

# Kettlethorpe High School

*‘Together, be the best we can be.’*

*Present*

*Achieving*

*Excelling*

## History Curriculum

Subject Quote	<b><i>“Education is not the learning of facts, but training the mind to think”</i></b> <b>Albert Einstein</b>	
Curriculum Summary	At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular ‘golden threads’ and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success in History. <b>In history, our goal is to inspire curiosity, ask perceptive questions, challenge perceptions, and build a deeper understanding of morals and challenge judgments of events.</b> In History, our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:	
	<ul style="list-style-type: none"><li>• Broad and Balanced</li><li>• Engaging</li><li>• Personalised</li><li>• Transformational</li></ul>	<ul style="list-style-type: none"><li>• Inclusive</li><li>• Aspirational</li><li>• Values-Based</li></ul>
Links to Life and Future Destinations (Careers)	GCSE History at Kettlethorpe High School provides valuable skills and knowledge that are highly transferable to a wide range of Post-16 courses and careers. It fosters critical thinking, research abilities, and an understanding of the complexities of past events, all of which are essential in professions such as law, journalism, education, public policy, and business. It also allows pupils to understand the reasoning behind current issues and trends we face both nationally and internationally. Studying History at Kettlethorpe provides the opportunity for pupils to analyse and evaluate sources and construct well-supported arguments, which is vital in many industries. To support this, the History department places strong emphasis on writing essays, presenting arguments, and discussing historical events in a clear, coherent way, which enhances both written and verbal communication. Furthermore, presentations of their findings and ideas to their peers aids pupils in improving speaking skills. Additionally, studying history develops organisational skills, attention to detail, and an awareness of social, political, and cultural changes over time, all of which are beneficial in a variety of professional settings. Overall, GCSE History at Kettlethorpe provides a solid foundation for developing a diverse skill set that can be applied to a wide range of professions.	

# HISTORY curriculum



## NEXT STEPS

### LAW A LEVEL

Argue with accurate, relevant support

### POLITICS A LEVEL

Consider different interpretations

### HISTORY A LEVEL

Critically evaluate sources



Church



Government



Society

# History – Curriculum Overview


## **Purpose:**

- To inspire curiosity and ask perspective questions
- To understand the culture and traditions of Britain and where they came from.
- To understand Britain's place in the wider world
- To build a deeper understanding of pupil's own morals and challenge judgements.
- To build a sense of empathy and understanding.


## **Aims:**

- To create a narrative to understand the development of Britain and its place in the wider world. This includes covering major events that inspire and motivate pupils based on pupil choice as well as providing a broad range of events spanning multiple time-periods to develop an overarching sense of chronology that follows in line with the National Curriculum.
- Understand the achievements and follies of mankind; to encourage resilience through an investigation of how others have overcome hardships, mistakes and barriers – learning from the mistakes of others.
- To place knowledge into different contexts and to evaluate change and continuity over time under the focus of religion, governance and society.
- To provide a history that represent a broad representation of society and the impact of these groups upon the British narrative.
- To develop knowledge of abstract terms and develop a historical vocabulary amongst all pupils to foster the use in both written and oral accounts.
- To develop historical skills of; significance, narrative cause and consequence, change and continuity, enquiry and interpretation.
- To create a historical mindset through the critical evaluation of sources as well as constructing and analysing contrasting views of interpretations.


