



History department curriculum intent

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.

Curriculum mapping

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 topic	A quick history of Britain before 1066; the context of the Norman Conquest	To understand the events of 1066 and the impact of the Norman Conquest	To explore aspects of everyday life in Medieval Britain.	The Black Death and its impact. Who had power in the Middle Ages? What made a successful King?	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 – key events. Why did William win the Battle of Hastings? The impact of the Norman Conquest	The importance of religion. Village life. Town life. Health and medicine.	The Black Death. The Magna Carta. The origins of Parliament. The Peasants' Revolt. The Wars of the Roses.	What challenges did Henry VII face and how did he deal with them? 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.
	Key skills developed	Similarity/difference	Causation Significance Continuity/change	Similarity/difference	Consequence	Change Source skills - inference	Continuity/change Causation



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 17 th century to the early 20 th 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 topic	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.	Key events in Edwardian Britain: votes for women and the Titanic disaster	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. Urban life. Public health and medicine.	Who were the Suffragettes? Arguments for and against women’s votes. Methods of protest. The Titanic disaster – who was most to blame?	The causes of WW1. Joining up. Trench warfare. Soldiers of Empire. The impact of WW1 on our local area.
	Key skills developed	Causation Consequence Significance	Causation Significance	Continuity/change Causation Source skills - inference	Consequence Similarity/difference	Causation Source skills - utility	Causation Consequence Significance



Year 9		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	The end of WW1 and its impact. To look at life after WW1 in the USA and Britain – how much did things change?	The causes and key events of the Second World War, 1939-41	Key events of the Second World War, 1941-45. The US decision to use atomic weapons to end WW2.	To understand the origins, scale and significance of the Holocaust.	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.
	Content mapping	How the First World War ended. Britain and the USA in the 1920s and 1930s – key themes and events.	Different ways to run a country: democracy and dictatorship. The causes of WW2. The war in Europe 1939-41. The Home Front.	The war in the Pacific. From D-Day to VE Day. The bombing of Hiroshima and Nagasaki.	The origins of anti-Semitism. The treatment of Jews in Nazi Germany up to 1939. Ghettos The death camps Resistance, including key individuals such as Oskar Schindler.	The post-war welfare state, including the creation of the NHS. Origins and key events of the Cold War.	The decline of the British Empire. Post-war migration to Britain and its impact. Civil Rights in the USA.
	Key skills developed	Causation Consequence Similarity/difference Interpretations	Causation Similarity/difference Change	Causation Consequence Significance Source skills - inference	Continuity/change Significance	Causation Consequence Significance Change	Continuity/change Significance Source skills - utility



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Year 10 & 11	Intent for the topic	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.
	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>
	Key skills developed	<p>Causation Consequence Similarity/difference Continuity/change Significance</p> <p>Source skills – inference, utility, selecting sources for a specific enquiry. Differing interpretations.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance</p> <p>Source skills – inference, utility. Differing interpretations.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance.</p> <p>Source skills – inference, utility, selecting sources for a specific enquiry. Differing interpretations.</p>



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	Intent for the topic	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	<p>To explore a topic which has provoked debate among historians and different interpretations of the past.</p> <p>To provide an overview of 19th century Russian history as an introduction to the coursework unit.</p>	<p>Exam practice and revision.</p> <p>To start the Year 13 unit: Protest, agitation and reform in Britain c1780-1928.</p> <p>To continue with an overview of Russian history.</p>
	Content mapping	<p>The Weimar Republic 1918-33.</p> <p>Giolitti and Liberal Italy.</p>	<p>Nazi Germany 1933-45.</p> <p>The rise of Mussolini.</p>	<p>The post-war division of Germany.</p> <p>The Federal Republic of Germany 1949-65.</p> <p>The Italian Fascist State.</p>	<p>The Federal Republic of Germany 1966-89.</p> <p>The fall of the Fascist State in Italy.</p>	<p>How far was Hitler's foreign policy responsible for the Second World War?</p> <p>Italy revision.</p> <p>Russia – 3 Tsars.</p>	<p>Germany exam practice and revision.</p> <p>Britain c1780-1928 – changes to the franchise and representation.</p> <p>Russia – the 1905 Revolution.</p>
	Key skills developed	<p>Causation</p> <p>Consequence</p> <p>Similarity/difference</p> <p>Continuity/change</p> <p>Significance</p> <p>Analysing and evaluating historical sources.</p>	<p>Causation</p> <p>Consequence</p> <p>Similarity/difference</p> <p>Continuity/change</p> <p>Significance</p> <p>Analysing and evaluating historical sources.</p>	<p>Causation</p> <p>Consequence</p> <p>Similarity/difference</p> <p>Continuity/change</p> <p>Significance</p> <p>Analysing and evaluating historical sources.</p>	<p>Causation</p> <p>Consequence</p> <p>Similarity/difference</p> <p>Continuity/change</p> <p>Significance</p> <p>Analysing and evaluating historical sources.</p>	<p>Causation</p> <p>Consequence</p> <p>Similarity/difference</p> <p>Continuity/change</p> <p>Significance</p> <p>Analysing and evaluating historical sources.</p> <p>Historical interpretations.</p>	<p>Causation</p> <p>Consequence</p> <p>Similarity/difference</p> <p>Continuity/change</p> <p>Significance</p> <p>Analysing and evaluating historical sources.</p>



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Year 13	Intent for the topic	<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.</p> <p>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).</p> <p>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>
	Key skills developed	<p>Causation</p> <p>Consequence</p> <p>Similarity/difference</p> <p>Continuity/change</p> <p>Significance</p> <p>Analysing and evaluating historical sources.</p>				