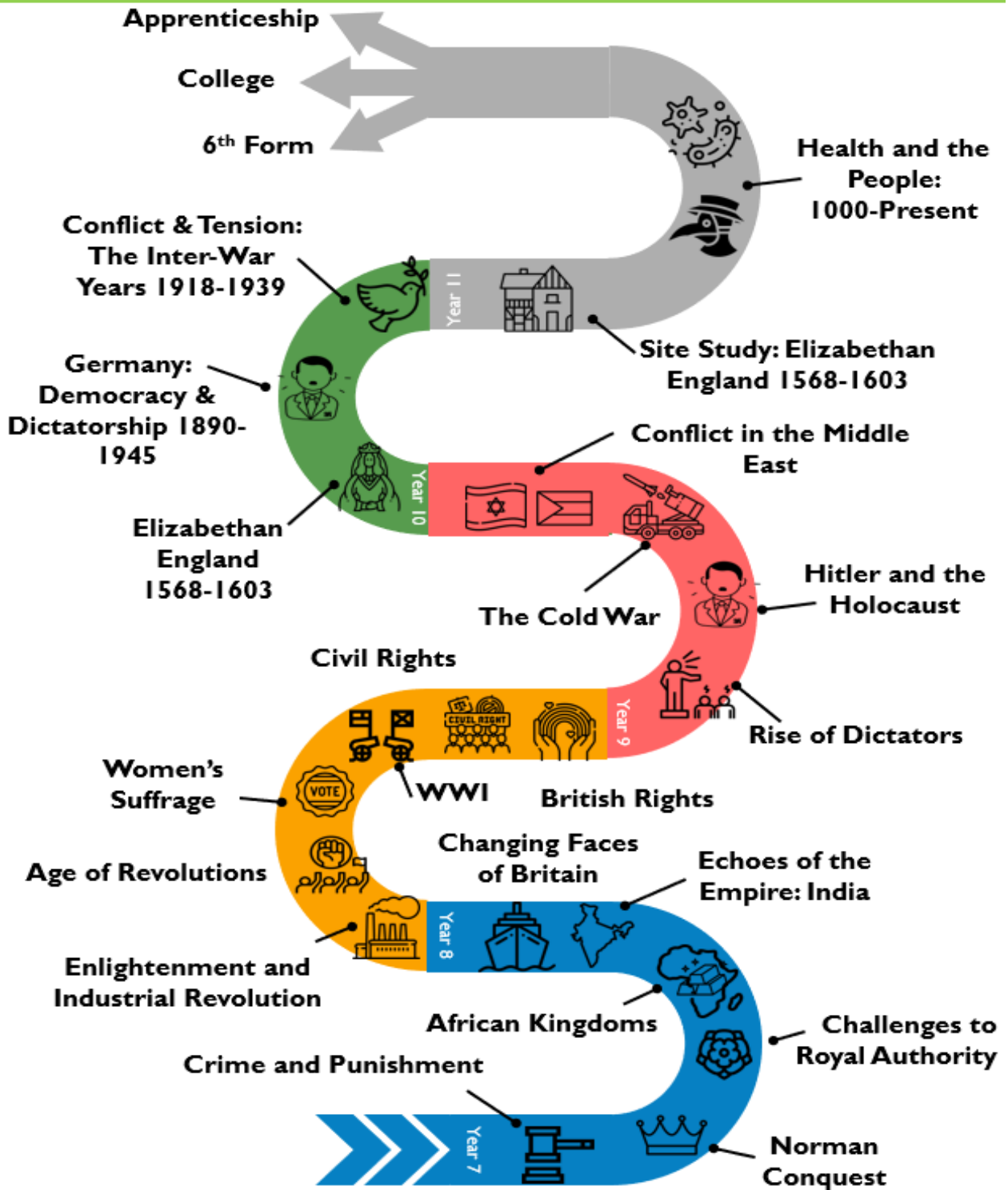
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## History Learning Journey



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