



History Curriculum Outline 2025-2026

The purpose of our curriculum	A high quality historical education is a right that every young person deserves. To understand where one came from, and why the world is as it is today is a fundamental part of being a 21st century citizen. History gives students vital, powerful skills which will equip them to thrive amidst the challenges that the next century will bring. Our curriculum exists to support students in developing their historical skills whilst also ensuring that all students leave Pakefield with an understanding of the grand sweep of history and the events, people and places which have made our world what it is today. Students sometimes question the value of historical knowledge when the world's information is available in their pocket. This is both wrong and dangerous. It is true that our young people are coming of age at a time when more information is available than ever before. They are constantly bombarded with information of all kinds and types. But not all of this information is of high quality. Some of it is actively harmful. From Gaza, to Trump, to online influencers, truth has become a contested concept. Through the study of History, students can learn to manage such a stream, sifting through a wide range of viewpoints to make sense of a story or a position. In History, students learn to question the validity of sources, to challenge viewpoints, and to understand the value of evidence in informing judgements. In short, an Historical education is the key to thriving in modern world. Our curriculum is designed to teach students to think critically and carefully, and to give them the tools to not only survive but to thrive in the world as it is today. Students do not learn such skills in isolation, however. Students cannot make sense of information without a solid understanding of the context in which world events have happened. Students need to understand the story of the world and the story of life in Britain to make sense of the world today. Our curriculum introduces students to such key flashpoints as Northern Ireland, the Cold War and the Holocaust. It builds and develops an understanding of how forces such as religion or nationalism have shaped our world today, for instance through study of the Reformation, the trade in enslaved peoples or the British Empire. Students leave Pakefield equipped to engage with historical and world events, secure in their knowledge of the forces that have created the world in which we live today.
How does the curriculum demonstrate progress?	The Pakefield History Curriculum demonstrates progress through a range of formative and summative assessment modes, embedded within a carefully designed sequence that supports students in showing progress. Each unit studied is based around a DNA point, linked to the second order historical concept focus of that unit. This allows students to demonstrate their mastery of the concept/skill in question, along with providing diagnostic feedback to staff. This work builds towards more substantial summative assessments which take a range of skills studied and give students the chance to demonstrate their mastery of these concepts in a more formal and sustained fashion. However, the curriculum also acts as a progression model as of itself too. As students progress through, the skills they learn and demonstrate become more demanding and intensive. For instance, students progress from a knowledge of the use of Historical sources to working on making inferences from them, eventually making detailed and sophisticated judgements on the utility of individual sources of information for a given historical enquiry. In accessing and completing this (and by demonstrating their progress in written work) students demonstrate their progress and growing mastery of the curriculum. Teaching in the Humanities faculty makes regular use of retrieval. Students regularly engage in work which forces them to retrieve and use information previously learned. Lessons begin with a 'do now' activity which demonstrates progress over time, and other learning activities are also used to retrieve prior learning and to activate that knowledge for use in lessons. This again demonstrates a growing mastery of the curriculum.



