



# PYRLAND SCHOOL

**History**

**Curriculum Booklet for 2025 – 2026**

**Subject Lead: Ms M Sylvian**

## 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 curriculum is bound together by three ambitious golden threads that create our students' learning journey: **Empires and Colonialism, Beliefs & Ideologies and Power & Protest.** They are the rhythms that beat throughout our story and drive forward our learning to give our curriculum purpose. They scaffold the curriculum to help our students make sense of the world in different contexts and promote a chronological study of the past. This approach empowers our young people to be ambitious and helps them to make connections between those contexts such as national and global history.

Reflection threads help students imbibe the cultural capital necessary to succeed in the world beyond 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 second-order 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.

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 that it is taught chronologically. 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 frequently posing “*challenge*” questions. 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.

The History department have a spiral curriculum to interleave our historical knowledge. We deploy our golden threads throughout the curriculum so that students can experience them in different contexts. For example, the golden thread of beliefs and ideologies is encountered in Year 7 by focusing on religion in the Middle Ages and in Year 9, by examining political ideologies by looking at communism and fascism.

The students embed their disciplinary concepts by framing enquiries around historical skills such as using evidence or historical significance. The students use contemporary evidence to help with critical engagement and to challenge competing narratives. Building on this, students engage with academic historians such as Simon Schama and David Olusoga to engage with debates about the past. Students revisit skills so that they can build on these concepts in more challenging ways.

The curriculum is implemented to challenge students and promote progress for every pupil every lesson. We use both formative and summative assessments to identify areas of strength and development. Such as using low-stakes knowledge tests to help the recall of core knowledge. Students are challenged by analysing bigger curriculum themes by using “7Up” questioning and challenges. This is particularly useful for students who choose to study History at GCSE and Post-16.

## Allocated Curriculum Time:

|                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-----------------------|--------|--------|--------|---------|---------|
| Lessons per fortnight | 3      | 3      | 3      | 6       | 6       |

## Year 7 Programme of Study

| Term | Curriculum Foci  | Formal Assessment  |
|------|--|--|
| 1    | <p><b>What can blood and guts tell us about who we are?</b><br/> <i>Golden Thread: Chronology</i><br/> <i>Focus skill: Change and Continuity</i></p> <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>  | <p><b>Assessment 1:</b></p> <p><b>The story of Surgery and the Crisis of 1066 assessment</b></p> <p><b>Time: 40 mins</b></p> |
| 2    | <p><b>What really happened in 1066?</b><br/> <i>Golden Thread: Empire and Colonialism</i><br/> <i>Focus skill: Using Evidence</i></p> <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> <li>• How did William establish control?</li> </ul> |  |
| 3    | <p><b>Why could no-one ignore the Church?</b><br/> <i>Golden Thread: Beliefs and Ideologies</i><br/> <i>Focus skill: Similarity and Difference</i></p> <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> </ul>   | <p><b>Assessment 2:</b></p> <p><b>Power in Medieval England assessment</b></p> <p><b>Time: 40 mins</b></p>                   |
| 4    | <p><b>What really happened at Canterbury Cathedral in 1170?</b><br/> <i>Golden Thread: Beliefs and Ideologies</i><br/> <i>Focus skill: Interpretations</i></p> <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> </ul>                  |  |
| 5    | <p><b>Why were the Peasants revolting?</b><br/> <i>Golden Thread: Power and Protest</i><br/> <i>Focus skill: Causation</i></p> <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 and what are the consequences?</li> </ul>  | <p><b>Assessment 3:</b></p> <p><b>End of Year assessment</b></p> <p><b>Time: 1 hour</b></p>                                  |
| 6    | <p><b>Why did Henry really break from Rome?</b><br/> <i>Golden Thread: Power and Protest</i><br/> <i>Focus skill: Change and Continuity</i></p> <ul style="list-style-type: none"> <li>• How did a small change shape a country?</li> <li>• Why was the reformation so important?</li> <li>• How did Henry's legacy live on through his children?</li> </ul>   |  |