# History Department Knowledge Expectations (Substantive and Disciplinary)



Year 7					
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Ancient History</b> <i>Roman Britain and its impact</i> <i>Islamic Civilisations</i>	<b>Medieval Monarchs</b> <i>William I</i> <i>Kingdom of Mali</i>	<b>Medieval Power</b> <i>Influence of the Catholic Church</i> <i>Magna Carta</i> <i>Peasants Revolt</i>	<b>Conflict in Medieval England</b> <i>The Crusades</i> <i>The War of the Roses</i>	<b>The Tudors</b> <i>The Tudor dynasty</i> <i>The Mughal Empire – Emperor Akbar</i>	<b>Renaissance England</b> <i>The English Civil War and the Interregnum</i> <i>The Witch craze</i>



Year 8					
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Victorian England</b> <i>The impact of the Industrial Revolution</i> <i>The British Empire</i> <i>The Transatlantic Slave Trade</i>	<b>World War One</b> <i>Life in the Trenches</i> <i>Key conflicts</i> <i>Treaty of Versailles</i>	<b>Dictatorships</b> <i>The Russian Revolution</i> <i>Rise of Dictatorships</i>	<b>World War Two</b> <i>Key battles of World War Two</i> <i>Life on the Home Front</i>	<b>Holocaust</b> <i>Events and Experiences of the Holocaust</i>	<b>Post War Conflict</b> <i>Atomic Weaponry</i> <i>Cuban Missile Crisis</i> <i>The Cold War</i> <i>Francos Spain</i>



Year 9					
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Pre Concepts</b> <i>Migration in Britain</i> <i>Conflict in the Middle East</i>	<b>Elizabethan England – Unit 1</b> <i>The problems Elizabeth faced upon accession</i> <i>Threats from Home and Abroad</i> <i>Religious Policy</i>	<b>Elizabethan England – Unit 2/3</b> <i>Catholic plots</i> <i>Conflict in the Netherlands</i> <i>Spanish Armada</i> <i>Life in Elizabethan England: sports, education, poverty</i> <i>Colonisation of Virginia</i>	<b>American West – Unit 1</b> <i>Way of life for indigenous peoples of the plains</i> <i>Early government policy</i> <i>Early migration</i> <i>Early attempts of law and order</i>	<b>American West – Unit 2</b> <i>Development of the Plains</i> <i>Homestead Act</i> <i>Railroad</i> <i>Development of the Cattle</i> <i>Industry</i> <i>Increasing conflict between the US and Native Americans</i>	<b>American West - Unit 3</b> <i>Destruction of the Native American Way of Life</i> <i>Battle of Little Bighorn and Wounded Knee</i> <i>Case studies of a lack of law and order</i>



Year 10					
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Conflict in the USA – Unit 1</b> <i>Black Civil Rights in the 1950s</i> <i>Desegregation of education</i> <i>Desegregation of transport</i>	<b>Conflict in the USA – Unit 2</b> <i>Black Civil Rights in the 1960s</i> <i>Continued fight for desegregation between 1960-1964</i> <i>Fight for voting rights 1964 - 1965</i>	<b>Conflict in the USA – Unit 2</b> <i>Rise in Black Power and decline of NVDA</i> <i>Black Power</i> <i>King's campaign in the North</i>	<b>Conflict in the USA – Unit 3</b> <i>The Vietnam War</i> <i>Reasons for US Involvement</i> <i>Escalation of the War</i> <i>Tactics</i> <i>Vietnamisation</i>	<b>Conflict in the USA – Unit 4</b> <i>Attitudes towards the Vietnam War</i> <i>Reasons for support and opposition</i> <i>Cost of the War</i> <i>Peace negotiations</i>	<b>Medicine – Unit 1</b> <i>Medieval Medicine</i> <i>Believed causes of disease</i> <i>Treatment and prevention</i> <i>Care of the sick</i> <i>Case study: The Black Death</i>



Year 11					
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Medicine – Unit 2</b> <i>Renaissance Medicine</i> <i>Believed causes of disease</i> <i>Treatment and prevention</i> <i>Care of the sick</i> <i>Case study: William Harvey / Great Plague 1665</i>	<b>Medicine – Unit 3</b> <i>Industrial Medicine</i> <i>Believed causes of disease</i> <i>Treatment and prevention</i> <i>Care of the sick</i> <i>Case study: Cholera</i>	<b>Historical Environment</b> <i>The trench system</i> <i>Injury and illness within the trenches</i> <i>Chain of evacuation</i> <i>New techniques</i> <i>Brain and plastic surgery</i>	<b>Medicine – Unit 4</b> <i>Modern Medicine</i> <i>Believed causes of disease</i> <i>Treatment and prevention</i> <i>Care of the sick</i> <i>Case study: Penicillin</i>	<b>Exam Preparation</b>	<b>GCSE Examinations</b>

