



Subject: History

Curriculum vision

The seven-year History curriculum at Avonbourne Academies ensures students develop a broad understanding of local, British and global history. In every lesson, all students are immersed in knowledge and repeatedly encounter rigorous historical questions that are underpinned by recent scholarship to frame their understanding of the past, led by subject specialists. By studying History through the disciplinary lens of second-order concepts, students can explain how big changes happen within society and the path Britain has taken to become a diverse 21st-century society. Students recognise that the people in the past were just like us, but that the world was very different in different times and different places.

Our diverse and inclusive curriculum tells a more complete story of the past and ensures all students leave our classrooms with a sense of identity and belonging to the country they live in and their place in the world. They are challenged with different points of view and perspectives, breaking down misconceptions they have about different groups in society. Students, therefore, become more tolerant and respectful individuals and understand the obstacles minority groups have faced and continue to face today.

Enrichment is used to allow students to make connections beyond the classroom and enhance their experience of history. Educational visits and guest speakers foster a love for the subject, giving students the tools to find out more about areas they are interested in throughout their lives. Local history is embedded throughout the curriculum to show students the significance of their home in wider events.

Through building up their knowledge base, students learn to think critically about sources and interpretations. Such sources and interpretations include 'the best that has been thought and said', and students are confident with and regularly encounter long extracts of recent scholarship, showcasing the work of historians and the complexity of the History discipline. By building up a broad understanding of history, students are able to critically analyse and ask pertinent questions about the society we live in today.

The History curriculum extends our students' intellectual and cultural horizons, creating informed and tolerant young adults who have the historical framework to excel in their further studies.



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Curriculum Overview



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Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Empires East and West	From the beginning of Year 7, students' study of history is set within a global context and provides an opportunity to introduce ideas of empire, beliefs, medicine and trade that are further developed throughout Year 7 and beyond. Students consider the impact that developments in China had on the rest of the world before exploring the medieval Islamic Empire and the Byzantine Empire as well as the Holy Roman Empire in Western Europe. Students gain an understanding of the complexity of the medieval world and how different places and people were connected on a global scale.	Norman conquest and control	The Norman Conquest gives students a sense of where the 'English' have come from, the importance of migration, and how society was structured. Students build on their global medieval studies by beginning their studies on the dramatic nature of early medieval monarchy. The fragility of kingship is seen in the measures William took to take control of England, and this provides the first insight into the challenges monarchs faced, which is revisited late in year 7. Students also encounter Corfe Castle for the first time in this unit, a local site-study throughout KS3 history.
Year 8	The Tudors	The Tudor period was a time of dramatic change that helped shape modern England. Students investigate how monarchs from Henry VIII to Elizabeth I transformed religion, government and society during the Reformation, creating divisions that influenced England for centuries and contributed to later events such as the English Civil War. They explore the importance of both religion and monarchy in the lives of ordinary people and follow the challenges faced by Tudor rulers across the period. Students also examine the experiences of Black Tudors, challenging misconceptions about Britain's past and revealing the diversity of Tudor England. Finally, they investigate Tudor exploration and England's growing connections with the wider world, introducing ideas about empire that will be revisited in later studies of the British Empire and the First World War. This unit provides essential foundations for understanding key developments in British history.	England Turned Upside Down Part 1	This unit explores how disagreements over religion, power and the role of the monarchy led England into civil war, changing the course of the nation's history. Students will investigate why conflict broke out, how the Civil War was fought and won, and why the unprecedented execution of Charles I transformed England from a monarchy into a republic. Through these events, students will explore enduring themes of power, authority, religion and conflict, building on their understanding of the Tudors and the Reformation while laying the foundations for later studies of Cromwell, the Restoration, the development of Parliament and the growth of democracy in Britain.
Year 9	World War One	World War One is one of the 20 th -century global events at the forefront of the national psyche: the nation comes together each year to remember losses in war, stemming from the destruction of WW1. Students gain a greater understanding of the complex web of causation and the importance of the idea	Suffrage and Popular Protest	This unit explores the long struggle for political rights and how protest movements challenged existing ideas about power, class and gender in nineteenth- and early twentieth-century Britain. Students will investigate why many



