Hayesfield GIRLS' SCHOOL | MIXED SIXTH

History
Curriculum Booklet
2026-2027

Head of Subject: Phill Jones

Subject Curriculum Intent:

'Creating a dialogue between the past and present.'

Hayesfield's History department believes that students deserve an expansive and ambitious history curriculum that exceeds the remit of the national curriculum. Our offer is rich in subject-specific knowledge that ignites curiosity and skills that prepare students well for future learning and employment.

As a school that is predominantly white British, our curriculum ensures that our students experience other cultures and challenge any misconceptions. As a girls' school, our curriculum is centred around the changing role of women and seeks to give a voice to women from the past where traditionally they may have been silenced. We seek to celebrate and learn from the achievements of women throughout history.

We have high expectations for every student and ensure that our curriculum inspires a love of history and a passion to succeed at every stage. Our broad and varied curriculum is intended to develop empathy, tolerance and respect by ensuring our students experience perspectives from different voices across society, enabling them to be more informed and active citizens who can assess the impact of events on individuals and communities. It aims to ensure that our students know and understand the history of these islands as a coherent, chronological narrative, building and securing a mental timeline of British history including a rich and deep knowledge of key events and people, and understand the influence of the wider world on Britain and British influence overseas.

Our curriculum asks our students to challenge the received wisdom about historical figures, events and issues, developing vital analytical skills so that they are able to reason why interpretations differ. It develops an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence and diversity. These concepts develop their cultural capital helping to remove barriers to achievement in school, future learning and the world of work. Additionally, it seeks to cultivate an understanding of the provenance of historical sources and how the purpose, author, nature, date and audience affects the utility of a source. All this is tied together using our Golden Threads of Power, Religion, Society, Economy and War.

Our Key Stage 3 curriculum aims to ensure that all our students develop the skills and knowledge required so that they can access the Key Stage 4 curriculum, irrespective of their Key Stage 2 experience. Our choice of topics aids us in identifying and closing gaps in knowledge and skills of some students from KS2 whilst deepening others' knowledge and passion for our subject.

Our Key Stage 4 curriculum aims to build on the skills, knowledge and understanding developed at Key Stage 3. It is intended to support each student to achieve their personal best in their end of Year 11 GCSE qualification, whilst supporting their social, moral, spiritual and cultural development through exposure to a selection of topics that explores a wide range of perspectives across a wide range of time periods and places.

Both at Key Stage 3 and Key Stage 4, the History curriculum at Hayesfield seeks to build confidence and maturity as a historian engaging with ever more challenging historical sources and texts as they progress through the School. It provides opportunities for our students to build and secure the core literacy skills and confidence necessary to flourish within the classroom and life beyond our school.

History Curriculum Implementation:

Collaborative curriculum planning lies at the heart of what we do in the department, we regularly review our schemes of learning to ensure the most relevant, diverse and engaging lessons. Our schemes of learning are focussed on embedding challenge, metacognition, memory techniques and literacy into our departmental curriculum. Alongside our lessons we provide homeworks with shared learning outcomes so that students can independently grow their own skills and understanding. This enables us to define the core knowledge and skills that our students need to master.

In History, we also implement our curriculum through a range of teaching approaches including groupwork and creative tasks as well as more traditional source-based questions and essay writing. Discussion and debate are a regular feature of lessons, as well as regular spiralling back to ensure key content is secure. The department is proactive in developing their own pedagogy and actively seeks opportunities to bring in new techniques and teaching styles as well as working with local historical associations such as sixth form lectures to allow students to deepen their knowledge and understanding.

History is taught in mixed ability groups across key stage 3 and key stage 4 as we fervently believe in equal opportunity and high expectations for all. Literacy opportunity and a love of reading is built into lessons to help students process the range of topics taught and enjoy historical fiction outside of the classroom.

At Key Stage 3, learners are encouraged and motivated to engage in lessons and take responsibility for their own learning with flipped learning and extended homework projects. Across all key stages, teaching is not prescriptive and includes a range of implementation strategies including explicit teaching of vocabulary, formative and summative assessment. We use demanding texts to stretch and challenge our students and help them become excellent readers. There is regular use of low stakes knowledge assessment in starters and embedded in our curriculum at key points so students can improve their knowledge retention and develop their long-term memory. Our lessons are purposeful and engaging and inspire a love of learning and history.

