



St Paul's Academy History Curriculum Overview

Why we teach history?

History helps students to understand the world in which we live today through studying events in the past. We use a variety of learning techniques to help students develop communication and written skills. They will find out about causes and consequences of events locally, nationally and internationally. We aim to develop important historical skills through the use of sources and to comprehend and apply essential concepts such as utility, provenance and significance. The factors of power, religion and economics are at the core of many lessons, as well as human behaviour where sensitive issues such as racism, religious intolerance and gender inequality are confronted.

Although History is very important subject to support citizenship and to build a life-long interest, it is also very skills based. It requires and promotes important life skills that are essential in the world of work and an understanding of life today. Students learn to process information and quantify its utility, as well as develop frameworks to communicate ideas and to demonstrate debate and argument. These skills are essential for business and careers in media, public service and human resources. At university level, History is a 'facilitating' subject which means it is preferred for courses such as journalism, business, the civil service, the police, the law and teaching, where an analytical mind is needed to debate and problem solve challenging projects. History is a route to many careers and helps the development of students' skills through the use of historical sources and emphasis upon questioning their significance and utility. Students will produce both oral and written answers that demand evidence and explanation. They will come to understand key concepts such as propaganda, tone and message.

Disciplinary Knowledge

Causes and Consequences

Students will understand that events occur for a variety of reasons and timescales such as long-term and short-term causes. As students progress through their study of History they will come to understand the greater complexities of historical events and outcomes.

Change and Continuity

Students will develop their understanding that both development and regression are possible in the past and that History is not a linear march towards progress. As students progress through their study of History they will come to understand that there are underlying continuities in historical events.

Significance and Importance

Students will develop their understanding of both important events as well as people and the contributions and setbacks that they have caused.

Similarities and Differences

Students are encouraged to compare different lived experiences and to look for both commonalities and variance in life in the past.

Historical Enquiry

Students will learn to question the world around them and will be enabled to ask challenging questions of the past.

Sources and Interpretation

Students will be exposed to a variety of sources from the past and interpretations of events from the past such as cartoons, photographs, diaries, articles and films. Students will develop their skills of analysis of these sources through their use of contextual knowledge.

Chronological Understanding

Students will develop a big picture of the past, which helps them to understand both Britain's part in the world and events have unfolded on a global scale.

Substantive Knowledge

Political

Military, Government and Power

Social

Society, Culture and the people

Economic

Economy and finance

Religion

Religious beliefs and influences



Learning for Life and Careers

Employability skills

Literacy, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication, Empathy, Debating, Evaluation, Justifying.

Linking the curriculum to careers

History enables students to develop a range of skills which are suitable for many career pathways. Students are also able to develop their understand of range of topics such as medicine through time, the military and warfare and human rights.

Examples of qualification pathways

Civil Service, Emergency Services, Armed Forces, Counselling, Entertainment Management, Journalism, Law, Politics, Education, Social Work, Human Resources, Financial Services, Local Government.



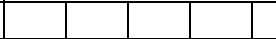
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History Key Stage 3 Curriculum Map – Topics by Term

KS3	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	<i>The development of Church, state and society in Medieval Britain 1066-1745</i>	<u>Anglo Saxon & Norman England</u>	<u>Christendom</u>	<u>Struggle between Church and Crown</u>	<u>The Tudors</u>	<u>The Stuarts</u>	<u>African Civilization</u>	
		F1 Chronology F2- Anglo-Saxon Society and Normans	F1-Importance of religion in Medieval England F2: Crusades	F1: Henry II and Thomas Becket F2: Henry breaking away from Rome	F1: Henry's children (Elizabeth I) F2: Black Tudors	F1: James I and Charles I F2: Oliver Cromwell	F1: Mali Empire F2: Benin	
		SK	SK	SK	SK	SK	SK	
Year 8	<i>Ideas, political power, industry and empire: Britain, 1745-1928</i>	<u>The Slave Trade</u>	<u>The Industrial Rev.</u>	<u>The British Empire</u>	<u>American War of Independence</u>	<u>French Revolution</u>	<u>Britain's Equality</u>	
		F1-Slave Trade F2: Abolition	F1-Inventions F2-Urbanisation	F1-Expansion (India) F2: Impact	F1- Causes F2- Boston Tea Party and Treaty of Paris	F1-Causes F2- Declaration of the Rights of Man	F1: 19th C Rights F2: 20th C vote	
		SK	SK	SK	SK	SK	SK	
Year 9	<i>Challenges for Britain, Europe and the wider world 1901 to the present day</i>	<u>First World War</u>	<u>Russian Revolution</u>	<u>Second World War</u>	<u>The Holocaust</u>	<u>Genocides after 1945</u>	<u>The Cold War- 1945-1962</u>	
		F1- Causes F2- The Somme	F1-March revolution F2- Oct revolution	F1- Causes F2- Dunkirk	F1- Antisemitism F2:-Final Solution	F1- Comparisons F2- Interpretations	F1-Origins F2- Events up to 1962	
		SK	SK	SK	SK	SK	SK	
		DK	DK	DK	DK	DK	DK	

