

# HISTORY CURRICULUM MAP 2025 – 2026

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## INTENT: KEY STAGE THREE HISTORY (YEARS 7 & 8)

In line with the [national curriculum for Key Stage Three history](#), we intend for all students in Years 7 and 8 to:

- know and understand the history of Britain as a clear, chronological narrative since the first millennium, as well as 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, including: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; and the achievements and follies of humankind
- gain a historically grounded understanding of substantive concepts, such as 'empire' and 'peasantry', and to understand these terms in increasing complexity
- understand the second-order concepts of the discipline and how historians frame their enquiries about the past (including continuity and change, cause and consequence, similarity and difference, and significance), as well as adopt these frameworks to create their own historical accounts
- understand the methods of historical enquiry, including how evidence is used rigorously by historians to make historical claims, and how and why contrasting interpretations of the past have been constructed
- to gain historical perspective and understand the connections between: local, regional, national and international history; cultural, economic, military, political, religious and social history; and short- and long-term timescales.

These aims inform the historical topics we choose to teach at Key Stage Three.

We sequence our Key Stage Three history curriculum chronologically, and ensure students are taught the historical periods and themes specified by the national curriculum:

- A history study from before 1066
- The development of Church state, and society in Britain between 1066 and 1745, including a local history study on the city of London
- Ideas, political power, industry and empire in Britain between 1745 to 1901
- Challenges faced by Britain, Europe and the wider world from 1901 to the present day, including the Holocaust.

Through our curriculum choices, we help students to build a deep knowledge and understanding of these periods and themes. Students are taught multiple, concrete examples of historical events, societies, developments or individuals from these periods. This enables students to construct a coherent narrative of the past from the first millennium, while also developing a deep understanding of the key characteristics and trends that define different historical periods (such as the medieval period and the Renaissance). This also ensures students study a diversity of people, groups and experiences, reflecting the diversity of the past. Altogether, our Key Stage Three curriculum is made up of 26 historical enquiries. This ensures that our curriculum is challenging and ambitious for all students.

In addition, all historical topics studied at Key Stage Three are structured around historical enquiries, which support students in breaking down and building new substantive knowledge over the course of a sequence of lessons in order to be able to answer a rigorous historical question. While some enquiries focus on a broader overview of a period of time (for example, to enable students to trace how far a country or society changed over time), others enable student to explore a specific historical event, individual or society in depth. Crucially, all enquiry questions are framed around a second-order concept (see above), helping to develop students' disciplinary knowledge of history. As such, we aim for students to repeatedly practise drawing on their layers of substantive and disciplinary knowledge in order to construct their own historical accounts and arguments. We also intend for our historical enquiries, and therefore curriculum design, to be informed by recent academic scholarship in order to ensure that the knowledge that students build reflect the issues and questions in the discipline today.

Furthermore, we intend for each historical enquiry at Key Stage Three to fit within over-arching themes or narratives, which can be traced throughout the curriculum. The four themes are:

**THEME 1: Britain's connections to, and contact with, the wider world**

**THEME 2: The power, priorities and expectations of leaders in Britain and beyond**

**THEME 3: Europe's changing position in the wider world**

**THEME 4: Changes to people's values, ideas and belief systems**

These themes inform the decisions we make about historical topics we teach, and support students in developing a coherent and memorable narrative of the history of Britain, Europe and the wider world.

When making decisions about the historical topics we teach to Year 7 and 8 students, and in what order, we also consider the proximal role of knowledge. We carefully position content across the curriculum to ensure that new ideas, concepts and/or vocabulary are systematically introduced to students and reinforced and developed over time, with increasing complexity. This includes more abstract, substantive concepts like "the Church", "monarchy", "parliament", "radicalism", "empire", "rights" and "government", which cannot be easily or simply defined. We intend for students to repeatedly encounter these ideas and concepts through multiple, meaningful historical examples, recognising that this provides an access point for students to make sense of (and deepen their understanding of) these abstract ideas and concepts. For this reason, we intend for our students to consistently re-visit and retrieve core knowledge across Key Stage Three in order to build and strengthen their schemata of these concepts. This is another example of how our curriculum is ambitious and challenging for all students.

