

## **Why do we learn History?**

With our History curriculum here at Woodchurch, we intend to give pupils a solid grounding in our shared story and the many valuable skills that come with this. We want them to understand how our story fits together in time and space; we aim to inspire pupils' curiosity with some of the big pictures as well as the little stories from our local, national and international past. By doing this, we want our pupils to consider the complexity of peoples' lives, how and why change happens, the relationships between different groups and understand their own identity in our place and our time. Through this, we will enable our pupils to be the best versions of themselves, letting their light shine for all to see.

## **How do we learn in History lessons?**

Pupils follow the National Curriculum for Key Stage 3 History, which is approached chronologically to enable pupils to build a developed understanding of the history of Britain and its place in the world. Our curriculum map reflects our knowledge-rich curriculum offer, which is sequenced, progressive and assessed regularly in lessons and in summative assessments. Pupils are regularly required to undertake effective retrieval practice and apply their knowledge as we work through the learning programme, practising their History skills along the way. In Key Stage 4, pupils look to cement the core knowledge of KS3; they are expected to demonstrate an informed and mature understanding of the key themes, big pictures and little stories. Pupils follow the Edexcel History GCSE specification. There are four topics in total, assessed over three exam papers in the summer of Year 11. Knowledge is prioritised: it is defined in Knowledge PLCs, is the focus of retrieval and interleaving throughout each term and is tested to inform teachers where knowledge gaps exist. Our Subject Site is a key vehicle for this and has lesson resources as well as a section dedicated to GCSE History revision.

## **What do we learn in History lessons?**

We offer a well-sequenced, coherent history curriculum, with broad scope and appropriately pitched rigour that meets the needs of our pupils here at Woodchurch High School.

Our ambitious, inclusive, and knowledge-rich curriculum has been designed to meet the needs of all learners because we believe that history is a vital subject for helping young people understand the complexity of the world around them, and their place within it. Our aim is to equip all students—regardless of background, starting point, or ability—with the knowledge, skills, and critical thinking needed to engage confidently with the past and present.

Our curriculum provides a coherent and chronological understanding of Britain's past, its global context and a range of non-British topics. It has been sequenced to ensure that substantive knowledge (the key content and concepts of history) and

disciplinary knowledge (the methods and practices of historical enquiry) are introduced, revisited, and deepened over time.

Progression is planned for from Year 7 to Year 11. Students begin by exploring foundational concepts such as power, belief, conflict, and change, while developing core historical skills including source analysis, interpretation, causation, and significance. These are revisited through increasingly complex enquiries across different periods, places, and themes, enabling students to build secure historical understanding and fluency in key skills.

Inclusion is central to our curriculum design. We ensure that content is accessible and meaningful to all learners, including those with SEND and those who are disadvantaged. Effective use of TAs, adapted materials, scaffolding, and targeted support are routinely embedded, while high expectations are maintained for all. We also ensure that our curriculum reflects a diverse range of voices and experiences, encouraging all students to see themselves in the history they study.

By providing a curriculum that is inclusive, challenging, and thoughtfully sequenced, we ensure that all students—regardless of ability—can make meaningful progress and leave school as confident, knowledgeable, and critical young historians.

### What topics do we cover, when?

|               | Autumn Term   | Spring Term  | Summer Term  |
|---------------|---|--|--|
| <b>Year 7</b> | <b>Contested Power, Contested Land</b> (in medieval England and beyond):<br>- The Norman Conquest<br>- Alexios and The Byzantine Empire<br>- 'Nightmare Kings' of England | <b>Empires, expansion and collapse:</b><br>- Medieval Mali<br>- English expansion<br><br><b>Stability and instability:</b><br>- The Wars of the Roses<br>- Henry VII | <b>Revolutions in religion and ideas:</b><br>- Luther's protest<br>- The impact of religious change on an English village - Morebath<br><br><b>Silver and gold:</b><br>- The Incas<br>- Elizabethans and the wider world |
| <b>Year 8</b> | <b>Industry, trade and empire, 1750-1900:</b> -<br>Why did Britain turn from green to grey? -<br>What's so special about Port Sunlight?                                   | <b>Industry, trade and empire, 1750-1900:</b> -<br>Why does Merseyside have so many big old houses?<br>- Was the British Empire a force for good?                    | <b>Political power in Britain:</b> - How did we get from a little bit of democracy to a lot? -<br>How united is our kingdom?   |

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|----------------|--|---|---|
| <b>Year 9</b>  | <b>Britain and the World in the Twentieth Century:</b> -<br>Why was Franz so important to Tommy from Woodchurch Road? - How was Hitler able to get away with it all? | <b>Britain and the World in the Twentieth Century:</b> -<br>How similar were the two world wars? -<br>Why should we remember The Holocaust? | <b>Britain and the World in the Twentieth Century:</b> -<br>Why and how did the world go M.A.D.? -<br>How has British society changed since the Second World War? |
| <b>Year 10</b> | <b>Medicine in Britain c1250 to the present day.</b><br><br><b>A historic environment study:</b><br>Medicine in the British Sector of the Western Front.             | <b>Germany 1918-1939:</b><br>Weimar Germany   | <b>Germany 1918-1939:</b><br>Nazi Germany   |
| <b>Year 11</b> | <b>Superpower relations and the Cold War, 1941-1991</b>  | <b>Early Elizabethan England, 1558-1588</b>   | Revision & GCSE exams   |