		of the nation-state. This revisits content from the British Empire unit as well as development of warfare in the industrial revolution. We draw on the forgotten soldiers of the trenches, where we pause to consider why there is such a lack of historical evidence of Black lives throughout all the periods they have studied, which then feeds into the development of Civil Rights.		people were excluded from democracy, how working-class movements such as Chartism and campaigns for male suffrage created pressure for reform, and how changing attitudes towards women shaped the fight for female suffrage. They will explore the different approaches of suffragists and suffragettes, the impact of individuals, protest and the First World War, and why women gained the vote in stages rather than immediately achieving equality. This unit builds on students' understanding of the Industrial Revolution and the growth of the working class, while providing important links to later studies of civil rights movements, showing how organised protest has challenged inequality and led to political change.
Year 10	Medieval Medicine c.1250-c.1500 Renaissance Medicine c.1500-c.1700	Medicine in the medieval period was basic and usually based on supernatural theories. Students study the importance of the Church in controlling medical knowledge. The initial studies of this in year 7 (role of Church, medieval life, Black Death) are built on so that students have a solid framework to be able to frame the rest of their medicine studies in the course. The year 7 medieval life unit is particularly important for giving students a wider understanding of what it was like to live in this period. The Renaissance period saw crucial developments in knowledge due to the invention of the printing press and the decline of the influence of the Church, and students' studies in years 7 and 8 around the wider Renaissance developments help them understand why key changes are occurring in medicine at this time. Students compare the changes between the medieval and renaissance periods, increasing their analysis of change/continuity as a second-order concept.	Industrial Medicine c.1700-c.1900 Modern Medicine c.1900-present day	The industrial period saw increased government intervention as technology started to improve and key discoveries could be made. This builds on students' understanding of the industrial revolution studied in year 8, with a specific lens on medicine and public health. The focus continues to be on change/continuity as medieval and renaissance medicine is revisited for each core content before learning about industrial changes, allowing judgements to be made on the extent of change. Studying the modern period finishes the journey for students on how we have ended up with the medical services we have today, and the developments still yet to be made. The importance of technology is a major theme here as it led to several developments. At the end of this period, students look at key themes and how they influenced developments across the four time periods.



Year 11	The origins of the Cold War, 1941–58 Cold War crises, 1958–70	The Cold War gives students an understanding of the key ideological differences across the world since 1945, and the closest the war has come to nuclear war. The introduction students received to historiography in year 9 is further built upon here, as students further develop their understanding of what happened at the end of WW2 and why tensions developed between the USA and USSR. With a firm grasp of the differing ideologies of the USA and the USSR and how initial tension increased, studies turn to the key flashpoints within the Cold War- why these occurred and how they were diffused. This develops students' ideas about warfare, and how war between two superpowers has changed throughout the 20th century.	The end of the Cold War, 1970-91	The collapse of the Soviet Union is generally seen as the end of the Cold War, and a key moment of the 20th century that continues to affect the world today. This final part of students' Cold War studies evaluates how tension decreased and why the Soviet Union collapsed.
Year 12	Lenin and the 1920s in Russia Establishing Communist rule in China	The A-Level course is focused on the studies of two communist dictators. Communism is first encountered as a concept in year 9, where students learn about the origins of the ideology through a unit of Russian Revolution and a brief introduction to the Cold War. Students' understanding is further built upon at GCSE with the Cold War unit and the fear of communism in the Nazi Germany unit. These units give students a grasp of how communism societies were established in Russia and China and provides a platform for the rest of study in year 12.	Stalin's Russia Agriculture and industry in China	In the Russia unit, students build upon their foundational knowledge of Lenin by looking at how Stalin was able to take control of the Communist Party and then maintain his grasp. This is through four themes of politics, economy, control and social developments. In China, students build on their political knowledge by encountering the second key theme- the economy, including agricultural, communes, and Five-Year Plans.
Year 13	The impetus for public health reforms NEA	For the year 13 unit, students build on their broad chronological understanding from KS3, particularly life in the industrial revolution, and their GCSE unit on medicine through time. By learning about the impact of a rising population, increasing understanding about the causes of disease, the cholera epidemic in 1832, reports on the state of towns, and improving technology, students build a breadth understanding to be able to place their depth studies later in the year. Alongside this, students carry out independent research for their NEA, this year, looking at the Holocaust.	Changes in public health; paupers and pauperism, 1780-1834 NEA	After studying the increasing desire for public health reform, students study the changes that were put in place, finalising the broad understanding of the period to enable the learning of the depth studies. The first depth study on paupers and pauperism results in students understanding the different ideologies and methods to support the poor. Alongside this, student's research for their NEA continues.



