HISTORY

CURRICULUM OVERVIEW KS3

OUR CURRICULUM INTENT

At The Forest Academy, our History curriculum is designed to develop curious, knowledgeable and critical young people who understand how the past has shaped the world they live in today. We aim to give students a broad and ambitious understanding of British, European and global history, enabling them to explore the experiences of people across time, place and society, from the local to the international.

Our curriculum is carefully sequenced and broadly chronological, building and deepening historical knowledge, understanding and skills over time. Students develop a secure chronological framework and historical vocabulary alongside key second-order concepts, including causation, consequence, change and continuity, similarity and difference, and significance. Through the study of monarchs and ordinary people, empires and revolutions, conflict and campaigns for equality, students learn to make connections across periods and to see the past from diverse perspectives.

We intend for students to become confident historical thinkers who can question sources, analyse their utility, compare interpretations and construct well-structured arguments in extended writing. By developing these skills, students are equipped to make informed, well-supported judgements about the past, to recognise how history is used and contested today, and are prepared for further study, future opportunities and active citizenship.

CURRICULUM JOURNEY

Year 7 establishes chronology and the medieval world, from the Norman Conquest to medicine and migration through time. Year 8 deepens understanding of power, empire, slavery, industrialisation and the First World War. Year 9 applies earlier learning to the twentieth century, dictatorship, genocide and the struggle for rights. GCSE study in Years 10–11 extends this foundation through thematic, depth and period studies and evaluative examination responses.

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	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 7	**The Norman Conquest** Explore Anglo-Saxon England and Sutton Hoo; explain the claimants and battles of 1066 and how William took control.	**The medieval Church** Examine the role of the Church and monasteries; investigate Becket's murder and assess the limits of Church power.	**The medieval world** Compare Baghdad, Byzantium, Song China and Mali; use the Sunjata epic and other evidence to explore global kingdoms.	**Medieval monarchs** Assess the problems and fates of kings and queens, including Matilda, Eleanor of Aquitaine and John, Scotland and Wales.	**Medicine through time** Trace beliefs about illness from the Black Death to cholera; explain how treatment, hospitals, surgery and vaccines changed.	**Migration through time** Trace migration to Britain from the Romans and Vikings to the Huguenots and Windrush; explain push and pull factors and impact.
YEAR 8	**Tudor religious change** Explain Henry VIII's break with Rome and changes under Edward and Mary; evaluate Elizabeth's settlement and a 'golden age'.	**Stuarts and the Civil War** Investigate the Gunpowder Plot and causes of the Civil War; judge interpretations of Cromwell and explain the witch craze.	**The British Empire** Examine colonisation of North America, India, Australia and Africa; compare interpretations of British rule and its impact.	**Slavery and abolition** Explain the transatlantic slave trade and Middle Passage; assess resistance, the Haitian Revolution, abolition and legacy.	**The Industrial Revolution** Explore factories, coal, transport, public health and child labour; evaluate source utility and inequality in industrial Britain.	**The First World War** Explain the long- and short-term causes of war; examine life on the front, forgotten armies and the Treaty of Versailles.

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CURRICULUM OVERVIEW – PROGRESSION INTO GCSE

YEAR 9 brings together knowledge from earlier years to study the twentieth century, requiring students to explain causes and consequences, evaluate interpretations and write sustained, GCSE-style arguments.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 9	**Revolution and dictatorship** Explain communism, the Russian Revolution and rise of fascism and Nazism; examine life under Stalin, Mussolini and Hitler.	**The Holocaust** Trace antisemitism, the Nuremberg Laws and Kristallnacht to the Final Solution; evaluate responsibility, collaborators and bystanders.	**Second World War** Explain the causes of the war; examine Dunkirk, the Blitz, the Home Front and D-Day; evaluate the decision to drop the atomic bomb.	**Superpower relations** Explain how wartime allies became rivals; compare capitalism and communism; examine the arms race and space race to prepare for GCSE Cold War study.	**Modern Britain** Investigate Thatcher and the miners' strike, Brixton, the AIDS crisis and LGBT equality; judge significance and change.	**Whitechapel c1870–c1900** Investigate housing, immigration, H Division and the Ripper case; use sources to bridge into GCSE historic environment study.

YEAR 10 | GCSE HISTORY — DEVELOPING DEPTH

Students build detailed knowledge of the Pearson Edexcel GCSE History content, applying second-order concepts and source skills from Key Stage 3 to the thematic study, historic environment and British depth study. The Year 9 Whitechapel unit gives students a secure starting point for Paper 1.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 10	**Crime and punishment c1000–c1700 [P1]** Explain how crime, law enforcement and punishment changed and stayed the same from Anglo-Saxon to early modern England.	**Crime and punishment c1700–present [P1]** Analyse factors driving change, from the Bloody Code and prisons to policing and modern crime; include key case studies.	**Whitechapel c1870–c1900 [P1]** Apply contextual knowledge to the historic environment; evaluate the usefulness of sources and frame a follow-up enquiry.	**Elizabeth: government and religion [P2]** Examine Elizabeth's accession, government and religious settlement; assess the Puritan and Catholic challenges to her rule.	**Elizabeth: challenges at home and abroad [P2]** Explain plots and revolts, Mary, Queen of Scots, rivalry with Spain and the defeat of the Armada in 1588.	**Elizabethan society and exploration [P2]** Explore education, leisure, poverty and exploration; analyse the historic environment and prepare for Paper 2 depth questions.

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CURRICULUM OVERVIEW – KS4

YEAR 11 | DEPTH, INTERPRETATION AND EVALUATION

Students complete the modern depth study and period study, analysing sources and comparing historians' interpretations to reach supported judgements. Retrieval and examination practice strengthen connections across all three papers.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 11	**Weimar Germany 1918–1933 [P3]** Explain the Weimar Republic's early challenges, recovery and decline; examine Hitler's rise to power and the Nazis' appeal.	**Nazi Germany 1933–1939 [P3]** Analyse Nazi control, terror and propaganda; evaluate interpretations of life for women, young people and minorities.	**Cold War origins and crises 1941–1970 [P2]** Explain the origins of the Cold War; analyse crises in Berlin, Cuba and Czechoslovakia and their consequences.	**The end of the Cold War 1970–1991 [P2]** Assess détente, renewed tensions and Afghanistan; explain the collapse of Soviet control in Eastern Europe and the USSR.	**Exam application [P1–3]** Practise source utility, interpretation, narrative and judgement questions under timed conditions across all three papers.	**Consolidation [P1–3]** Retrieve and connect knowledge, address misconceptions and revisit the thematic, depth and period studies before examinations.

GCSE QUALIFICATION | PEARSON EDEXCEL HISTORY (1HI0)

PAPER 1 • THEMATIC STUDY & HISTORIC ENVIRONMENT
1HI0/10 | 1h 15m | 30% | 52 marks

PAPER 2 • PERIOD STUDY & BRITISH DEPTH STUDY
1HI0/P4 & B4 | 1h 45m | 40% | 64 marks

PAPER 3 • MODERN DEPTH STUDY
1HI0/31 | 1h 20m | 30% | 52 marks

HISTORICAL ENQUIRY AND ASSESSMENT

Across the course, students use contemporary sources, historians' interpretations and their own contextual knowledge to describe, explain, analyse and reach substantiated judgements. Source work develops the full enquiry cycle: provenance, content, utility, follow-up questions and comparison of interpretations. Regular assessment checks knowledge and understanding alongside source analysis and extended writing.

OFFICIAL GCSE SPECIFICATION LINK Pearson Edexcel GCSE History (1HI0) — qualification specification