



# PYRLAND SCHOOL

## **History**

**Curriculum Booklet for 2025 – 2026**

**Subject Lead: Mr J Barter**

## History Curriculum Intent:

The history curriculum at Pyrland School is an ambitious journey through over a thousand years, telling the story of humanity. In line with our school's vision, we want students to "live life in all its fullness" by engaging with stories and debates about the past to try and make sense of the world around them.

The KS3 curriculum is bound together by three ambitious themes that create our students' learning journey: **Empires and Colonialism, Beliefs & Ideologies and Power & Protest**. These three themes form the "golden threads" of our curriculum; they are the rhythms that beat throughout our story. They drive forward our learning and give our curriculum purpose. They scaffold the curriculum to help make our students make sense of the world in different contexts. They promote a chronological study of the past and recognise that different events are only possible in different time periods. This approach empowers our young people to be ambitious and to deploy historically abstract terms into different contexts. It helps them to make connections between those contexts such as national and global history.

The themes also give scope to provide a balanced curriculum by helping us create the lenses through which we can explore the past. The way these three golden threads are embedded across the curriculum helps students to recognise parallels and that History may not repeat, but it can rhyme. They help students imbibe the cultural capital necessary to succeed in the world beyond after school. This approach empowers our young people to deploy historically abstract terms into different contexts and help make connections between those contexts such as national and global history.

The History curriculum is studied through the six disciplinary concepts: **Cause & Consequence, Using evidence, Interpretations, Significance, Change & continuity and Similarity & difference**. These concepts help students to experience History as an academic subject and engage with the discipline of studying history. Students engage with the contestations around the past, promote analytical thinking and move beyond a simple narrative of events. Students should be able to identify and deploy subject-specific language. By critically engaging with evidence and interpretations, we help students recognise that History is a construct that is neither certain, nor static and enables young people to engage with the demands of historical enquiry.

At KS4, we have chosen topics so that students can engage with a broad curriculum and succeed academically. Our thematic study on power and the people builds on the foundations at KS3. It helps students to become good citizens, and promotes British values such as democracy, the rule of law, individual liberty and tolerance. It helps students explore History through the prism of class, race and gender. Our study of Germany helps students recognise the danger of political extremes and how a nation's desperation can lead to populism. This is crucial in making sense of these phenomena that we are witnessing across the Western World. Our choice of Norman England is explained through our desire to build on our KS3 study of empires and the nation we recognise today was formed. Our choice of conflict in Asia is part of our desire to study a truly modern topic and create a balanced GCSE History curriculum. It allows students to engage with the profound global, political and social changes of the 1960s.

Ultimately, our intent is to provide all students with an ambitious, coherent and chronological narrative of Britain and the wider world. We want young people to be enthusiastic historians instilled with a love of learning about the past that they can take into the future.

## History Curriculum Implementation:

The foundation of our History implementation is that it is taught chronologically. Timelines are used to illustrate changes over time. This is to help our students encounter historical knowledge in broader contexts. Our classes are mainly mixed ability, but with a top set in key stage three to ensure the most able receive additional challenge. Nevertheless, we push all students to fulfil their potential by posing “*challenge*” questions and tasks. We also use stories to engage students in the study of the past. This could be centred around an object, a place or person. Narratives bring history to life and help contextualise complex historical events.

We have a spiral curriculum to interleave our historical knowledge. We deploy our historical themes throughout the curriculum so that students can experience them in different contexts. For example, the theme of beliefs is encountered in Year 7 by focusing on religion in the Middle Ages. In Year 9, we examine political ideologies to look at beliefs in a different context. We embed our disciplinary concepts by framing enquiries around historical skills such as using evidence or historical significance. We use contemporary evidence to help students critically engage with the discipline of History and to challenge competing narratives. Building on this, our students engage with academic historians such as Simon Schama and David Olusoga for students to engage with debates about the past. We study similarity and difference, so that voices of different communities are heard such as women, minorities or the working class. We revisit skills so that we can build on these concepts in more challenging ways. For instance, our study of the Holocaust in Year 9 where we ask whether it was planned from the start is an emotive and complex historical debate that builds on more contentious interpretations in Year 7.

The curriculum is implemented to challenge students and promote progress for every pupil every lesson. We use both formal and informal assessments to identify areas of strength and for development. For example, we regularly test KS4 classes using low-stakes knowledge tests to help the recall of core knowledge. We challenge the most able students to analyse bigger curriculum themes by using “7Up” questioning and challenges. This is particularly useful for students who choose to study History at post-16.

