



# Ansford Academy

**History**

**Curriculum Booklet for 2024 - 2025**

**Subject Lead: Sandra Mitchell**

## History Curriculum Intent:

At Ansford Academy students learn history through a series of carefully crafted historical enquiries. Each new topic revolves around a rigorous enquiry question which fires curiosity and inspires students to want to know more about the past. In line with the National Curriculum, teaching equips students to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

This is achieved by weaving together enquiries spanning more than a thousand years of history, using golden threads and historical concepts.

The golden threads of our curriculum are:

- Power and society
- Health and medicine
- Religion and beliefs
- War
- Sustainable futures

The overarching historical concepts are: change and continuity, cause and consequence, significance, similarity and difference, interpretations and using evidence.

History is the keystone in understanding the world around us and our position within it. Through studying history students grasp how events in the past have helped to shape our local, national and international identity. 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.

We are committed to shaping a history curriculum that is both challenging and accessible for all. Christine Counsell summarises this aspiration as follows:

*A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.*

History is relevant today because it develops a student's ability to understand the causes and consequences of current political, economic and social events as they develop, ensuring they have the ability to engage in informed and balanced discussion. We strive to ensure that the curriculum is diverse and inclusive and this is reflected in our *Unknown Stories* initiative whereby students identify topics beyond the curriculum to research and present.

We recognise that the transferable skills gained in our subject are essential for life in the 21st century. We teach students the importance of challenging the provenance of information, evaluating different interpretations, and processing large amounts of information to create a coherent argument. We teach empathy and respect for others to achieve an understanding of how history has created the world we live in today.

## History Curriculum Implementation:

The History curriculum has been designed to provide students with a secure chronological understanding of the local, national and international events which helped to shape the world today. There is a primary focus on Europe and the USA, with clear recognition of the influence of other cultures, such as the Islamic World. The golden threads help students to identify and make sense of connections between concepts and events. For example, Year 7 students are introduced to the importance of securing a line of succession when studying the Norman Conquest and they revisit this concept in Year 8 when investigating Henry VIII's decision to break with Rome.

History is taught by two specialist History teachers and each historical enquiry is underpinned by the work of academic historians. For example, Year 7 students are introduced to the work of Marc Morris when studying the Norman Conquest and castles. The enquiries are organised chronologically to better understand the relationships between events.

History is delivered in mixed ability groups at KS3 and GCSE level. Each enquiry builds towards an assessment to enable students to demonstrate their knowledge and understanding, through formal and informal methods of assessment.

## Key Stage 4

The school is changing exam boards, from OCR to AQA in Year 10 so that the school is better able to access support from the Trust for resources and assessment materials.

Year 10 students follow the AQA GCSE History specification:

- AD – America, 1920 – 1973: Opportunity and Inequality
- BA – Conflict and Tension: The First World War, 1894 – 1918
- AA – Britain: Health and the people: c1000 to the present day
- BC – Elizabethan England, c1568 – 1603

These topics have been selected to allow students to study a broad and diverse history of both Britain and the wider world. These topics also have a number of links which allow the students to examine the consequences of particular events in more detail. One such example is the effect the Franco-Prussian War of 1870-71 had on the outbreak of WWI and the medical development of Louis Pasteur and Robert Koch.

## Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	2	2	2	5	5

## Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<p><b>Enquiry: How did the Normans take control after 1066?</b></p> <p>Golden thread: Power and society            Historical concepts: Cause and Consequence; change and continuity</p> <ul style="list-style-type: none"> <li>● Beginning with the succession crisis of 1066 and the claimants to the throne, the students will be able to explain the outcome of the Battle of Hastings.</li> </ul>	<p><b>Assessment 1</b>            The students sit an assessment consisting of a knowledge test, source analysis and an extended essay</p>
2	<ul style="list-style-type: none"> <li>● The students will also investigate the methods used by William I to keep control of England. They will deepen their understanding of castle building, with an emphasis on Castle Cary Castle.</li> <li>● The study of the White Ship disaster leads into a study of the role of medieval women as political leaders</li> </ul>	
3	<p><b>Enquiry: What can we learn from John Hatcher about life in a medieval village?</b></p> <p>Golden thread: Religion and Beliefs; Health and Medicine            Historical concept: Change and Continuity</p> <ul style="list-style-type: none"> <li>● A study of the village of Walsham-le-Willows, based on the work of John Hatcher. This deepens understanding of the structure of medieval society and the response to the Black Death of 1348.</li> </ul>	<p><b>Assessment 2</b>            The students sit an assessment consisting of a knowledge test, source analysis and an extended essay</p>
4	<p><b>Enquiry: How advanced was the Islamic world?</b></p> <p>Golden thread: Religion and Beliefs            Historical Concepts: Using evidence</p> <ul style="list-style-type: none"> <li>● Using historical documents such as the Mappa Mundi to explore medieval ideas about the wider world</li> <li>● An exploration of the influence of the Islamic World through key texts and maps</li> </ul>	
5	<p><b>Enquiry: How was the traditional way of life of the Sioux destroyed?</b></p> <p>Golden thread: Power and Society and Sustainable Futures            Historical Concept: Cause and Consequence; Change and Continuity</p> <ul style="list-style-type: none"> <li>● Beginning with the story of Nasa's Earthrise and the concept of 1968 as a turning point (UCL, <i>Teaching for Sustainable Futures</i>)</li> </ul>	<p><b>End of Year Exam</b>            The students sit an assessment which examines everything they have studied throughout Year 7.</p>
6	<ul style="list-style-type: none"> <li>● A study of the Agricultural Revolution as a turning point, with an emphasis on the indigenous people of the Great Plains. This enquiry will explore the settlement of the Great Plains and the impact on the traditional way of life of the Sioux.</li> </ul>	

## Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<p><b>Enquiry: What mattered to the Tudor kings?</b></p> <p>Golden thread: Religion and beliefs            Historical concepts: Cause and Consequence; Interpretations</p> <ul style="list-style-type: none"> <li>In this enquiry the students will learn how the Tudors gained control of the English throne and held onto power in the face of successive threats. They will investigate Henry VIII's decision to break away from the Catholic Church. This leads into a study of Elizabeth I and the Catholic threat.</li> </ul>	<p><b>Assessment 1</b>            The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>
2		
3	<p><b>Enquiry: Exploration and Empire</b></p> <p>Golden thread: Power and Society            Historical Concepts: Using evidence; Interpretation</p> <ul style="list-style-type: none"> <li>Beginning with the voyages of Sir Francis Drake and extending to the era of the British Empire, with a focus on the colonisation of India and Canada.</li> </ul>	<p><b>Assessment 2</b>            The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>
4	<ul style="list-style-type: none"> <li>This is followed by a study of the role of Bristol in the growth of the transatlantic slave trade. The students look at a range of historical evidence to study the conditions faced by those who were enslaved.</li> </ul>	
5	<p><b>Enquiry: What claims can we make about the Industrial Revolution?</b></p> <p>Golden threads: Power and Society; Health and Medicine            Historical concepts: Cause and Consequence; Using evidence</p> <ul style="list-style-type: none"> <li>A study of living and working conditions during the Industrial Revolution, with an emphasis on the impact of child labour. This makes links to the coal mining industry in Somerset and the development of Castle Cary with the arrival of the railway.</li> </ul>	<p><b>End of Year 8 Exam</b>            The students sit an assessment which examines key content that they have studied throughout Year 7 and 8.</p>
6	<p><b>Enquiry: Who were the Time Riders?</b></p> <p>Golden Threads: War; Power and Society            Historical concepts: Change and Continuity</p> <ul style="list-style-type: none"> <li>This enquiry allows the students to explore an historical event of their choice through historical narrative</li> </ul>	

## Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<p><b>Enquiry: Why was 'The war to end war' so significant?</b></p> <p>Golden threads: War; Power and Society            Historical Concepts: Cause and Consequence; Significance</p> <ul style="list-style-type: none"> <li>The students begin by studying the reasons for the outbreak of war in 1914. They investigate the use of propaganda to recruit men into the army before using a range of source material to investigate conditions in the trenches. They will study the terms and impact of the Treaty of Versailles.</li> </ul>	<p><b>Assessment 1</b>            The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>
2	<ul style="list-style-type: none"> <li>This enquiry will encompass the experience and treatment of Conscientious Objectors, as well as considering the influence of the Suffragette campaign.</li> </ul>	
3	<p><b>Enquiry: Who supported the Nazi Party?</b></p> <p>Golden thread: Power and Society            Historical Concepts: Using evidence</p> <ul style="list-style-type: none"> <li>A study of life in Nazi Germany with an emphasis on the experiences of women, children and persecuted minorities. This enquiry seeks to explain how the Nazi Party came to power through democratic means and then created a dictatorship</li> </ul>	<p><b>Assessment 2</b>            The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>
4	<p><b>Enquiry: What was it like to live through WW2?</b></p> <p>Golden thread: War; Power and Society            Historical Concepts: Using evidence; Change and Continuity</p> <ul style="list-style-type: none"> <li>The students will study key turning points in WW2 from the perspective of those living on the Home Front. This will include aspects of military history, such as Dunkirk and the deployment of nuclear weapons, as well as social history topics</li> </ul>	
5	<p><b>Enquiry: Why were people protesting in the USA in the 1960s?</b></p> <p>Golden threads: Power and Society; War            Historical Concepts: Cause and Consequence; Change and Continuity</p> <ul style="list-style-type: none"> <li>This enquiry will focus on the reasons for protest in 1960s America including, Black Civil Rights; feminism and the anti-Vietnam War protest</li> </ul>	
6	<ul style="list-style-type: none"> <li>The students will investigate different forms of protest and gain an understanding of the role of the media.</li> </ul>	<p><b>End of KS3 Exam</b>            The students sit a Year 9 Exam, which examines everything they have studied throughout Key Stage Three.</p>