How and why do you organise/sequence your curriculum in the way you do?	The curriculum is sequenced in a broadly chronological fashion, albeit with thematic digressions at suitable points. To try and teach history completely divorced from chronology would lead to confusion and would also lead to students missing out on vital prior knowledge. For instance, students cannot be expected to understand the reign of Henry VIII or the English Civil War without first grasping the importance of the Reformation, nor to understand the trade in enslaved peoples without a working knowledge of colonialism or empire. Teaching chronologically then is vital if students are to construct reliable and correct schemas. It is in terms of historical skills that we can be more flexible in curriculum design. Historical knowledge can be divided between the substantive (the facts, people, events which students need to know) and second order concepts (the concepts which shape the ways the substantive is understood and debated, along with the processes by which 'history' is created and developed). For each unit taught, teaching is focussed on one of five second order concepts (listed below). This allows students to be immersed in that particular mode of historical thinking and to develop their skills in that area. In returning to each of these concepts explicitly each year, student learning is reinforced. As a result, this aspect of the curriculum works a little like a mastery model, in the sense that students master one skill before moving on to the next. When students arrive at GCSE, therefore, they are ready and able to address these concepts in sophisticated ways.
How do skills develop over time?	Each unit of work within a given year of the curriculum has a focus on a particular second order concept. This gives the opportunity to build upon and develop student skills over time, meaning that they know more and can do more over time. When students work on the concept of 'evidence', for example, they begin their study in year 7 by being introduced to ways in which Historians gather information and the idea that there are different sources of information available, with their own strengths and weaknesses. In year 8, evidence work develops to look at how sources can be used to make inferences about the past, and how they can be used to 'fill in gaps' or 'piece together the puzzle' to understand events. This is used to support students making judgements on the utility of a given source for an historical investigation. By year 9, students are making sophisticated judgements on this issues, using contextual knowledge to assess how any given sources might fit into an historical investigation. As another example, students first encounter the concept of interpretation through their study of the contested reputation of King Richard III. Through the Wars of the Roses and the resulting dominance of the Tudor family in England, students begin to understand that Richard III's reputation has largely been shaped by his enemies, such as Shakespeare, and that this has led to the negative view of him usually encountered. This then allows them to reflect on the way in which History is a living, changing thing, shaped by those who write it, and their own views and biases. By year 9, students are using the pre war period of appeasement in foreign policy to assess the ways in which historical context can lead a dramatic shift in the views of the past produced by historians. They are able to use their contextual knowledge of this period to recognise that 'history' is no record set in stone but an ever changing narrative, built by those with all the views, biases and attitudes of their own times.



	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	How far did the Normans change England? <i>Change and Continuity</i> FBV 1;2, SMSC 2;3	What was daily life like in the Medieval Period? <i>Significance</i> FBV 2; 3;4, SMSC 4	Who had the power in the Middle Ages? <i>Change and Continuity</i> FBV 1;2, SMSC 2	Does Richard III deserve such a bad reputation? <i>Interpretation</i> FBV 2; SMSC 2	What was the impact of the Reformation? <i>Evidence</i> FBV 4, SMSC 1;4	Why did England kill its King? <i>Causation</i> FBV 1;2;3, SMSC 3
		1. What was life like in Anglo-Saxon England? 2. Who should have been chosen as king in 1066? 3. What happened during the first battles of 1066? 4. Why did William win the Battle of Hastings? 5. Was William's rule brutal or fair? 6. Why did William build castles? 7. How did the feudal system help William to maintain control? FBV 2 8. How did the Domesday book help William to maintain control?	1. What makes the Middle Ages significant? 2. How different were medieval people from each other? 3. What was life like in a medieval village? – DNA Point 4. What was life like in a medieval town? 5. Was law and order fair in the medieval period? 6. What did medieval people do for fun? 7. How was medicine understood in medieval England? 8. Why were the lives of medieval women not	1. What powers did the Monarch hold in Medieval England? 2. What was the power of the Church in medieval England? 3. How did Henry II try to increase the power of the church? 4. What happened to Thomas Becket? 5. Does Richard the Lionheart deserve his nickname? 6. Was King John useless or unlucky? 7. How much change did Magna Carta bring about? – DNA; 8. What were the impacts of the Black Death?	1. How do Historians interpret the past? 2. What did Richard III do in the Wars of the Roses? 3. What happened to the Princes in the Tower? 4. What happened at the Battle of Bosworth? 5. Was Richard just an 'Evil Uncle'? 6. Why are there different interpretations of Richard III? Assessment Point 2	1. How were people criticising the Catholic Church? 2. How did Martin Luther change the Catholic Church forever? – DNA point 3. Which problems did Henry VIII face? 4. How did Henry VIII solve his problems? 5. How did England react to Henry's decision? 6. Why was England so unstable after Henry's death? 7. Was Mary really so 'bloody'? 8. How did Elizabeth try to solve the religious problems?	1. How did Charles' 'personal rule' make Parliament angry? 2. How did religion contribute to the Civil War? 3. What triggered the Civil War? – DNA point 4. What happened during the Civil war? 5. How was Charles dealt with?



