

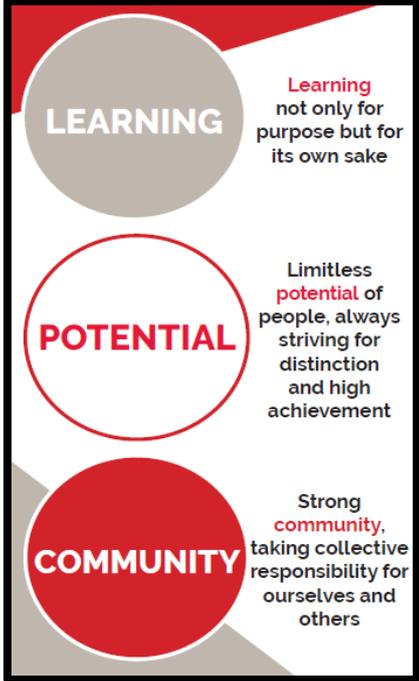
Welcome to the History Curriculum

“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 South Hunsley Curriculum Map

Curriculum Map: This is the overview of the long-term plans which maps a student's journey through school, from Year 7 to Year 11 or 13; showing the units/topic studied in each year. Detailed end-points are included in LTPs, with more granular knowledge and skills in MTPs.

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

Year 7	Year 8	Year 9	Year 10	Year 11
Bridging Unit – Skills Pre 1066 Chronology How do we study History?	Power and the Crown How has the power of the Crown been challenged 1603-1750?	The First World War How did soldiers experience the First World War?	GCSE Paper 1: Section B Medicine in Britain c.1250-Present	GCSE Paper 2: Period Study The American West 1835 - 1895
Norman Conquest How did William conquer England?	Renaissance, Exploration and Enslaved People What was Britain's role in the New World? How and why did African people become enslaved?	The Inter-War Years How was democracy challenged after WW1?	GCSE Paper 1: Section B Medicine in Britain c.1250-Present	GCSE Paper 2: Period Study The American West 1835 - 1895
Political developments in the Middle Ages How was the power of monarchs challenged during the later Middle Ages?	The Industrial Revolution and Enlightenment How did Britain change between 1750 and 1900?	The Holocaust How and why did the Holocaust happen?	GCSE Paper 1: Section A The British Sector of the Western Front: Injuries, treatment and the trenches 1914-1918	GCSE Paper 2: British Depth Study Early Elizabethan England 1558-1588
Different People's Lives Why was life so difficult for ordinary people during the Middle Ages?			GCSE Paper 3: Weimar and Nazi Germany 1918-39	GCSE Paper 2: British Depth Study Early Elizabethan England 1558-1588
The Tudors How did the Tudors change England?	The Impact of Empire How did people's experiences of Empire differ?	Impact of WW2 What impact did the Second World War have on civilians?	GCSE Paper 3: Weimar and Nazi Germany 1918-39	Revision
Different People's Lives: The United Kingdom What did other countries experience during the Middle Ages?	Voting in Britain and Civil Rights How has protest brought change?	Post 1945 British and World History How has the world changed since 1939?	GCSE Paper 3: Weimar and Nazi Germany 1918-39	N/A

Year 12		Year 13		
A Level Paper 1C: The Tudors Henry VII 1485-1509	A Level Paper 20: Democracy and Dictatorship 1918-1945 Weimar Republic 1918-33	A Level Paper 1C: The Tudors Mid Tudors 1547-1563	A Level Paper 20: Democracy and Dictatorship 1918-1945 Nazi Germany 1933-1945	A Level Non-Examined Assessment (NEA) Tsarist Russia and USSR 1855-1953 [1 hour]
A Level Paper 1C: The Tudors Henry VII 1485-1509	A Level Paper 20: Democracy and Dictatorship 1918-1945 Weimar Republic 1918-33	A Level Paper 1C: The Tudors Elizabeth I 1558-1563	A Level Paper 20: Democracy and Dictatorship 1918-1945 Nazi Germany 1933-1945	A Level Non-Examined Assessment (NEA) Tsarist Russia and USSR 1855-1953 [1 hour]
A Level Paper 1C: The Tudors Henry VIII 1509-1547	A Level Paper 20: Democracy and Dictatorship 1918-1945 Weimar Republic 1918-33	A Level Paper 1C: The Tudors Elizabeth I 1563-1603	A Level Paper 20: Democracy and Dictatorship 1918-1945 Nazi Germany 1933-1945	Revision
A Level Paper 1C: The Tudors Henry VIII 1509-1547	A Level Paper 20: Democracy and Dictatorship 1918-1945 Weimar Republic 1918-33	Revision	Revision	Revision
A Level Non-Examined Assessment (NEA) Tsarist Russia and USSR 1855-1953		N/A	N/A	N/A