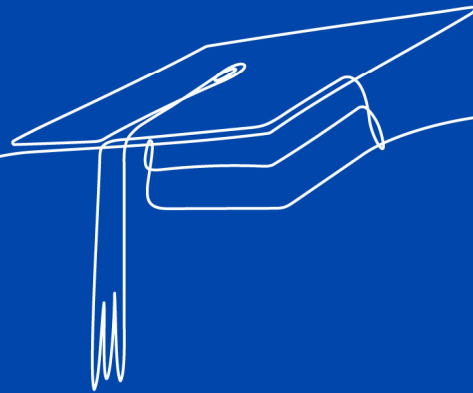




ACHIEVING MORE TOGETHER

History

curriculum overview



History at Sandymoor Ormiston Academy

Key stage 3, Years 7, 8 and 9

Our KS3 History curriculum is designed to ignite curiosity about the past and help pupils understand the world they live in today. We aim to equip all learners with a strong sense of chronology, a secure grasp of key historical concepts, and the confidence to question, analyse, and interpret evidence. Through studying a diverse range of periods, places, and people, pupils learn that history is not a fixed story but a discipline built on enquiry, debate, and multiple perspectives. We want pupils to develop the disciplinary habits of historians: asking thoughtful questions, weighing up causes and consequences, recognising change and continuity, evaluating significance, and understanding how interpretations are formed. By engaging with rich stories from British, European, and global history, pupils build cultural literacy and an appreciation of how different societies have interacted, conflicted, and influenced one another over time.

Our curriculum aims to nurture empathy, respect, and critical thinking. Students explore the experiences of individuals and communities across time, including those whose voices have often been marginalised. They learn to challenge simplistic narratives, spot misconceptions, and understand how the past is used, and sometimes misused, in the present. Ultimately, our intent is for pupils to leave KS3 with a secure foundation of historical knowledge, the ability to think like a historian, and the enthusiasm to study history further.

Key stage 4, Years 10 and 11

Our KS4 History curriculum is designed to prepare pupils for success in History GCSE using the Pearson Edexcel exam board.

Building on strong foundations from KS3, pupils will learn to apply the core concepts in history and will deepen their knowledge of historical periods and themes. They will develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history. Pupils will also learn the disciplinary knowledge of history as another way to interact with the world.

As well as leaving KS4 with a strong qualification in GCSE History, our intent is that this curriculum sets pupils up with the skills that will allow them to pursue a future in many related careers.

GCSE course information

Exam board	Pearson Edexcel
Course	GCSE History (1HI0)
Specification and resources	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

Year 7

Throughout year 7, students will consider the question, “How did power, people and the exchange of ideas shape the world, c1066 - 1600?” They will consider this by looking at Britain and Europe throughout the period and will develop their ability to think like a historian by learning how historians consider questions like this.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is the story of migration in Britain?	How did the Normans Change England?	Why were there power struggles in Medieval Britain?	Were the Middle Ages a time of “ignorance, superstition and brutality” in Britain?	How did medieval societies interact with each other?	How revolutionary were the Renaissance and Reformation across Europe c1490-1600?

Assessments will take place in January and June and we will share revision information a few weeks before each assessment.

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How strong and stable were the Tudors?	Why was England turned “upside down” in 1642?	How welcoming was Early Modern England?	How far did the Industrial Revolution bring about a “dawn of liberty” for the working classes?	Why did the Slave Trade last so long?	Why are people still disagreeing about the British Empire?

Assessments will take place in January and June and we will share revision information a few weeks before each assessment.

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why did women get the vote after men?	How similar were people's experiences of WW1?	How did the Nazis gain power and control over Germany in 1933?	What was the Holocaust?	How did the world change for people after 1945?	How did the world change for people after 1945?

Assessments will take place in January and June and we will share revision information a few weeks before each assessment.

Year 10

During year 10, students will learn about change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They will then study a shorter period of British history and a period of modern history in depth, learning about the complexity of a society and the interplay of different aspects within it.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Medicine in Britain, c1250–present	Medicine in Britain, c1250–present	The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	Anglo-Saxon and Norman England, c1060–88	Anglo-Saxon and Norman England, c1060–88	The USA, 1954–75: conflict at home and abroad – Civil Rights

Assessments will take place in April and we will share revision information a few weeks before each assessment.

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The USA, 1954–75: conflict at home and abroad: Vietnam	Superpower Relations 1945-1991	Superpower Relations 1945-1991	Exam preparation	<i>Exams</i>	<i>Exams</i>

Mocks will take place in November and February and we will share revision information a few weeks before each assessment.