

Welcome to the History Curriculum

“A people without the knowledge of their past history, origin and culture is like a tree without roots” Marcus Garvey

Anyone who studies History can call themselves a historian. Under the discipline of History historians gain an informed understanding of the world; they learn not to take evidence at face value and are encouraged to think critically and logically of the past and present.

Historians engage in the practice of history by using their skills of analysis with both contemporary sources and the works of other historians. Historians are thus able to transfer their skill sets to most careers and subjects as well as specific roles of archaeologist, curator, researcher and anthropologist.

Students form a strong connection with their own identity, learn to develop empathy with differing cultures and graduate as global citizens. They learn to develop the literacy skills of reading, extended-writing and critical analysis.

LEARNING

Learning
not only for
purpose but for
its own sake

POTENTIAL

Limitless
potential of
people, always
striving for
distinction
and high
achievement

COMMUNITY

Strong
community,
taking collective
responsibility for
ourselves and
others

History at South Hunsley School

Our History curriculum at Hunsley is designed to equip students with a knowledge-rich narrative of the past. These histories are inclusive, diverse and reflect the modern society we live in today. Our curriculum aims to encourage curiosity through a love of learning, reading, research, and enquiry. It is designed to cover a wide breadth of periods whilst still allowing pupils to study in depth and consideration. In its design, our students have regular opportunities to revisit key concepts over longer periods of time.

At KS3 students study three key themes: Power and People, People's Lives, Britain and the World.

At KS4 and KS5 students follow the content advised by the exam board specification as a minimum and are encouraged to explore their potential through other related histories. Teachers make meaningful links to local history throughout the curriculum.

Our extracurricular opportunities incorporate communities from the Battlefields to Berlin, from York to New York.

History Curriculum Map

Curriculum Map: This maps a student's journey through school, from Year 7 to Year 11, showing the topics studied in each year.

Curriculum themes: **Power and Politics** **People's Lives** **Britain's place in the World** **Local History**

Year 7	Year 8	Year 9	Year 10	Year 11
Bridging Unit – Skills Pre 1066 Chronology What have invaders ever done for us?	James I How did people's experiences differ in the reign of James I?	The First World War Why did the Great War become a story of mud, blood and misery?	GCSE Paper 1: Section B Medicine in Britain c.1250-Present	GCSE Paper 3: Modern Depth Study Russia and the Soviet Union, 1917-1941
The Battle of Hastings Why was William known as the Conqueror?	The English Civil War Why did the English kill their king?	The Inter-War Years Why was the First World War not the "war to end all wars"?	GCSE Paper 1: Section B Medicine in Britain c.1250-Present	GCSE Paper 3: Modern Depth Study Russia and the Soviet Union, 1917-1941
Political developments in the Middle Ages Why does the Middle Ages matter to me?	Political Developments after 1660 Why did Kings and Queens of Britain lose their power?	The Second World War Why was the Second World War more dangerous?	GCSE Paper 1: Section B Medicine in Britain c.1250-Present	GCSE Paper 3: Modern Depth Study Russia and the Soviet Union, 1917-1941
Different People's Lives: The United Kingdom Why do different people tell different stories about the UK?	The Industrial Revolution How did child labour in factories come to an end?	The Cold War Who was to blame for the Cold War?	GCSE Paper 1: Section A The British Sector of the Western Front: Injuries, treatment and the trenches 1914-1918	GCSE Paper 2: Period Study Superpower Relations and the Cold War 1941-1991
Different People's Lives How measly were the Middle Ages?	The Industrial Revolution How did Britain change between 1750 and 1900?	The Holocaust Why is it important to remember the Holocaust	GCSE Paper 2: British Depth Study Early Elizabethan England 1558-1588	GCSE Paper 2: Period Study Superpower Relations and the Cold War 1941-1991
The Tudors Why was the Tudor period so turbulent?	Impact of Empire How did people's experiences of Empire differ?	Post 1945 British History How far could Britain be considered great?	GCSE Paper 2: British Depth Study Early Elizabethan England 1558-1588	Revision
Local site Study What do historical houses tell us about the Elizabethans?	Protest and Resistance How has protest brought change?	N/A	GCSE Paper 2: British Depth Study Early Elizabethan England 1558-1588	N/A