## History – Golden Threads Mapping

SMSC				
Year 7	Year 8	Year 9	Year 10	Year 11
Social issues are taught with topics such as the Peasants Revolt and the introduction of Parliament. Our topic on witchcraft looks at different spiritual beliefs in England and America.	Dictatorships and the Holocaust present development of moral awareness in societies and governments. Cultural differences are addressed in our Empire unit which looks specifically at India and Africa both before and after empire.	Migration topic covers cultural and social difference across time. Teaching of cultural beliefs in the American West topic when we look at the beliefs of indigenous tribes.	Moral issues are addressed heavily in the Black Civil Rights topic. There are also moral issues addressed in the opposition to America's involvement in the Vietnam war.	Spiritual beliefs in medicine through time such as disease as punishments for sins especially through the case study of the Black Death. We teach social issues with modern medicine which looks at lifestyle causes of disease.
Personal Development				
Year 7	Year 8	Year 9	Year 10	Year 11
Pupils are given opportunity to develop skill and reflection of self. Reflection takes place before the assessment to reflect self and skill. Within the next lesson pupils purple pen corrections and use the purple zone help sheet to support. Reflection takes place again on the worksheet once the pupil has feedback and grade as a guide. Assessments take place after each module, which are roughly 5/6 lessons in total.		KS4 within end of unit assessments – but not for practice questions. Pupils are given opportunity to develop skill and reflection of self. Reflection takes place before the assessment to reflect self and skill. Within the next lesson pupils purple pen corrections and use the purple zone help sheet to support. Reflection takes place again on the worksheet once the pupil has feedback and grade as a guide.		
Numeracy				
Year 7	Year 8	Year 9	Year 10	Year 11
Within all history lessons pupils’ addition and subtraction as a method to work out time periods and time frames of events.				
Roman numerals Working out centuries	Use of statistics to make judgments about change and continuity	Managing money and budgeting (Wagons West)	Economic impact on conflict – cost in terms of medical, military and economy.	Use of statistics to evaluate impact
Cultural Capital				
Year 7	Year 8	Year 9	Year 10	Year 11
All lessons have a cultural capital fact on the first slide of each PowerPoint to reflect the prior knowledge required for the lesson. Pupils are exposed to a range of different media sources, documents, artefacts.		Class discussions allow for the sharing of attitudes Explicit teaching of a range of protected characteristics / religion and traditions of cultures. Exposure to a range of different media sources, documents, artefacts.		
History Club York Trip	Trip to Scarborough and Beamish Museum		Western Front trip	