## Year 8 Programme of Study

| Term | Curriculum Foci  | Formal Assessment   |
|------|--|---|
| 1    | <p><b>Why are statues missing their faces at St John’s Church?</b><br/> <i>Golden Thread: Beliefs and Ideologies</i><br/> <i>Focus skill: Interpretations</i></p> <ul style="list-style-type: none"> <li>• What problems did Elizabeth I face?</li> <li>• Why was the defeat of the Spanish Armada important for England and Elizabeth?</li> <li>• Why did people rebel against the Stuart Kings, and how did events like the Gunpowder plot and the English Civil war show these tensions?</li> </ul>   | <p><b>Assessment 1:</b></p> <p><b>Reformation and the Civil war assessment</b></p> <p><b>Time:</b> 40 mins<br/> <b>Marks:</b> 40 marks</p>        |
| 2    | <p><b>How was the world turned upside down?</b><br/> <i>Golden Thread: Beliefs and Ideologies</i><br/> <i>Focus skill: Using evidence</i></p> <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>   |   |
| 3    | <p><b>Did the Restoration allow new ideas to flourish</b><br/> <i>Golden Thread: Empire and Colonialism</i><br/> <i>Focus skill: Cause and Consequence</i></p> <ul style="list-style-type: none"> <li>• What was changing during the Renaissance?</li> <li>• What led to a new age of ideas?</li> <li>• What were the consequences of enlightenment?</li> </ul>  |   |
| 4    | <p><b>How did the development of the British Empire lead to enslavement, and why did this result in the Civil rights movement in the USA?</b><br/> <i>Golden Thread: Empire and colonialism</i><br/> <i>Focus skill: Using Evidence</i></p> <ul style="list-style-type: none"> <li>• What is slavery?</li> <li>• How did the growth of the British Empire under James I lead to the development of enslavement?</li> <li>• What do historical sources tell us about the conditions faced by enslaved people?</li> <li>• Why did the Civil rights movement develop in the USA?</li> </ul> | <p><b>Assessment 2:</b></p> <p><b>Empire, Enslavement and Civil Rights assessment</b></p> <p><b>Time:</b> 40 mins<br/> <b>Marks:</b> 40 marks</p> |
| 5    | <p><b>Why is the assassination of JFK still debated about today?</b><br/> <i>Golden Thread: Power and Protest</i><br/> <i>Focus skill: Analysing Sources</i></p> <ul style="list-style-type: none"> <li>• What happened on 22<sup>nd</sup> November 1963, and why was it such a significant event?</li> <li>• What different explanations exist for who was responsible for Kennedy’s assassination?</li> <li>• Why is the assassination of JFK still debated today, and how can historical sources help us understand why?</li> </ul>   | <p><b>Assessment 3:</b></p> <p><b>End of year Assessment</b></p> <p><b>Time:</b> 40 mins<br/> <b>Marks:</b> 40 marks</p>                          |
| 6    | <p><b>Why did a spinning wheel change the world?</b><br/> <i>Golden Thread: Power and Protest</i><br/> <i>Focus skill: Causation</i></p> <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>  |   |

### Year 9 Programme of Study:

| Term | Curriculum Foci  | Formal Assessment  |
|------|--|--|
| 1    | <p><b>How did the outbreak and events of World War One Change British society?</b><br/> <i>Golden Thread: Empire and Colonialism</i><br/> <i>Focus skill: Using evidence, consequence, similarity and differences</i></p>  | <p><b>Assessment 1:</b><br/><br/> <b>The First World War assessment</b><br/><br/> <b>Time:</b> 40 mins<br/> <b>Marks:</b> 40 marks</p> |
| 2    | <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 women during the First World War?</li> <li>• What was the experience of colonial troops?</li> <li>• How did women win the right to vote?</li> </ul> |  |
| 3    | <p><b>How far did all Americans benefit from the opportunities of the 1920s?</b><br/> <i>Golden Thread: Beliefs and Ideologies</i><br/> <i>Focus skill: Cause and Consequence</i></p>  | <p><b>Assessment 2:</b><br/><br/> <b>1920s America assessment</b><br/><br/> <b>Time:</b> 40 mins<br/> <b>Marks:</b> 40 marks</p>       |
| 4    | <p><b>What was lifelike in a totalitarian country?</b><br/> <i>Golden Thread: Beliefs and Ideologies</i><br/> <i>Focus skill: Similarity and difference</i></p>  |  |
| 5    | <p><b>Was the Holocaust planned from the start?</b><br/> <i>Golden Thread: Beliefs and Ideologies</i><br/> <i>Focus skill: Interpretations</i></p>   | <p><b>Assessment 3:</b><br/><br/> <b>End of KS3 Exam</b><br/><br/> <b>Time:</b> 45 mins<br/> <b>Marks:</b> 40 marks</p>                |
| 6    | <p><b>How did the World Turn “Cold”?</b><br/> <i>Golden Thread: Empire and Colonialism</i><br/> <i>Focus skill: Using evidence</i></p>   |  |

