

HISTORY

2025 – 2026



THE GRANGE SCHOOL



History – Year 7

Key Learning Objectives	The department aims to deliver a comprehensive history curriculum, accessible by all and stretching for those who require additional challenges. We aim to motivate the students to achieve success and to develop an enquiring mind which seeks to delve further into history on a lifelong basis.
Curriculum Content:	
Autumn Term 1st Half	<p>What is History? Developing the skills to interpret the past – Chronology, Bias, Reliability, Primary and Secondary sources.</p> <p>Why did William want to invade England in 1066?</p> <ul style="list-style-type: none"> • Comparison of Roman and Anglo-Saxon Britain • Edward the Confessor • Contenders to the Throne • Battle of Stamford Bridge
Autumn Term 2nd Half	<p>How did the Normans gain control of England?</p> <ul style="list-style-type: none"> • Battle of Hastings • Harrying of the North • Feudal system and the Domesday Book • Castles
Spring Term 1st Half	<p>What was life like in the Middle Ages?</p> <ul style="list-style-type: none"> • Role of the Church • Life in medieval village and towns • Black Death • Matilda: the forgotten queen
Spring Term 2nd Half	<p>Who held the power in the Middle Ages?</p> <ul style="list-style-type: none"> • Murder of Thomas Beckett • King John and the Magna Carta • Peasants Revolt • Birth of Parliament • Trial and Punishment
Summer Term 1st Half	<p>How did religion cause people to go on crusade?</p> <ul style="list-style-type: none"> • The importance of the Holy Land • Reasons for going on Crusade • Case studies into Richard I and Saladin • Legacy of crusade
Summer Term 2nd Half	<p>How did the world become connected?</p> <ul style="list-style-type: none"> • Ancient Empires • Understanding the important of the Silk Road • Trade and Travel on the Silk Road • Religious pathways of the Silk Road
Assessments	Baseline Test. One extended written assessment per half term which includes a multiple-choice quiz. Extended piece of writing at the end of all lessons that can be self/peer or teacher assessed.
Homework Structure	Set two times a half term (around every three weeks)
School-based enrichment opportunities	Project on family history. Previous years have visited Warwick Castle
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in Historical events.

History – Year 8

Key Learning Objectives	The department aims to deliver a comprehensive History curriculum, accessible by all and stretching for those who require additional challenges. We aim to motivate the student to achieve success, to develop an enquiring mind which seeks to delve further into history on a lifelong basis.
Curriculum Content:	
Autumn Term 1st Half	Why was there so much religious turmoil in Tudor England? <ul style="list-style-type: none"> Henry VIII and Martin Luther, The Break with Rome Continued reformation under Edward VI Counter-reformation under Mary I Religious Settlement of Elizabeth I Elizabeth.
Autumn Term 2nd Half	Was Elizabethan England a ‘Golden Age’? <ul style="list-style-type: none"> Problems faced by the Queen Use of Propaganda Mary, Queen of Scots Spanish Armada Elizabethan culture
Spring Term 1st Half	James I to Charles I- How did the king lose control of his kingdom? <ul style="list-style-type: none"> Union of England and Scotland under James I The Gunpowder Plot Start of the Witch craze Reign of Charles I Causes of the English Civil War
Spring Term 2nd Half	Why did England go from a monarchy to a republic and back again? <ul style="list-style-type: none"> Main battles of the civil war New Model Army – Cavaliers vs. Roundheads Execution of Charles I Life in Cromwell’s protectorate Restoration and the Glorious Revolution
Summer Term 1st Half	How far did the industrial revolution change Britain? <ul style="list-style-type: none"> Britain in 1750 Industrial Revolution: birth of factories, creation of towns, movement of people Living and working conditions for the workers Changes in transportation Age of invention
Summer Term 2nd Half	Empire- How did little Britain become ‘Great’? <ul style="list-style-type: none"> Why did Britain want an Empire? Britain in America, India, Australia, Africa Impact and legacy of Empire
Assessments	One extended written assessment per half term which includes a multiple-choice quiz. Extended piece of writing at the end of all lessons that can be self/peer or teacher assessed.
Homework Structure	Set every three weeks.
School-based enrichment opportunities	Previous trips have included a visit to Black Country Museum; Project on the Tudors and Stuarts.
Resources available for home-based	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in historical events.