## Allocated Curriculum Time:

| <b>Lessons per fortnight</b> | <b>Year 7</b> | <b>Year 8</b> | <b>Year 9</b> | <b>Year 10</b> | <b>Year 11</b> |
|------------------------------|---------------|---------------|---------------|----------------|----------------|
|                              | <b>3</b>      | <b>3</b>      | <b>3</b>      | <b>6</b>       | <b>6</b>       |

## Year 7 Programme of Study

| Term | Curriculum Foci   | Formal Assessment   |
|------|---|---|
| 1    | <b>What can blood and guts tell us about who we are?</b> <ul style="list-style-type: none"> <li>What have British societies been like from the Iron Age to now?</li> <li>How we overcome the challenges of carrying out surgery?</li> </ul>   | <b>Assessment 1:</b><br>MNSP Baseline Assessment<br><b>Time:</b> 40 mins                          |
| 2    | <b>What really happened in 1066?</b> <ul style="list-style-type: none"> <li>Why is it challenging studying Early Medieval History?</li> <li>What are the contesting narratives behind the crucial events of 1066?</li> <li>Why did William win the Battle of Hastings?</li> </ul>   |   |
| 3    | <b>Did the Normans cause a truckload of trouble?</b> <ul style="list-style-type: none"> <li>How did William establish control?</li> <li>How did William change England?</li> <li>What did the English people think when William took control?</li> <li>How did William cement his conquest of England?</li> </ul>           | <b>Assessment 2:</b><br>Summative assessment for topics studied this term<br><b>Time:</b> 40 mins |
| 4    | <b>Why could no-one ignore the Church?</b> <ul style="list-style-type: none"> <li>What did people believe in the Middle Ages?</li> <li>How did people's beliefs affect their behaviour?</li> <li>Why couldn't the East ignore the church?</li> <li>Why did people go on Crusades?</li> </ul>                                |   |
| 5    | <b>Were Medieval Kings Omnipotent?</b> <ul style="list-style-type: none"> <li>Why did Henry II quarrel with the Church?</li> <li>What happened to Thomas Becket?</li> <li>How has Becket's story been presented?</li> <li>What were John's challenges when ruling England?</li> <li>How has John been presented?</li> </ul> | <b>Assessment 3:</b><br>End of Year Exam<br><b>Time:</b> 1 hour                                   |
| 6    | <b>Why were the Peasants revolting?</b> <ul style="list-style-type: none"> <li>What was the Black Death?</li> <li>Why were people angry with their King?</li> <li>What happens when the people turn on their Medieval King?</li> <li>What are the consequences of treason?</li> </ul>                                       |   |

## Year 8 Programme of Study

| Term | Curriculum Foci   | Formal Assessment   |
|------|---|---|
| 1    | <b>Why are statues missing their faces at St John's Church?</b> <ul style="list-style-type: none"> <li>Why did Henry break from Rome?</li> <li>What was the Reformation?</li> <li>What was the Renaissance?</li> <li>What was the "religious rollercoaster"?</li> <li>How has Henry been presented by historians?</li> </ul>  |   |
| 2    | <b>How was the world turned upside down?</b> <ul style="list-style-type: none"> <li>What happened to a deposed King?</li> <li>What was the Commonwealth?</li> <li>Was Cromwell a hero or a villain?</li> <li>What does the evidence say about Oliver Cromwell?</li> <li>How did the power of Kings change after the Civil War?</li> </ul>                             | <b>Assessment 1:<br/>Interpretations and<br/>Using Evidence</b><br><br><b>Time:</b> 40 mins<br><b>Marks:</b> 40 marks |
| 3    | <b>What happened when a "New World" was located?</b> <ul style="list-style-type: none"> <li>What was changing during the Renaissance?</li> <li>What led to a new age of empires?</li> <li>What were the consequences of empires?</li> </ul>   |   |
| 4    | <b>What can artefacts tell us about the horrors of the Slave Trade?</b> <ul style="list-style-type: none"> <li>What is slavery?</li> <li>What was the triangular trade?</li> <li>What does the evidence tell us about why slavery happened?</li> <li>What does evidence tell us about the experience of slaves?</li> <li>How did slaves win their freedom?</li> </ul> | <b>Assessment 2:</b><br><br><b>Time:</b> 40 mins<br><b>Marks:</b> 40 marks  |
| 5    | <b>Is it time to return the Benin Bronzes?</b> <ul style="list-style-type: none"> <li>How was Africa "scrambled?"</li> <li>Who was Cecil Rhodes?</li> <li>How should we remember the British Empire?</li> <li>What are the arguments about the empire's legacy?</li> </ul>  |   |
| 6    | <b>Why did a spinning wheel change the world?</b> <ul style="list-style-type: none"> <li>What was the industrial revolution?</li> <li>How did people's lives change in the 1800s?</li> <li>How did people fight for their rights?</li> </ul>  | <b>Assessment 3:<br/>Slavery and Empire</b><br><br><b>Time:</b> 40 mins   |

