



**St. Wilfrid's**  
R.C. College

# History Curriculum

*Excellentia per fidem,  
per scientiam, per adiuvatum*

Excellence through faith, learning and support

## Year 7

Building upon the foundational knowledge from Key Stage 2 of changes in Britain, north east England and the wider world from the Stone Age to 1066, students will explore how Britain has developed from the Anglo-Saxon period, throughout the medieval period and into the early modern period. Students will also study the significance of the early Islamic medieval world in comparison medieval England, and investigate the growing significance of Europe in the early modern period. Students will investigate themes such as power, beliefs, ideas, society, empire, conflict and the economy.

### Key concepts and skills

- Students develop their understanding of key historical **second order concepts** (change and continuity, cause, consequence, similarity and difference and significance), and learn how to explain what they have learnt about history in this period through these concepts.
- Students develop skills of using **contemporary source** material, making inferences in relation to historical enquiry, and beginning to evaluate the reliability and utility of differing source material.
- Students begin to study differing **interpretations of the** past, and learn how to use their knowledge gained to evaluate their arguments.

## Year 8

In Year 8 students study the key themes of change in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries, building upon their understanding of medieval and early modern themes studied in Year 7. Students begin by learning about the African Kingdom of Benin in the medieval period. This provides context and background for what West Africa was like before going on to study the transatlantic slave trade, slavery in the USA and UK, the American Civil War and Civil Rights. Students also study other key themes in British history such as the Georgian monarchy and the British Empire. Finally students transition from the 18<sup>th</sup> into the 19<sup>th</sup> century through the Enlightenment and Industrial Revolution.

### Key concepts and skills

- Students develop their competency in explaining **second order concepts** in relation to new topics, in increasing depth. They also learn to make sound judgements.
- Students develop their **source** inference skills and are able to analyse their reliability and utility based on provenance. Sources are increasingly complex in their nature and language.
- Students learn to summarise **historians' interpretations**, compare interpretations and use knowledge to evaluate them.

## Year 9

Students study narrative of 20<sup>th</sup> century world history in Year 9 which builds chronologically from the key themes studied in Year 8. They begin by studying the causes and key features of First World War and its impact on Germany, Britain and the USA. This leads on to a study of 20<sup>th</sup> century dictators, many of which first came to power after the First World War. Students then go on to study historic anti-Semitism and the holocaust. This leads on to a study of the Second World War, including local history of South Tyneside and the North East, and its impact on Britain and its empire. Finally students study the Cold War as a direct impact of the Second World War.

### Key concepts and skills

- Students learn to analyse and evaluate **second order concepts** in relation to new topics, in increasing depth. Their judgements also become much more sophisticated.
- Students develop their skills in **source analysis** to evaluate how useful and reliable sources are in relation to a given topic, based on their context and provenance. Sources are increasingly complex in their range, nature and language.
- Students learn to evaluate **historians interpretations** of the past, of an increasing degree of complexity, using more sophisticated and in depth knowledge.

## Year 10

Students explore change and continuity in Medicine in Britain from c1250 to present, focusing on how and why ideas about the causes, prevention and treatment of disease have changed since the medieval period. Additionally, students complete an in-depth study of injuries, treatments and the trenches in the British sector of the Western Front. Students then go on to study Weimar Germany after the First World War, and the challenges which faced the government and their attempts to overcome them. This provides them with context to the rise of the Nazis, how they consolidated and retained power and their impact on the lives of German people from 1933-39.

*Students apply and hone their skills developed in Key Stage Three of source analysis, analysing historical interpretations, and evaluation of second order concepts, to new contexts.*

## Year 11

Students continue their chronological journey of world history by studying Superpower Relations in 1941 and the subsequent development of the Cold War from 1941 to 1991. Students study the narrative of the changing relationship between the USA and USSR, including studying key flashpoints like Berlin, Hungary, Cuba, Czechoslovakia and Afghanistan. Students then return to the early modern period, touched upon in Year 10 Medicine to analyse Elizabeth I's early reign, including the impact of her religious policies, challenges to her throne and significant aspects of Elizabethan society.

