



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.

Curriculum Overview

Term 1

| | Autumn 1 | Why this? Why now? | Autumn 2 | Why this? Why now? |
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| Year 7 | Worldviews c.1000 | Year 7 unit 1 begins in Constantinople, where East meets West, ideas are exchanged, religions coexist, and trade flourishes. This provides an understanding of the interconnectedness between different parts of the world, such as tracking the influence of the Silk Roads from China into Europe. Students gain significant context and foundational knowledge about Christianity and Islam for later in the year when they visit this region again. It also prepares them with a conceptual understanding of the development of scientific knowledge and the spread of ideas. Through the practise of inferences the unit builds up the idea of what a historian does and how they find out what happened in the past. | 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 | Henry VIII and the Reformation | The Reformation saw the start of a more secular society and the decline in the influence of the Church, whilst Henry VIII is one of the most notable English monarchs for the extent that his decisions changed England. As students begin studying the early modern period, their understanding of the power of monarchs from year 7 is developed in addition to how the Renaissance changed the world. The religious changes Europe and England faced in the 16 th century created long-lasting global divisions, which greatly influences how students understand the Late Tudor England period and the outbreak of the English Civil War. | Late Tudor England | A tumultuous period of religious changes shows the importance of both monarchs and religion to ordinary people in England. Through an enquiry on Black Tudors, students discover the diversity of Britain's past, challenging slavery narratives. There is a narrative strand through the two units from Henry VII to Elizabeth I as students grasp the key challenges of the Tudor period. Tudor exploration introduces the concept of Britain's emerging empire, which is further picked up when studying the British Empire and WW1 units. |
| 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 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 | Suffrage and the Russian Revolution | Through the suffrage movement, we explore campaigns led by women and consider which methods were the most successful and why, and how Britain became the democracy it is today. The industrial revolution unit is further built on as we consider the plight of women in this period. The Russian Revolution sees the first encounter with different political ideologies, which students will build on |



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| | | they have studied, which then feeds into the development of Civil Rights. | | further with the rise of Hitler, the Cold War and the War on Terror. |
| Year 10 | <p>Medieval Medicine c.1250-c.1500</p> <p>Renaissance Medicine c.1500-c.1700</p> | <p>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.</p> <p>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.</p> | <p>Industrial Medicine c.1700-c.1900</p> <p>Modern Medicine c.1900-present day</p> | <p>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.</p> <p>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.</p> |
| Year 11 | <p>The origins of the Cold War, 1941–58</p> <p>Cold War crises, 1958–70</p> | <p>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.</p> <p>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.</p> | <p>The end of the Cold War, 1970-91</p> | <p>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.</p> |



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| <p>Year 12</p> | <p>Lenin and the 1920s in Russia</p> <p>Establishing Communist rule in China</p> | <p>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.</p> | <p>Stalin's Russia</p> <p>Agriculture and industry in China</p> | <p>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.</p> |
| <p>Year 13</p> | <p>The impetus for public health reforms</p> <p>NEA</p> | <p>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.</p> | <p>Changes in public health; paupers and pauperism, 1780-1834</p> <p>NEA</p> | <p>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.</p> |