Furthermore, we intend for students to develop a secure understanding of how historians study the past and construct historical accounts, and we see Key Stage Three as crucial in inducting students into the discipline of history. Therefore, Year 7 and 8 students are taught multiple, specific examples of how historians have constructed interpretations of the past in specific contexts. In particular, we intend for students to know the problems that can arise when historical accounts are constructed from a narrowed or distorted view of the past, or from a particular perspective. We also intend to integrate examples of historical accounts written by historians for academic (and other) audiences, helping our students to become critical and independent readers of history. We also ensure students encounter concrete examples of historical sources and are supported in understanding how the selection and availability of historical evidence might both impact the construction of interpretations about particular aspects of the past. Consequently, we ensure our curriculum remains challenging and ambitious for all students.

Finally, we recognise that pupils are best prepared for the demands of GCSE and A Level history if they start these courses with wide-ranging historical knowledge, a secure understanding of the narrative of past, and schemata that allow them to chunk the new knowledge they encounter at GCSE and beyond. Therefore, we intend for our Key Stage Three curriculum to ensure that students learn the core historical knowledge (both substantive and disciplinary) that will help them to access the curricular taught at Key Stages Four and Five. For instance, when we teach students a GCSE thematic study on medicine through time (from the medieval period to the modern day), we intend for them to already know a coherent narrative of the history of Britain since the medieval period, enabling them to better comprehend how and why medicine in Britain has advanced since c1250.

By the end of Year 8, therefore, we envisage for all students to have not only met, but exceeded the requirements of, the Key Stage Three national curriculum.

## CURRICULUM MAP: KEY STAGE THREE HISTORY

**THEME 1:** Britain's connections to, and contact with, the wider world

**THEME 2:** The power, priorities and expectations of leaders in Britain and beyond

**THEME 3:** Europe's changing position in the wider world

**THEME 4:** Changes to people's values, ideas and belief systems

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 7	<p><b>Introduction Lesson:</b> How do historians measure the past?</p> <p><b>Enquiry Question 1:</b> What made Baghdad a centre of learning?</p> <p><i>Themes: 2, 4</i> <i>Disciplinary focus: Causation</i></p> <p><b>Enquiry Question 2:</b> What light can one saint's story shed on western Christian worlds?</p> <p><i>Themes: 1, 3, 4</i> <i>Disciplinary focus: Significance</i></p> <p><b>Enquiry Question 3:</b> How far did the Anglo-Saxons notice the Norman Conquest?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus: Change &amp; continuity</i></p>	<p><b>Enquiry Question 3 continued...</b></p> <p><b>Enquiry Question 4:</b> Why did King Henry II agree to be whipped in 1174?</p> <p><i>Themes: 2, 4</i> <i>Disciplinary focus: Causation</i></p> <p><b>Enquiry Question 5:</b> What is the story of the Third Crusade?</p> <p><i>Themes: 1, 2, 3, 4</i> <i>Disciplinary focus: Historical Narrative</i></p>	<p><b>Enquiry Question 6:</b> Why did the barons keep rebelling in 13<sup>th</sup> century England?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus: Causation</i></p> <p><b>Enquiry Question 7:</b> What does the Peasants' Revolt reveal about medieval England?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus: Significance</i></p>	<p><b>Enquiry Question 8:</b> What does the journey of Mansa Musa reveal about medieval West Africa?</p> <p><i>Themes: 2, 4</i> <i>Disciplinary focus: Significance</i></p> <p><b>Enquiry Question 9:</b> What kind of change was the 'Renaissance'?</p> <p><i>Themes: 4</i> <i>Disciplinary focus: Change and continuity</i></p>	<p><b>Enquiry Question 10:</b> What can the Westminster Tournament Roll tell us about early Tudor England?</p> <p><i>Themes: 1, 2</i> <i>Disciplinary focus: Evidential understanding</i></p> <p><b>Enquiry Question 11:</b> How much did Morebath really change during the Reformation?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus: TBC</i></p> <p><b>Enquiry Question 12:</b> Why has Camilla Townsend written a 'new history' of the Aztecs?</p> <p><i>Themes: 2, 3, 4</i> <i>Disciplinary focus: Historical interpretations</i></p>	<p><b>Enquiry Question 12 continues...</b></p> <p><b>Enquiry Question 13:</b> Why did Elizabeth I connect England to more people and places?</p> <p><i>Themes: 1, 2, 3, 4</i> <i>Disciplinary focus: Causation</i></p> <p><b>Enquiry Question 14:</b> Why have historians chosen to write about 'Akbar the Great'?</p> <p><i>Themes: 1, 2, 3, 4</i> <i>Disciplinary focus: Significance</i></p>