*Students apply and hone their skills developed in Key Stage Three and Year 10 of source analysis, analysing historical interpretations, and evaluation of second order concepts, to new contexts.*

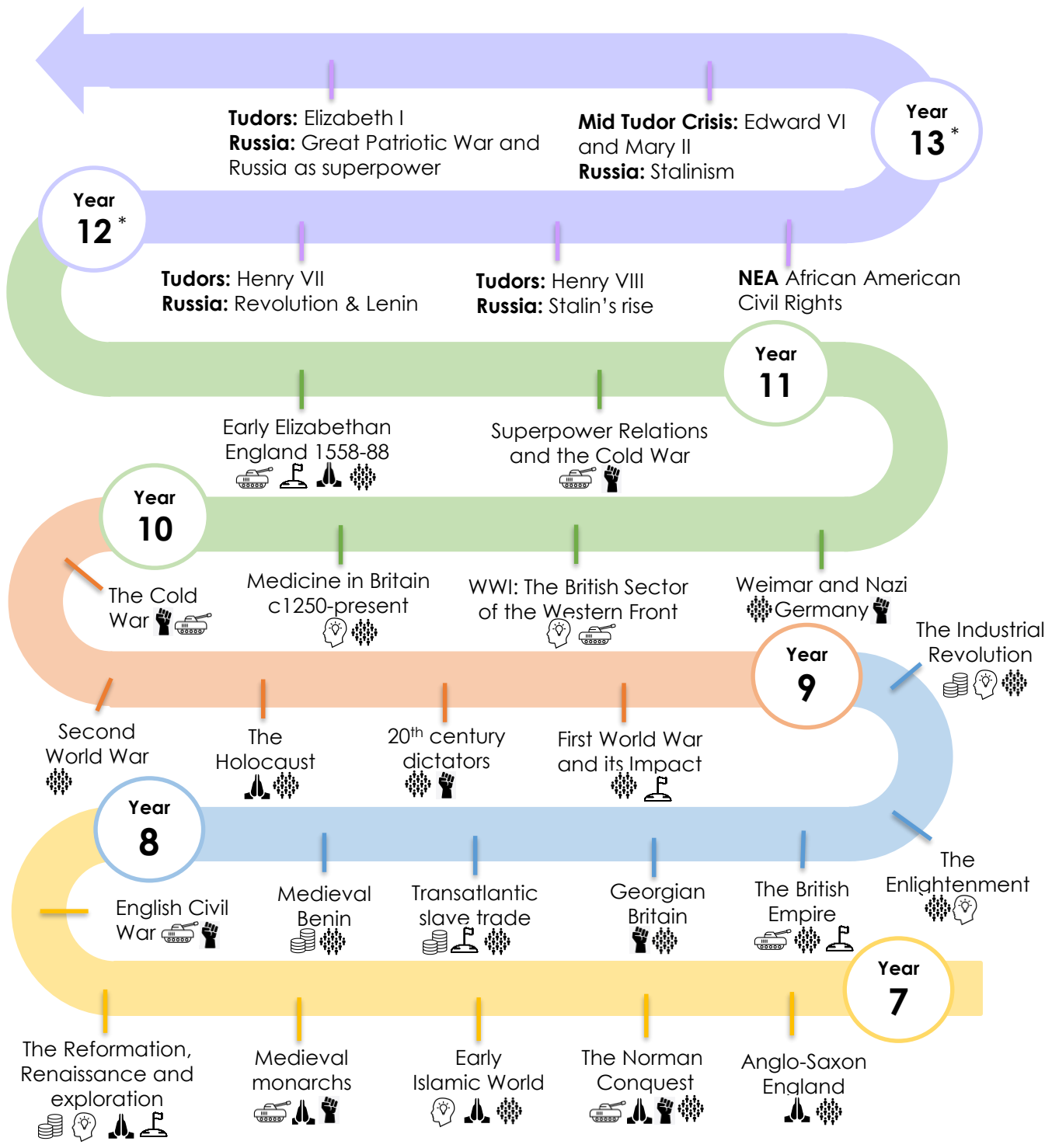
## Year 12

- Students explore breadth issues of change, continuity, cause and consequence in the **early Tudor period** (1485-1547). Students explore breadth issues of change, continuity, cause and consequence in the early Tudor period (1485-1547). Students look at key themes of the monarchy, government, foreign relations, the succession, society, economy, religion, intellectual ideas, individuals and groups.
- Students study in depth of the coming and practice of **communism in Russia** from 1917-1929. They explore concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.
- Students explore change and continuity in advances in **African American Civil Rights** in the period 1865-1968.