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	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Medieval Religion	Through this social history study, students learn what the past was really like and how religious beliefs influenced the day to day lives of ordinary people. The importance of the Church as a religious institution is explored in this unit which builds upon students' previous knowledge of Christianity explored in Empires East and West c.1000. Students also explore the clashes between Islam and Christianity through their study of the Crusades, this also builds upon prior learning and allows students to make meaningful connections between the Islamic and Christian worlds and further understand the influence of religion in the medieval world.	Challenges to medieval monarchs	After having been introduced to medieval monarchs and the tumultuous problems of succession in Norman England, students develop their understanding of the substantive concept of monarchy through the study of English monarchs such as Henry II and King John. Students develop nuanced understanding of the variety of challenges that monarchs faced in order to assert their power and authority, such as religion, dynasty, society and politics. This unit helps students to access topics in Y8 such as Henry VIII and the English Reformation, and has direct links to KS4 curriculum of Elizabeth I.
Year 8	England, A World Turned Upside Down Part 2	This unit explores a period of dramatic change in which England's beliefs, politics and society were transformed. Students will investigate why fear during the English Civil War led to witch hunts, examine Oliver Cromwell's rule and its different interpretations, and explore how the Restoration and Glorious Revolution reshaped the relationship between the monarchy and Parliament. They will also consider Cromwell's actions in Ireland and the creation of the United Kingdom in 1707, developing an understanding of how power, religion and conflict shaped modern Britain. By studying this period, students will build on earlier learning about the English Civil War while developing the knowledge and skills needed to evaluate historical interpretations and understand the origins of Britain's constitutional monarchy.	The Transatlantic Slave Trade	The Transatlantic Slave Trade highlights the establishment of an industrial system dehumanising people to Britain's benefit. This builds on the African kingdoms in the medieval period studied in year 7, and Tudor exploration and the Royal African Company studied in year 8. Links between the slave trade routes and the scale and success of the Industrial Revolution are made in unit 5. The role of Black people and their influence is central to the debate around abolition, which brings to the front discussions around equality and rights, which becomes a focus throughout year 9 in the WW1, Suffrage and Civil Rights units.
Year 9	World War Two Part 1	This unit explores the causes and early impact of World War II, building on students' previous study of World War I and the consequences of conflict. Students will investigate how the failure of the Treaty of Versailles and the League of Nations, alongside the rise of dictatorships and aggressive expansionism, contributed to the outbreak of war in 1939. They will examine how life in Britain changed during the early	World War Two Part 2	This unit explores how World War II transformed British society by changing the relationship between individuals, the government and different communities. Building on previous studies of Empire, industrialisation and the struggle for rights and equality, students will examine how the war affected the lives of children, women and minority groups through experiences such as evacuation, rationing



		years of the conflict, including the impact of the Blitz, government intervention and the experiences of civilians. Through exploring themes of power, conflict, propaganda and resilience, students will develop an understanding of how war affected societies beyond the battlefield. This provides important foundations for future studies of Weimar Germany, Nazi Germany and the Holocaust by examining the consequences of dictatorship, aggression and the impact of total war on ordinary people.		and increased government intervention. They will investigate how women's roles expanded during the war, while considering the limits of these changes and links to earlier studies of suffrage and campaigns for greater equality. Students will also explore the long-term impact of WWII through the creation of the welfare state, the NHS and post-war migration from the British Empire, developing an understanding of how Britain became a more diverse society. This provides an important foundation for future studies of British civil rights, as students consider how groups continued to challenge social inequalities based on gender, class and race in the decades after 1945.
Year 10	Injuries and treatment in the British sector of the Western Front 1914-18 The Weimar Republic 1918-29	Students build on their studies of medicine and their study of WW1 in year 9 to look specifically at the medical aspect of the war. This site-study illuminates how war often leads to rapid progress in medicine. Students build on their work of sources in KS3 to further understand the work of a historian. During year 9 students learnt about the rise of dictators and different political ideologies. A background study on the Weimar Republic is used to ensure that students are able to build a complex web of causation for why Hitler came to power, which they study in the next unit. The analysis of different challenges that the Weimar Republic faced builds students' understanding of power and identity.	Hitler's rise to power, 1919-33	Having already studied the problems Germany faced in 1918-29, students study the same period through a different lens, looking at what the Nazis were doing in these years and the support they faced. The anger caused by the Treaty of Versailles first studied in year 9 is further built on here, showing students how important the end of WW1 was for the rise of Hitler. This then allows students to understand how Hitler gained his support and therefore why the Nazis became the largest political party in Germany.
Year 11	Elizabeth: Queen, Government and Religion, 1558-69 Challenges to Elizabeth at home and abroad, 1569-88	Elizabeth I is one of the most notable and unique monarchs England has had. Students will know from their extensive studies of the Tudors in KS3 that Elizabeth faced many problems when she became queen, with many caused by religion and the reformation. These problems in her succession to the throne are analysed, including how she deals with each of them. Elizabeth's failure to deal with many of her early problems results in further and more dangerous challenges to her reign. Foreign relations with Spain are particularly problematic, developing students'	Elizabethan society in the Age of Exploration, 1558-88	Throughout students' KS3 and KS4 studies they have looked at social history and what it was like to live in the past. This is built on in this unit as students discover Elizabethan attitudes towards education, leisure and the poor. Tudor exploration and the attempted foundations of an empire are also studied in this unit, where students will make firm links to their KS3 studies.



