

Subject Intent

The History curriculum enables students to understand how Britain and the wider world have been shaped by power, conflict, belief, migration, empire, democracy and the fight for equality.

Students build secure chronological knowledge from Roman and Anglo-Saxon Britain through to the modern world, while repeatedly returning to the key historical concepts of cause and consequence, change and continuity, similarity and difference, significance, evidence and interpretations.

The curriculum is designed to give every child access to powerful knowledge, local history and diverse voices. Students learn to read historical sources critically, explain why events happened, evaluate different interpretations and construct clear written judgements. Across KS3, students develop the cultural capital, vocabulary and disciplinary thinking needed for GCSE History and for informed citizenship beyond school whilst also exploring the creation and development of the Durham area.

Year 7						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	How did different groups change Britain before 1066?	Did the Normans improve England?	Was life in Medieval England good?	Who had power in the Medieval world?	How did the Tudors take and secure power?	How far did the Tudors change England?
Subject Content	Roman Britain: Hadrian's Wall and Roman legacy. Anglo-Saxon society, St Cuthbert, Viking invasion and Cnut. The 1066 succession crisis, contenders, Stamford Bridge, Hastings and the Bayeux Tapestry.	William's problems after 1066; the feudal system, Domesday Book, castles and the Harrying of the North. Durham Cathedral, monasteries, wealth, women and Norman law and order.	Medieval villages and towns, leisure, religion, women, sickness, public health and the Black Death. Students consider daily life for different groups in society.	King John, Magna Carta, the power of the Church, Thomas Becket and Henry II, Islam and power, Middle Eastern medicine and the Crusades.	The Houses of York and Lancaster, causes and battles of the Wars of the Roses, Bosworth, the Princes in the Tower, Henry VII, young Henry VIII,	Break with Rome, Henry VIII's wives and representations of Henry VIII. Black Tudors, Edward VI, Mary I, Elizabeth I, Mary Queen of Scots, the Elizabethan "Golden Age" and an overall judgement on the best Tudor monarch.
Disciplinary Knowledge/Skills	Chronology; cause and consequence; change and continuity; historical significance; using evidence to judge usefulness; forming an overall judgement.	Cause and consequence; change and continuity; significance; similarity and difference; building an evidence-based judgement.	Similarity and difference; change and continuity; significance; cause and consequence; comparison between different medieval experiences.	Historical significance; cause and consequence; evidence; interpretations; explaining how power was challenged and justified.	Causation; significance; evidence; interpretations; evaluating why rulers acted and how they have been represented.	Change and continuity; significance; interpretations; using knowledge to compare rulers and make supported judgements.
Theme (if applicable)	Power; conflict; society; religion; local identity.	Power; conflict; society; economy; religion.	Society; economy; religion; health; equality.	Power; democracy; conflict; religion; society.	Power; conflict; society; religion; monarchy.	Power; equality; society; religion; culture.
SMSC	Explores British identity, cultural change, religious belief and the moral choices of leaders during invasion and conquest.	Considers justice, punishment, power, religious life and how ordinary people were affected by conquest.	Develops empathy for people in the past and explores community, faith, health, inequality and responses to crisis.	Explores rights, responsibilities, religious tolerance, justice and the development of limits on royal power.	Explores loyalty, legitimacy, gender, religion, propaganda and the moral choices made by rulers.	Considers diversity in Tudor England, religious tolerance, women in power and how societies judge rulers.
Careers	Archaeology, heritage, museums, local history and academic history. Skills: evidence use, explanation and clear communication.	Heritage conservation, architecture, law, archives and museum education. Skills: analysing change and explaining impact.	Public health, medicine, heritage, town planning and education. Skills: comparison, explanation and contextual knowledge.	Law, politics, diplomacy, charity work, theology and international relations. Skills: debate, judgement and source analysis.	Politics, law, media, drama, archives and heritage. Skills: argument, evaluation and understanding representation.	Museums, education, politics, equality and diversity roles, publishing and heritage. Skills: balanced judgement and communication.

