

History Curriculum Booklet 2025-26

Subject Lead: Mr Brown



St Dunstan's School
GLASTONBURY

History Curriculum Intent:

'A vision of creating a dialogue between the past and present.'

The St Dunstan's History curriculum intends to instil the school's core values of Truth, Resilience, Ambition, Community and Kindness (TRACK) in the following ways:

Truth:

The curriculum is designed to provide students with the historical understanding and disciplinary skills needed to make informed decisions in their future lives.

Resilience:

The curriculum develops students' problem-solving abilities by requiring them to apply key historical skills to challenging enquiries and propositions.

Ambition:

The curriculum ensures that all learners study a challenging and ambitious programme of learning. Through this challenge, students are supported to flourish and achieve above expected outcomes.

Community:

The curriculum fosters a deep appreciation of patterns and relationships between past communities and how these have developed over time. In addition to in-class learning, we enrich the curriculum through visits to local historical sites and museums in order to develop empathy and strengthen students' cultural capital.

Kindness:

Our curriculum is implemented with pace, challenge and kindness. Students are recognised and rewarded for positive contributions, and a supportive, positive learning environment is actively cultivated in every classroom.

The St Dunstan'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, alongside the development of skills that prepare students effectively for future learning and employment. As a school with a predominantly White British cohort, our curriculum ensures that students encounter a wide range of cultures and perspectives, actively challenging misconceptions.

We hold high expectations for every student and ensure that our curriculum inspires both a love of history and a passion to succeed at every stage. Our broad and varied curriculum is designed to develop empathy, tolerance and respect by exposing students to diverse voices from across society. This enables them to become informed and active citizens who can assess the impact of historical events on individuals and communities. Students develop a secure understanding of the history of these islands as a coherent, chronological narrative, building a strong mental timeline of British history alongside a rich and detailed knowledge of key events and individuals. They also gain an understanding of the influence of the wider world on Britain, as well as Britain's influence overseas.

Our curriculum challenges students to question received wisdom about historical figures, events and issues, developing vital analytical skills that allow them to understand why interpretations differ. Students learn to apply and write confidently about key historical concepts, including causation, continuity and change, significance, consequence and diversity. Mastery of these concepts strengthens cultural capital and helps remove barriers to achievement in school, future learning and the world of work. In addition, students develop a clear understanding of the provenance of historical sources and how factors such as purpose, authorship, nature, date and audience affect their use and value.

Key Stage 3

The Key Stage 3 curriculum ensures that all students develop the knowledge and skills required to successfully access the Key Stage 4 curriculum, regardless of their Key Stage 2 experience. Our choice of topics supports the identification and closing of gaps in knowledge and skills for some students, while deepening and extending others' understanding and enthusiasm for the subject.

Key Stage 4

The Key Stage 4 curriculum builds upon the skills, knowledge and understanding developed at Key Stage 3. It is designed to support every student in achieving their personal best in the GCSE qualification at the end of Year 11, while also contributing to their social, moral, spiritual and cultural development through the study of topics that present a range of perspectives which may differ from their own.

History Curriculum Implementation:

Collaborative curriculum planning lies at the heart of the work of the History department. Schemes of learning are reviewed regularly to ensure that lessons remain relevant, diverse and engaging. These schemes focus on embedding challenge, metacognition, memory strategies and literacy throughout the curriculum. Alongside this, we have developed flipped learning approaches and regular opportunities for low-stakes assessment, enabling us to clearly define and secure the core knowledge students must master.

The History curriculum is delivered through a range of teaching approaches, including enquiry-based questions, creative tasks, source analysis and extended essay writing. Discussion and debate are integral to lessons, supported by regular retrieval practice to ensure key content is securely embedded. Staff are proactive in developing their pedagogy and actively seek opportunities to introduce new techniques and teaching styles, ensuring that students benefit from a rich and varied learning experience.

History is taught in mixed-ability groups across both Key Stage 3 and Key Stage 4, reflecting our strong commitment to equal opportunity and high expectations for all learners. Literacy opportunities and a love of reading are embedded within lessons to support students in accessing complex historical material, while also encouraging engagement with historical fiction beyond the classroom.