Lessons at GCSE look to consolidate the key knowledge and skills of KS3 whilst adding depth and detail. A key feature of teaching at GCSE will be teaching students how to think synoptically and to apply their knowledge to unfamiliar sources, interpretations, and wider historical context. Describing and explaining the purpose and meaning of sources will still be important skills at GCSE but we will start to shift the focus of teaching more towards evaluation and analysis. We make links between topics and for vocabulary and focus on etymology to assist with literacy skills, rather than rote learning.

We are also committed to students having chances to develop and broaden their historical understanding and cultural capital. This is achieved with opportunities to visit heritage sites such as the Houses of Parliament and the Supreme Court and to participate in Bath's Youth Parliament. There also are opportunities to study at the University of Bristol and to visit the First World War Battlefields.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Fortnightly lesson allocation	3	3	3	5	5

Year 7

Term	Curriculum Foci Areas	Assessment Task
1	**The Norman Conquest** Students study the foundations of Medieval England. They learn about: ● Who the contenders of the throne were in 1066 ● Why William won the Battle of Hastings ● What life was like in Medieval England including village life and life of women. ● Golden Thread: Power and War	
2	**Medieval England: the Black Death and Peasants Revolt** Students study the causes and effects of the Black Death. They learn about: ● The feudal system and the importance of the Lord in the manor, the power of the Medieval Church ● Significance of the Black Death ● Causes, symptoms and cures of the Black Death and the impact of the Black Death ● Cause and consequences of the Peasants Revolt ● Golden Thread: Power, Religion, Society and Economy	**Assessment 2:** Impact of the Black Death Knowledge Test Source Skill - inference/useful Extended Writing
3	**The Caliphate** Students study the growth of the Caliphate. They learn about: ● Mohammed and the rise of Islam ● Reasons for the rapid expansion of the Caliphate ● Life in the Caliphate ● Baghdad as a centre of culture ● Golden Thread: Power, Religion, Society, Economy and War	
4	**The Crusades** Students study the reasons for and the impact of the Crusades. They learn about: ● Reasons for the Crusades ● Why people went on the Crusades ● Richard I and Saladin the Great ● What was learnt by the Crusaders ● Golden Thread: Power, Religion and War	**Assessment 2:** Impact of Religion in the Medieval World Key skills Knowledge Test Source Skill - inference/interpretation
5	**The Mongols**	**Assessment 3:** End of Year Assessment

	Students study the rise of Chinggis Khan and the Mongol Empire. They learn about: ● Chinggis Khan and how he united the nomadic tribes ● Mongol life ● How the Mongols conquered China ● Advancements in the Mongol Empire ● Golden Thread: Power, Religion, Society, Economy and War	Knowledge Test Source Skill - inference/interpretation Extended Writing
6	**African Kingdoms** Students explore the many dynamic African kingdoms that developed during this time. They learn about: ● The Kingdoms of Mali and Singhay ● How Ethiopia and Somalia influenced the world ● The Kingdom of Benin ● The importance of Queen Nzinga ● Golden Thread: Power, Religion, Society, Economy and War	

Year 8

Term	Curriculum Foci Areas	Assessment Task
1	**Tudor England** Students study the political, economic and social changes between 1485 - 1603. They learn about: ● The reasons for the Battle of Bosworth and its role in ending the Wars of the Roses ● Martin Luther and the 95 Theses ● Henry VIII and his great matter ● Edward VI and the spread of the Protestant religion ● 'Bloody' Mary and the Protestant persecution ● Elizabeth I and her 'middle way' ● Golden Thread: Power, Religion, Society and War	**Assessment 1:** Tudor England Knowledge Test Source Skill - inference/useful Extended Writing
2	**Stuart England and the English Civil War** Students study the long term and short term causes of the English Civil War and the consequences of this conflict. They learn about: ● The Divine Right of Kings ● The importance of religion, money and politics in causing the English Civil War ● Reasons why parliamentary forces were able to defeat Charles I ● The interregnum	