History – Year 9

Key Learning Objectives	The department aims to deliver a comprehensive history curriculum, accessible by all and stretching for those who require additional challenges. We aim to motivate the student to achieve success, to develop an enquiring mind which seeks to delve further into history on a lifelong basis.
Curriculum Content:	
Autumn Term 1st Half	Herstory: Why are women underrepresented in History? <ul style="list-style-type: none"> • Case studies on important historical women • Explore the changing roles of women throughout history • Understanding historical scholarship and why it lacks female representation
Autumn Term 2nd Half	What was life-like for soldiers on the front-line? <ul style="list-style-type: none"> • Causes of WW1 • Trench Warfare – structure, No Mans Land, weapons • Recruitment • Main battles and theatres of war (Case Study- Sir Douglas Haig)
Spring Term 1st Half	Why did the Second World War affect so many people? <ul style="list-style-type: none"> • Causes of Second War World – rise of the Nazis, Appeasement, League of Nations • Main events of the Second World War • Home Front • Local case study: Bletchley Park
Spring Term 2nd Half	The Holocaust: A warning from history? <ul style="list-style-type: none"> • What is Anti-Semitism? • Nuremberg Laws • The Ghettos • The Final Solution • Being Human- perpetrators, collaborators, bystanders
Summer Term 1st Half	From slavery to emancipation? <ul style="list-style-type: none"> • Africa before the Slave Trade • Triangular Trade and the Middle Passage • Slave Auctions • Life on a plantation • Causes of Abolition
Summer Term 2nd Half	What impact did the Civil Rights Movement have on us? <ul style="list-style-type: none"> • Segregation and impact of the KKK • Key events that helped change the conditions for African Americans • America Civil Rights Movement • Key individual case studies: Emmett Till, Rosa Parks, Malcolm X and Martin Luther King • Civil Rights in the present day: Black Lives Matter
Assessments	One extended written assessment per half term which includes a multiple-choice quiz. Extended piece of writing at the end of all lessons that can be self/peer or teacher assessed
Homework Structure	Set two times a half term (around every three weeks)
School-based enrichment opportunities	Previous years have visited the Imperial War Museum. Previous cross-curriculum projects: Holocaust project between Art and History Department, WW1 Poetry Competition between English and History
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in historical events.

History – GCSE

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE</p> <p>Examination Structure:</p> <p>Paper 1: Understand the modern world – 2hr exam (50%)</p> <ul style="list-style-type: none"> • Period Study: Germany 1890-1945: Democracy and Dictatorship • Wider Depth Study: Conflict and tensions: The First World War, 1894-1918 <p>Paper 2: Shaping the nation – 2hr exam (50%)</p> <ul style="list-style-type: none"> • Thematic studies: Britain: Migration, empires and the people: c790 to the present day • British Depth Study: Elizabethan England, c1568-1603
Key Learning Objectives	<ul style="list-style-type: none"> • To study the political, economic, social and cultural aspects of democracy and dictatorship and the role ideas played in influencing change • To analyse the causes, nature and conclusion of the First World War. To consider the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. • To gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world- considering invasions and conquests. A study of the country's relationship with Europe and the wider world. • To study in depth the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.
Curriculum Content – YEAR 10	
Autumn Term (September – December)	<p>Paper 2 Thematic Studies: Britain: Migration, empires and the people</p> <p>Option focuses:</p> <ol style="list-style-type: none"> 1. How has Britain been affected by conquest, settlement, and migration? 2. What has motivated migration to and from Britain? 3. Why did Britain gain and lose an empire and with what effects? 4. How have the people of Britain and the wider world responded to, and been influenced by, interaction? 5. What is the significance of key individuals and events in the development of empire and British identity? <p>Course breaks down into four sections:</p> <ol style="list-style-type: none"> 1. Conquered and conquerors <ul style="list-style-type: none"> - Vikings and Anglo-Saxons - A Norman Kingdom and Angevin Empire - Birth of English identity 2. Looking West <ul style="list-style-type: none"> - Sugar and the Caribbean: piracy, plantations and slavery - Colonisation of North America - Migrants to and from Britain 3. Expansion and Empire <ul style="list-style-type: none"> - Expansion in India - Expansion in Africa - Migrants to and from Britain

Spring term (January - April)	Paper 2 Thematic Studies: Britain: Migration, empires and the people (cont.) <ol style="list-style-type: none"> 4. Britain in the 20th century <ul style="list-style-type: none"> - End of the Empire - Legacy of Empire - Britain's relationship with Europe Paper 2 British Depth Study: Elizabethan England, c1568-1603 <ol style="list-style-type: none"> 1. Elizabeth's court and Parliament <ul style="list-style-type: none"> - Elizabeth I and her court - Difficulties of a female ruler 2. Life in Elizabethan times <ul style="list-style-type: none"> - A 'Golden Age' - The poor - English sailors
Summer term (May-July)	Paper 2 British Depth Study: Elizabethan England, c1568-1603 (cont.) <ol style="list-style-type: none"> 3. Troubles at home and abroad <ul style="list-style-type: none"> - Religious matters - Mary Queen of Scots - Conflict with Spain 4. The Historic Environment of Elizabethan England <ul style="list-style-type: none"> - Different focus every year set by the exam board, worth 10% of overall course - Examined on a specific site in depth, focus on historical context, and examine the relationship between a specific place and associated historical events/development Paper 1 Wider world depth studies- Conflict and tension: the First World War, 1894–1918 <ol style="list-style-type: none"> 1. The causes of WW1 <ul style="list-style-type: none"> - The Alliance System - Anglo-German rivalry - Outbreak of war
Curriculum Content – YEAR 11	
Autumn Term (September – December)	Paper 1 Wider world depth studies- Conflict and tension: the First World War, 1894–1918 (cont.) <ol style="list-style-type: none"> 2. The causes of WW1 <ul style="list-style-type: none"> - The Alliance System - Anglo-German rivalry - Outbreak of war 3. WW1: Stalemate <ul style="list-style-type: none"> - Schlieffen Plan - The Western Front - The wider war 4. Ending the war <ul style="list-style-type: none"> - Changes in the Allied Forces - Military developments in 1918 - Germany surrenders
Spring term (January - May)	Paper 1 Period Study: Germany 1890-1945: Democracy and Dictatorship <ol style="list-style-type: none"> 1. Germany and the growth of democracy <ul style="list-style-type: none"> - Kaiser Wilhelm - Impact of WW1 - Weimar democracy 2. Germany and the Depression <ul style="list-style-type: none"> - Impact of the Depression - Failure of Weimar democracy - Establishment of Hitler's dictatorship 3. The experiences of Germans under the Nazis <ul style="list-style-type: none"> - Economic changes

