

Holmer Green Senior School

# History

2025-26



# Curriculum Intent

Work Hard, Be Kind, Have Passion

The History Curriculum at Holmer Green Senior school is designed to inspire curiosity, develop critical thinking, and foster a deep understanding of the past whilst also developing the skills students need to be an active member of society in the present day. Our aim is to equip students with the knowledge and skills to make sense of the world around them, understand their place within it and become informed citizens.

History is not just about learning facts. We believe it is also about understanding causes and consequences, change and continuity, significance and perspective, leading to students making informed judgements about historical events. Through a carefully sequenced and ambitious curriculum, we seek to provide students with a clear understanding of British History, but also its place in the world relative to European and World History, whilst also exploring diverse narratives and underrepresented voices.

Our intent is to:

**Build Chronological understanding.** Students will develop a sense of historical time and understand how different periods and events relate to each other.

**Foster disciplinary thinking.** Pupils will learn to think like historians, asking questions, using evidence critically, analysing interpretations and constructing reasoned arguments.

**Promote diversity and inclusion.** Our curriculum reflects a broad range of experiences and perspectives, enabling students to appreciate the complexity of the human past.

**Encourage active citizenship.** By studying the struggles, achievements and legacies of the past, pupils will better understand contemporary issues and the importance of participation in society.

In short, we aim to nurture a long-term interest in history, empowering students with the knowledge and skills to think independently, challenge injustice and understand how the past shapes our present and future.

# HGSS Curriculum Map

## Year 7 History



| Exam Board: N/A |  | Careers: teacher, lawyer, civil service, politician, archivist, international affairs, museum curator, accountant                      |  |  | Co-Curricular: History Society, History themed competitions  |  | Sequencing Links chronological to Year 8 starting with Britain in the 1750s. Links to GCSE and A Level through study on Medicine and the Tudors. Transferable skills. |  |
|-----------------|--|--|--|--|--|--|---|--|
|                 | Autumn 1   | Autumn 2   | Spring 1   | AP1  | Spring 2   | Summer 1   | Summer 2  | AP2  |
| <b>Content</b>  | Ancient Egypt  | Ancient Medicine.  | Norman Conquest  | Multiple choice knowledge recall and GCSE style questions:<br><br>Making Inferences<br><br>Describing features of the period<br><br>Explaining why (cause and consequence) | Medieval Realms  | The Reformation  | The English Civil War   | Multiple choice knowledge recall and GCSE style questions:<br><br>Making Inferences<br><br>Describing features of the period<br><br>Explaining why (cause and consequence) |
| <b>Skills:</b>  | Inference and deduction.<br>Chronological understanding.<br>Cause and consequence.<br>Assessing significance.<br>Change and Continuity | Inference and deduction.<br>Chronological understanding.<br>Cause and consequence.<br>Assessing significance.<br>Change and Continuity | Inference and deduction.<br>Chronological understanding.<br>Cause and consequence.<br>Assessing significance.<br>Change and Continuity |  | Inference and deduction.<br>Chronological understanding.<br>Cause and consequence.<br>Assessing significance.<br>Change and Continuity | Inference and deduction.<br>Chronological understanding.<br>Cause and consequence.<br>Assessing significance.<br>Change and Continuity | Inference and deduction.<br>Chronological understanding.<br>Cause and consequence.<br>Assessing significance.<br>Change and Continuity                                |  |