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History Key Stage 4 Curriculum Map – Topics by Term

2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 10	<p>Superpower Relations & The Cold War: 1941-91. PAPER 2 Period Study</p> <p>Key Topic 1: 1941-58 <i>The origins of the Cold War.</i></p> <p>Key Topic 2: 1958-70 <i>Cold War Crises.</i></p>	<p>Superpower Relations & The Cold War: 1941-91. PAPER 2 Period Study</p> <p>Key Topic 2: 1958-70 <i>Cold War Crises.</i></p> <p>Key Topic 3: 1970-91 <i>The end of the Cold War.</i></p>	<p>Early Elizabethan England: 1558-88. PAPER 2 British Depth Study</p> <p>Key Topic 1: 1558-69 <i>Queen, Government & Religion.</i></p> <p>Key Topic 2: 1569-88 <i>Challenges to Elizabeth at home and abroad.</i></p>	<p>Early Elizabethan England: 1558-88. PAPER 2 British Depth Study</p> <p>Key Topic 2: 1569-88 <i>Challenges to Elizabeth at home and abroad.</i></p> <p>Key Topic 3: 1569-88 <i>Elizabethan society in the age of exploration.</i></p>	<p>Migrants in Britain, 800–present and Notting Hill, 1948–1970 Paper 1 Thematic Study</p> <p>Key Topic 1: 800–1500: <i>Migration in medieval England</i></p> <p>Key topic 2: 1500–1700: <i>Migration in early modern England</i></p>	<p>Migrants in Britain, 800–present and Notting Hill, 1948–1970 Paper 1 Thematic Study</p> <p>Key Topic 2: Case Study</p> <p>Key Topic 3: 1700–1900: <i>Migration in eighteenth- and nineteenth-century Britain</i></p>	
	SK						
	D K						
Year 11	<p>Migrants in Britain, 800–present and Notting Hill, 1948–1970 Paper 1 Thematic Study</p> <p>Key Topic 4:</p>	<p>Conflict at Home and Abroad, 1954-1975. PAPER 3 Modern Depth Study</p> <p>Key Topic 1: 1954-60 <i>The development of the Civil Rights Movement.</i></p>	<p>Conflict at Home and Abroad, 1954-1975. PAPER 3 Modern Depth Study</p> <p>Key Topic 2: 1960-75 <i>Protest, progress and radicalism.</i></p>	<p>Conflict at Home and Abroad, 1954-1975. PAPER 3 Modern Depth Study</p> <p>Key Topic 4: 1964-75 <i>Reactions to US Involvement in the Vietnam War.</i></p>	Exams		

<p>1900–present: Migration in modern Britain Paper 1 Thematic Study Notting Hill, 1948–1970</p> <p>Key Topic 5: The historic environment: Notting Hill</p> <p>Knowledge, selection and use of sources for historical enquiries</p>	<p>Key Topic 2: 1960-75 Protest, progress and radicalism.</p>	<p>Key Topic 3: 1954-75 US Involvement in the Vietnam War.</p>	<p>Exam Focus- Revision</p>		
SK					
DK	