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		understanding of the nation-state and the importance of power for monarchs.		
Year 12	Stalin's Russia and Khrushchev's Russia The Cultural Revolution and its aftermath	Stalin's death led to a power vacuum in Russia, which Khrushchev was able to eventually fill. Students focus their thematic progression through the lens of similarity and difference, making judgements about the knowledge they have learnt on the course. The China course progresses onto the Cultural Revolution, as links are made to the terror used and the political and economic situation in Russia studied in units 1 and 2.	Khrushchev, Brezhnev, Andropov and Chernenko Social and Cultural changes	Khrushchev being removed from power saw a return of many Stalinist policies. Continuing their thematic study, students bring together their key themes of the course of politics, economy, control and social developments towards the final years of the Soviet Union. In China, students discover how the Communist society impact life for ordinary people, through the factors of women, education, health and religion.
Year 13	Less eligibility: the Poor Law Amendment Act and its impact, 1832-47; the government, self-help and charity, 1847-50 Revision	Having studied the difficulties the paupers faced, students look at how central government set about reforming the poor laws and the impact that workhouses had. The broad aspects of society are realised in the study of how effective opposition to the implementation of the Poor Laws was. Further changes, including the increase in charity and self-help and further government reforms are then studied. Alongside this, students continue to work on their NEA.	Social and welfare reforms: pressure and action, 1880-1914; Depression and the dole: poverty in the interwar years, 1920-39 Revision	Students finish their depth studies into poverty, public health and the state in Britain by looking at the increasing pressures for social reform, the effectiveness of different laws and reforms, and the impact of landmark events such as the Jarrow march. Revision for the upcoming A-Level exams intensifies, including both the Y12 units on Russia and China.



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Term 3



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	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	Challenges to medieval monarchs part 2	Students learn this term about the panic caused by the Black Death and the people's actions in the Peasant's Revolt. The concept of monarchy is further developed through how Richard II dealt with the Peasants' Revolt and the challenges medieval monarchs faced in the later medieval period. The end of unit enquiry ties together all the challenges monarchs faced throughout their year 7 studies. Students also consider the way in which the nobility challenged medieval monarchs through the study of the Wars of the Roses which allows students to understand the origins of the Tudor dynasty.	Medieval Mali	This term students once again go beyond Europe to learn more about the medieval world. They explore the rich culture and advanced trade networks of medieval Mali and explore the legacy of Mansa Musa who was one of the richest people in history. Students' study of Mali helps to foster an understanding of the great civilisations that existed outside of Europe, encouraging a more balanced and global view of the past. In their study of Mali students will encounter familiar themes and concepts such as trade, religion and empire. This will enable students to make comparisons across different cultures and understand how interconnected the world was in the Middle Ages.
Year 8	The Industrial Revolution	Students' studies of the industrial revolution zooms in on inventions that shaped the Britain they live in today. Developments in health and hygiene and technology develop students understanding of social history and what it was like to live in the past. Clear links between the slave trade routes and the scale and success of the industrial revolution are made, as students analyse what the industrial revolution meant to different people and its long-lasting effects on Britain, including building an empire.	The British Empire	The British Empire is addressed at its height including the actions and consequences of colonial rule for different people in different places. A range of diverse stories from across the British Empire provides different experiences and connections that are revisited to tie pockets of information throughout year 8 together by analysing links through the empire with trade, slavery, identity, migration, race, profit, and political power. The British Empire is pivotal for understanding modern Britain today, and the empire is linked to every unit for the rest of students' KS3 studies.
Year 9	The Holocaust	This unit explores one of the most significant examples of persecution, prejudice and genocide in modern history, examining how discrimination can develop into systematic attempts to destroy a group of people. Building on previous studies of dictatorship, World War II students will investigate the long history of antisemitism in Europe and how Nazi ideas, propaganda and dictatorship enabled the persecution of Jewish people. They will explore the experiences of Jewish communities under Nazi rule,	Post-war Britain	This unit explores how Britain changed after World War II and how these changes shaped the society students live in today. Building on previous studies of Empire, World War II and campaigns for equality, students will investigate the creation of the NHS and welfare state, exploring how the role of government expanded and how ideas about responsibility and support changed. They will examine the impact of migration from the British Empire and consider how this shaped British identity, while exploring the