Across Key Stages 3 and 4, the History curriculum at St Dunstan's seeks to build students' confidence and maturity as historians, as they engage with increasingly challenging sources and texts. The curriculum provides regular opportunities for students to develop and secure the core literacy skills and confidence needed to succeed both within school and in life beyond it.

Across all key stages, teaching is non-prescriptive and incorporates a wide range of implementation strategies, including explicit vocabulary instruction, formative assessment (such as hinge-point questions) and summative assessment. We use demanding texts to stretch and challenge students and support them in becoming confident and capable readers. Low-stakes knowledge checks are regularly used in 'do now' tasks and at key points within units to strengthen knowledge retention and support the development of long-term memory. Lessons are purposeful, engaging and designed to inspire a lifelong love of learning and history.

At GCSE, teaching focuses on consolidating the key knowledge and skills developed at Key Stage 3 while adding depth, detail and complexity. A key feature of GCSE teaching is supporting students to think synoptically and apply their knowledge to unfamiliar sources, interpretations and broader historical contexts. While describing and explaining the purpose and meaning of sources remains important, the emphasis increasingly shifts towards evaluation and analysis. Strong links are made between topics and vocabulary, with a focus on etymology to support literacy development rather than rote learning.

We are also committed to providing students with opportunities to broaden their historical understanding and cultural capital beyond the classroom. This includes visits to heritage sites such as Glastonbury Abbey and the Houses of Parliament, allowing students to deepen their understanding of historical change and the democratic process in the United Kingdom.

Allocated Curriculum Time:

Year Group Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours 3	3	3	5	5

Curriculum Plan: Year 7

Term	Curriculum Foci	Formal Assessment		
1	<p>The Normans Golden Thread: Power and Society Focus skill: Cause and Consequence and Change and Continuity</p> <ul style="list-style-type: none"> During the first full term at Preston the students will learn how the death of one man resulted in one of the most decisive and infamous battles in English history - the Battle of Hastings. The students will also learn that having taken charge of the country, the changes William the Conqueror put in place to try and maintain control of the country he had just taken over. 	<p>The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>		
2			3	<p>Faith, Power, Disease and Death Golden Thread: Religion and Society Focus skill: Historical Significance and Cause and Consequence</p> <ul style="list-style-type: none"> The first aspect students focus on is the importance of religion to people's lives during the Middle Ages, but also how this importance brought the Church into conflict with the kings at the time. There is particular focus on the clashes between William II and Archbishop Anslem and between Henry II and Archbishop Becket. The students then learn about the impact of the worst pandemic in Hlstory; the Black Death. Students focus on the impact this had on both religion and society.
3	<p>Faith, Power, Disease and Death Golden Thread: Religion and Society Focus skill: Historical Significance and Cause and Consequence</p> <ul style="list-style-type: none"> The first aspect students focus on is the importance of religion to people's lives during the Middle Ages, but also how this importance brought the Church into conflict with the kings at the time. There is particular focus on the clashes between William II and Archbishop Anslem and between Henry II and Archbishop Becket. The students then learn about the impact of the worst pandemic in Hlstory; the Black Death. Students focus on the impact this had on both religion and society. 	<p>The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>		
4				

5	<p>Could rebellions in the Middle Ages be successful? Golden Thread: Equality, Religion and Power Focus skill: Change and Continuity and Historical Significance</p> <ul style="list-style-type: none"> Students start by focusing on a selection of rebellions during the Middle Ages, such as the Barons Rebellion which resulted in the Magna Carta, Simon de Montford's rebellion and the War of the Roses which resulted in a change of royal dynasty. To end Year 7, the students begin to examine the most famous English royal family: the Tudors. There is a particular focus on the reasons for Henry VIII's Reformation and the impact this had. 	<p>The students sit an assessment which examines everything they have studied throughout Year 7.</p>
---	--	--