## Year 13

- To explore breadth issues of change, continuity, cause and consequence in the **mid to late Tudor period** (1547-1603). Students explore breadth issues of change, continuity, cause and consequence in the early Tudor period (1485-1547). Students study how effectively the Tudors restored and developed the powers of the monarchy, changes in government, foreign powers, society, the economy and religion, the challenges of the succession and how key individuals and groups affected, and were affected by developments.
- Students study in depth of the practice of **communism in Russia** from 1929-1953. They explore concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.
- Students explore change and continuity in advances in **African American Civil Rights** in the period 1865-1968.

# History | St Wilfrid's



History Skills		
<b>1. Second order concepts</b> – cause, consequence, change and continuity, similarity and difference, and significance	<b>2. Source skills</b> – making inferences from, and analysing, contemporary (primary) sources	<b>3. Interpretation skills</b> – Summarising, comparing and evaluating historical interpretations

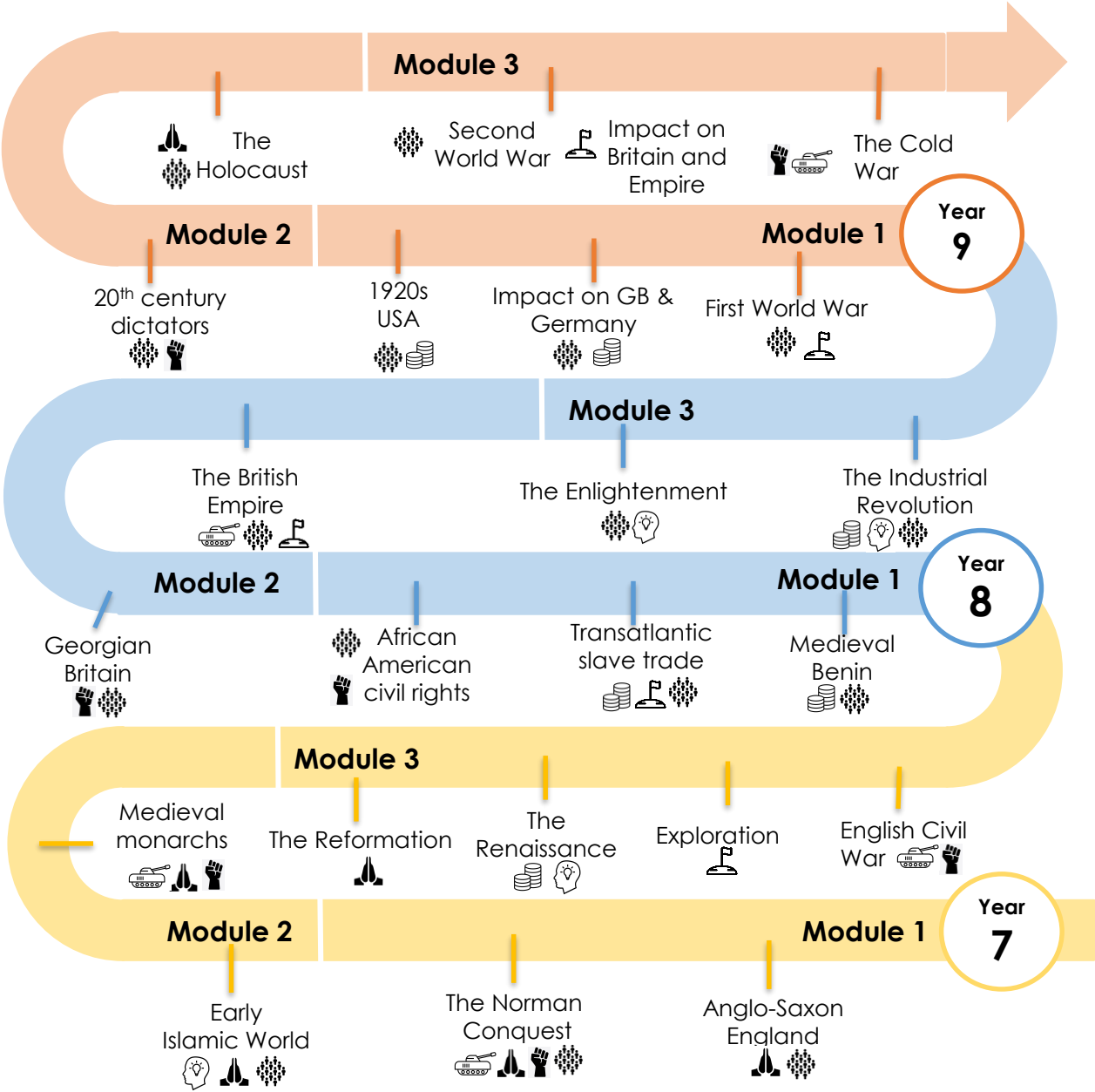
**Themes**

- Power
- Beliefs
- Ideas
- Society
- Empire
- Conflict
- Economy

All three skills are studied from Year 7 to Year 13, with an increasing depth of knowledge contributing to more complex analysis. Students study a wider variety and complexity of sources and interpretations over time.

\*All themes are studied in Y12/Y13

# KS3 History | St Wilfrid's



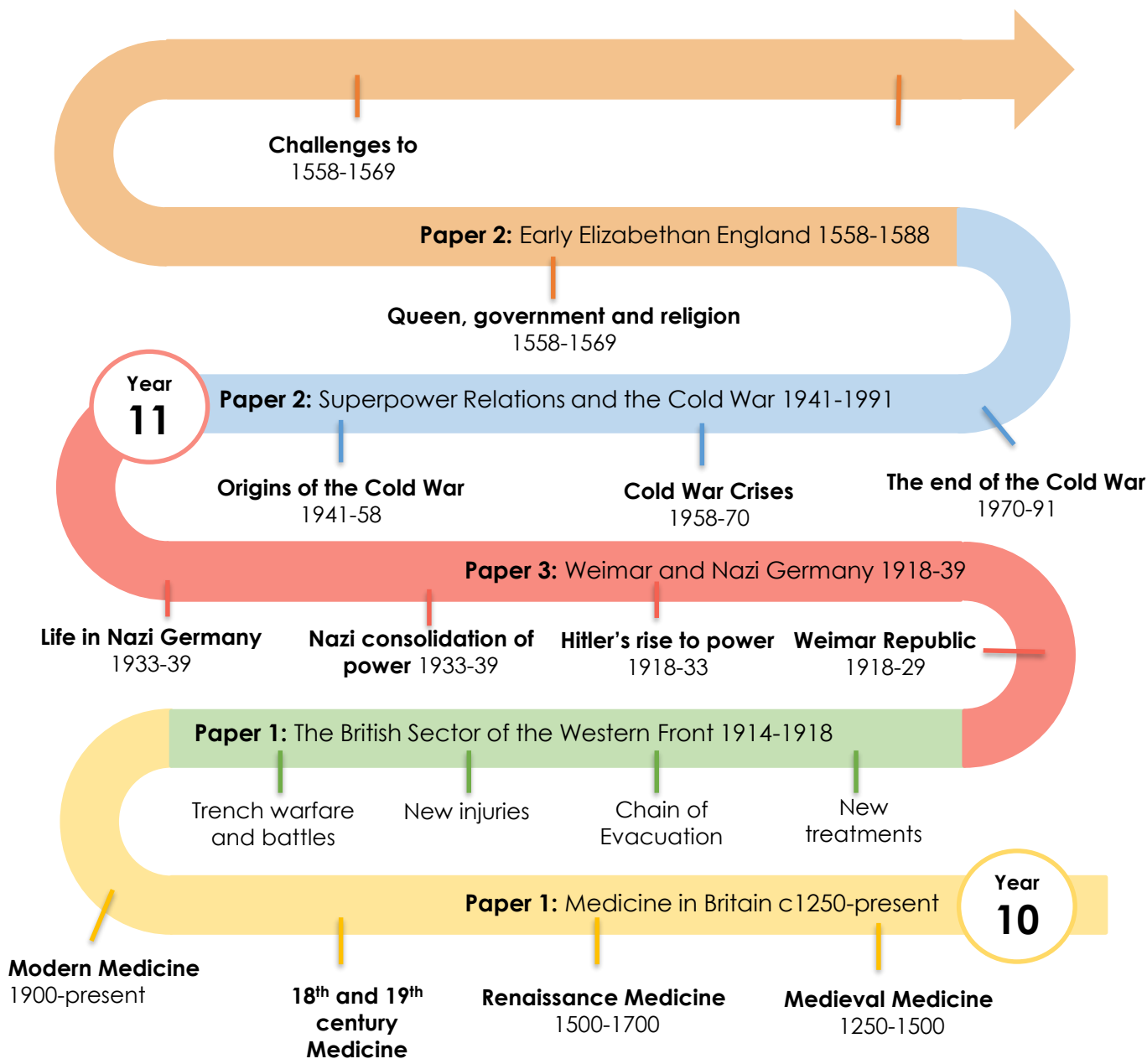
History Skills		
1. Second order concepts – cause, consequence, change and continuity, similarity and difference, and significance	2. Source skills – making inferences from, and analysing, contemporary (primary) sources	3. Interpretation skills – Summarising, comparing and evaluating historical interpretations