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		from discrimination and exclusion to ghettos, mass shootings and the creation of death camps, while considering the roles of perpetrators, collaborators, bystanders and those who resisted. Students will also examine the impact of the Holocaust after 1945, including the experiences of survivors, the continuation of antisemitism and attempts to achieve justice through the Nuremberg Trials.		experiences of different communities and the challenges of discrimination and inequality. Students will also investigate changing attitudes towards women and gender roles during the 1960s, linking to earlier studies of suffrage and women's changing roles during wartime. Through examining themes of power, identity and social change, students will evaluate the extent to which Britain was transformed after 1945 and develop the skills needed to understand debates about equality, rights and society in the modern world.
Year 10	Nazi control and dictatorship, 1933–39	As students learnt how Hitler secured support in the previous unit, this unit focuses on how he dismantled democracy and turned Germany into a totalitarian state. Concepts of identity and belonging are further developed, as students look at resistance and challenges. The different types of resistance the Nazis faced builds on the forms of protest and campaigns featured through their KS3 studies.	Life in Nazi Germany, 1933–39	With students' understanding of the political control of Nazi Germany secure, they analyse the period from a social history stance, looking at policies towards women, the young, workers, and minority groups. KS3 studies on antisemitism, civil rights and suffrage all provide a framework for understanding what equality means and why it is important. The concept of power, therefore, continues to be developed across this unit by considering how the Nazis influenced daily life for ordinary Germans.
Year 11	Revision and exams		Revision and exams	
Year 12	Gorbachev's Russia China review	The collapse of the Soviet Union was a monumental moment in global history. Students bring together all of their deep knowledge around Communist Russia and the reforms of Gorbachev to decide why the Soviet Union collapsed. In China, students close the unit by reviewing the key themes across the unit and extend their disciplinary thinking.	Russia review Coursework	As the course has been studied chronologically, students review the past four units tracking progression thematically. Students begin their coursework unit.
Year 13	Revision and exams		Revision and exams	

Wider reading

Extracurricular Opportunities (competitions, associations and clubs) • Key Stage 3 History Club - this looks at topics which students will be able to relate to our curriculum but aren't specifically studied. For example, Elizabethan England and the Islamic Empire, the Aztecs and The Titanic. There is an element of student choice in this group and topics are sometimes presented by members of the group. • Year 11 Scholar's lunch - an academic reading club which runs fortnightly in a university seminar-style discussion group. An article relevant to the GCSE topics is read by members prior to the lunch, and then students and staff discuss key questions posed from the text. This is an excellent opportunity for students who wish to go beyond their GCSE studies and/or prepare for A Level History. • Competitions run by the Historical Association are regularly signposted to students. • Berlin Trip - this runs annually in year 11. • Battlefields Trip - this is expected to run annually in year 9.	Revision Guides Due to the differing exam boards and the lack of detail in published revision guides, we do not recommend students buy any history resources. We have created revision guides for GCSE students which they are able to pick up at any point from their history teacher. These are extremely detailed and match the specification well. Students are also given suggested revision schedules and are taught explicitly how to revise in history using research-informed methods. For KS3 we have created revision guides for each of their ROA exams - these are given to students a couple of weeks prior to their exam. Students are taught explicitly how to revise in history using research-informed methods.
Academic Reading Students are actively encouraged to read widely in history and from a range of historical perspectives. Academic reading and interpretations are at the heart of every unit throughout KS3, and the work of key historians underpins lessons in KS4. Every lesson in history incorporates extensive reading. • At the end of each booklet, students have a 'further resources' page - this signposts students to books, videos and podcasts that they may wish to explore in their own time. • We now have an extensive history library that is maintained in the history department. This includes a range of academic reading, lighter reading and novels. Students are able to borrow these by speaking to any teacher in the history department. There are now over 150 books in the library, and new titles are regularly being added. • A department Instagram account is used for students to learn more about what is going on in the classroom, local history, on this day in history, and anything else that we think our community will find interesting.	