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| Year 7 | The Crusades and Medieval life | Through this social history study, students learn what the past was really like and that people in the past were just like us but they lived in a time when the world was different. The importance of worldviews is built on in this unit as students look in depth at how important the church was in medieval England and how it influenced lives. The clashes between religions in the Crusades builds on the worldviews unit on connections between the Islamic and Christian worlds, which sets the scene for the later medieval monarchs, reformation, empire and holocaust units. | 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 kings Henry II and John, as well as Eleanor of Aquitaine and Mansa Musa. Students discover the difficulty of ruling a country and the importance of different interpretations of events. The focus on Mali shows the power of Africa pre-slavery and contrasts medieval monarchs across continents. The development of the Magna Carta remains influential throughout students' study of history and is revisited at the outbreak of the English Civil War. |
| Year 8 | The English Civil War | The English Civil War is a key point in English history as it explores changes in power and authority, such as the strengthening of parliament and how the commonwealth briefly interrupted the system of constitutional monarchy for the only time in our national history. Students further develop their understanding of monarchy and revolution, and the powers of ordinary people, including the long-lasting effects on the country. Whilst learning about the plethora of causes of the outbreak of civil war, students yet again revisit the Catholic and Protestant divides stemming from previous learning on the Reformation. The role of trade and profit in the development of the early empire is studied through Charles II's involvement in the Royal African Company, which acts as a bridge between Tudor exploration and the Transatlantic Slave Trade unit. | The Transatlantic Slave Trade | The Transatlantic Slave Trade highlights the establishment of an industrial system dehumanizing 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 | Through studying World War Two, students learn about the rise of fascism, developing their ideas of ideologies and what can lead people towards extremism. Students build on their previous studies of warfare by analysing the new technological advancements and tactics that make modern wars far | The Holocaust | Students learn about one of the most tragic moments in human history - the systematic murder of different groups of people and races. The reasons for the Holocaust are carefully looked at so that students can learn how genocides happen. Previous antisemitic events studied in the KS3 curriculum are |



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| | | more destructive. Social history is developed through how war affected the British home front, with a local aspect on evacuation, increasing students' sense of place and belonging. The rise in importance of political ideologies continues with the Cold War, and students are introduced to historiography for the first time, increasing understanding of the work of a historian. The Cold War is further revisited in the War on Terror unit with the Soviet war in Afghanistan. | | revisited here to ensure students do not see the persecution of the Jewish people as a one-off event. These important concepts of identity and belonging are a mainstay of all the year 9 units. |
| 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' understanding of the nation-state and the importance of power for monarchs. | 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. |
| Year 12 | Stalin's Russia and Khrushchev's Russia | 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 | Khrushchev, Brezhnev, Andropov and Chernenko | Khrushchev being removed from power saw a return of many Stalinist policies. Continuing their thematic study, students bring together their key themes of |



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| | The Cultural Revolution and its aftermath | 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. | Social and Cultural changes | 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 NEA | 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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| Year 7 | Challenges to medieval monarchs part 2 | Global events and prejudices can massively affect daily life, as students learn through the study of the 1290 Edict of Expulsion, 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. Beliefs about health are built on during the industrial revolution unit and the persecution of Jewish people in this unit forms a framework for understanding antisemitism in the Holocaust. | Renaissance/Age of Encounters | The Year 7 curriculum comes full circle as unit 6 begins with the collapse of Constantinople in the 15 th century, 400 years after they initially studied its importance and influence in the region in unit 1. With religion such a heavy focus across the first 5 units, the inventions and new ideas of the Renaissance bring about a more secular society leading to dramatic changes in society and power. Therefore, this unit gives important context for studies in year 8 across all units, acting as a bridge between old and new. |
| 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 | US and British Civil Rights | Through the American Civil Rights Movement, we explore grassroots campaigns, legal challenges, direct action, and the evolution of the Black Power Movement. The experiences of the Windrush generation and Black people in Britain during the 1950s and 60s further develop students understanding of why Britain is the multicultural society it is today. Links are made to the year 8 British Empire unit, which underpinned so much post-WW2 migration. Views on equality and individual rights continue to be developed. | The War on Terror | Students learn about the origins of extremism, and how and why Islamic extremism has grown over the 20 th and 21 st centuries, including why America was unable to prevent the 9/11 attacks. This gives students a firm grounding in the world today and an understanding of events in the Middle East and the actions of western governments. The War on Terror links back to how Britain and other western governments have acted across the world and the impact this has had, as well as developing ideas of nationalism and the concept of holy war/crusades. |



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| 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 | |



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.
- History Homework Help club - this runs on a Wednesday lunchtime for GCSE students who would like extra support with a homework.
- 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.
- Chalke Valley History Trip - this is expected to run annually for selected year 10 students.

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.