Year 8						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Was Stuart England a period of crisis and change?	How did the Industrial Revolution change Britain and the North East?	Who gained most from industrial change?	How did industry shape County Durham?	How should the British Empire be remembered?	How did slavery shape the modern world?
Subject Content	Causes and sides of the Civil War, weapons, key battles, the New Model Army, why Charles lost, his trial and execution, Cromwell, Restoration, witch craze and the Great Fire of London.	Steam power, new machines, transport, factories, mining, children in factories, Factory Acts, the impact on workers, the North East, cholera and the Great Stink.	Public health decline, Peterloo, trade unions, winners and losers of industrialisation, law and order, Jack the Ripper, Whitechapel and the legacy of the Industrial Revolution.	County Durham before industry, why industry grew in the North East, miners, women and children, mining danger and disasters, colliery life, Beamish, mining over time and the General Strike.	What the Empire was, reasons Britain wanted empire, pirates, Jamestown, American independence, British India, rebellions, the Scramble for Africa, Cecil Rhodes, benefits, criticism and decline.	Enslaved people, capture, the Triangular Trade, the Middle Passage, auctions, plantations, resistance, Harriet Tubman, abolition and debates over statues linked to slavery.
Disciplinary Knowledge/Skills	Cause and consequence; change and continuity; interpretations of Cromwell; evidence; explaining turning points.	Cause and consequence; change and continuity; significance; evidence; explaining local and national impact.	Causation; change and continuity; interpretations; source analysis; weighing evidence to reach a judgement.	Local evidence; significance; cause and consequence; change over time; using historical sites and local sources.	Interpretations; evidence; significance; similarity and difference; assessing contested historical memory.	Cause and consequence; evidence; significance; interpretations; memorialisation and legacy.
Theme (if applicable)	Power; democracy; conflict; society; religion.	Economy; society; power; local history; health.	Democracy; power; economy; society; crime and punishment.	Local identity; economy; society; conflict; equality.	Power; empire; economy; equality; conflict.	Equality; power; economy; human rights; resistance.
SMSC	Explores democracy, rule of law, religious tension, prejudice, fear and the consequences of political violence.	Considers fairness, child labour, public health, working conditions, environmental change and civic responsibility.	Explores social justice, protest, poverty, crime, inequality and the relationship between law, order and living conditions.	Builds local pride and empathy by exploring community, family, work, safety, hardship and collective action.	Explores racism, identity, exploitation, moral judgement and how communities remember difficult histories.	Develops empathy and moral understanding around human dignity, racism, injustice, resistance and historical legacy.

Careers	Law, politics, emergency planning, heritage and journalism. Skills: debate, evaluating arguments and using evidence.	Engineering, manufacturing, transport, public health, local government and heritage. Skills: explaining change and impact.	Policing, criminology, law, journalism, public health and social policy. Skills: investigation and evaluation.	Heritage, tourism, museum education, archives, local government and engineering. Skills: local research and communication.	International relations, law, museums, journalism, politics and charities. Skills: critical thinking and respectful debate.	Human rights, law, activism, museum work, education and charity work. Skills: ethical reasoning and evidence-based judgement.
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Year 9						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Why did WW1 happen and how was it fought?	How did Hitler and the Nazis rise to power and control Germany?	How did WW2 change Britain and the wider world?	How did the Holocaust happen and how should it be remembered?	How did African Americans challenge segregation?	Does legal equality mean actual equality?
Subject Content	Alliance system, MAIN long-term causes, assassination of Franz Ferdinand, recruitment, trenches, weapons, the Somme and Haig, Gallipoli, Eastern Front, war at sea, why WW1 ended and film interpretations.	Treaty of Versailles, Weimar problems, Stresemann and the Golden Twenties, the Great Depression, Nazi rise, Hitler as chancellor and dictator, control, workers, women, families, Nazi Youth and the war economy.	Appeasement, war on Britain, women, Dunkirk, Battle of Britain, Durham and the North East, Hitler's betrayal of Stalin, D-Day, Pearl Harbour, the Atomic Bomb and the accuracy of WW2 films.	Nazi racial policies, antisemitism in sources, Kristallnacht, ghettos, collaboration, Wannsee Conference, Auschwitz-Birkenau, resistance, liberation including Belsen/Durham, Nuremberg Trials and lessons learned.	Jim Crow, Emmett Till, challenges to school and bus segregation, non-violent protest, sit-ins, Freedom Rides, Birmingham, March on Washington, legal segregation, Malcolm X, Black Power and the Black Panthers.	Equality and protest, Windrush, Bristol Bus Boycott, Brixton Riots, Suffragettes and Suffragists, women after 1945, legal equality, disability rights and LGBTQ+ rights.
Disciplinary Knowledge/Skills	Causation; chronology; significance; evidence; interpretations of leadership and responsibility.	Cause and consequence; change and continuity; interpretations; analysing propaganda and evidence.	Causation; significance; evidence; interpretations; connecting local, national and global history.	Source analysis; interpretations; cause and consequence; significance; using evidence responsibly to make moral and historical judgements.	Change and continuity; significance; interpretations; evidence; explaining why protest movements succeeded or faced limits.	Change and continuity; similarity and difference; significance; evidence; evaluating how far society has changed.
Theme (if applicable)	Conflict; power; society; technology; empire.	Power; democracy; economy; ideology; equality.	Conflict; society; power; technology; local history.	Power; equality; conflict; human rights; justice.	Equality; democracy; power; protest; society.	Equality; democracy; society; power; identity.
SMSC	Explores remembrance, sacrifice, propaganda, leadership and the moral impact of total war on soldiers and civilians.	Explores the dangers of dictatorship, prejudice, propaganda and the importance of democracy and individual rights.	Considers resilience, courage, gender roles, remembrance and the ethics of bombing and warfare.	Promotes anti-racism, tolerance, responsibility, human dignity and understanding of where hatred and discrimination can lead.	Explores racism, courage, peaceful protest, justice, citizenship and the struggle for equal rights.	Develops inclusion, respect, British values, empathy and understanding of ongoing struggles for belonging and equal treatment.
Careers	Armed forces, diplomacy, medicine, engineering, media and museums. Skills: analysing causes and evaluating interpretations.	Politics, law, economics, journalism and education. Skills: media literacy, argument and source evaluation.	Military, emergency planning, engineering, film/media, diplomacy and heritage. Skills: evaluation and contextual understanding.	Law, human rights, education, policing, museum curation and charity work. Skills: evidence handling and ethical judgement.	Law, campaigning, public policy, journalism, education and charity work. Skills: analysing change and communicating arguments.	Public service, law, equality and diversity roles, NGOs, journalism and education. Skills: advocacy, evaluation and respectful debate.