Curriculum Plan: Year 8

Term	Curriculum Foci	Formal Assessment
1	<p>Catholicism vs Protestantism Golden Thread: War, Power and Society Focus skill: Cause and Consequence and Analysing Sources</p> <ul style="list-style-type: none"> The year starts with an examination of the reign of Queen Elizabeth I. The students will find out what life was like during Elizabeth's rule, such as the religious divides the Queen inherited and the events and impact of the Spanish Armada. 	<p>The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>
2	<ul style="list-style-type: none"> The students then follow a chronological journey by examining the Stuarts and the rebellions faced during this dynasty, including the Gunpowder Plot of 1605 and the English Civil War, 1642 - 1651. 	
3	<p>Enslavement and Civil Rights Golden Thread: Equality Focus skill: Analysing Sources and Historical Significance</p> <ul style="list-style-type: none"> The students examine how the development of the British Empire, starting under the reign of James I, led to enslavement. The students will look at historical evidence to study the conditions faced by those who were enslaved. 	<p>The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>
4	<ul style="list-style-type: none"> The students then link enslavement's abolition in the USA to the need for the rise of the Civil Rights campaign. The students get the opportunity to look at several case studies such as Emmett Till, the Little Rock Nine, Rosa Parks and Martin Luther King jr. 	

<p>5</p>	<p>How impactful was the Victorian government? Golden Thread: Power Focus skill: Change and continuity</p> <ul style="list-style-type: none"> Students will examine the ever growing role of the government in the Victorian era. They will look at workhouses, establishment of sewers, education and World War One propaganda and ask the big question - was the government really supportive to the public? 	<p>The students sit an assessment which examines everything they have studied throughout Year 7 and 8.</p>
<p>6</p>	<p>The History of Yeovil Golden Thread: Society Focus skill: Studying sources</p> <ul style="list-style-type: none"> The students finish Year 8 with a study of World War One. They will look at causes and what life was like in the trenches for soldiers, and at home for women. They will analyse the consequences of the war and look at the impact of the Treaty of Versailles and the rise of Hitler. 	

Curriculum Plan: Year 9

<p>1</p>	<p>Nazi Control Golden Thread: Power and War Focus skill: Historical Significance and Analysing Sources</p> <ul style="list-style-type: none"> The students begin Year 9 by studying the key events that allowed Hitler to take power in Germany in 1933. 	<p>The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>
<p>2</p>	<ul style="list-style-type: none"> The students will then investigate how Hitler changed Germany and the amount of control he had over the country. Students will evaluate the impact on social groups based on age, gender and religion. They will then look at the steps taken to World War Two 	
<p>3</p>	<p>World War Two Golden Thread: Society and Equality Focus skill: Cause and Consequence and Historical Significance</p> <ul style="list-style-type: none"> The students examine Britain's role in World War Two, from the evacuation of Dunkirk to the Battle of Britain and the 	<p>The students sit an assessment consisting of a knowledge test, source analysis and an extended essay.</p>

4	<p>Blitz. They will assess how effectively Britain 'stood alone' against the Nazis.</p> <ul style="list-style-type: none"> The students then look at the global impact of the war, with the Nazi invasion of the USSR, Pearl Harbour and the end of the war with the dropping of the atomic bomb. 	
5	<p>The rise of Communism and the Holocaust Golden Thread: Power and Equality Focus skill: Cause and Consequence and Historical Significance</p> <ul style="list-style-type: none"> Students examine what happened in Europe after World War Two, with the Iron Curtain and the division of Europe, leading to the Berlin Blockade and the end of the Grand Alliance. The students end their study at Key Stage Three with an examination of the Holocaust. Students will study the history of Anti-Semitism across Europe and how the Nazis aimed at exterminating the Jewish population in Europe; this is the most sensitive area of History the students will study. 	<p>The students sit an assessment which examines everything they have studied throughout Key Stage Three.</p>

Curriculum Plan: Year 10 History
Exam Board:AQA
Exam Specification: 8145

1	<p>Elizabeth: Court and Parliament Golden Thread: Power Focus skill: Cause and Consequence</p> <p>The first section of the GCSE is on power within Elizabethan England. Students study how power was distributed and challenged.</p>	<p>The assessment consists of a knowledge test, source analysis and an extended essay.</p>