Substantive Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
<b>Pre1006 – 1750</b> Local history /Romans /Islamic civilisations /William I /Kingdom of Mali / Medieval power / War of the Roses / Crusades /Tudors /Akbar English Civil War /Witchcraft	<b>1750 – Present Day</b> Industrialisation /Empire/The Slave Trade /World War One /Russian revolution / Rise in dictatorships World War Two /Holocaust /The Cold War	<b>Edexcel Pearson History Paper 2</b> <i>Early Elizabethan England</i>  <i>American West</i>	<b>Edexcel Pearson History Paper 3</b> Conflict in the USA: At home and abroad <i>Black Civil Rights</i> <i>Vietnam War</i>	<b>Edexcel Pearson History Paper 1</b> Medicine through time and the historical environment (Western Front)
Disciplinary Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
Cause and consequence: Describe and explain a variety of causes and consequences of a range of events. Change and continuity: Make links between events and explain why concepts and events change and stay the same. Interpretation / sources: Use a range of contemporary sources to make judgments about the past. To critically evaluate the viewpoints given by others and support views with own knowledge. Significance: To understand the viewpoints of others, consider how events can be viewed as more important/significant than others.		The focus of the paper 2 AO1/2 is knowledge, significance and narrative.	The focus of paper 3 is AO3/4 which is based around the formation of historian's historical interpretations.	The focus of paper 1 is AO1-3 which is based around the development of a supported argument surrounding significance as well as change and continuity over time.
Subject-specific Skills				
Year 7	Year 8	Year 9	Year 10	Year 11
Create a sustained arguments giving an understanding of causes with detailed explanation of consequences including different interpretation. Evaluate the significance of change and continuity according to different assumptions and beliefs. Judge a wide range of sources based on valid criteria and well selected accurate knowledge to make informed, explained conclusions. Analyse a wide range of interpretations from different time periods comparing viewpoints of the authors and the selection of evidence used to create that viewpoint. Uses well selected contextual knowledge		Creation of a narrative Description of consequence Importance is evaluated considering impact on different groups Explanation and support of opinion	Source evaluation: content, context and provenance Quotation Evaluation of language and accuracy of historian's viewpoints.	Comparison of time periods Creation of judgements Communication of reasons for change and continuity
British Values				
Year 7	Year 8	Year 9	Year 10	Year 11
Pupils learn about the history of the rule of law through the topic of medieval England where pupils cover the Magna Carta and the development of Parliament and	Pupils explore when democracy was taken away from certain groups such as Jewish in World War Two or the removal of individual freedom during the Slave Trade.	GCSE pupils learn about the history of Elizabethan England and the laws brought into society and their impact. Within the American West pupils learn about the values and	The British value of individual liberty is explored when learning paper 3: Conflict in the USA: Home and abroad. Pupils are expose to the rule of law in this paper as well.	Through the paper Medicine through time the rule of law during that period is explored in comparison to faiths and beliefs

how the power of the monarch diminishes.	Pupils complete a unit on the dangers of democracy and the negative impact of dictatorship.	beliefs of the indigenous people of the plains	Pupils look at the value of equality and justice for protected characteristics.	and the effects on medicine and discovery at the time.
<b>Life Skills</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Within all topics throughout each year, we build upon and develop the concepts of; empathy – accepting difference, critical thinking, self-awareness, creative thinking, decision making and communication.				
		Budgeting	Work life balance Interpretations	Stress management
<b>Careers</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
PIXL Futures Introduction to history lesson 1 Importance of history and future careers	PIXL Futures Guided destinations information skills linked to future careers	PIXL Futures Lessons are introduced with an overview of the skills and opportunities that studying history provides.	Employment Within lessons during the Conflict in the USA topic they will be given the opportunity perform the roles of top employment explicitly such as media, journalism and law.	Links to future study Resources are provided to enable pupils to access A-Level history and a discussion is made with pupils to the benefits of continuing their studies in the subject.
<b>Literacy</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Literacy is the foundation of the subject. Within <b>all</b> lessons pupils are required to read information, write extended answers, orally communicate their opinion. Each topic has a list of key words pupils are expected to use within their lessons and spell correctly. Literacy is marked in all pieces of work through the Think Pink policy.				
<b>Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Spotting inaccurate information online Within the Mali and the Tudors topics, pupils are exposed to screenshots of inaccurate websites, and tasks are based around how to spot fact information and what would be good methods to use for research.	Spotting fake news Within the World War One and World War Two topics as part of investigating censorship and propaganda pupils are exposed to fake stories from social media and AI created clips – discussions and tasks are made around how to spot fake information	Using Microsoft Teams As part of the GCSE course all lessons, resources and revision material is placed on Microsoft teams.  To access this information correctly pupils are regularly shown how to utilise this software to minimise barriers.	Where to revise? To ensure pupils are accessing the correct information for the exam board we have chosen, at regular intervals throughout the course the pupils will be shown the best resources to revise, share places they have found and check the accuracy of these.	AI Answers – humans Vs computers Mock answers will be written using AI and Chat GTP. The pupils then work together as a group to debate the positives and negatives of what has been produced and then make amendments – this is to highlight that AI can be used but should not be relied upon.