YEAR 8	<p><b>Enquiry Question 15:</b> What kinds of change did Londoners see living in the 17th century?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus:</i> Change and continuity</p> <p><b>Enquiry Question 16:</b> How did African Kingdoms become connected with the wider world?</p> <p><i>Themes: 1, 2, 3</i> <i>Disciplinary focus:</i> N/A</p> <p><b>Enquiry Question 17:</b> How should the story of transatlantic slavery be told?</p> <p><i>Themes: 1, 2, 3, 4</i> <i>Disciplinary focus:</i> Historical narrative</p>	<p><b>Enquiry Question 17 continues...</b></p> <p><b>Enquiry Question 18:</b> How 'Victorian' were the Victorians?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus:</i> Similarity and difference</p> <p><b>Enquiry Question 19:</b> What was British colonialism like in the nineteenth century?</p> <p><i>Themes: 1, 2, 3</i> <i>Disciplinary focus:</i> Similarity and difference</p>	<p><b>Enquiry Question 19 continues...</b></p> <p><b>Enquiry Question 20:</b> How quickly were British people given the right to vote?</p> <p><i>Themes: 2, 4</i> <i>Disciplinary focus:</i> Change and continuity</p> <p><b>Enquiry Question 21:</b> Why are there different histories of the First World War?</p> <p><i>Themes: 1, 3, 4</i> <i>Disciplinary focus:</i> Historical interpretations</p>	<p><b>Enquiry Question 22:</b> The Russian Revolution</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus:</i> Evidential understanding</p> <p><b>Enquiry Question 23:</b> Why did Britain enter another world war in 1939?</p> <p><i>Themes: 1, 2, 3, 4</i> <i>Disciplinary focus:</i> Causation</p>	<p><b>Enquiry Question 24:</b> How did the experiences of European Jews change from 1933 to 1945?</p> <p><i>Themes: 2, 4</i> <i>Disciplinary focus:</i> Change and continuity</p> <p><b>Enquiry Question 25:</b> How did India achieve independence in 1947?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus:</i> Causation</p>	<p><b>Enquiry Question 26:</b> Who were the British in the Twentieth Century?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus:</i> Similarity and Difference</p> <p><b>Enquiry Question 27:</b> What does Stokely Carmichael's story reveal about resistance to racism in the United States?</p> <p><i>Themes: 1, 2, 4</i> <i>Disciplinary focus:</i> Significance</p>
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## INTENT: TRANSITION TO KEY STAGE FOUR HISTORY (YEAR 9)

In Year 9, history students begin their transition to GCSE history. This ensures that the Year 9 curriculum is ambitious and challenging for all history students. We intend for all students to begin to learn the GCSE history curriculum, enabling students to revisit and deepen their knowledge of the chronological narrative of the past that they constructed at Key Stage Three, as well as the ideas and concepts that they have already encountered. For this reason, students will learn the **GCSE Paper 1 thematic study on Medicine in Britain (from c1250 to the present day)**, as this will enable students to strengthen and extend the characteristics and trends that define different historical periods. In Year 9, students will also learn the **Paper 2 British depth study on Henry VIII and his ministers (1509-1540)**. This allows students to deepen their knowledge of 16<sup>th</sup> century Britain, Europe and the Reformation (which they built at Key Stage Three) and add complexity to a range of substantive concepts (including "the Church", "the nobility", "monarchy", "parliament" and "government"). The year follows a chronological structure, to encourage a richer and coherent sense of period and change over time, as outlined below.

