



Curriculum Overview

History

Subject Leader

Miss N Hawkey

Intent

Key Stage 3

The curriculum prepares for next stages and employment as it is designed to help students understand and respect the British values of democracy, law, liberty, mutual respect and tolerance for those with different faiths and beliefs. The curriculum aims to make all Frome College students into well-rounded citizens that can make a positive contribution to the national and international community.

As well as aiming to mould students' moral and cultural understanding, we also aim to build a chronological understanding of British (and to some extent world) history. Students should complete their KS3 history studies with a broad overview of the history of the British Isles and some of the key events/ individuals who have shaped them.

The curriculum builds on prior learning from KS1/2 as it continues chronologically, and builds on topics or projects they may have done at KS2.

The curriculum sequences knowledge and skills cumulatively by ensuring that content is taught, and then skills are developed within this. Each assessment point looks to target a different skill, therefore uniting knowledge and skills which prepare the students for study at GCSE level.

Differentiation, particularly for SEND, helps access to the same curriculum as it provides them with skills such as:

- Written and oral communication
- Extended essay writing
- Creating persuasive arguments
- Analysing sources of information critically
- Developing confidence in group work/debate environments

The curriculum is appropriately and continuously challenging through the use of extension tasks in all lessons. There are also opportunities within certain lessons for individual students to play the expert.

Implementation

Key Stage 3

The History curriculum builds on KS2 concepts by offering far greater detail and sophistication of explanation and expectation of comprehension and detail

Term	Unit
	WWI The intention of this unit is to establish why the world entered into a Second World War, despite all the problems caused as a result of WW1. The topic will introduce ideas of dictatorship and fascism. Students will establish an understanding of causation - how did different factors contribute to the outbreak of WW2? They will be able to identify the key terms of the Treaty of Versailles and explain the consequences of it on Germany and Russia, as well as Europe more generally. They will consider the political, economic and psychological impact and its long-term consequences.
	WWII During this unit students will get a deeper understanding about the rise of Fascism in Europe and then

	<p>we will look at the conflict of WWII ensuring that a global perspective is covered. We will look at battles, the experience of POW, and the impact of the home fronts. This will look at evidence and interpretation allowing the student to extend their skills from previous learning more towards the utility of evidence of a historian , in turn helping the students to make their own judgements.</p>
	<p>Holocaust. This is a depth study to allow students to understand one of the most significant and tragic events in modern history. By examining the systematic persecution and murder of six million Jews, along with other targeted groups by Nazi Germany, students gain insight into the dangers of prejudice, racism, and totalitarian regimes. This study helps foster empathy, critical thinking, and an understanding of human rights. It also encourages students to reflect on the importance of preventing such atrocities in the future.</p>
	<p>Cold War Moving beyond WWII, year 9 students will study the Cold War to understand the ideological and political tensions between the capitalist West, led by the United States, and the communist East, led by the Soviet Union. Key themes include the clash of ideologies—democracy versus communism—and the global consequences of this rivalry. Students explore significant events like the Korean War, Vietnam War, Cuban Revolution, and the Cuban Missile Crisis, all of which highlight the intense conflicts and proxy wars that shaped the era. By examining these events, students gain insight into the complexities of international politics, the arms race, and the struggle for global influence during the Cold War.</p>
	<p>Civil Rights As a social case study students will learn about the Civil Rights movements in the USA, South Africa, and Great Britain to understand the global struggle for racial equality and social justice. Key events include the fight for desegregation and voting rights in the USA, the anti-apartheid movement in South Africa, and the fight against racism in post-war Britain. A key case study of the Bristol Bus Boycott of 1963 will be investigated, where activists protested racial discrimination in hiring practices, leading to significant change. This topic highlights the power of collective action and the ongoing fight for equality across different societies, fostering a deeper understanding of social justice and activism.</p>

Revisiting skills throughout KS3 scaffolds these concepts for EAL and LAP students that may struggle more with these complex concepts at KS4. This also assists with memory as spacing and interleaving helps students to remember concepts in long term memory.

KS3 exams ask questions on previous year's work to see if key events and concepts have stayed in long term memory. Revision is modelled to prepare KS3 for KS4. Students reflect on how effective their revision has been after History assessments building in greater cognition of what the concept of revision is (in History and in general).

Assessment of KS3 focuses on using key historical skills tested in KS4 exams alongside core secondary historical concepts that are also visited in the KS4 curriculum e.g. WWI source analysis which helps to develop their historical understanding and helps to prepare the students for skills that they will use in paper 3 of their GCSE and paper 1 of KS5.

Intent

Key Stage 4

The curriculum prepares for next stages with regard to the A-Level as it gives them a broad chronological overview of different cultures and societies which they can take forward into their studies both at A level, and university level. With regard to employment, it teaches students skills of analysis and judgement, debate and balance, and

independent study skills useful in a variety of different job choices. The History GCSE provides all students with a range of skills which can be applicable to most subjects at A-Level/degree level, as well as a range of career options.

The curriculum builds on prior learning from KS3 specifically when studying Elizabeth I. Students study the Tudors in Y7 and focus on the image created by Elizabeth and her advisers during her reign. The medieval unit in Y7 also prepares students for the Britain and Migration unit which begins in the medieval period so they should already have an understanding of the importance of religion at this time, and societal structures such as the feudal system.

