



History department curriculum intent

Link governor: Simon Peach

Department curriculum intent:

The History curriculum at Settle College helps students to better understand the world in which they live, and to be responsible and active citizens within it. Our intent is that students have a good chronological grasp of British History from before 1066 up to the early 21st century. We also look at aspects of local History and key international History topics such as the Atlantic slave trade, both world wars, the Holocaust and the Cold War. Some topics will focus on rulers, some on the lives of ordinary people, as well as key themes and events of each period. There is a clear link between topics taught at KS3 and topics taught at GCSE and A-level. We also focus on developing understanding of the key historical concepts of cause and consequence, similarity and difference, continuity and change, and significance; and on developing our students' ability to handle and interpret a range of historical evidence.



Year 7

Overall curriculum intent for year 7: To gain an understanding of the key themes, individuals and events in British History from before 1066 to the early 1600s.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	A quick history of Britain before 1066; the context of the Norman Conquest	To understand the impact of the Norman Conquest; key features of medieval life	To explore aspects of everyday life in Medieval Britain.	Who had power in the Middle Ages, what made a successful King? The first Tudor monarchs.	To explore the reigns of different Tudor monarchs and the challenges they faced.	To explore key aspects of Elizabethan England.
Content mapping	Iron Age and Roman Britain. Anglo-Saxon England. 1066: Who should be King? The Battle of Stamford Bridge. The Battle of Hastings	Why did William win the Battle of Hastings? The impact of the Norman Conquest Medieval life – the importance of religion.	Village life. Town life. Health and medicine.	The Black Death. The Magna Carta. The origins of Parliament. What made Henry VII a successful monarch.	Henry VIII – was he a successful monarch? Catholics versus Protestants. The reigns of Edward VI and Mary I.	Elizabeth I and marriage. Elizabeth I and religion. Mary, Queen of Scots. The Spanish Armada. Life in Elizabethan England. Exit the Tudors, enter the Stuarts.
Assessment mapping	Knowledge recall test.	Extended writing: explaining causation.	Extended writing: similarity and difference.	Knowledge recall test.	Extended writing: reaching a judgment.	Knowledge recall test.
Personal development mapping	Spiritual development – exploring the values and beliefs of others	Spiritual development – knowledge and respect for different faiths and beliefs, understanding the consequences of actions.	Spiritual development – understanding human feelings and emotions.	Knowledge of the origins of Britain's democratic parliamentary system.	Knowledge and respect for different faiths and beliefs. The importance of tolerance and individual liberty.	Knowledge and respect for different faiths and beliefs. The importance of tolerance and individual liberty.
Literacy focus for the half term	Reading – summarising the key points from texts.	Grammar and vocabulary – correct use of subject specific vocabulary in written work, use of connectives.	Writing for different purposes e.g. to describe, explain, narrate, argue.	Spoken English – use correct subject specific terminology in verbal responses.	Reading – selecting evidence from a text to support a point of view.	Grammar and vocabulary – layout devices e.g. sub-headings, bullet points, tables.



Numeracy links	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology. Bar chart – royal causes of death.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.
Cross-curricular links to other subjects					Religious Studies Y8 – is religion a power for peace or a cause of conflict?	English Y7 – Shakespeare.
Support for all	Help sheets. Word lists. Differentiated tasks.					
Challenge ideas	In what other ways did the Romans change life in Britain?	Find out more about how the Normans controlled England.	Design a Black Death information leaflet for 1348.	What was the Peasants Revolt? <ul style="list-style-type: none">• Causes• Key events• Consequences	Write an obituary for one of the Tudor monarchs.	What were Tudor entertainments like?