**Autumn Term 1:** GCSE History Paper 1 (Medieval Medicine, c.1250 to 1500)

**Autumn Term 2:** GCSE History Paper 2: Henry VIII and his Chief Ministers (1509-1547)

**Spring Term 1:** GCSE History Paper 2: Henry VIII and his Chief Ministers (1509-1547)

**Spring Term 2:** GCSE History Paper 1 (Renaissance and Industrial Medicine, c.1500-1900)

**Summer Term 1:** GCSE History Paper 1 (Medicine on the Western Front, 1914-1918)

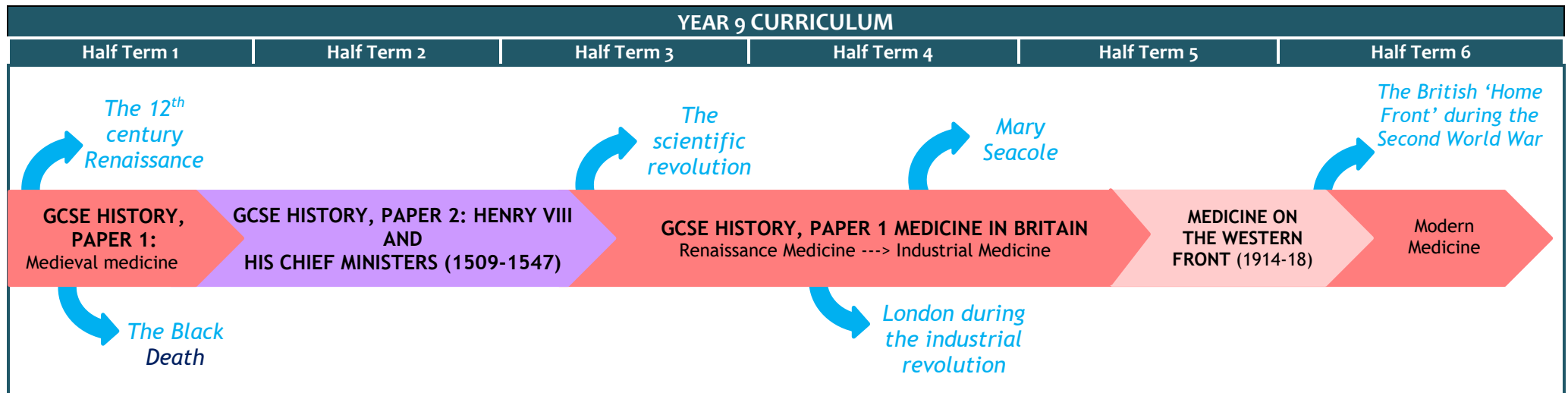
**Summer Term 2:** GCSE History Paper 1 (Modern Medicine, c.1920 to present)

In line with [Edexcel's intentions for the GCSE history curriculum](#), therefore, we intend for Year 9 students to begin to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Across Year 9, we also intend for students to **learn historical topics that go beyond the GCSE history specification** (see the **BLUE topics on the next page**). This draws on the principles of ‘worldbuilding’ to deepen pupils’ understanding of the historical contexts relating to their GCSE papers, in turn, supporting students in developing a strong sense of period that allows them to make more robust claims about the topics addressed in their GCSE examinations. This also ensures that the Year 9 history curriculum: remains ambitious for all students; continues to reflect the diversity of people, groups and experiences in the past; and strengthens the narrative of the past that students have been building since Year 7.

The topics taught across Year 9 are structured and sequenced around historical enquiries, ensuring that students build both substantive and disciplinary knowledge.



