

Hutton Church of England Grammar
School and Sixth Form

History Curriculum Information, Intent and Map



History Vision

History education within Hutton Grammar aims to equip our students with both the knowledge and the skills required to become well rounded individuals. Our curriculum is structured to nurture a love of History through the development of key historical skills and a depth of knowledge. It provides coherent knowledge and understanding of Britain's past and that of the wider world. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Knowledge of History:

- Provides students with a broad range of historical knowledge and understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own.
- Allows students to gain historical perspective by placing their growing knowledge into different contexts and also providing them with the big picture.
- Gives students power over their own knowledge allowing them to evaluate critically the significance and utility of a large body of material, including evidence from contemporary sources and interpretations of historians.
- Enables students to engage directly with questions and present independent opinions about them in arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence.
- Develop their appreciation and knowledge of the language of history by using key terms (parliament, church, capitalism etc.) again and again in different contexts. And, developing sophisticated phrases and words to articulate their thinking.

History Programmes of Study: Key Stage 3 National Curriculum in England Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject content Key stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a wellinformed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- The development of Church, state and society in Medieval Britain 1066-1509.
- The development of Church, state and society in Britain 1509-1745.
- Ideas, political power, industry and empire: Britain, 1745-1901 challenges for Britain, Europe and the wider world 1901 to the present day, in addition to studying the Holocaust.
- A local history study.
- A study of an aspect or site in local history dating from a period before 1066.
- At least one study of a significant society or issue in world history and its interconnections with other world development.

History Programmes of Study: Key Stage 4 National Curriculum in England Purpose of study

Aims of the Course

History at Key Stage 4 has been designed to deepen students' understanding of the past and the skills needed to think like historians. The course enables pupils to explore significant events, societies and developments that have shaped the modern world and Britain's place within it. Through historical study, students will:

- develop a secure knowledge of key periods and themes in global and British history;
- build a strong foundation in analytical and evaluative skills through interpreting evidence and forming substantiated judgements;
- improve written communication by structuring clear and detailed responses to historical questions;
- understand how people, events and ideas have influenced the world we live in today.

Course Overview

Qualification

GCSE History follows the *AQA Specification B*. It is a two-year, linear GCSE course assessed entirely through written examinations at the end of Year 11.

What You Will Study

Students will engage with a combination of thematic and period-based history topics that span both modern world and British history.

Core Areas Include:

- International Relations 1919-1939, causes and consequences of global tensions between the world wars.
- United States of America 1920-1973, social, political and economic change in the USA across the twentieth century.
- Health and the People c.1000-present, thematic British study exploring how medicine and public health developed over time.
- Norman England 1060-1100, depth study of the Norman conquest and its impact.

How History Is Taught

The course emphasises a balance of acquiring knowledge and developing historical skills. Pupils will:

- analyse and interpret a wide range of evidence, including primary and secondary sources;
- evaluate differing historical interpretations;
- study some documentary and archive material where appropriate;
- have opportunities for enriched learning, including film, archive programmes and (where possible) field visits to historical sites such as the First World War battlefields.

Assessment

Assessment is through two written examination papers taken in Year 11:

Paper 1 - Understanding the Modern World. Covers topics such as America 1920–1973 and International Relations 1919–1939.

Paper 2 - Shaping the Nation. Covers British history themes including Health and the People and Norman England.

Both papers test knowledge, source analysis and historical explanation.

Why Study History?

History helps students understand *how and why societies change*, fostering critical thinking and clear communication. A good GCSE in History supports skills that are valued across many further courses and career paths — including law, politics, journalism, business, teaching and public service — and encourages students to become thoughtful, informed citizens

Curriculum Map

Key Stage 3

	Year 7	Year 8	Year 9
Half Term 1	History skills Romans	The Tudors a religious rollercoaster	A changing world: Britain 1900 - 2000
Half Term 2	1066, The Battle of Hasting	The Stuarts and the Civil war.	The causes and events of WW1
Half Term 3	The Norman Conquest of Britain post 1066.	Life under Cromwell and the restoration.	The end of the War and the inter war years.
Half Term 4	Medieval society	Tudor explorers and the development of Empire	America in the 1920s and the Rise of Hitler
Half Term 5	Medieval church	The Slave trade	The Second world war and the Holocaust
Half Term 6	Medieval Government and Law and order	The industrial revolution	Britain post WW2.

Curriculum Map

Key Stage 4

We follow the AQA GCSE Specification B

	Year 10	Year 11
Half Term 1	Conflict and tension Unit 1918-1939	Norman Church
Half Term 2	Conflict and tension Unit 1918-1939	Health and the People 1000-2020
Half Term 3	USA 1919-1973	Health and the People 1000-2020
Half Term 4	USA 1919-1973	Health and the People 1000-2020
Half Term 5	Norman Conquest 1066	Recap of Units: Conflict and tension The Normans Health and the People
Half Term 6	Norman Society	GCSE Examinations

Curriculum Map

Key Stage 5

We follow the AQA A Level Specification units K and S

	Year 12	Year 13
Half Term 1	USA Reconstruction Era The Affluent Society 1951-64	USA New Deal and WW2 Impact of Thatcherism on society 1983-97
Half Term 2	USA Gilded Age Labour government & Liberalisation 1964	USA Post WW2 Fall of Thatcher, rise of Major and New Labour 1987-97
Half Term 3	USA Populism and Progressivism and WW1 Social change in 60s Britain	USA Foreign policy post WW2 Era of New Labour 1997-2007
Half Term 4	Historical Enquiry End of Post War Consensus 1970-79	USA Foreign policy post WW2 Era of New Labour 1997-2007 & Revision
Half Term 5	Historical Enquiry Society and Britain's role in the World 1970s	Recap of Units: Reconstruction Era, Progressivism Boom and Bust, Post WW2, Liberal Society Post war, Consensus, Thatcher, New Labour.
Half Term 6	USA 1920s and 30's Thatcher's political dominance 1979-83	A Level Examinations