# History – KS3 Assessment

## Aims of Assessment at KS3

- To provide a balance between knowledge and skills
- Set the foundation for GCSE style questioning to reduce time teaching skill within KS4 and provide more time to engage students in the wider concepts and deepen contextual knowledge
- To give students more confidence when first attempting practice questions within the GCSE
- To assess a wide range of skills in each assessment
- To give students experience of completing an exam paper within history
- Have a uniformed structure which students can use to develop upon targets within their revision that is consistent
- To have focused extended writing questions within the lesson with the use of sources and interpretations (including textbooks/videos/podcasts) to build a sense of research and enquiry that can be teacher/peer assessed.

## Context

- Pupils had mentioned in pupil voice and discussions with PP students that they had become ‘switched-off’ by the practice questions as they were disheartened having to learn how to approach and the knowledge of questions together and would prefer exposure to the skills sets earlier in their education.
- Previous assessment did not give a range of skills/concepts assessed to be able to adapt for future lessons to develop a weaker skills within class
- Students at KS4 were struggling to show resilience completing a paper that was 50 minutes of extended writing over a number of topics. If students were taught revision techniques and encouraged to revise a wide range of lessons to apply knowledge it would check retention as well as skill

## Assessment

**Peer/self-assessment:** Will take place within each lesson to evaluate knowledge gained through the homework tasks each week. Plenaries will allow time for reflection upon success within each lesson to build independence and ownership.

**Low stakes testing of retention:** Homework each week will contain a variety of questions which will assess the learning from each lesson and the prior learning required for the next lesson in sequence. This will ensure the pupils have the ability to build upon prior learning and have the foundation knowledge to access the topic.

**High Stakes testing of learning:** The assessment will be split into three stages.

**Factual recall:** section A will be a testing of key terminology and events that link to the rule of the monarch and the role of the parliament during this time period.

**Skills based question:** Pupils will answer an extended writing question based on the focus question for the topic. This will be marked in two sections corresponding to the GCSE examination assessment criteria of AO1 and AO2. It will allow teachers to view what skills need to be further practiced helping future planning in this skill set.

**Key learning points:** this will allow pupils to showcase learning which they may not have been able to link towards the focus of the question. It will allow teachers to view embedded knowledge that the pupils have selected to help future planning in this knowledge strand.

**Tracking**

- End of each topic will have a written assessment using the command words of the GCSE specification to build familiarity and consistency. These will be placed on the tracker to act as guidance if a pupil has missed or misunderstood the purpose of a final assessment.
- There will be a final assessment at the end of multiple topics to review the impact, which will be placed on the tracker.
- The assessments will be averaged taking priority to the final assessment and set as a % for the progress reports.

**Staff**

- Easier to track weaknesses within pupils skill sets to adapt teaching and learning strategies in subsequent lessons
- Pupils developed revision strategies, using homework booklets and previous assessments to inform improvement in future assessments
- More focused on exam practice in class as see the purpose in the task (do well in class easier to progress in assessments)
- Pupils more resilient within assessments in comparison to September, aware of areas of weakness in question styles due to consistency of the papers.
- Pupils more aware of their currently working at levels – which are logged in the front of their books – can see line of progression/regression/stagnation.
- Pupils (focus upon PP/SEND)
- Easier to prepare for – know what is expected
- Range of questions so can gain marks if struggle with a question
- Can see where errors were made and work upon them for next time

**Targets for 2025-2026**

- Review success of new assessment types on informing teaching and pupil engagement.
- Development of Purple Zone activities to improve pupil metacognition