## Themes

- Power
- Beliefs
- Ideas
- Society
- Empire
- Conflict
- Economy




All three skills are studied from Year 7 to Year 13, with an increasing depth of knowledge contributing to more complex analysis. Students study a wider variety and complexity of sources and interpretations over time.

# KS4 History | St Wilfrid's



History Skills		
<b>1. Second order concepts</b> – cause, consequence, change and continuity, similarity and difference, and significance	<b>2. Source skills</b> – making inferences from, and analysing, contemporary (primary) sources	<b>3. Interpretation skills</b> – Summarising, comparing and evaluating historical interpretations

## Themes

-  Power
-  Beliefs
-  Ideas
-  Society
-  Empire
-  Conflict
-  Economy

All three skills are studied from Year 7 to Year 13, with an increasing depth of knowledge contributing to more complex analysis. Students study a wider variety and complexity of sources and interpretations over time.

# Edexcel GCSE History

## **Paper 1 Option 11: Medicine in Britain, c1250-present *and* The British sector of the Western Front, 1914-18: injuries, treatment and the trenches**

Written examination: 1 hour and 15 minutes

30% of the qualification

52 marks (16 for the historic environment, 36 for the thematic study)

### Assessment overview

**Section A:** historic environment - The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

**Section B:** thematic study - Medicine in Britain, c1250-present

## **Paper 2: Option B4 Early Elizabethan England *and* Option P4 Superpower Relations and the Cold War, 1941-91**

Written examination: 1 hour and 45 minutes

40%\* of the qualification

64 marks (32 for the period study and 32 for the British depth study)

### Assessment overview

**Booklet P** Period study: Early Elizabethan England 1558-1588

**Booklet B** British depth study: Superpower Relations and the Cold War, 1941-91

## **Paper 3: Option 31 Weimar and Nazi Germany, 1918-39**

Written examination: 1 hour and 20 minutes

30%\* of the qualification

52 marks

### **Students must:**

		% in GCSE
<b>A01</b>	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35
<b>A02</b>	Explain and analyse historical events and periods studied using second-order1 historical concepts.	35
<b>A03</b>	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15
<b>A04</b>	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15

# AQA A Level History

## **Paper 1C: The Tudors: England, 1485-1547**

Written exam: 2 hours 30 minutes  
40% of A-level  
80 marks

### Assessment overview

**Section A** – one compulsory question linked to historical interpretations (30 marks)

**Section B** – two from three essays (2 x 25 marks)

## **Paper 2N: Revolution and dictatorship: Russia, 1917-1953**

Written exam: 2 hours 30 minutes  
40% of A-level  
80 marks

### Assessment overview

**Section A** – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)

**Section B** – two from three essays (2 x 25 marks)

## **Non Examined Assessment (NEA) Historical Investigation**

3,000 – 3,500 word essay  
20% of A-level  
40 marks  
marked by teachers, moderated by AQA

*NEA topic: African American Civil Rights 1865-1968*

Students must:		% in A Level
<b>AO1</b>	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	35
<b>AO2</b>	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	35
<b>AO3</b>	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	15