**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>Elizabeth: Court and Parliament</b><br/><i>Golden Thread: Power and People</i></p> <p>The first section of the GCSE is on power within Elizabethan England. Students study how power was distributed and challenged.</p>  | The assessment consists of a knowledge test, source analysis and an extended essay.  |
| <b>2</b>    | <p><b>Health: Medicine Stands Still and The Beginnings of Change</b><br/><i>Golden Thread: Beliefs and Ideologies</i></p> <p>The students move on to their study of how medicine, public health and surgery developed over time. These first two sections look at change and continuities between the year c.1000 - 1750.</p>   | The assessment consists of a knowledge test, source analysis, examination of significance and forming a comparison between periods.      |
| <b>3</b>    | <p><b>Health: A Revolution in Medicine</b><br/><i>Golden Thread: Beliefs and Ideologies</i></p> <p>The health study continues by examining the Industrial Revolution and how the growth of towns and cities affected medical development, mixed in with suffrage increasing to a larger portion of society.</p>   | The assessment consists of a knowledge test, an examination of significance and looking at the factors impacting change.                 |
| <b>4</b>    | <p><b>Elizabeth: Life in Elizabethan Times</b><br/><i>Golden Thread: Power and People</i></p> <p>The second section of the Elizabethan topic focuses on life in Elizabethan England. This allows the students to study fashion, theatre and hierarchy. The unit finishes by examining the impact of global exploration and the impact this had on people's lives.</p> | The assessment consists of a knowledge test, source analysis, impact of a specific event and assessing an aspect of Elizabethan England. |
| <b>5</b>    | <p><b>Health: Modern Medicine</b><br/><i>Golden Thread: Beliefs and Ideologies</i></p> <p>The final unit of the health topic examines how change has happened between 1900 to the present day. This includes looking at the impact the world wars had and how society changed with growing equality.</p>  | The assessment consists of a knowledge test, source analysis, examination of significance and forming a comparison between periods.      |
| <b>6</b>    | <p><b>Elizabeth: Troubles at Home and Abroad</b><br/><i>Golden Thread: Empire and Colonialism</i></p> <p>The final section of the Elizabeth topic examines religious issues within the country and how Elizabeth tried to resolve these, focusing on the Religious Settlement, Mary, Queen of Scots and the Spanish Armada.</p>                                       | The final assessment of the year is the End of Year Exam and covers everything learnt in Year 10.  |

**Year 11 GCSE 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>Conflict and Tension in Asia: Conflict in Korea</b><br/><i>Golden Thread: Empire and Colonialism</i></p> <p>Students start Year 11 by studying conflict and tension in Asia, by looking at conflict in Korea, looking at the causes of the Korean War, the key events and the consequences.</p>                                       | <p>The assessment consists of a knowledge test, source analysis, and explaining cause and consequence.</p> |
| <b>2</b>    | <p><b>America, 1920 - 1973: American's experiences of the Depression and New Deal</b><br/><i>Golden Thread: Power and People</i></p> <p>Having seen what, the USA was like in the 1920s, the students next examine the impact the Wall Street Crash had on society and how the Democratic Government tried to help the economy recover.</p> | <p>The assessment is a mock exam covering everything covered from the beginning of Year 10.</p>            |
| <b>3</b>    | <p><b>Conflict and Tension in Asia: Escalation of Vietnam War</b><br/><i>Golden Thread: Empire and Colonialism</i></p> <p>Students return to studying conflict and tension in Asia by looking at the Escalation of the Vietnam War. This includes looking at the end of French War, the US involvement and Johnson's War.</p>               | <p>The assessment consists of a knowledge test, source analysis, and explaining cause and consequence.</p> |
| <b>4</b>    | <p><b>America, 1920 - 1973: Post War America</b><br/><i>Golden Thread: Beliefs and Ideology</i></p> <p>The final unit of the America topic examines the changes occurring in the USA between 1945 - 1973. This includes looking at the economic growth, growth of the Civil Rights Movement and the rise of feminism.</p>                   | <p>The assessment is a mock exam covering everything covered from the beginning of Year 11.</p>            |
| <b>5</b>    | <p><b>Conflict and Tension in Asia: Ending of Vietnam Conflict</b><br/><i>Golden Thread: Empire and Colonialism</i></p> <p>Students complete their study of GCSE History by looking at the Ending of the conflict in Vietnam. This includes looking at Nixon's war, the oppositions to the War and the end of the Vietnam War.</p>          | <p>The students end the year by sitting their formal GCSE examination.</p>                                 |

## Final GCSE Assessment Structure – AQA History

| Exam                                       | Weighting | Content  | Proposed Date of Examination |
|--|-----------|--|------------------------------|
| <b>Paper 1</b><br><br><b>Time: 2 hours</b> | 50%       | <p style="text-align: center;"><b><u>Understanding the Modern World</u></b></p> <p><b>Wider World Depth Study</b><br/>Conflict and Tension in Asia, 1950-1975</p> <p><b>Period Study:</b><br/>America, 1920 - 1973: Opportunity and Inequality</p> | May                          |
| <b>Paper 2</b><br><br><b>Time: 2 hours</b> | 50%       | <p style="text-align: center;"><b><u>Shaping the Nation</u></b></p> <p><b>Thematic Study</b><br/>Britain: Health and the people, c1000 to the present day</p> <p><b>British Depth Study</b><br/>Elizabethan England, c1568 - 1603</p>              | June                         |

### Revision Material:

There are many ways in which you can support your child in the study of History such as:

- Watching relevant documentary programs and History podcasts
- Taking out a subscription to a periodical such as National History Magazine
- Please see individual Google classrooms for your class support
- Seneca
- GCSE revision podcasts
- AQA GCSE History: <https://www.aqa.org.uk/subjects/history/gcse/history-8145>
- BBC Bitesize revision: <https://www.bbc.co.uk/bitesize/subjects/zj26n39>

Please see exam board websites for up-to-date information:

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