## Year 9 Programme of Study:

| Term | Curriculum Foci  | Formal Assessment  |
|------|--|--|
| 1    | <b>What lay behind 16 million deaths?</b> <ul style="list-style-type: none"> <li>What were the ideologies that formed the 20th century?</li> <li>How did the shooting of an Archduke pave the way for war?</li> <li>What was fighting like on the Western Front?</li> <li>What was the experience of colonial troops?</li> </ul> |  |
| 2    | <b>Did Britain become a land fit for heroes?</b> <ul style="list-style-type: none"> <li>What was the experience of women during the First World War?</li> <li>How did women win the right to vote?</li> <li>What was the experience of miners after the First World War?</li> <li>Why did the miners strike in 1926?</li> </ul>  | <b>Assessment 1: The First World War</b><br><br><b>Time:</b> 40 mins<br><b>Marks:</b> 40 marks             |
| 3    | <b>What was life like in a totalitarian country?</b> <ul style="list-style-type: none"> <li>What is a dictatorship?</li> <li>What were the ideologies behind 20th century dictatorships?</li> <li>Why do people turn to dictators?</li> <li>How were people affected by dictatorships?</li> </ul>                                |  |
| 4    | <b>Should Britain have stopped Hitler?</b> <ul style="list-style-type: none"> <li>Why did the Germans turn to Hitler?</li> <li>What is appeasement?</li> <li>What have historians said about Neville Chamberlain?</li> </ul>   | <b>Assessment 2: Totalitarianism and Appeasement</b><br><br><b>Time:</b> 40 mins<br><b>Marks:</b> 40 marks |
| 5    | <b>Was the Holocaust planned from the start?</b> <ul style="list-style-type: none"> <li>What is anti-Semitism?</li> <li>What did Nazis believe about race?</li> <li>What was the Jewish experience of Nazi Germany?</li> <li>What have Historians said about the Holocaust?</li> </ul>   |  |
| 6    | <b>How did the World Turn "Cold"?</b> <ul style="list-style-type: none"> <li>What were the superpower ideologies?</li> <li>How close did we get to nuclear war?</li> </ul>   | <b>End of KS3 Exam</b><br><br><b>Time:</b> 45 mins<br><b>Marks:</b> 40 marks                               |

**Year 10 History Programme of Study**  
**Exam Board: AQA**  
**Exam Specification: 8145**

| <b>Term</b> | <b>Curriculum Foci</b>   | <b>Formal Assessment</b>  |
|-------------|--|---|
| <b>1</b>    | <p><b>Part one: Challenging Authority and Feudalism</b></p> <ul style="list-style-type: none"> <li>• Constraints on kingship.</li> <li>• The origins of parliament.</li> <li>• Medieval revolt and royal authority.</li> </ul> <p><b>Part two: Challenging Royal Authority</b></p> <ul style="list-style-type: none"> <li>• Popular uprisings against the Crown.</li> <li>• Divine Right and parliamentary authority. of Charles I and Oliver Cromwell and the Commonwealth.</li> <li>• Royal authority and the right to representation</li> </ul> |   |
| <b>2</b>    | <p><b>Part three: Reform and Reformers</b></p> <ul style="list-style-type: none"> <li>• The extension of the franchise.</li> <li>• Protest and change.</li> <li>• Workers movements.</li> </ul> <p><b>Part four: Equality and Rights</b></p> <ul style="list-style-type: none"> <li>• Women's rights.</li> <li>• Workers' rights</li> <li>• Minority rights:</li> </ul>  | <p><b>Autumn Assessment: Power and the People</b></p> <p><b>Time:</b> 40 mins<br/> <b>Marks:</b> 40 marks</p> |
| <b>3</b>    | <p><b>Part one: Elizabeth's court and Parliament</b></p> <ul style="list-style-type: none"> <li>• Elizabeth I and her court.</li> <li>• The difficulties of a female ruler.</li> </ul>   |   |
| <b>4</b>    | <p><b>Part two: Life in Elizabethan times</b></p> <ul style="list-style-type: none"> <li>• A 'Golden Age'?</li> <li>• The poor</li> <li>• English sailors</li> </ul>   | <p><b>Spring Assessment: Elizabethan England</b></p> <p><b>Time:</b> 40 mins<br/> <b>Marks:</b> 40 marks</p>  |
| <b>5</b>    | <p><b>Part three: Troubles at home and abroad</b></p> <ul style="list-style-type: none"> <li>• Religious matters</li> <li>• Mary Queen of Scots</li> <li>• Conflict with Spain</li> </ul>  | <p><b>Time:</b> 40 mins<br/> <b>Marks:</b> N/A</p>  |
| <b>6</b>    | <p><b>The Historic Environment: The Globe Theatre</b><br/> Including...</p> <ul style="list-style-type: none"> <li>• location</li> <li>• function</li> <li>• the structure people connected with the site</li> </ul>   | <p><b>Year 10 Exam: Paper 2 Elizabethan England and Power and the People</b></p>                              |