Year 8

Overall curriculum intent for year 8: To gain an understanding of the key themes, individuals and events in British History from the mid 17th century to the early 20th century. To understand the origins, impact and abolition of the Atlantic slave trade.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	The English Civil War and its aftermath.	The Atlantic slave trade and its impact; why slavery was abolished.	To understand how and why Britain experienced profound change from c1700-1900; how this impacted on the wider world.	To assess the impact of the industrial revolution on everyday life. To explore how Britain became a full democracy in the early 20 th century.	Key events in Edwardian Britain. To understand the causes and context of the First World War.	To learn about different aspects of the First World War.
Content mapping	The causes and key events of the Civil War. The trial and execution of King Charles I. England as a Republic. The Restoration.	The trade triangle. Life in West Africa. Capture and the Middle Passage. Life under slavery. The reasons why slavery was abolished.	Why the industrial revolution happened. Changes in manufacture. Factory life. Changes in agriculture. Developments in transport. The British Empire.	Urban life. Public health and medicine. Votes for Women.	The Titanic disaster – who was most to blame? The causes of WW1. Joining up.	The experience of trench warfare. Soldiers of Empire. The Home Front. The impact of WW1 on our local area. The end of the war.
Assessment mapping	Extended writing: narrative account.	Knowledge recall test.		Extended writing: reaching a judgment (Industrial Britain). Knowledge recall test (Votes for women).	Extended writing: causation	Knowledge recall test.
Personal development mapping	Knowledge of the development of Britain's democratic parliamentary system and its role in shaping our history and values.	Use of imagination and empathy. Investigating and offering views about moral issues. The difference between right and wrong, standing up	Understanding the cultural influences that have shaped our heritage.	Knowledge of the development of Britain's democratic parliamentary system and its role in shaping our history and values. Developing responsible citizens	Cultural – understanding and appreciating personal influences.	Investigating and offering views about moral issues. The difference between right and wrong, standing up for what you believe is right.



		for what you believe is right.		who become actively involved in public life.		
Literacy focus for the half term	Reading – summarising the key points from texts.	Grammar and vocabulary – correct use of subject specific vocabulary in written work, use of connectives.	Writing for different purposes e.g. to describe, explain, narrate, argue.	Spoken English – use correct subject specific terminology in verbal responses.	Reading – selecting evidence from a text to support a point of view.	Grammar and vocabulary – layout devices e.g. sub-headings, bullet points, tables.
Numeracy links	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology. Population growth.	Dates and centuries. Chronology.	Dates and centuries. Chronology.
Cross-curricular links to other subjects			Geography Y7 – population and migration. English Y8 – extracts from 19 th C fiction.	Geography Y7 – population and migration. English Y8 – extracts from 19 th C fiction.		
Support for all	<p>Help sheets. Word lists. Differentiated tasks.</p>					
Challenge ideas	Research some of the key battles of the Civil War. A news report on the Great Fire of London.	Write some entries from a slave's diary.	What was the most important industrial invention, and why?	Design a Suffragette leaflet, presenting the different arguments for giving women the vote.	Design your own WW1 recruitment poster.	What happened to Winston Churchill and Adolf Hitler during WW1?