# History – KS4 Assessment

## Aims of Assessment at KS4

- To provide a balance between knowledge and skills
- To assess all GCSE skills in line with Pearson Edexcel history specification covering all assessment objectives
- To give regular and consistent exam practice to all students with each question type being assessed a minimum of five times to highlight misconceptions and build upon the foundation of skills from KS3.
- To allow low stakes testing of skills throughout the course to allow students to build upon skills and address mistakes and identify targets for students to work on.
- Prepare students for the time constraints within the examinations.
- To assess knowledge through factual recall test to check retention as well as teacher assess the level of independent study and quality of revision undertaken.
- To allow students the opportunity to self-reflect upon answers using mark schemes as well as peer assess each other and WAGOLL answers to build clear assessment for learning.
- To allow time for verbal feedback/assessment and discussion of learning goals to push independence and ownership.

<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35
<b>AO2</b>	Explain and analyse historical events and periods studied using second-order <sup>1</sup> historical concepts.	35
<b>AO3</b>	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15
<b>AO4</b>	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15

## Context

- Pupil voice at the end of Yr11 shows that students felt confident going into their exam as they felt they had prepared well to understand the style of questions as well as expectations of examiners and key phrases/ they are looking for due to the consistency and frequency of exam practice.
- Students felt confident within exams as they had seen a number of questions before within the examination practice.
- The retention of knowledge over longer periods of time were to be assessed as well as during the time to ensure that progress is not lost over a new three year course.

## Assessment

### Low Stakes Testing

- Each lesson has knowledge based testing to inform the RAG sheets in line with PLC checklists and address misconceptions in knowledge
- Exam practice takes place each week to develop upon skills set. These are based on the needs of the pupils and therefore teacher's discretion.
- Walking Talking Mocks take place within the classroom to get pupils used to the look of the exam, how to approach questions under timed conditions and how to plan out answers for the different weighted questions.

### High Stakes Testing

- The end of each unit has a fact test which compares to the knowledge tests in lessons to again, inform the Smith Pro-formas and check retention, quality of revision and independent study.
- Each unit has an assessment question to check the success of the therapy (some class assessment topic may differ, but the skill will be the same)
- Each topic of study has a mock exam which takes place within class covering all question styles and assessment objectives
- At the end of each year there is a mock exam which takes place in class for Year 9 and in the sports hall for Year 10 and 11. This covers all the learning for the year.

## Tracking and Intervention

### Teacher Tracking

- Use of mark books on Edexcel to highlight common progression/stagnation/regression in marks for each skill set.
- Tracking of targets and common misconceptions within the exercise books.
- Tracking of knowledge tests to inform Smith Pro-formas.

### Teacher Intervention

- Teachers follow intervention strategy sheets with a focus on DP students.
- Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups.
- Diagnostic marking to inform students of future targets and give opportunities for therapy.
- Tuesday intervention classes after school offered to improve on areas outlined in Smith Pro-formas.
- Use of teacher emails for persistently absent students / medical absence pupils to still complete assessments at home and benefit from assessment for learning.

### Department Tracking

- Tracker includes the raw score of assessments to highlight focus of scheme and adapt to needs of the students.
- SISRA to monitor the performance of groups against targets/focus groups against targets.
- Student concerns raised and discussed within departmental meetings.

### Department intervention

- Friday night targeted revision to build upon common issues and misconceptions.
- Liaison with parents, SLT, pastoral team to create an action plan in collaboration and monitor.
- Question banks created on the VLE, with additional resources added frequently to allow students to practice questions in combination with gaps in knowledge to make further progress.

## Targets for 2025-2026

- Increased training for ECT via the Pearson exam board to ensure consistency and quality of written assessments
- More development of using the tracker to plan the embedding of skills
- Reflection on the Purple Zone activities that ensure assessments can be used as more of a learning tool

## **Schemes of Work – Links**

[Year 7](#)

[Year 8](#)

[Year 9](#)

[Year 10](#)

[Year 11](#)