	<ul style="list-style-type: none"> - Social policy and practise - Control
Assessments	<p>Each topic within a unit will have a formal examination test to assess students' knowledge and progress.</p> <p>In addition, students will sit formal mock examinations during the school internal examination periods.</p>
Homework / independent study	<p>Knowledge Organisers available through satchel one</p> <p>Revision guides available</p> <p>Homework set 3x per half term. Retrieval Practice in year 11 using History Homework</p>
School-based enrichment opportunities	<p>GCSE Revision sessions after school.</p> <p>Homework support.</p>
Resources available for home-based study	<p>Reading widely improves the level and depth of understanding.</p> <p>Conducting independent research.</p> <p>Encouraging an interest in Historical events.</p> <p>Membership of the Historical Association with a login to access a wide range of resources and wider reading.</p>

History – A-Level

Course Details	<p>Exam Board: Edexcel</p> <p>Level: AS or A-Level.</p> <p>Examination Structure: Paper 1: USA - 2hr 15 min (30%) Paper 2: India - 1hr 30 min (20%) Paper 3: Britain - 2hr 15 min (30%)</p> <p>Coursework/Controlled Assessment: 20%</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Develop an interest in and enthusiasm for history and an understanding of its intrinsic value and significance through the study of aspects of British and non-British history. • Students will learn about the dramatic political, economic, and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict. • Students will gain an in-depth understanding of the changing relationship between Britain and India from the outbreak of the First World War to the achievement of independence for the Indian sub-continent, and of the reasons for this, with particular reference to Indian nationalism. • Looking at social, economic and political issues, students will study a series of developments that started with an imperial catastrophe which threatened to reduce Britain once more to a European offshore island, but would then transform Britain's standing in the world so that by the end of the period it had the largest empire the world has known.
Curriculum Content – Year 12	
Autumn Term (September – December)	<p>Each paper is taught by a different teacher and taught simultaneously</p> <ul style="list-style-type: none"> • Paper 1: In search of the American Dream: 1917-1996 • Changing Political Environment. • Quest for Civil Rights. • Society and Cultural Change. • Changing quality of life.
Spring Term (January-April)	<ul style="list-style-type: none"> • Paper 2: India 1914-48: The Road to Independence • World War 1 and India. • Changing Political Relationships. • Consultation and Confrontation. • The road to independence.
Summer Term (May-July)	<p>Finish and revise Paper 1 and 2 in preparation for mocks Start research and writing for Controlled Assessment</p>
Curriculum Content – YEAR 13	
Autumn Term (September – December)	<p>Paper 3 teaching responsibilities are split across A level teachers and Section A and B will be taught simultaneously</p> <p>Aspects in breath: ruling the waves</p> <ul style="list-style-type: none"> • The nature of trade • The Royal Navy

Spring Term (January – April)	Aspects in depth: losing, gaining and governing territories <ul style="list-style-type: none"> • Loss of the American Colonies 1770-83 • Birth of British Australia 1788-1829 • Canada and the Durham Report 1837-1840 • The British in India 1829-1858 • The Nile Valley 1882-1898 <p>Easter Deadline for Controlled Assessment</p>
Summer Term (May - July)	Revision in preparation for exams
Assessments	<ul style="list-style-type: none"> • Students will sit three exams at the end of Year 13, one paper for each of our three topics. • Students will conduct personal research into a question of their choice for their Controlled Assessment. This essay is internally marked and moderated and then moderated by the exam board. • Students will have regular assessments at the conclusion of each sub-topic.
Homework / independent study	<p>Homework will be set on a bi-weekly basis.</p> <ul style="list-style-type: none"> • Keeping track of current affairs is essential to help understand the context of the historical issues we study. This should be done through noted and respected newspapers and publications, as well as a range of excellent internet-based resources.
School-based enrichment opportunities	Visit to Greenwich Maritime Museum
Resources available for home-based study	Resources on W Drive and shared on Satchel:one