



Ansford Academy

History

Curriculum Booklet for 2025 - 2026

Subject Lead: Mrs A Harries

History Curriculum Intent:

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt

At Ansford School, our History curriculum is designed to provide students with a rich and varied understanding of how life has evolved over the past thousand years. We believe that History is not just a series of isolated events, but a continuous and interconnected story that shapes the world we live in today. By exploring the causes and consequences of key events, students come to understand how decisions made centuries ago still influence our society and values.

Over the course of five years, students engage with a broad range of historical topics that are carefully sequenced and thematically linked. These themes - known as the 'Golden Threads' - are woven throughout the curriculum to help students build a deeper and more coherent understanding of the past. The five key themes are:

- Power
- Society
- Religion
- Equality
- War

Alongside these themes, students develop a core set of historical skills that enable them to think critically and independently. These include:

- Evaluating Historical Significance
- Interpreting and analysing Historical Evidence
- Understanding Change and Continuity over time
- Exploring Cause and Consequence

A strong emphasis is placed on chronology, helping students to see how events relate to one another across time and geography. Real historical sources and personal accounts are used throughout the curriculum, encouraging students to question, reflect, and form their own interpretations—skills that are essential for becoming thoughtful and informed individuals.

Our curriculum also encourages connections beyond the History classroom. Learners gain a deeper emotional and intellectual understanding of historical events and their cultural impact by linking with other subject areas across Ansford School, such as exploring World War I in History and studying war poetry in their English lessons.

The aim of the History Department is not only to challenge students academically but also to foster curiosity and a lifelong passion for learning. Whether researching local heritage, national developments, or global events, students are encouraged to go beyond the classroom and take ownership of their learning journey.

Ultimately, the History curriculum at Ansford is designed to prepare students for both their GCSEs and life beyond school. We strive to equip them with the knowledge, skills, and critical thinking they need to navigate and contribute to the world with confidence and insight.

History Curriculum Implementation:

The History curriculum at Ansford School has been thoughtfully designed to provide students with a broad understanding of historical developments, with a particular focus on Europe and the USA. At its core, the curriculum emphasises that historical events are interconnected rather than isolated, encouraging students to explore the relationships between key events, movements, and themes across time. This approach is embedded throughout all year groups, ensuring a consistent and progressive learning experience. The aim of the curriculum is to help students understand how the events of history have shaped the world they live in today.

Key Stage 3

At Key Stage 3, the History curriculum is taught chronologically to help students build a strong sense of historical sequence and context: In Year 7, students begin with the Norman Conquest of 1066 and progress through to the reign of Henry VIII and the Reformation. The journey continues in Year 8 with an exploration of Elizabethan England and concludes with the Industrial Revolution. Finally in Year 9, students focus on the major events of the Twentieth Century, developing a deeper understanding of the modern world.

The curriculum is structured to challenge students at every stage. A combination of formal and informal assessments is used regularly to track progress, support development, and provide opportunities for students to demonstrate both the knowledge and the historical skills they have acquired. This ensures that all learners are given the chance to reach their full potential and are well-prepared for future study.

Key Stage 4

At Key Stage 4, the AQA exam board is used and students study the following topics: America, 1920 – 1973: Opportunity and Inequality, Conflict and Tension: The First World War, 1894 – 1918, Britain: Health and the people: c1000 to the present day and Elizabethan England, c1568 – 1603.

These topics have been chosen to provide students with a broad and inclusive study of both British and global history. These topics are intentionally chosen for their natural connections, allowing students to explore the wider consequences of key events in greater depth. For example, students investigate how the Franco-Prussian War of 1870–71 contributed to the outbreak of World War I, as well as how the medical advancements of Louis Pasteur and Robert Koch influenced public health and warfare. The GCSE curriculum is delivered through a spiral approach which enables students to revisit key themes and concepts over time, helping them to reinforce their knowledge, build connections between topics, and refine their historical skills across a variety of contexts.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	3	3	3	5	5

Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Who ruled England in 1066? - Students will begin their first term at Ansford with an 'Introduction to History' where they will learn about key historical concepts such as chronology and significance. - Students will then study the succession crisis which followed the death of Edward the Confessor and the key battles of 1066, including the Battle of Hastings.	The Norman Conquest The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.
2	How did William the Conqueror gain control of England? - The students will learn about the changes William the Conqueror put in place to try and maintain control of England after his coronation. - They will study the building and impact of Motte and BAiley Castles, the consequences of the Harrying of the North and William's use of the Domesday Book.	Time: 40 mins Marks: 40 marks
3	Why was there conflict between the Crown and the Church? - Students will investigate the power of the Church and understand the importance of religion to people's lives during the Middle Ages. - They will learn how this importance led to conflict between the Crown and the Church with a particular focus on the clashes between William II and Archbishop Anslem and between Henry II and Archbishop Becket.	Crown Vs Church The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.
4	What was the impact of the Black Death? - Students will investigate the impact of the worst pandemic in history; the Black Death. They will learn about the causes, how the disease spread and consider religious and scientific attitudes and responses. - The main focus of this unit will be the impact the Black Death had on both religion and society.	Time: 40 mins Marks: 40 marks
5	Could rebellions in the Middle Ages be successful? Students will learn about a selection of rebellions which took place during the Middle Ages and their consequences. This includes the Barons Rebellion which led to the signing of the Magna Carta, Simon De Montfort's rebellion and the War of the Roses which led to a change in royal dynasty.	End of Year Exam The students sit an assessment which examines everything they have studied throughout Year 7
6	How did Henry VIII change England? - To end Year 7, students will study the most famous English royal family; the Tudors. Students will learn about the reigns of Henry VII, Henry VIII, Edward VI and Mary I. - There will be a particular focus on the causes of the English Reformation and the impact this had. This unit will also include a local study where students will learn how the Dissolution of the Monasteries affected Glastonbury Abbey.	Time: 40 mins Marks: 40 marks

Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	What dangers did Elizabeth I face during her reign? - Year 8 begins with an examination of the reign of Elizabeth I. Students will find out about the problems Elizabeth inherited when she became Queen and what life was like during Elizabethan England. - Students will also learn about religious divides in the country, the Catholic plots against Elizabeth's life and the impact of the Spanish Armada.	Catholicism Vs Protestantism The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.
2	Why was there conflict during the Stuart period? - Students will learn about the Stuart dynasty and the challenges they faced including the Gunpowder Plot of 1605. - Students will also study the causes and events of the English Civil War and how this led to the execution of Charles I.	Time: 40 mins Marks: 40 marks
3	What was Britain's role in enslavement? - Students will investigate how the development of the British Empire led to enslavement. Students will use sources to study the conditions faced by those who were enslaved during the Middle Passage and on plantations. - Students will also explore how resistance and the work of key individuals led to the abolition of enslavement.	Enslavement and Civil Rights The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.
4	Why were people protesting in the 1960s? - Students link enslavement's abolition in the USA to the need for the rise of the Civil Rights campaign. Students will look at the experiences of African Americans during the American Civil War up until the 1960s. - This unit includes case studies such as Emmett Till, the Little Rock Nine, Rosa Parks and Martin Luther King jr.	Time: 40 mins Marks: 40 marks
5	Why is the death of JFK significant? - During this half term the students will examine the infamous event that occurred on 22nd November 1963; the assassination of John Fitzgerald Kennedy. - By studying sources, the students will discover why this event is still so widely debated today.	End of Year Exam The students sit an assessment which examines everything they have studied throughout Year 7 and 8
6	What was the impact of Manifest Destiny? - Students will explore the impact of US government policy on the indigenous people of America and how it led to the destruction of their nomadic lifestyle. - Students will also learn about reasons for migration, the building of the Transcontinental Railroad and the rise of cattle ranching in the south of the USA.	Time: 40 mins Marks: 40 marks

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Why did war break out in 1914? - Students begin Year 9 by examining the causes of the First World War, including the assassination of Archduke Franz Ferdinand. - Students also consider the impact of wartime propaganda, the conditions in the trenches and evaluate whether the Battle of the Somme should be considered a turning point.	The impact of WW1 The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.
2	How did women gain the vote? - Students will examine the rise of the women's suffrage movement in the context of the tensions of WW1. Students will learn about the tactics used by both the Suffragists and the Suffragettes, including the death of Emily Davison. - Students will also focus on how women helped on the Home Front and how this ultimately helped women gain the vote in 1918.	Time: 40 mins Marks: 40 marks
3	How did 'the boom' change America? The students examine one of two case studies looking at society between the world wars, starting with the USA. This first part examines the new and growing opportunities within the USA and how America became 'the' world power.	America in the 1920s The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.
4	Why was the USA divided during the 1920s? The students then look at the flip side of this by examining the inequality in the USA, most notably focusing on the treatment of African-Americans, immigrants and communists.	Time: 40 mins Marks: 40 marks
5	How did the Nazis take power? - Within this study the students discover how the situation in Germany after World War One led to Hitler and the Nazis rise to power and how this led to World War Two. - Students will also investigate what life was like in Nazi Germany and the impact of WW2 on the Home Front.	End of Year Exam The students sit an assessment which examines everything they have studied throughout KS3
6	What was the 'Final Solution'? - The students end their study at Key Stage Three with an examination of the Holocaust. Students will study the history of Anti-Semitism across Europe and how the Nazis aimed at exterminating the Jewish population in Europe. - Students will analyse how persecution changed over time by studying key events such as Kristallnacht, the Nuremberg Laws and the Wannsee Conference.	Time: 40 mins Marks: 40 marks