### INTENT: GCSE (KEY STAGE FOUR) HISTORY (YEARS 10-11)

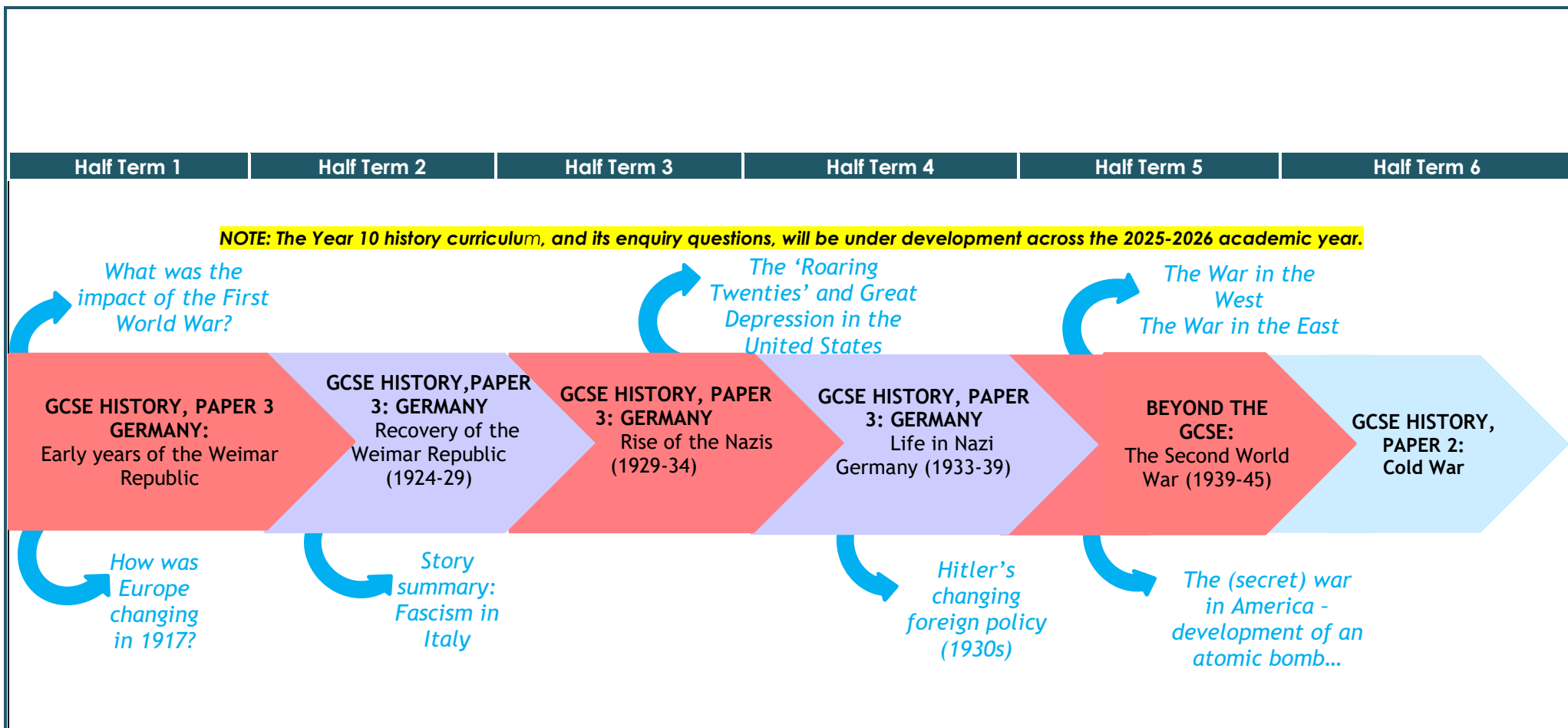
Similar to the Key Stage Three curriculum, the curriculum taught at Key Stages Four is sequenced chronologically to support students in developing a coherent and memorable narrative of the history of Britain, Europe and the wider world. The curricular at Key Stage Four and Five continues to be structured and sequenced around rigorous historical enquiries, ensuring students continue to learn substantive and disciplinary knowledge in combination and draw on their layers of knowledge to independently construct historical accounts and arguments.

From Year 10, we ensure students **fulfil Edexcel’s intentions for the GCSE history curriculum** (see the five intentions above). At Key Stage Four, we also ensure students have been taught all four of the units that make up Edexcel’s GCSE history specification. Therefore, students are taught two additional units on:

- **Weimar and Nazi Germany, 1918-1939; and**
- **Superpower relations and the Cold War, c1943-1991.**

We intend for the two 20th century units to deepen the period knowledge that students have already developed about the challenges faced by Britain, Europe and wider world since 1901, and to develop their schemata of some of the substantive concepts they encountered across Years 7 to 9 (including “democracy”, “dictatorship”, “fascism”, “communism” and “conflict”). Where appropriate, we also intend to provide opportunities for students to encounter topics that go beyond the Edexcel history specification. This upholds the high-level of challenge and ambition that has remained at the core of the history curriculum since Year 7, and ensures students continue to encounter a diversity of people and groups at Key Stage Four.

Across Year 10, we also intend for students to **learn historical topics that go beyond the GCSE history specification**. This ensures that the Year 10 history curriculum: remains ambitious for all students continues to reflect the diversity of people, groups and experiences in the past; and strengthens the narrative of the past that students have been building since Year 7. The additional enquiries serve to further contextualise the substantive knowledge students have acquired of the twentieth century world.