# HGSS Curriculum Map

## Year 8 History



|                        |  |  |  |  |  |  |  |  |
|------------------------|--|--|--|--|--|--|--|--|
| <b>Exam Board: N/A</b> |  | <b>Careers: teacher, lawyer, civil service, politician, archivist, international affairs, museum curator, accountant</b> |  |  | <b>Co-Curricular: History Society, Trip to Hampton Court Palace</b>                                    |  | <b>Sequencing: Chronologically links to Year 7 and 8 schemes of work. Links to GCSE through studies on WW1 and the Roaring 20s. A level links with Female Suffrage studies. Transferable skills.</b> |  |
|                        | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>AP1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>  | <b>AP2</b>   |
| <b>Content</b>         | Industrial Revolution  | The Slave Trade  | The British Empire   | Multiple choice knowledge recall and GCSE style questions:<br><br>Making Inferences<br><br>Describing features of the period<br><br>Explaining why (cause and consequence) | WW1  | Female suffrage and equality.  | The Roaring 20s  | Multiple choice knowledge recall and GCSE style questions:<br><br>Making Inferences<br><br>Describing features of the period<br><br>Explaining why (cause and consequence) |
| <b>Skills:</b>         | Inference and deduction.<br>Change and Continuity.<br>Explaining causation.<br>Assessing significance.<br>Making your own protest. | Inference and deduction.<br>Change and Continuity.<br>Explaining causation.<br>Assessing significance.                   | Inference and deduction.<br>Change and Continuity.<br>Explaining causation.<br>Assessing significance.<br>Historical research. |  | Inference and deduction.<br>Change and Continuity.<br>Explaining causation.<br>Assessing significance. | Inference and deduction.<br>Change and Continuity.<br>Explaining causation.<br>Assessing significance.<br>Historical research. | Inference and deduction.<br>Change and Continuity.<br>Explaining causation.<br>Assessing significance.<br>Historical research.   |  |



# HGSS Curriculum Map

## Year 10 History



| <b>Exam Board: Edexcel</b> |   | <b>Careers: teacher, lawyer, civil service, politician, archivist, international affairs, museum curator, accountant</b>              |   |                                  | <b>Co-Curricular: History Society, Trip to Berlin.</b>  |  | <b>Sequencing:</b>   |   |
|----------------------------|---|---|---|----------------------------------|---|--|--|---|
|                            | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>AP1</b>                       | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>  | <b>AP2</b>  |
| <b>Content</b>             | Paper 3: Weimar and Nazi Germany  | Paper 3: Weimar and Nazi Germany  | Paper 3: Weimar and Nazi Germany<br><br>Paper 2: Superpower Relations Topic 1   |                                  | Paper 2: Superpower Relations Topic   | Paper 2: Henry VIII and his Ministers  | Paper 2: Henry VIII and his Ministers  |   |
| <b>Skills:</b>             | Developing understanding of second order concepts in History.<br>Chronological understanding.<br>Source analysis.<br>Inference and deduction.<br>Causation. | Chronological understanding.<br>Cause and consequence.<br>Significance.<br>Source analysis.<br>Evaluating historical interpretations. | Chronological understanding.<br>Cause and consequence.<br>Significance.<br>Source analysis.<br>Evaluating historical interpretations.<br>Writing a narrative. | Paper 3: Weimar and Nazi Germany | Chronological understanding.<br>Cause and consequence.<br>Significance.<br>Writing a narrative. | Chronological understanding.<br>Cause and consequence.<br>Significance.<br>Making a judgement. | Chronological understanding.<br>Cause and consequence.<br>Significance.<br>Making a judgement. | Paper 3 Weimar and Nazi Germany<br><br>Paper 2: Superpower Relations (only) |

# HGSS Curriculum Map

## Year 11 History



| Exam Board: Ed-Excel |   | Careers: teacher, lawyer, civil service, politician, archivist, international affairs heritage interpretation, accountant                           |   |   | Co-Curricular: The One's To Watch Read and Listen, History Society, Trip to Berlin.  |                  | Sequencing: |  |
|----------------------|---|---|---|---|--|------------------|-------------|--|
|                      | Autumn 1  | Autumn 2  | Spring 1  | AP1   | Spring 2   | Summer 1         | Summer 2    | AP2  |
| <b>Content</b>       | Paper 2: Henry VIII and His Ministers   | Paper 1: Medicine in Britain  | Paper 1: Medicine in Britain  |   | Paper 1: Medicine in Britain – Historic Environment  | Public exam prep | N/A         |  |
| <b>Skills:</b>       | Chronological understanding. Cause and consequence. Significance. Making a judgement. | Chronological understanding. Cause and consequence. Significance. Assessing factors that drive change. Change and continuity. Comparative analysis. | Chronological understanding. Cause and consequence. Significance. Assessing factors that drive change. Change and continuity. Comparative analysis. | Paper 2: Superpower Relations and the Cold War & Henry VIII and His Ministers | Chronological understanding. Cause and consequence. Significance. Assessing factors that drive change. Change and continuity. Comparative analysis. Source analysis and investigation. | Revision skills. | N/A         | Paper 1: Medicine Through Time and Medicine on the Western Front |