Year 10 GCSE History Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Elizabeth: Court and Parliament Big idea: Power Focus skill: Cause and Consequence The first section of the GCSE is on power within Elizabethan England. Students study how power was distributed and challenged.	The assessment has a knowledge test, source analysis and an extended essay. Time: 40 mins Marks: 40 marks
2	Health: Medicine Stands Still and The Beginnings of Change Big idea: Religion and Society Focus skill: Historical Significance and Change and Continuity 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.	The assessment has a knowledge test, source analysis, study of significance and a comparison between periods. Time: 40 mins Marks: 40 marks
3	Elizabeth: Life in Elizabethan Times Big idea: Society and Equality Focus skill: Cause and Consequence 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.	The assessment has a knowledge test, analysis of a source and a specific event. Time: 40 mins Marks: 40 marks
4	Health: A Revolution in Medicine Big idea: Society and Power Focus skill: Analysing Sources and Change and Continuity 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.	The assessment has a knowledge test, a study of significance and factors which caused change. Time: 40 mins Marks: 40 marks
5	Elizabeth: Troubles at Home and Abroad Big idea: Religion and War Focus skill: Cause and Consequence and Historical Significance 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.	The assessment has a knowledge test, analysis of a source and a specific event. Time: 40 mins Marks: 40 marks
6	Health: Modern Medicine Big idea: Society, War and Equality Focus skill: Analysing Sources and Change and Continuity 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.	The final assessment of the year is the End of Year Exam and covers everything learnt in Year 10.

Term	Curriculum Foci	Formal Assessment
1	Conflict and Tension: The Causes of World War One Big idea: War and Power Focus skill: Cause and Consequence and Analysing Sources Students start Year 11 by studying the causes of the First World War in both the short and long term, taking in events starting in 1870 up until 1914 and the role they had in increasing tension within Europe.	The assessment consists of a knowledge test, source analysis, and explaining cause and consequence. Time: 40 mins Marks: 40 marks
2	America, 1920 - 1973: American's experiences of the Depression and New Deal Big idea: Society and Power Focus skill: Change and Continuity and Analysing Sources 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.	The assessment is a mock exam covering everything covered from the beginning of Year 10.
3	Conflict and Tension: The First World War, Stalemate Big idea: War Focus skill: Cause and Consequence and Historical Significance Students return to their students of World War One by examining the event of the war itself. This includes looking at weapons development, key battles and the changing tactics throughout the War.	The assessment consists of a knowledge test, source analysis, and explaining cause and consequence. Time: 40 mins Marks: 40 marks
4	America, 1920 - 1973: Post War America Big idea: Society and Equality Focus skill: Change and Continuity and Historical Significance 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.	The assessment is a mock exam covering everything covered from the beginning of Year 11.
5	Conflict and Tension: Ending the War Big idea: War and Power Focus skill: Cause and Consequence and Historical Significance Students complete their study of GCSE History by examining the reasons for World War One ending at 11am on 11th November 1918. This is broken down into studying Russia leaving the War, the US entering World War One and the change to fighting on the Western Front.	The students end the year by sitting their formal GCSE examination.

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>

Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1	50%	Understanding the Modern World Period Study: America, 1920 - 1973: Opportunity and Inequality Wider World Study: Conflict and Tension: The First World War, 1894 - 1918	June of Year 11
Paper 2	50%	Shaping the Nation Thematic Study: Britain: Health and the people, c1000 to the present day British Depth Study: Elizabethan England, c1568 - 1603	June of Year 11

Please see exam board websites for up to date information:

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