# CURRICULUM MAP: GCSE HISTORY (YEARS 10-11)

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CLASSES 10Hi1, 10Hi2, 10Hi3, 10Hi4	<p><b>PAPER 3 Weimar and Nazi Germany, 1918-1939</b></p> <p><b>ENQUIRY QUESTIONS TAUGHT:</b></p> <ol style="list-style-type: none"> <li>1. Was the Weimar Republic doomed from the start?</li> <li>2. Why were the Nazis prepared to rebel by 1923?</li> <li>3. How did Weimar Germany recover from the crisis of the early years?</li> <li>4. Why was democracy defeated by 1933?</li> <li>5. How did Hitler establish his dictatorship by 1934?</li> <li>6. How was opposition in Nazi Germany silenced?</li> <li>7. Why did people's experiences differ so drastically in Nazi Germany?</li> </ol>		<p><b>PAPER 2 Superpower relations and the Cold War, c1941-1991</b></p> <p><b>ENQUIRY QUESTIONS TAUGHT:</b></p> <ol style="list-style-type: none"> <li>1. How far was Stalin to blame for the 'break-up' of the Grand Alliance?</li> <li>2. Was Khrushchev's aim of 'peaceful coexistence' realistic?</li> <li>3. How close did Khrushchev and Kennedy come to starting a nuclear war in the 1960s?</li> <li>4. How committed were Brezhnev and American presidents to improving superpower relations from 1968?</li> <li>5. Why was Gorbachev able to end Cold War tensions?</li> </ol>		<p><b>PRIORITY REVISION FOR EARLY ENTRY GCSE HISTORY</b></p>	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CLASSES 10Hi5, 10Hi6, 10Hi7, 10Hi8, 10Hi9	<p><b>PAPER 3 Weimar and Nazi Germany, 1918-1939</b></p> <p><b>ENQUIRY QUESTIONS TAUGHT:</b></p> <ol style="list-style-type: none"> <li>8. Was the Weimar Republic doomed from the start?</li> <li>9. Why were the Nazis prepared to rebel by 1923?</li> <li>10. How did Weimar Germany recover from the crisis of the early years?</li> <li>11. Why was democracy defeated by 1933?</li> <li>12. How did Hitler establish his dictatorship by 1934?</li> <li>13. How was opposition in Nazi Germany silenced?</li> <li>14. Why did people's experiences differ so drastically in Nazi Germany?</li> </ol>			<p><b>PAPER 2 Superpower relations and the Cold War, c1941-1991</b></p> <p><b>ENQUIRY QUESTIONS TAUGHT:</b></p> <ol style="list-style-type: none"> <li>6. How far was Stalin to blame for the 'break-up' of the Grand Alliance?</li> <li>7. Was Khrushchev's aim of 'peaceful coexistence' realistic?</li> <li>8. How close did Khrushchev and Kennedy come to starting a nuclear war in the 1960s?</li> <li>9. How committed were Brezhnev and American presidents to improving superpower relations from 1968?</li> <li>10. Why was Gorbachev able to end Cold War tensions?</li> </ol>		



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 11	<p><b>PAPER 2 REVISION:</b> Superpower relations and the Cold War, c1941-1991</p> <p><b>NOTE:</b> Due to variations in curriculum time, classes 11Hi3 and 11HiT will be learning this paper for the first time during this term.</p>	<p><b>PAPER 2 REVISION:</b> Henry VIII and his chief ministers, 1509-1540</p>	<p><b>PAPER 3 REVISION:</b> Weimar and Nazi Germany, 1918-1939</p>	<p><b>PAPER 1 REVISION:</b> Medicine in Britain, and the British sector of the Western Front</p>	<p><b>PRIORITY REVISION FOR GCSE HISTORY</b></p>	

### INTENT: AS & A LEVEL HISTORY (KEY STAGE FIVE, YEARS 12 & 13)

At Key Stage Five, we continue to ensure the curriculum is sequenced chronologically and structured around rigorous enquiry questions (see above for the rationale for this). **We ensure students fulfil AQA's intentions for the AS and A Level history curricular by encouraging students to:**

- o develop their interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance
- o acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- o build on their understanding of the past through experiencing a broad and balanced course of study
- o improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds
- o develop the ability to ask relevant and significant questions about the past and to research them
- o 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
- o develop their use and understanding of historical terms, concepts and skills
- o make links and draw comparisons within and/or across different periods and aspects of the past
- o organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements

**Across Years 12 and 13, we also equip students to fulfil the following assessment objectives:**

1. To demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance
2. To analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
3. To analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

We have elected to teach the following breadth and depth units at Key Stage Five for the following reasons:

#### **Component 1 Breadth Study - 1C The Tudors: England, 1485-1603**

This unit enables students to position their prior knowledge of Henry VIII (developed during Key Stages Three and Four) within the broader context of the Tudor dynasty of England. As students study the entire Tudor period, they deepen their knowledge of the narrative, as well as the key developments and issues, of the 16<sup>th</sup> century including: Tudor monarchy and government; England's relations with foreign powers; society and economy; religious and intellectual ideas; and roles played by individuals and groups.

#### **Component 2 Depth Study – 2R The Cold War, c1945-1991**

This unit provides students with a modern example of bipolar and ideological rivalry in the world, comparable to the rivalry between Spain and England during the late-Tudor period. The unit also enables students to build on and deepen their knowledge of the Cold War (developed during Key Stage Four) in order to recognise its global significance in the 20<sup>th</sup> century and how it affected developments in Europe, Asia, Africa and the Americas.



Together, we intend for our breadth and depth studies to build students' knowledge of: the role of elites and the basis of legitimacy of power and decision-making; how the exercise of power changes over time when confronted with opposition; and how ideas, social and economic or ideological developments influence and change the exercise of power.

We ensure our curriculum intentions remain ambitious at Key Stage Five. For instance, we intend for students to read academic scholarship to enhance their substantive knowledge of the two units and to model effective historical accounts and arguments.

Finally, we intend for students to complete '**Component 3 – the Historical Investigation**' (or non-exam assessment) in the final half-term of Year 12, after they have developed the necessary disciplinary knowledge across components 1 and 2 in order to complete their historical investigation successfully.

### CURRICULUM MAP: AS & A LEVEL HISTORY (YEARS 12 & 13)

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 12	<p><b>PAPER 1C The Tudors: England, 1485-1547</b></p> <p><b>ENQUIRY QUESTIONS (Henry VII):</b></p> <ol style="list-style-type: none"><li>How did Henry VII consolidate his power between 1485 and 1499?</li><li>How successful was Henry VII's foreign policy (1485-1509)?</li><li>How stable was English society during the reign of Henry VII?</li><li>How strong was England's trade and economy during the reign of Henry VII?</li><li>How effectively did King Henry VII govern England?</li><li>How far did ideas and culture change in England under Henry VII?</li></ol>	<p><b>ENQUIRY QUESTIONS (Henry VIII):</b></p> <ol style="list-style-type: none"><li>How far had Henry VIII broken away from his father's legacy by 1515?</li><li>How effective was Thomas Wolsey as chief minister (1515-1529)?</li><li>How radical were the religious reforms of the 1530s?</li><li>How revolutionary were Cromwell's reforms to government?</li><li>Why did Thomas Cromwell fall from power in 1540?</li><li>How far had ideas and culture changed in England by 1547?</li><li>Who prospered during the reign of Henry VIII?</li><li>What legacy did Henry VIII leave to his successors?</li></ol> <p><b>PAPER 2R The Cold War, c.1945-1963</b></p> <p><b>ENQUIRY QUESTIONS:</b></p> <ol style="list-style-type: none"><li>Who was to blame for the start of the Cold War (1945-49)?</li></ol>	<ol style="list-style-type: none"><li>How successful was America's 'Asia First' policy (1949-1954)?</li><li>How far did Eisenhower change the USA's Cold War strategy?</li><li>How quickly did superpower rivalry escalate in the period 1953 to 1962?</li><li>Why did a second crisis arise in Germany in the years 1958 to 1961?</li><li>How successful was the USA's strategy in Vietnam in the years 1954 to 1963?</li></ol> <p><b>PRIORITY REVISION FOR AS LEVEL HISTORY</b></p>	<p><b>PRIORITY REVISION FOR AS LEVEL HISTORY</b></p>	<p><b>PRIORITY REVISION FOR AS LEVEL HISTORY</b></p>	<p><b>MODULE 3 NON-EXAM ASSESSMENT (N.E.A.)</b></p> <p>Students will begin to complete their N.E.A. for their History A Level – an independently written essay of up to a maximum of 4500 words.</p> <p><b>Students will research, and plan an essay, on a choice of one of two topics:</b></p> <ol style="list-style-type: none"><li>Tsarist and Soviet Russia (1857 – 1953)</li><li>Civil Rights in the USA (1865-1968)</li></ol> <p>Their N.E.A. will then be written up over the summer holidays of 2025.</p>