Year 10						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Paper 1: Understanding the modern world Section A: Period studies America, 1920–1973: Opportunity and inequality	Paper 1: Understanding the modern world Section A: Period studies America, 1920–1973: Opportunity and inequality	Paper 1: Understanding the modern world Section A: Period studies America, 1920–1973: Opportunity and inequality	Paper 1: Understanding the modern world Section B: Wider world depth studies Conflict and tension: The inter-war years, 1918–1939	Paper 1: Understanding the modern world Section B: Wider world depth studies Conflict and tension: The inter-war years, 1918–1939	Paper 2: Shaping the nation Section A: Thematic studies Britain: Health and the people: c1000 to the present day
Subject Content	Economic Boom, 1920s , Role of Women, Prohibition, Crime, Immigration, KKK	Red Scare, Wall Street Crash, Great Depression, Hoover, Roosevelt, New Deal, WW2 in Society,	Post War America, Mcarthy, USA Civil Rights, Black Power, Kennedy and Johnson, Femminist movement	Peacemaking, Treaty of Versailles, League of Nations formation and successes, Treaties outside the league.	Failures of the League of Nations; Manchuria, Abyssinia. Hitlers foreign policy, appeasement, Sudetenland, Nazi Soviet Pact, invasion of Poland,	Medieval disease, Hippocrates and Galen, Islamic Medicine, Public Health, Black Death,
Disciplinary Knowledge/Skills	Students explain change and continuity in 1920s America. They analyse causes and consequences of economic boom, Prohibition, immigration and racial tension, while beginning to evaluate different interpretations of opportunity and inequality.	Students analyse causes and consequences of the Wall Street Crash, Depression and New Deal. They evaluate the significance of Hoover, Roosevelt and government action, and compare the experiences of different groups in society.	Students assess change over time in post-war America, especially civil rights, Black Power and feminism. They evaluate the role of individuals, protest groups and government in bringing about change.	Students use sources to examine the peace settlement after WW1. They explain causation, consequence and significance linked to Versailles, the League of Nations and attempts to keep peace.	Students evaluate why international peace failed. They analyse source usefulness, write historical accounts, and reach judgements about appeasement, Hitler's foreign policy and the outbreak of war.	Students begin the thematic study by examining long-term change in medicine and public health. They explain the role of factors such as religion, science, government, war, chance and individuals.
SMSC	Students consider inequality, racism, migration, prejudice and the limits of the “American Dream”. They reflect on how economic success did not benefit all groups equally.	Students explore poverty, unemployment, government responsibility and the impact of economic crisis on ordinary people. They consider how societies respond to hardship.	Students reflect on equality, civil rights, protest, gender rights and democracy. They consider moral questions about discrimination, activism and social justice.	Students consider the human cost of war and the moral difficulty of creating a fair peace. They reflect on cooperation, responsibility and international conflict.	Students examine aggression, dictatorship, appeasement and the failure to protect weaker nations. They consider moral responsibility in the face of injustice.	Students reflect on health, illness, care, religious belief, scientific progress and access to treatment. They consider how societies respond to disease and suffering.
Careers	Links to careers in politics, journalism, law, economics, media, public policy, teaching, heritage and research. Students develop argument, evidence and communication skills.	Links to careers in economics, government, social policy, finance, journalism, charity work and public services. Students develop	Links to careers in law, politics, social justice, campaigning, education, journalism and public service. Students develop debate, evidence and judgement skills.	Links to diplomacy, international relations, law, politics, the civil service, journalism and historical research. Students develop source	Links to diplomacy, defence, government, law, journalism, international relations and security. Students develop judgement,	Links to medicine, nursing, public health, science, social care, pharmacy, research and health policy. Students develop long-term