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		9. How did Culture change in England under the Normans? – DNA Point; FBV 3;4	considered significant? 9. Could women be powerful in medieval England? 10. Why is Eleanor of Aquitaine remembered as significant? 11. Why was Jerusalem worth fighting for?	9. Why did the peasants revolt? FBV 1		9. How did Spain challenge Elizabeth? 10. What did James I believe? 11. What was the Gunpowder plot?	
	8	What was the impact of the British Empire on people around the world? <i>Interpretation</i> FBV 1;2;3;4, SMSC 1;2;3	What was the trade in enslaved people? <i>Evidence</i> FBV 1;2;3;4, SMSC 1;2;3	How did the Industrial Revolution change Britain? <i>Evidence</i> FBV 1, SMSC 3;4	How have people fought for their rights? <i>Change and Continuity</i> FBV 4, SMSC 1;2;3	What is so significant about the First World War? <i>Significance</i> SMSC 3	Why have people migrated to Britain? <i>Causation</i> FBV 3;4 SMSC 3
		1. Where did the Empire come from? 2. What was the Scramble for Africa? 3. What was the impact of the Empire on Australia? 4. Is 'mutiny' the right word for what happened between 1857-8?	1. What is slavery? 2. What was the impact of slavery on Africa? 3. Why was Britain involved in the slave trade? 4. Why have historians focused on the middle passage? 5. What was a slave's life like on a plantation?	1. What was the Industrial revolution? 2. How did Britain's population change? 3. How did the Victorians live during the Industrial revolution? 4. What was life like in a Victorian city?	1. Why did women not have the vote? 2. Should the Suffragettes be considered 'terrorists'? 3. How did the First World War help women to gain the vote? 4. How far did Emancipation	1. What were the origins of the First World War? 2. How did Alliances lead to war? 3. What was the turning point in the First World War? 4. Why did people sign up to fight? 5. What was the impact of the	1. Who has migrated to Britain? 2. How have the Irish helped to build Britain? 3. What has life been like for the 'Windrush Generation'? 4. Why have Eastern European people migrated to Britain?



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		5. What was the impact of Empire on India? 6. What was Gandhi's role in defeating the British Empire? 7. Why was India partitioned? 8. What did the Empire do for Britain? – DNA 9. How did Britain react when the Empire 'came home'? 10. Should the Empire be celebrated?	6. How did slaves rebel against their slavery? 7. What impact did William Wilberforce have on the slave trade? 8. What did Equiano do to end the slave trade? 9. Why else did the slave trade get abolished? Assessment Point 1	5. What was life like for workers in the Industrial period? 6. What do the lives of five women tell us about Victorian London? 7. How did the police try to catch a serial killer? 8. What was done for the poor? - DNA 9. How was England reformed? 10. Did the Industrial Revolution make life better?	change the lives of black Americans? 5. How much change was achieved by the Montgomery Bus Boycott? 6. How much change was there in the education system in the 1950s? 7. What drove the greatest change in the 1960s? 8. How much change have the campaigns for change brought about? Assessment point 2	war on women's lives? 6. How did the Empire contribute to the war? 7. What was it like to fight in the trenches? 8. What was so significant about the Battle of the Somme? - DNA 9. Were the 'lions' led by 'donkeys'? 10. What happened in the East? 11. How did the war come to an end? 12. How was peace made in the First World War?	
	9	Was appeasement the right way to prevent war? <i>Interpretation</i> FBV 2; SMSC 2;3	Why was the Second World War so significant? <i>Significance</i> FBV 1, SMSC 2	How could the Holocaust happen? <i>Causation</i> FBV 1;3;4, SMSC 1;2;3;4	How did the Cold War change the world? <i>Change and Continuity</i> FBV 1;3;4, SMSC 1;2;3;4	What has been the impact of Britain on Ireland? <i>Evidence</i> FBV 1;2;4 SMSC 2;3;4	