**Year 10 GCSE History Programme of Study**  
**Exam Board: AQA (Please note change in exam board)**  
**Exam Specification: 8145**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<p><b>Enquiry: Why did medicine stand still in the Middle Ages?</b></p> <p>Golden thread: Health and Medicine; Religion and Beliefs            Historical Concepts: Change and Continuity; Using evidence</p> <ul style="list-style-type: none"> <li>• Beginning with the importance of Hippocrates and Galen</li> <li>• Investigating the impact of religion on medicine</li> <li>• Public Health and The Black Death</li> </ul>	<p><b>Assessment 1</b>            The assessment consists of a knowledge test, source analysis , examination of significance and forming a comparison between periods.</p>
<b>2</b>	<p><b>Enquiry: How far did the Renaissance shape medical ideas?</b></p> <p>Golden thread: Health and Medicine; Religion and Beliefs            Historical Concepts: Change and Continuity; Using evidence</p> <ul style="list-style-type: none"> <li>• The work of Versalius, Pare and William Harvey</li> <li>• Public Health and The Great Plague</li> <li>• The impact of industrialisation and urbanisation</li> </ul>	<p><b>Assessment 2</b>            The assessment consists of a knowledge test, source analysis , examination of significance and forming a comparison between periods.</p>
<b>3</b>	<p><b>Enquiry: What were the key turning points for health in the 20th century?</b></p> <p>Golden thread: Health and Medicine;            Historical Concepts: Change and Continuity; Using evidence</p> <ul style="list-style-type: none"> <li>• The impact of the world wars on surgery</li> <li>• The role and impact of the NHS</li> </ul>	<p><b>Assessment 3</b>            The assessment consists of a knowledge test, source analysis , examination of significance and forming a comparison between periods.</p>
<b>4</b>	<p><b>Enquiry: Who had most power in Elizabethan England?</b></p> <p>Golden thread: Power and Society            Historical Concepts: Cause and Consequence</p> <ul style="list-style-type: none"> <li>• Elizabeth I and her court, including key ministers</li> <li>• Problems with Parliament and marriage</li> <li>• The significance of the rebellion of Essex (1601)</li> </ul>	<p><b>Assessment 4</b>            The assessment consists of a knowledge test, source analysis and an extended essay.</p>
<b>5</b>	<p><b>Enquiry: When was Elizabeth I in greatest danger?</b></p> <p>Golden threads: Religion and beliefs; War            Historical concepts; Cause and Consequence; Historical Significance</p> <ul style="list-style-type: none"> <li>• The reasons for religious tension in the country</li> <li>• The religious Settlement</li> <li>• Mary Queen of Scots and the Spanish Armada</li> </ul>	<p><b>Assessment 5</b>            The assessment consists of a knowledge test, source analysis and an extended essay.</p>
<b>6</b>	<p><b>Enquiry: Was Elizabethan England a Golden Age?</b></p> <p>Golden threads: Religion and beliefs; War            Historical concepts; Cause and Consequence; Historical Significance</p> <ul style="list-style-type: none"> <li>• Fashion, theatre and global exploration</li> </ul>	<p><b>Year 10 Exam</b>            The final assessment of the year is the End of Year Exam and covers everything learnt in Year 10.</p>