Year 9

Overall curriculum intent for year 9: To understand how key events in British and international history since 1900 have shaped the world we live in today.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	To look at life after WW1 in several countries – how much did things change?	The causes and key events of the Second World War, 1939-41	Key events of the Second World War, 1942-45. To understand the origins and scale of the Holocaust.	To explain the American decision to use atomic weapons to end WW2. To understand some of the key post-war developments in Britain and the wider world.	To understand some of the key post-war developments in Britain and the wider world.	Civil Rights in the USA. An overview of how much life has changed since 1900.
Content mapping	Britain and the USA in the 1920s and 1930s. Different ways to run a country: democracy and dictatorship.	The causes of WW2. The war in Europe 1939-41. The Home Front. Pearl Harbor.	The war in the Pacific. From D-Day to VE Day. The origins of anti-Semitism. The treatment of Jews in Nazi Germany. The death camps. Resistance.	The bombing of Hiroshima and Nagasaki. The post-war welfare state, including the creation of the NHS. The origins of the Cold War.	Key events of the Cold War. The decline of the British Empire. Independence for India. Independence in Africa. Post-war migration to Britain and its impact.	The situation after slavery. The Montgomery Bus Boycott. Little Rock. The roles of Martin Luther King and Malcolm X. An overview of change since 1900.
Assessment mapping	Knowledge recall test.	Extended writing: reaching a judgment.	Knowledge recall test.	Extended writing: explaining causation.	Knowledge recall test.	Extended writing: writing a narrative account.
Personal development mapping	British values – democracy, individual liberty, mutual respect and tolerance.		Investigating and offering views about moral and ethical issues.	Investigating and offering views about moral and ethical issues. Cultural influences that have shaped our heritage.	Cultural influences that have shaped our heritage. British values – mutual respect and tolerance. Different cultures in modern Britain.	Difference between right and wrong. Mutual respect and tolerance.
Literacy focus for the half term	Reading – summarising the key points from texts.	Grammar and vocabulary – correct use of subject specific	Writing for different purposes e.g. to	Spoken English – use correct subject	Reading – selecting evidence from a text	Grammar and vocabulary – layout devices e.g. sub-



		vocabulary in written work, use of connectives.	describe, explain, narrate, argue.	specific terminology in verbal responses.	to support a point of view.	headings, bullet points, tables.
Numeracy links	Dates and centuries. Chronology. Unemployment figures.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.
Cross-curricular links to other subjects		Geography Y9 – Russia and cold environments, conflicts.	Geography Y9 – conflicts. English Y8 - The Boy in the Striped Pyjamas.	Geography Y9 – conflicts. Physics Y10 – nuclear fission and fusion.	Geography Y9 – conflicts.	
Support for all	<p>Help sheets. Word lists. Differentiated tasks.</p>					
Challenge ideas	What was life like in Germany after WW1?	Who were the real Dads Army?	Prepare a speech arguing for or against the American decision to use atomic weapons in 1945.	Find out more about the 'space race' during the Cold War.	Why has the Empire Windrush been in the news recently?	What was the most important invention of the 20 th century, and why?



Year 10 & 11

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	To cover the first part of the Medicine and Germany units.	To complete the Germany unit and the Medicine unit up to the 20 th century.	To complete the Medicine unit up to the present day. To cover the first part of the Superpower Relations and Early Elizabethan England units.	To continue covering the Superpower Relations and Early Elizabethan England units.	To complete the Superpower Relations and Early Elizabethan England units. To spend several weeks on revision and exam practice.	Once the exams are over, to spend some time with the Year 10 students looking at how some of the key historical events they've studied have been portrayed in film and TV.
Content mapping	<p>GERMANY Weimer Republic – 5 problems. The Stresemann Years.</p> <p>MEDICINE Medicine in the trenches of the Western Front, 1914-18 (complete from Drop Down Days) Medieval medicine c1250-c1500. Renaissance medicine c1500-c1700</p>	<p>GERMANY Hitler's rise to power. The Nazi State.</p> <p>MEDICINE Medicine in Industrial Britain. Medicine since 1900 – new ideas about the cause of illnesses. Medicine since 1900 – developments in treatments.</p>	<p>SUPERPOWER RELATIONS Origins of the Cold War. The Berlin Crisis. The Hungarian Uprising. The Berlin Wall.</p> <p>MEDICINE Preventing illness since 1900. The fight against lung cancer.</p> <p>ELIZABETHAN ENGLAND Queen, government and religion 1558-69.</p>	<p>SUPERPOWER RELATIONS The Cuban Missile Crisis. Czechoslovakia 1968 End of the Cold War – flashpoints.</p> <p>ELIZABETHAN ENGLAND Challenges at home and abroad 1569-88. Education and leisure. Poverty.</p>	<p>SUPERPOWER RELATIONS The collapse of Soviet control.</p> <p>ELIZABETHAN ENGLAND Voyages of discovery. Raleigh and Virginia.</p> <p>REVISION AND EXAM PRACTICE.</p>	<p>Different portrayals of Elizabeth I – which characteristics, weaknesses and events are shown? How accurate are the different portrayals?</p> <p>How have Hollywood films portrayed some of the key events of the 20th century?</p>
Assessment mapping	<p>Knowledge recall tests. 12-mark exam question (Germany). 20-mark exam question (Germany).</p>	<p>Knowledge recall test (Medicine). Sequencing exercise (Germany). 8-mark exam question (Germany).</p>	<p>Knowledge recall tests. 8-mark exam question (S. RELATIONS)</p>	<p>Knowledge recall tests. S. RELATIONS – 8-mark exam question, 16-mark exam question.</p>	<p>16-mark exam questions for both Superpower Relations and Elizabethan England.</p>	