		analytical and evaluative skills.		analysis and written argument.	evidence handling and extended writing.	analysis and evidence-based explanation.
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Year 11						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Paper 2: Shaping the nation Section A: Thematic studies Britain: Health and the people: c1000 to the present day	Paper 2: Shaping the nation Section A: Thematic studies Britain: Health and the people: c1000 to the present day	Paper 2: Shaping the nation Section B: British depth studies including the historic environment Elizabethan England, c1568–1603	Paper 2: Shaping the nation Section B: British depth studies including the historic environment Elizabethan England, c1568–1603	Revision	Exams
Subject Content	Medieval surgery, Vesalius, Pare, Harvey, Great Plague, Renaissance Hospitals, John Hunter and Edward Jenner Germ Theory, Pastuer and Koch. Simpson, Lister and Surgery. Florence Nightingale and Hospitals. Public Health and Snow.	WW1 and WW2 impact on medicine. Liberal Reforms, 21 st Century treatments. Influence of government	Queen Elizabeth and her problems when she becomes Queen, Religion; Puritan and Catholic Threat.	Leisure and life in Elizabethan England. Threats from Abroad Historical Environment Study	Revising key content throughout the course and enhancing exam technique	Students complete their final studies and depart Greenfield ready for their next step in Education.
Disciplinary Knowledge/Skills	Students continue the thematic study of Health and the People. They explain change and continuity across time and evaluate the significance of key individuals, discoveries and public health reforms.	Students consolidate thematic understanding of medicine and public health. They compare periods, explain similarity and difference, evaluate source usefulness and construct sustained essay judgements.	Students begin Elizabethan England as a British depth study. They analyse interpretations, explain key features of Elizabethan society, religion, government and threats to Elizabeth’s rule.	Students deepen their study of Elizabethan England, including plots, conflict, exploration and the historic environment. They evaluate interpretations and use contextual knowledge to support judgements.	Students revise across all four GCSE units. They practise selecting precise knowledge, planning answers, using second-order concepts and improving exam technique across AQA question types.	Students apply knowledge and disciplinary skills independently in the final examinations. They demonstrate accurate recall, source/interpretation analysis, explanation and sustained written judgement.
SMSC	Students consider the moral responsibility of individuals, governments and societies in improving health. They reflect on inequality, poverty, disease and access to medical care.	Students reflect on modern healthcare, the NHS, public health, scientific progress and ethical issues linked to medical treatment and government responsibility.	Students explore religion, power, gender, monarchy, loyalty and persecution in Elizabethan England. They consider how beliefs shaped people’s choices and opportunities.	Students reflect on conflict, tolerance, propaganda, exploration and the treatment of different groups. They consider how power was protected and challenged in Elizabethan society.	Students build confidence, independence and resilience. They reflect on progress, personal responsibility and how historical knowledge helps them understand the modern world.	Students demonstrate resilience, organisation and self-discipline during the exam period. They apply their learning under pressure and prepare for future pathways.
Careers	Links to medicine, nursing, public health, biomedical science, pharmacy, social care, research, government and health policy. Students develop evaluation and long-term thinking.	Links to NHS careers, medical research, public health, social policy, science communication and healthcare leadership. Students develop judgement and evidence-based argument.	Links to heritage, museums, archaeology, law, politics, theatre, education and research. Students develop interpretation, communication and contextual analysis.	Links to heritage, tourism, archives, museums, conservation, law, politics, education and historical research. Students develop evaluative writing and evidence handling.	Links to any career requiring communication, organisation, problem-solving, literacy and critical thinking. Students develop revision strategies and independent study habits.	Links to post-16 study, apprenticeships and employment. Students demonstrate transferable skills including written communication, analysis, resilience and decision-making.