<p>2</p>	<p>Health: Medicine Stands Still and The Beginnings of Change Golden Thread: Religion and Society Focus skill: Historical Significance and Change and Continuity</p> <p>The students move on to their study of how medicine, public health and surgery developed over time. These first two sections look at change and continuities between the year c.1000 - 1750.</p>	<p>The assessment consists of a knowledge test, source analysis , examination of significance and forming a comparison between periods.</p>
<p>3</p>	<p>Elizabeth: Life in Elizabethan Times Golden Thread: Society and Equality Focus skill: Cause and Consequence</p> <p>The second section of the Elizabethan topic focuses on life in Elizabethan England. This allows the students to study fashion, theatre and hierarchy. The unit finishes by examining the impact of global exploration and the impact this had on people's lives.</p>	<p>The assessment consists of a knowledge test, source analysis, impact of a specific event and assessing an aspect of Elizabethan England.</p>
<p>4</p>	<p>Health: A Revolution in Medicine Golden Thread: Society and Power Focus skill: Analysing Sources and Change and Continuity</p> <p>The Health study continues by examining the Industrial Revolution and how the growth of towns and cities affected medical development, mixed in with suffrage increasing to a larger portion of society.</p>	<p>The assessment consists of a knowledge test, an examination of significance and looking at the factors impacting change.</p>
<p>5</p>	<p>Elizabeth: Troubles at Home and Abroad Golden Thread: Religion and War Focus skill: Cause and Consequence and Historical Significance</p> <p>The final section of the Elizabeth topic examines religious issues within the country and how Elizabeth tried to resolve these; focusing on the Religious Settlement, Mary, Queen of Scots and the Spanish Armada.</p>	<p>The assessment consists of a knowledge test, source analysis, impact of a specific event and assessing an aspect of Elizabethan England.</p>
<p>6</p>	<p>Health: Modern Medicine Golden Thread: Society, War and Equality Focus skill: Analysing Sources and Change and Continuity</p> <p>The final unit of the Health topic examines how change has happened between 1900 to the present day. This includes looking at the impact the world wars had and how society changed with growing equality.</p>	<p>The final assessment of the year is the End of Year Exam and covers everything learnt in Year 10.</p>

Curriculum Plan: Year 11 History

Exam Board: AQA

Exam Specification: 8145

Term	Curriculum Foci	Formal Assessment
------	-----------------	-------------------

1	<p>Germany 1933-1945: Germany and the Depression. The experiences of Germans under the Nazis.</p> <p>Golden Thread: Society, War and equality Focus skill: Cause and Consequence and Analysing Sources</p> <p>Students start Year 11 by studying the rise of the Nazis in Germany and how life changed for social groups under the Nazi control.</p>	The assessment consists of a knowledge test, source analysis, and explaining cause and consequence.
2	<p>Conflict and Tension: The origins of the Cold War</p> <p>Golden Thread: Society and Power Focus skill: Change and Continuity and Analysing Sources</p> <p>Having seen the impact of the war in Germany, students now study how Europe recovered after the war, with a new divide of Capitalism and Communism.</p>	The assessment is a mock exam covering everything covered from the beginning of Year 10.
3	<p>Conflict and Tension: Development and Transformation of the Cold War</p> <p>Golden Thread: War Focus skill: Cause and Consequence and Historical Significance</p> <p>Students study the development of the Cold War and how it spread across the globe, leading to flashpoints in Hungary, Berlin and Cuba. Students will study the importance of Detente in 1972 and the steps taken to make the world a safer place.</p>	The assessment consists of a knowledge test, source analysis, and explaining cause and consequence.
4	<p>Preparation for exams</p> <p>Students will now finalise their assessment preparations with practice papers, knowledge tests and source analysis skills to ensure they are ready for their exams in term 6.</p>	The assessment is a mock exam covering everything covered from the beginning of Year 11.
5	<p>Preparation for exams</p> <p>Students will now finalise their assessment preparations with practice papers, knowledge tests and source analysis skills to ensure they are ready for their exams in term 6.</p>	The students end the year by sitting their formal GCSE examination.

GCSE History Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
<p>Paper One</p> <p>2 hours</p>	50%	<p><u>Understanding the Modern World</u></p> <p>Period Study:</p> <ul style="list-style-type: none"> Germany 1890-1945: Democracy and Dictatorship 	June in Year 11

		<p>Wider World Depth Study</p> <ul style="list-style-type: none"> • Conflict and Tension between East and West:1945-1972 	
<p>Paper One</p> <p>2 hours</p>	<p>50%</p>	<p><u>Shaping the Nation</u></p> <p>Thematic Study:</p> <ul style="list-style-type: none"> • Britain: Health and the people, c1000 to the present day <p>British Depth Study</p> <ul style="list-style-type: none"> • Elizabethan England, c1568 - 1603 	<p>June in Year 11</p>

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