## Year 11 GCSE History Programme of Study

Exam Board: AQA

Exam Specification: AB: Germany: Democracy and Dictatorship, 1890-1945

BD: Conflict and Tension in Asia, 1950-1975

| Term |  | Formal Assessment  |
|------|--|--|
| 1    | <b>Conflict and Tension in Asia.</b><br><b>Part 1: Conflict in Korea</b> <ul style="list-style-type: none"> <li>Causes of Korean War</li> <li>Events of the Korean War</li> <li>Consequences of the Korean War</li> </ul>  | <b>Assessment:</b><br><b>Korean War</b><br><br><b>Time: 40 mins</b><br><b>Marks: 40</b>                              |
| 2    | <b>Conflict and Tension in Asia.</b><br><b>Part 2: Escalation of Vietnam War</b> <ul style="list-style-type: none"> <li>End of French War</li> <li>The US involvement</li> <li>Johnson's War:</li> </ul><br><b>Part 3: Ending of Vietnam Conflict</b> <ul style="list-style-type: none"> <li>Nixon's War</li> <li>Opposition to the War</li> <li>End of the Vietnam</li> </ul> | <b>Mock Exam: Paper 2</b><br><b>- Conflict and Tension in Asia</b>   |
| 3    | <b>Germany: Democracy and Dictatorship</b><br><b>Part 1:</b> <ul style="list-style-type: none"> <li>Kaiser Wilhelm and the difficulties of ruling Germany.</li> <li>Impact of the First World War.</li> <li>Weimar democracy: political change and unres</li> </ul>  | <b>Assessment:</b><br><b>Vietnam and Germany</b><br><br><b>Time: 40 minutes</b><br><b>Marks: 40</b>                  |
| 4    | <b>Germany: Democracy and Dictatorship</b><br><b>Part 2: Germany and the Depression</b> <ul style="list-style-type: none"> <li>Impact of the depression</li> <li>Failure of Weimar Democracy</li> <li>Establishment of a dictatorship</li> </ul>   | <b>Mock Exam: Paper 2</b><br><b>– Conflict and Tension in Asia and Germany:</b><br><b>Democracy and Dictatorship</b> |
| 5    | <b>Germany: Democracy and Dictatorship</b><br><b>Part 3: The experiences of Germans under the Nazis</b> <ul style="list-style-type: none"> <li>Economic Policy</li> <li>Social Policy</li> <li>Control</li> </ul>  |  |
| 6    | <b>Revision – Paper 1 &amp; 2.</b>   |  |



## Final History GCSE Exam Structure

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification>

## Final GCSE Assessment Structure – AQA History

| Exam    | Weighting | Content   | Proposed Date of Examination |
|---------|-----------|---|------------------------------|
| Paper 1 | 50%       | <b>Time:</b> 2 hours<br><b>Topics:</b><br>Conflict and Tension in Asia, 1950-1975<br><br>Germany: Democracy and Dictatorship, 1890-1945 | May 2026                     |
| Paper 2 | 50%       | <b>Time:</b> 2 hours<br><b>Topics:</b><br>Norman England, 1066-1100<br><br>Britain: Power and the People, 1170-present.                 | June 2026                    |

### Revision Material:

Please see the following exam board endorsed revision books for each topic.

Norman England, 1066-1100

[Norman England c1066-c1100 Revision Guide: Get Revision with Results \(Oxford AQA GCSE History\)](#)

Britain: Power and the People, 1170-Present

[Britain: Power and the People c1170-Present Day Revision Guide: Get Revision with Results \(Oxford AQA GCSE History\)](#)

Germany: Democracy and Dictatorship, 1890-1945

[Oxford AQA GCSE History: Germany 1890-1945 Democracy and Dictatorship Revision Guide \(9-1\): Amazon.co.uk](#)

Conflict and Tension in Asia, 1950-1970

[Conflict and Tension in Asia 1950-1975 Revision Guide: Get Revision with Results \(Oxford AQA GCSE History\)](#)