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		1. Why did the League of Nations fail to prevent war? 2. Why did the democracies appease Hitler? 3. Why did Chamberlain believe that he had achieved 'peace for our time'? 4. Why did war break out over Poland? 5. Was Chamberlain right to follow the policy of appeasement? 6. Were the appeasers 'guilty men'? 7. Why did historians defend Chamberlain? – DNA point 8. Has Chamberlain's reputation improved?	1. What was the turning point in the Second World War? 2. Was the Dunkirk evacuation a victory? 3. Why is the Battle of Britain called a 'finest hour'? 4. Is Blitz Spirit a myth? 5. Was the bombing of civilians acceptable? 6. Why was the Battle of Stalingrad so significant? 7. How significant were the D-Day landings? 8. Why did Nazi Germany lose the war? 9. Should the Atomic Bomb have been used? 10. How did the Empire	1. What was the Holocaust? 2. How have Jewish people been persecuted? 3. How were Jewish people treated in Nazi Germany? 4. What was it like to Jewish under Nazi rule? 5. Did the Wannsee conference cause the holocaust? – DNA point 6. What were ghettos? 7. How did the final solution operate? 8. Why did 'ordinary men' kill Jewish people?	1. Why did the cold war begin? 2. How did the Cold War get so cold? 3. What was the Cold War Arms Race? 4. How did the World nearly end in 13 days? 5. How did the USA get involved in Vietnam? 6. Which side was stronger in Vietnam? 7. How did the Vietnam war come to an end? 8. What was the space race? 9. What can Berlin tell us about the Cold War?	1. How did Ireland come to be ruled by Britain? 2. Did the United Irishmen improve the position of Irish people? 3. How did a potato disease cause devastation? 4. How did Britain create a 'home rule' crisis? 5. How did a failed rebellion change the course of Irish history? 6. Why was Ireland partitioned? 7. What were 'the Troubles'? – DNA Point 8. What was the impact of 'bloody Sunday'? 9. What was the impact of terrorism on Ireland? 10. How were the Troubles brought to an end? 11. Has Northern Ireland recovered from the Troubles?	



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		9. What were the long term impacts of Appeasement?	contribute to the war? 11. How did Lowestoft contribute to the war? Assessment point 1	9. Why was nothing done to help Jewish people? – DNA point 10. Was justice served by the Nuremburg trials? 11. How should the Holocaust be remembered?	10. What was it like to live during the Cold War? 11. What was the impact of the cold war on popular culture? 12. Did the Cold War start to thaw out? 13. How did the Cold War end? Assessment point 2		
	10	Medicine in Britain, 1250-present			Henry VIII and his Ministers		
		Medieval 1. Medieval beliefs on the cause of illness 2. Prevention and Treatment in the medieval period 3. Care in the medieval period 4. Lack of progress in medical knowledge	Industrial 1. Edward Jenner and Vaccination 2. Pasteur, Koch and the Germ Theory 3. John Snow 4. Florence Nightingale 5. Hospital Care 6. Improvements to surgery 7. The Public Health Acts	Historic Environment: Western Front 1. Introduction to the Historic Environment 2. Context of the Western Front 3. Battlefield conditions 4. Problems moving the wounded 5. Illness and infection 6. Injuries	Henry and Wolsey 1. Tudor England and Society 2. Henry's early life and accession 3. Henry's style of rule 4. Thomas Wolsey's early life and rise to prominence 5. Wolsey's reforms	Henry and the Reformation 1. Why did Henry break with Rome? 2. Reactions to the Reformation 3. Impact of the Reformation on the Church 4. Dissolution of the Religious Houses 5. Impact of the dissolution 6. The Pilgrimage of Grace 7. Reasons for failure of the pilgrimage	