**Year 11 GCSE History Programme of Study**  
**Exam Board: Edexcel**  
**Exam Specification: 1H10**

Term	Curriculum Foci	Formal Assessment
1	<p><b>Enquiry:</b> Why do we remember 1066?  Golden threads: Power and Society; War  Historical concepts; Cause and Consequence; Change and Continuity</p> <ul style="list-style-type: none"> <li>● Why was there a succession crisis in 1066?</li> <li>● Were the battles of 1066 won for the same reasons?</li> <li>● How important were castles in keeping control of England?</li> <li>● How far did the government change under Norman rule?</li> </ul>	<p><b>Assessment 1</b>  The assessment is a timed paper covering the Whitechapel module of the Crime and Punishment paper.</p>
2	<p><b>Enquiry:</b> How did the Nazi Party take control of Germany?  Golden threads: Power and Society  Historical concepts; Cause and Consequence; Using evidence</p> <ul style="list-style-type: none"> <li>● The early years of the Nazi Party</li> <li>● The creation of the dictatorship: Reichstag Fire</li> <li>● The police state and extent of opposition</li> <li>● The impact of propaganda</li> <li>● Nazi policies towards women, children and minorities</li> </ul>	<p><b>Mock Exam 1</b>  Students sit a real past exam paper and are given a predicted GCSE Grade</p>
3	<p><b>Enquiry:</b> Why did Weimar democracy fail?  Golden threads: Power and Society; War  Historical concepts; Cause and Consequence; Change and Continuity</p> <ul style="list-style-type: none"> <li>● The situation in Germany at the end of WW1</li> <li>● The strengths and weaknesses of the Weimar Constitution</li> <li>● Reasons for the unpopularity of the Weimar Government</li> <li>● Challenges from the left and right and 1923 as a turning point</li> <li>● The changing position of women and the Golden Age of Weimar</li> </ul>	<p><b>Assessment 3</b>  The assessment consists of a knowledge test, source analysis, and explaining cause and consequence.</p>
4	<p><b>Enquiry:</b> What was the impact of Westward Expansion?  Golden threads: Power and Society; War  Historical concepts; Cause and Consequence; Change and Continuity</p> <ul style="list-style-type: none"> <li>● The traditional way of life of the Sioux</li> <li>● Why did the early pioneers head West?</li> <li>● Why was the California Gold Rush significant?</li> <li>● How did the homesteaders survive on the Great Plains?</li> <li>● The rise and fall of the cattle trade</li> </ul>	<p><b>Mock Exam 2</b>  Students sit a real past exam paper and are given a predicted GCSE Grade</p>
5	<p><b>Enquiry:</b> Why was there conflict in the West?  Golden threads: Power and Society; War  Historical concepts; Cause and Consequence; Change and Continuity</p> <ul style="list-style-type: none"> <li>● Why was the transcontinental railroad significant?</li> <li>● Was gold the main reason for conflict?</li> <li>● Dealing with law and order</li> <li>● Reasons for the destruction of indigenous society</li> </ul>	<p><b>Assessment 5</b>  The assessment is a mock exam covering the Weimar and Nazi Germany paper.</p>
6	<p><b>GCSE Exams</b></p>	



## Revision and Support:

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

- Purchasing the course revision Guides
- Discussing relevant documentary and feature films, or podcasts
- Checking understanding of key vocabulary published on Google Classroom
- Discussing the different styles of exam question published on Google Classroom
- Visiting places of historical interest and exploring the historic environment
- Supporting the GCSE mentoring programme in Year 11
- 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>

## Final GCSE Assessment Structure for 2025:

Component	Weighting (%)	Content	Proposed Examination Date
<b>Paper 1</b>	30%	<b>Thematic Study and the historic environment</b>  Written Examination: 1 hour and 20 minutes  Crime and Punishment in Britain, c1000 - present And Whitechapel, c1870-c1900, crime, policing and the inner city	June 2025
<b>Paper 2</b>	40%	<b>Period Study and British Depth Study</b>  Written examination: 1 hour and 50 minutes  Anglo-Saxon and Norman England, c1060 - 88  The American West	June 2025
<b>Paper 3</b>	30%	<b>Modern Depth Study</b>  Weimar and Nazi Germany  Written examination: 1 hour and 30 minutes	June 2025

**Final GCSE Assessment Structure for 2026:**

Component	Weighting (%)	Content	Proposed Examination Date
<p><b>Paper One</b> <b>2 hours</b></p>	<p>50%</p>	<p><b><u>Understanding the Modern World</u></b></p> <p><b>Period Study:</b></p> <ul style="list-style-type: none"> <li>● America, 1920 - 1973: Opportunity and Inequality</li> </ul> <p><b>Wider World Depth Study</b></p> <ul style="list-style-type: none"> <li>● Conflict and Tension: The First World War, 1894 - 1918</li> </ul>	<p>June in Year 11</p>
<p><b>Paper One</b> <b>2 hours</b></p>	<p>50%</p>	<p><b><u>Shaping the Nation</u></b></p> <p><b>Thematic Study:</b></p> <ul style="list-style-type: none"> <li>● Britain: Health and the people, c1000 to the present day</li> </ul> <p><b>British Depth Study</b></p> <ul style="list-style-type: none"> <li>● Elizabethan England, c1568 - 1603</li> </ul>	<p>June in Year 11</p>