	8-mark exam question (medicine). 20-mark exam question (Medicine).	20-mark exam question (Germany). 12-mark exam question (medicine). 20-mark exam question (medicine). MOCK EXAMS.	16 marks exam question (ELIZ.)	ELIZABETHAN ENGLAND – 12-mark exam question, 16-mark exam question.		
Personal development mapping	Cultural influences that have shaped our heritage. Spiritual – exploring the values and beliefs of others.	Cultural influences that have shaped our heritage. Spiritual – exploring the values and beliefs of others. The importance of individual liberty, mutual respect and tolerance	Knowledge of the development of Britain’s democratic parliamentary system and its role in shaping our history and values.	Cultural influences that have shaped our heritage.		Appreciation of culture.
Literacy focus for the half term	Reading – summarising the key points from texts.	Grammar and vocabulary – correct use of subject specific vocabulary in written work, use of connectives.	Writing for different purposes e.g. to describe, explain, narrate, argue.	Spoken English – use correct subject specific terminology in verbal responses.	Reading – selecting evidence from a text to support a point of view.	Grammar and vocabulary – layout devices e.g. sub-headings, bullet points, tables.
Numeracy links	Dates and centuries. Chronology.					
Cross-curricular links to other subjects		Biology Y8 – heart disease, dietary and environmental factors. Biology Y7 – the history of DNA. Biology Y10 – stem cells	Religious Studies Y8 – is religion a power for peace or a cause of conflict?	Religious Studies Y8 – is religion a power for peace or a cause of conflict?		
Support for all	Core and foundation editions of the textbooks. Differentiated tasks.					



	Word lists.	
Challenge ideas	Produce a revision resource. Further research one of this half term's topics. Extra exam practice.	Further research into the making of these films, and how historically accurate they are.



Year 12

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Nationalism, dictatorship and democracy in 20 th century Europe – part 1	Nationalism, dictatorship and democracy in 20 th century Europe – part 2	Nationalism, dictatorship and democracy in 20 th century Europe – part 3	Nationalism, dictatorship and democracy in 20 th century Europe – part 4	To explore a topic which has provoked debate among historians and different interpretations of the past. To provide an overview of 19 th century Russian history as an introduction to the coursework unit.	Exam practice and revision. To start the Year 13 unit: Protest, agitation and reform in Britain c1780-1928. To continue with an overview of Russian history.
Content mapping	The Weimar Republic 1918-33. Giolitti and Liberal Italy.	Nazi Germany 1933-45. The rise of Mussolini.	The post-war division of Germany. The Federal Republic of Germany 1949-65. The Italian Fascist State.	The Federal Republic of Germany 1966-89. The fall of the Fascist State in Italy.	How far was Hitler's foreign policy responsible for the Second World War? Italy revision. Russia – 3 Tsars.	Germany exam practice and revision. Britain c1780-1928 – changes to the franchise and representation. Russia – the 1905 Revolution.
Assessment mapping	Germany: 2x 20-mark AO1 essays. Italy: 1x 20-mark AO1 essay, 1x 20-mark AO2 source question.	Germany: 2x 20-mark AO1 essays. Italy: 1x 20-mark AO1 essay, 1x 20-mark AO2 source question.	Germany: 2x 20-mark AO1 essays. Italy: 1x 20-mark AO1 essay, 1x 20-mark AO2 source question.	Germany: 2x 20-mark AO1 essays. Italy: 1x 20-mark AO1 essay, 1x 20-mark AO2 source question.	Germany: 2x 20-mark AO3 interpretations questions. Russia: knowledge recap test.	Russia: knowledge recap test; short AO1 essay. Britain: 1x 20- AO1 mark essay. Mock exams for Germany and Italy.
Personal development mapping	Deepening understanding of the importance of British values of democracy, individual liberty, respect and tolerance.				Investigating and offering reasoned	Knowledge of Britain's democratic