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		5. Case Study – Black Death Renaissance 1. Renaissance ideas about the cause of illness 2. Science, Technology and Communication in the Renaissance 3. Thomas Sydenham 4. Care, treatment and prevention in the Renaissance 5. Andreas Vesalius 6. William Harvey 7. Case Study - The Great Plague 8. Assessment 1	8. Assessment 2 Modern 1. DNA and genetics 2. Causes of illness: lifestyle 3. High Tech Hospitals 4. The NHS 5. Magic Bullets 6. Antibiotics 7. Case Study – Lung Cancer 8. Assessment 3 1.	7. RAMC and Nurses 8. Chain of Evacuation 9. New methods of treatment Assessment 4	6. The Amicable Grant, 1525 7. Wolsey's Foreign Policy Aims 8. Success of Wolsey's Foreign policy 9. Catherine of Aragon and the Annulment. 10. Fall of Wolsey Henry and Cromwell 1. Cromwell's early life and personality 2. Cromwell and the Annulment 3. Fall of Anne Boleyn 4. Jane Seymour and the Seymour family 5. Cromwell's reforms and use of Parliament 6. Anne of Cleves 7. Fall of Cromwell 8. Assessment 5		
	11	Weimar and Nazi Germany			American West		



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		Weimar Republic 1. Impact of the war on Germany 2. Weimar Constitution 3. Treaty of Versailles 4. Kapp Putsch and Spartacist revolt 5. Hyperinflation 6. Stresemann's recovery 7. Culture and the Golden Age 8. Stresemann Foreign Policy 9. Living standards and life for Women 10. Interpretations Assessment Rise of the Nazi party 1. Hitler and the NSDAP 2. Munich Putsch 3. Reorganisation of the NSDAP, 1924-29 4. The Great Depression 5. Support for the Nazis pre 1929	Creation of a Dictatorship 1. Nazi consolidation of power 2. Night of the Long Knives 3. The Police State 4. The Church and legal System 5. Nazi propaganda 6. Opposition to the Nazis 7. Culture in Nazi Germany 8. Sources and Interpretations Assessment	Life in Nazi Germany 1. Women and the family 2. Women and work 3. Youth originations 4. Education 5. Unemployment 6. Life for workers 7. Treatment of minorities 8. Persecution of Jewish people 9. Interpretations assessment	Early Settlement of the West 1. Indigenous way of life 2. Indigenous belief system 3. Reasons for migration west 4. Problems of migration and the Donner Party 5. Migration of the Mormons 6. Early Settlement in the west 7. Early Conflict between Indigenous peoples and white settlers 8. Impacts of Migration on law and Order 9. Assessment Development of the Plains 1. Civil war and Homestead act 2. Continental Railroad 3. Lawlessness after 1861	Conflict and conquest 1. New farming methods 2. End of the open range 3. Exodusters and Kansas 4. Law and order 5. Johnson country war and tensions between ranchers and homesteaders 6. Little Bighorn and wounded knee 7. Extermination of the buffalo 8. Government Policy on Indigenous peoples.	



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		6. Seizure of Power			4. Solutions to life on the plains 5. Development of the Cattle Industry 6. Ranching and Cowboys 7. Impact of settlement on indigenous peoples 8. The 'Indian wars'.		

Second Order Concepts:

- Evidence
- Interpretation
- Change and Continuity
- Significance
- Causation

Fundamental British Values (FBV) Key:

FBV 1- Democracy

FBV 2- Rule of Law

FBV 3- Individual Liberty

FBV 4- Mutual Respect and Tolerance

SMSC Key

SMSC 1- Spiritual Development

SMSC 2- Moral Development

SMSC 3- Social Development

SMSC 4- Cultural Development