	● Golden Thread: Power, Religion, Society, Economy and War	
3	**Columbus and the Aztecs** Students explain the reasons for the voyages of exploration and the impact on the Americas and Europe. They learn about: ● The reasons for the voyages of exploration ● The Columbian exchange ● The impact on European countries ● The impact on the native peoples of the Americas through examining the impact on the Aztecs ● Golden Thread: Power, Religion, Society, Economy and War	**Assessment 2:** Columbus and the Aztecs Knowledge Test inference/interpretation Extended Writing
4	**Georgian Bath** Students weigh up the relative significance of the factors that led to the development of Georgian Bath. They learn about: ● Investigate a range of factors that led to the development of Georgian Bath ● Debate and discuss the significance of individuals associated with the development of Georgian Bath ● The importance of the industrial revolution to the development of Georgian Bath ● The importance of the slave trade to the development of Georgian Bath ● Golden Thread: Power, Society and Economy	
5	**The British Empire and Slavery** Students assess varying interpretations of the impact of the British Empire. They learn about: ● Using contemporary sources to make inferences about the British empire ● Exploration of Bristol and Bath's role in the slave trade ● Research on a case study on Edward Colston ● A case study of various colonies including India. ● Using knowledge and understanding to analyse differing historical interpretations ● Golden Thread: Power, Religion, Society, Economy and War	**Assessment 3:** End of Year Assessment Knowledge Test Source Skill - inference/useful Extended Writing
6	**Revolutions and Change:** Students investigate the impact of the French Revolution and the Industrial Revolution on the world. They learn about: ● Independent research in order to become experts to teach other groups their topic ● Using contemporary sources to make inferences about these revolutions	

	● Use a range of textbook and online resources to research their topic ● Assess the impact of the revolution that they studied considering long term/short term/extent of impact and change ● Golden Thread: Power, Society and Economy	

Year 9

Term	Curriculum Foci Areas	Assessment Task
1	**Social Change: The Roaring Twenties** Students learn about the long-term, global impact of WW1, politically, socially, and economically. They learn about: ● Government and Politics of the 1920s ● Economy of the 1920s: boom and bust ● Changes in society: race and women ● Golden Thread: Power, Society, Economy and War	**Assessment 1:** Knowledge Test Source Skill - inference/significance Extended Writing Roaring 20s
2	**Social Change: 1945 - the present day** Students learn about the struggle for equality in the second half of the 20th century. They learn about: ● Civil Rights in America in the 1950s and 60s ● The protests of the Native American Peoples of the Americas ● Equality for women in the 1960s and 70s ● Equality for the LGBTQ+ community ● How apartheid was challenged in South Africa ● Golden Thread: Power, Society and Economy	
3	**World War One** Students gain an in-depth understanding of the complex causes, global impact, and the immediate aftermath of this devastating war. They learn about: ● Long and short term causes of World War I ● Trench conditions ● Role of propaganda ● Diversity in the trenches ● Significant battles of WW1 ● Impact of WW1 ● Golden Thread: Power, Society, Economy and War	**Assessment 2:** World War One Knowledge Test Source Skill - inference/useful Extended Writing
4	**World War Two** Students gain an in-depth understanding of the complex causes, global impact, and the immediate aftermath of this devastating war. They learn about: ● Long and short term causes of the Second World War ● The Home Front ● Significant battles of the Second World War ● Hiroshima and Nagasaki ● Golden Thread: Power, Religion, Society, Economy and War	

5	**The Holocaust** Students gain an understanding of the moral, political and social impact of the Holocaust. They learn about: ● Jewish life before WW2 ● History of anti-Semitism ● Nazi eugenics and racial policy ● The impact of the Holocaust ● Golden Thread: Power, Religion, Society and War	**Assessment 3:** End of Key Stage 3 Exam Knowledge Test Source Skill - reliability/useful Extended Writing
6	**The Cold War** Students gain an understanding of how the Cold War divided the whole world. They learn about ● The importance of ideas: Democracy & Capitalism v Communism ● Causes of the Cold War ● The division of Germany ● The threat of mutually assured destruction ● Reasons for the end of the Cold War ● Golden Thread: Power, Society, Economy and War	

Year 10

Term	Curriculum Foci Areas	Assessment Task
1 & 2	**Health and the People:** Students will study: ● Medieval medicine ● Medical progress ● Public health in the Middle Ages ● The impact of the Renaissance on Britain including dealing with disease and the prevention of disease ● Golden Thread: Power, Religion, Society, Economy and War	**Assessment 1:** Medieval assessment **Assessment 2:** Early modern assessment
3	**Health and the People:** Students will study: ● The development of Germ Theory ● The revolution in surgery ● Improvements in public health ● Modern treatment of disease ● The impact of war and technology on surgery and Modern public health ● Golden Thread: Power, Religion, Society, Economy and War	**Assessment 3:** Modern medicine assessment
4	**Elizabethan England** Students will study: ● Elizabeth I and her court ● The difficulties of being a female ruler ● The “Golden Age” ● The poor ● The rise of English exploration and sailors ● Golden Thread: Power, Religion, Society, Economy and War	**Assessment 4:** Elizabeth assessment Government
5	**Elizabethan England:** Students will study: ● Religious matters during Elizabeth’s reign ● Mary Queen of Scots ● Conflict with Spain ● An historic environment chosen by the exam board each year ● Golden Thread: Power, Religion, Society, Economy and War	
6	**Recap and Revision of Paper 2:** Revision of Elizabethan and Health and the people topics	**Assessment 5:** **Year 10 Exams**