# HGSS Curriculum Map

## Year 12 History



| Exam Board: OCR  |   | Careers: teacher, lawyer, civil service, politician, archivist, international affairs heritage interpretation, accountant |  | Co-Curricular: The One's To Watch Read and Listen, History Society, Model UN, Lessons from Auschwitz.   |  | Sequencing: Links to KS3 and KS4. Introduction to coursework links to University Style Research.                        |  |
|--|---|---|--|---|--|---|--|
| Autumn 1   | Autumn 2  | Spring 1  | AP1  | Spring 2  | Summer 1   | Summer 2  | AP2                                    |
| Y319: Civil Rights in the USA: African Americans + Depth Studies<br><br>Y106: The Early Tudors Henry VII and Henry VIII  | Y319: Civil Rights in the USA: African Americans + Depth Studies<br><br>Y106: The Early Tudors Henry VII and Henry VIII | Y319: Civil Rights in the USA: Trade Unions + Depth Studies<br><br>Y106: The Early Tudors Henry VIII and Henry VIII       | Y319: Part A: Civil Rights Paper<br><br>Y106 Part B: Early Tudors 20 Mark Essay Question | Y319: Civil Rights in the USA: Trade Unions + Women + Depth Studies<br><br>Y106: The Early Tudors Henry VIII and The Mid Tudor Crisis, Mary I and Edward VI   | Y319: Civil Rights in the USA: Women + Depth Studies<br><br>Y106: The Early Tudors Henry VIII and The Mid Tudor Crisis, Mary I and Edward VI | Revision for Year 12 Mock<br><br>Y100 Coursework  | Y106 Full Paper<br><br>Y319 Full Paper |
| Chronological understanding<br>Reaching a substantiated judgment.<br>Assessing significance.<br>Cause and consequence<br>Analytical writing.<br>Synthesis<br>Evaluation of Interpretations |   |   |  | Chronological understanding<br>Reaching a substantiated judgment.<br>Assessing significance.<br>Cause and consequence<br>Analytical writing.<br>Synthesis<br>Evaluation of Interpretations<br>Source analysis |  | Knowledge and Understanding<br>Substantiated Judgements<br>Evaluation of Interpretations<br>Analysis of Primary sources |  |

# HGSS Curriculum Map

## Year 13 History



| <b>Exam Board: OCR</b> |   | <b>Careers: teacher, lawyer, civil service, politician, archivist, international affairs heritage interpretation, accountant</b>   |  |   | <b>Co-Curricular: The One's To Watch Read and Listen, History Society, Model UN, Lessons from Auschwitz, Six the Musical</b>  |                                    | <b>Sequencing: Links to KS3 and KS4. Introduction to coursework links to University Style Research.</b> |   |
|------------------------|---|--|--|---|---|------------------------------------|---|---|
|                        | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>AP1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>                    | <b>Summer 2</b>   | <b>AP2</b>  |
| <b>Content</b>         | Y319: Civil Rights in the USA: Native Americans+ Depth Studies<br><br>Y223 : The Cold War in Europe   | Y100: Coursework<br><br>Y223 : The Cold War in Europe  | Y100: Coursework<br><br>Y223 : The Cold War in Europe  | Y319: Civil Rights in the USA Paper<br><br>Y106: The Early Tudors Paper | Revision of Y319 and Y106<br><br>Y223 : The Cold War in Europe  | Revision of Y319 and Y106 and Y223 | N/A   | Y319: Civil Right in the USA<br><br>Y105: The Early Tudors Full Paper                 |
| <b>Skills:</b>         | Chronological understanding.<br>Evaluating significance.<br>Structuring a consistent and substantiated argument.<br>Comparision and contrast.<br>Evaluating interpretations | Chronological understanding.<br>Evaluating significance.<br>Structuring a consistent and substantiated argument.<br>Comparison and contrast. Evaluati on of Interpretations<br>Analysis of Primary sources | Chronological understanding.<br>Evaluating significance.<br>Structuring a consistent and substantiated argument.<br>Comparison and contrast. Evaluati on of Interpretations<br>Analysis of Primary sources | Y223: Cold War Paper (in class)   | Chronological understanding.<br>Evaluating significance.<br>Structuring a consistent and substantiated argument.<br>Comparision and contrast.<br>Effective revision | Effective revision.                | N/A   | Y100: Coursework<br><br>Y223: Cold War<br><br>In class essays spread across the terms |