The curriculum sequences knowledge and skills cumulatively through the teaching of content by unit, followed by the use of graphic organisers as revision tools, and then application through exam technique. Skills developed for exam technique include source analysis and assessing significance. Students are also encouraged to pull out key themes/ideas throughout their study of each unit to help develop their understanding of both the content, and how this could be applied to exam questions.

Differentiation, particularly for SEND, helps access to the same curriculum through the use of differentiated note-making sheets and exam technique structures. Most lessons have differentiated note-making sheets attached to them which provide students who find note-making and knowledge collecting difficult with aspects filled in/scaffolded with questions. Graphic organisers also provide visual organisation for students who benefit from that. There are also a range of scaffolded exam question planning sheets which help to bridge the gap between vast amounts of content and exam application.

The curriculum is appropriately and continuously challenging through the use of extension tasks and exam application opportunities. Students of a higher ability are also taught certain aspects in greater detail to provide them with a depth of contextual awareness, which is not necessarily as vital for students aiming to achieve grades of a 4 or 5. Students are also encouraged to look for links between factors/links across time periods which may help to develop their understanding of the study as a whole.

Implementation

Key Stage 4

At Frome College we study the OCR History B exam which covers a wide range of historical topics that test students' ability to analyse, evaluate, and understand key periods and events in history. The exam assesses not only knowledge but also critical thinking and historical skills (including: use of evidence and interpretations), making it a comprehensive way of understanding the past. The course is divided into several thematic units, each covering different historical events and time periods. The units included in the OCR History B specification are "The People's Health," "Elizabethan England 1580-1603," "The Making of America," "History Around Us," and "Living Under Nazi Rule."

The People's Health (1250-Present)

This unit focuses on the development of public health and medicine from medieval to modern times, considering how health and the response to illness evolved over centuries.

- **Key skills:** Analysing the long-term changes in medical practices, understanding the role of government and public policy in health, and exploring the social and cultural factors influencing health. The main examination focus in this unit is essay writing; where there are questions of various length.
- **Key content:**
 - The Black Death and its impact on health and medicine
 - The development of public health systems in the 19th and 20th centuries
 - The influence of industrialization on urban health

- Public health reforms during the 20th century

Elizabethan England 1580-1603

This unit examines the political, social, and cultural landscape of England during the reign of Queen Elizabeth I, a period marked by religious conflict, international exploration, and the flourishing of the arts.

- **Key skills:** Evaluating historical interpretations which is the primary examination focus of this unit; we also develop understanding the role of monarchy, and interpreting the impact of significant events like the Spanish Armada.
- **Key content:**
 - The political stability of Elizabeth's reign and challenges she faced
 - Religious tensions between Catholics and Protestants
 - The significance of exploration, such as Sir Francis Drake's expeditions
 - The Elizabethan theatre and its cultural importance

The Making of America (1789-1900)

This unit covers the formation and growth of the United States from its founding to the turn of the 20th century, focusing on issues such as expansion, slavery, and the Civil War.

- **Key skills:** Understanding the causes and consequences of the expansion of the U.S., analyzing the tensions leading to the Civil War, and interpreting the changing role of indigenous peoples and African Americans.
- **Key content:**
 - The impact of the Louisiana Purchase and westward expansion
 - The issue of slavery and the Civil War
 - Reconstruction and its aftermath
 - The experiences of Native Americans and African Americans in the 19th century

History Around Us

This unit encourages students to study a historical site or local history project, at Frome College we focus on Chepstow Castle; this allows our students to foster an understanding of how history is reflected in local communities.

- **Key skills:** Investigating historical evidence, assessing the preservation of sites, and exploring local historical narratives.
- **Key content:**
 - Analysing local history through research and presentation skills
 - The role of historical sites in preserving memory and understanding
 - The changing nature of historical sites

Living Under Nazi Rule (1933-1945)

This unit explores life in Germany under Adolf Hitler's regime, focusing on the experiences of different groups within Nazi society and the policies of the Nazi state.

- **Key skills:** Analyzing propaganda, understanding the impact of Nazi ideology, and evaluating sources related to the Holocaust.
- **Key content:**
 - The rise of Adolf Hitler and the Nazi party
 - The oppression of Jews, political opponents, and other minorities
 - The impact of World War II on Germany and Europe
 - Nazi policies, including the Nuremberg Laws and the Final Solution

The OCR History B exam not only tests students' knowledge of these topics but also their ability to critically engage with historical evidence, analyze complex historical issues, and make informed conclusions based on that evidence.

Assessment:

Students are assessed formally 5 times in year 10 (each half term), which includes 1 mock examination in the exam halls. In year 11 students are assessed 4 times, which includes 2 sets of mocks in the exam halls.

HOMEWORK

- Students should expect to receive around an hour a week of specific homework tasks from their teacher.
- Homework will entail revision tasks for the most part, to build students' confidence with this.
- In the run-up to assessments, students will be required to commit to longer than an hour a week of home study in order to achieve as highly as possible.

SUPPORTING YOUR CHILD IN HISTORY AND EXPECTATIONS

- Students should make detailed class notes in all lessons to equip themselves with a strong set of notes from which to revise.
- It is essential that all homework is completed to a high standard and on time.
- Revision sessions will run in the few weeks leading up to their mock exams in Term 6.

Allocated curriculum time

	Y9	Y10	Y11
Fortnightly lesson allocation	2	6	5