		Paper 2 exam topics assessed (Health and the people and Elizabeth)

Year 11

Term	Curriculum Foci Areas	Assessment Task
1	**Germany:** Students will study: ● Kaiser Wilhelm and the difficulties of ruling Germany, Impact of the First World War, Weimar democracy ● The impact of the Depression ● The failure of Weimar democracy and the establishment of Hitler's dictatorship ● Golden Thread: Power, Society, Economy and War	**Assessment 1:** Kaiser-Weimar Republic assessment
2	**Germany:** Students will study the experience of Germans under Nazi rule including: ● economic changes ● social policy and practice ● Nazi methods of control ● Golden Thread: Power, Religion, Society, Economy and War	**Assessment 2:** **Mock Exams:** Paper 2: Elizabeth & Health **Assessment 3:** Life in Germany
3	**Inter-war** Students will study post-World War One politics including: ● The armistice ● The Versailles Settlement and the impact of the treaty and wider settlement ● The League of Nations including diplomacy outside the League and the collapse of the League ● Golden Thread: Power, Economy and War	**Assessment 4:** League of Nations
4	**Inter-war** Students will study the steps to World War Two including: ● The development of tensions around the world: Manchuria and Abyssinia ● Escalation of tensions in Europe: Remilitarisation of Germany, breaking of the Treaty of Versailles, Anschluss, Munich Agreement and the invasion of Poland in 1939 ● Golden Thread: Power, Society, Economy and War	**Assessment 5:** Paper 1/2 topics
5	**Revision of paper 1 and 2** Students will study a revision programme of topics from paper 1 and paper 2	

6	**GCSE Exam Season**	

Revision and Support:

There are many ways in which you can support your daughter in the study of History.

Key Stage 3

Horrible Histories is an excellent gateway into more serious topics. There are numerous historical series and films to support our curriculum. We are also incredibly lucky to live in a city steeped in History. Bath is fabulously resourced with museums, the History Department recommend these, amongst others, to support our course:

- The Fashion Museum
- The Roman Baths
- The Holbourne Museum
- The American Museum
- No.1 Royal Crescent
- The Museum of Bath at Work

Further afield, M-Shed Museum and the SS Great Britain in Bristol are excellent examples of the impact of the Industrial Revolution in the age of the Empire. Chepstow is our closest Norman castle and Montacute House is an excellent example of a Tudor manor house.

Key Stage 4

There are numerous historical documentaries, series and films to support our curriculum. In Year 10, for example, we study Elizabethan England. Films, such as Shakespeare in Love and Elizabeth: the Golden Age will help to contextualise this era, along with television series such as the Tudors.

There are many great historical fiction books that support our course. George Orwell is a must for any student of History, and Animal Farm is a great starting point. Novels based in Nazi Germany, such as The Book Thief and The Boy in the Striped Pyjamas are a good introduction to the topic. Whilst the film, Hitler: The Rise of Evil provides an excellent overview of Nazi Germany.

Finally, it is important to note that History is a content heavy course. Students are encouraged to purchase their own copies of the textbooks that we use in class, for revision purposes, along with the My Revision Notes – revision guide published by Hodder.

Revision and Support Materials

Seneca – for knowledge consolidation: https://senecalearning.com/en-GB/
Y9 Quizlet – Revision Page
Y9: Trench Life – youtube playlist
Y9: Roaring Twenties – youtube playlist
Y9: Holocaust – youtube playlist
AQA GCSE History – exam board link
GCSE Quizlet – Revision Page
BBC GCSE Bitesize – History
Y10: Health and the People – youtube playlist
Y10: Inter-War Years – youtube playlist

Y11: Germany – youtube playlist
Y11: Elizabeth I – youtube playlist

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1	50%	**Understanding the Modern World** 2 hour written exam Exam with two topics covered: ● Section A: Period studies: Germany, 1890-1945: Democracy and dictatorship ● Section B: Wider world depth studies: Conflict and tension: The inter-war years, 1918-1939	May/June in Y11
Paper 2	50%	**Shaping the Nation** 2 hour written exam Exam with two topics covered: ● Section A: Thematic studies Britain: Health and the people: c1000 to the present day ● Section B: British depth studies including the historic environment: Elizabethan England, c1568-1603 - June 2022	May/June in Y11

Please see exam board websites for up to date information:
https://www.aqa.org.uk/subjects/history/gcse/history-8145