					views about moral issues, ability to understand and appreciate different viewpoints.	parliamentary system and its role in shaping our history and values. British values.
Literacy focus for the half term	Reading – summarising the key points from texts.	Grammar and vocabulary – correct use of subject specific vocabulary in written work, use of connectives.	Writing for different purposes e.g. to describe, explain, narrate, argue.	Spoken English – use correct subject specific terminology in verbal responses.	Reading – selecting evidence from a text to support a point of view.	Grammar and vocabulary – layout devices e.g. sub-headings, bullet points, tables.
Numeracy links	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology. Numbers/% of the population who could vote after key reforms.
Support for all	<p>Essay planning sheets. Individual support.</p>					
Challenge ideas	<p>Produce a revision resource. Extra exam practice. Extra reading.</p>					



Year 13

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	<p>To complete the aspects in the breadth part of the Britain unit and start the first depth study.</p> <p>To complete an overview survey of Russian history in the late 19th and early 20th centuries.</p>	<p>To complete Britain depth studies 2 and 3.</p> <p>Students choose the aspect of Russian history they wish to focus on for their coursework.</p>	<p>To complete Britain depth study 4 and most of 5.</p>	<p>To complete depth study 5.</p> <p>Exam practice and revision for Germany and Italy.</p>	<p>Exam practice and revision.</p>
Content mapping	<p>The development of political parties c1780-1928.</p> <p>The declining influence of the Crown and aristocracy on politics, the changing social composition of the House of Commons.</p> <p>Early radical reformers in Britain.</p> <p>The Russian Revolution of 1917. Stalin</p>	<p>Chartism. The campaign to repeal the Contagious Diseases Acts.</p> <p>Start coursework – research different interpretations.</p>	<p>The Women’s Social and Political Union (the Suffragettes). Trades union militancy 1915-25.</p> <p>Writing coursework on chosen topic.</p>	<p>The General Strike of 1926 and its aftermath.</p> <p>Exam practice and revision.</p> <p>Writing coursework on chosen topic.</p>	<p>Exam practice and revision.</p>
Assessment mapping	<p>Britain: 3x AO1 20-mark essays. Russia: knowledge recall tests.</p>	<p>Britain: 2x AO2 20-mark source questions</p>	<p>Britain: 2x AO1 20-mark essays. Mock exams.</p>	<p>Britain: 1x 20-mark AO1 essays. Russia Marking of completed coursework.</p>	
Personal development mapping	<p>Knowledge of Britain’s democratic parliamentary system and its role in shaping our history and values. British values.</p>				
Literacy focus for the half term	<p>Reading – summarising the key points from texts.</p>	<p>Grammar and vocabulary – correct use of subject specific vocabulary in</p>	<p>Writing for different purposes e.g. to describe, explain, narrate, argue.</p>	<p>Spoken English – use correct subject specific terminology in verbal responses.</p>	<p>Reading – selecting evidence from a text to support a point of view.</p>



	written work, use of connectives.			
Numeracy links	Dates and centuries. Chronology.			
Cross-curricular links to other subjects	English Lit Y13 – political and social protest writing			
Support for all	Individual support.			
Challenge ideas	Produce a revision resource. Extra exam practice. Extra reading.			Extra exam practice. Extra reading.