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 13	<b>PAPER 1C The Tudors: England, 1547-1603</b>  <b>ENQUIRY QUESTIONS:</b>  1. Should Somerset be seen as the 'Good Duke'? 2. How stable was England during the Northumberland regency? 3. How stable was England during the reign of Mary I? 4. How far was Elizabeth I able to 'secure' her position by 1563? 5. How serious was the threat posed by Mary Queen of Scots to Elizabeth I's position as Queen? 6. How far did the Religious Settlement survive Elizabeth's reign intact? 7. Why, and with what effect, did Anglo-Spanish relations sour during Elizabeth I's reign?	<b>ENQUIRY QUESTIONS:</b>  8. Why, and with what effect, did Anglo-Spanish relations sour during Elizabeth I's reign? ( <i>continued</i> ) 9. How successfully did Elizabeth I strengthen the English economy during her reign? 10. How far was Elizabeth I in control of her government? 11. How has Elizabeth I's been remembered?  <b>PAPER 2R The Cold War, c.1963-1991</b>  <b>ENQUIRY QUESTIONS:</b>  1. How successful was Lyndon B. Johnson's intervention in Vietnam? 2. Why did Richard Nixon struggle to achieve his aim of 'peace with honour'?	<b>ENQUIRY QUESTIONS:</b>  3. Why did Richard Nixon struggle to achieve his aim of 'peace with honour'? ( <i>Continued</i> ) 4. Should the 1960s be seen as a new age of superpower cooperation? 5. How committed were the superpowers to the Détente of the 1970s? 6. Why did Cold War tensions renew during the early 1980s? 7. How far was Gorbachev responsible for the ending of the Cold War?  <b>PRIORITY REVISION FOR A LEVEL HISTORY</b>		<b>PRIORITY REVISION FOR A LEVEL HISTORY</b>	

### Enrichment Opportunities:

**SIXTH FORM HISTORY SOCIETY:** This year, the History Department offers a **History Society** for A-Level students. The club aims to broaden students understanding of a range of historical events and developments, and to expose students to the work of academic historians and those who have found studying history valuable to their careers in other areas including politics and law. Students will be able to hear from guest speakers about their work and will have opportunities to develop leadership within the society.

**KEY STAGE FOUR HISTORY CLUB:** This year, the History Department continues to offer a History Club for students in Years 9, 10, and 11. Here, students will have the opportunity to engage with a range of historical sources and scholarship to add depth to their understanding of both the past and the present world.

**KEY STAGE THREE HUMANITIES CLUB:** Last year, the History Department worked with the RS and Geography departments to provide students with an opportunity to broaden their knowledge of the disciplines and explore Turkey and its culture from the perspective of all three humanities subjects. Students will create their own presentations, and engaged in debates and with historical sources. This club continues this year, and explores new regions and periods.

**TRIPS:** This year, the History Department continues its offer of trips to the British Museum for prospective and current students of GCSE Classical Civilisations. At A-Level, History students have the opportunity to visit the National Portrait Gallery. The Department continues to explore the possibility of trips to other historical sites, museums, and galleries across London which might enrich pupils' study of history in the classroom.

**Impact:**

Formative assessment is an integral part of our approach to Teaching and Learning in the history department. Over the course of study, we use regular in-class formative assessment, as well as online diagnostic assessments, in order to encourage students to retrieve, demonstrate and consolidate the historical knowledge they accumulate across the curriculum. In doing so, we help students to retain historical knowledge, while also identifying and addressing any gaps in their learning.

Students also sit regular, summative assessments across an academic year. Summative assessments aim to test the knowledge that students have accumulated over the breadth of an academic year, as well as how fluently they can apply this knowledge to answer rigorous, historical questions. Staff are supported in marking summative assessments accurately in order to ensure the validity of the data. All data is analysed centrally by the school (not by individual teachers), and each Subject Leader is given a report outlining the strengths and development areas in student progress and attainment. This is used to inform future planning, as well as considerations on how best to support students in achieving their very best in the subject (for instance, through additional interventions).