



## ***‘Preparing today for a better future, using the lessons of the past’***

At LHS we believe that History matters. We aim to teach an authentic History that reflects the student body, which students are engaged with. We want students to see the wider importance of what they have learned about the past - making links to the world today. We aim to teach a varied curriculum, which takes significant events, people, themes, and experiences from the past and inspires students, building an understanding of the world they live in.

We want to teach a curriculum which builds hope, showing students examples of individuals and groups resisting oppression, to teach our students to spot discrimination and avoid being bystanders. We also teach students the confidence and communication skills to stand up for what they believe in. We want students to be informed about community they are from, to foster respect and tolerance for everyone.

We teach students that History is a construct, a deliberate storytelling of the past, constructed in many cases by those in power, and how efforts to change this have been made. We consider how history is actively remembered and why views about events in the past have changed. Students will learn how to effectively consider debates about the past, form arguments, and to use and challenge evidence to support their views, all important skills across the curriculum, and for life after Little Heath. As part of ensuring students are able to communicate their understanding to a high standard, we provide timely, meaningful, and supportive feedback to students' work.

We believe in celebrating success and progress in history, and hope to encourage students to have a thirst for knowledge; to understand how historical enquiry works and be eager to find out more about the past. History teachers build strong relationships with students to encourage positive behaviour for learning and students taking responsibility for becoming successful historians, and ensure lessons are accessible and challenging to all.

We aim for Little Heath Historians to:

1. Study diversity, hidden histories and controversial stories
2. Challenge stereotypes
3. Ask big questions and answer big questions through enquiry
4. Have detailed knowledge about the past
5. Evaluate arguments
6. Make well-reasoned judgements
7. Interrogate evidence
8. Examine causes and consequences
9. Study change and continuity
10. Consider significance
11. Write academically
12. Explore the idea that history and the past are not the same

To see more about LHS's History Department, with resources to support students learning and revision, go to <https://sites.google.com/site/historyatlhs>



## KS3 History Curriculum Overview (Year 7 & 8)

History at LHS is delivered by specialist historians, passionate about engaging students with a broad, diverse, and coherent curriculum, rooted in engaging with academic scholarship to deliver the best outcomes for students. We teach a balance of global, European, and British history – students learn about significant changes, individuals, and themes from 200BC to modern day, and consider the interconnections between people and places in the past.

### YEAR 7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	The Silk Roads Anglo Saxons The Norman invasion	Medieval beliefs and ideas The Plantagenet Kings	England's medieval queens Motives for the First Crusade African kingdoms	The Tudors The Reformation	The Power of monarch and Parliament	The Industrial Revolution The British Empire
KEY CONCEPTS AND KNOWLEDGE	Trade, conquest, invasion, coexistence, culture, battle, historian, evidence, artefact, Authority, peasant, Feudal, courts, Church, Revolt, King	Absolute monarchy, Feudalism, Authority, peasant, Feudal, courts, Church, King, reign, Feudal, loyalty, Magna Carta, Revolt, authority, Church, Pope, rebellion, treasury	Pilgrimage, knight, pope, Empire, indulgence, Gender roles, anarchy, siege, noblewoman, regent, romantic, reign Conflict, Crusade, leadership, Empire, evidence, trade, bronzes, Culture, symbolism	Evidence, historian, Reformation, Protestant, Catholic, Pope, Monarch, Church, interpretation	Parliament, government, divine right of kings, civil war, puritanism, monarchy, turning point	Liberty, industry, factories, urbanisation, cholera, Empire, slavery, revolution, trade, Empire, colony, imperialism
HISTORICAL CONCEPTS FOCUS	Evidential thinking	Significance	Interpretations, causation	Evidential thinking	Interpretations	Interpretations

The Year 7 exam is on: The changing balance of power between monarch and Parliament



## YEAR 8

	Term 1	Term 2	Term 3	Term 4	Term 5	
TOPIC	Transatlantic Slave Trade The French Revolution The Abolition of the Slave Trade	Local legacies of the slave trade Development of Democracy	The First World War Votes for Women	The Second World War The Holocaust	1960s protests and campaigns	Israel Palestine Conflict Migration
KEY CONCEPTS AND KNOWLEDGE	Slavery, enslavement, Emancipation, Capitalism, Liberty, fraternity, equality, bourgeoisie, clergy, Campaign, Abolition, compensation, Abolitionist, Boycott, Racism	Commemorate, Memorial, museum, Suffrage, democracy, campaign, Boycott, Franchise, equality, petition	Stalemate, Conflict, Blockade, War, Causation, Nationalism, Empire, Alliance, Arms race, Nationalism, Independence, attrition, militarism, Suffrage, democracy, campaign, equality, petition	Dictatorship, Democracy, Nazism, Fascism, Appeasement, aggression, nationalism, militarism, league, treaty, plebiscite, Genocide, Holocaust, repression, resistance, ghetto, concentration camp, deportation, anti-Semitism	Protest, apartheid, resistance, campaign, feminism, boycott, Civil Rights, Equality, boycott, discrimination, prejudice	Israel, Palestine, Declaration, Arab, Jewish, Muslim/Islam, Al-Nakba, Intifada Migrant, refugee, immigrant, economic, social, political, impact, prejudice, Windrush
HISTORICAL CONCEPTS FOCUS	Change and continuity	Interpretations Change and continuity	Causation Similarity and difference	Causation Similarity and difference	Change and continuity	Consequence

The year 8 exam is on: The causes of the Second World War



## KS4 History Curriculum Overview (Year 9, 10 & 11)

At GCSE students study the Edexcel specification, which offers a variety of national and international history, allowing students to learn about important periods and themes in history. They explore how crime, policing and punishment has changed since 1000AD, considering the factors that drive the changes and continuities they identify. They learn about two fascinating kings, the Plantagenet Richard and John, whose reigns saw several important developments in British and world history. Students discover the importance of the development of nuclear technology, and the defining events of the Cold War, right up to the fall of the Soviet Union in 1991. Students also learn about the rise of Hitler and the Nazi dictatorship in Germany. Throughout these units, students not only build a wealth of knowledge about the past, but also develop important skills in interrogating and investigating evidence, and an understanding of how historians construct their views about the past. Through studying history students develop important writing and literacy skills, skills in arguing and analysing arguments, and vital understanding of the world today.

The specification can be found here: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>

### YEAR 9

	Term 1	Term 2	Term 3	Term 4	Term 5	
TOPIC	Medieval Europe	Richard and John conflict overseas	King John	Causes of the Cold War	Cold War crises	The end of the Cold War
KEY CONCEPTS AND KNOWLEDGE	Feudalism, Homage, Kingship, Vassal, peasant, baron, knight, forfeiture, primogeniture, sheriff, pogroms, Angevin Empire	Crusade, treaty, siege, Holy land, chivalry, pilgrimage, indulgence, take the cross,	Magna Carta, Rebellion, barons, interdict, excommunication, legate, Reconciliation, Sacrament, arbitrary power	Superpower, Ideology, Capitalism, Communism, doctrine, containment, Marshall Aid, NATO, expansion, Soviet, tension, United Nations, Warsaw Pact	Crisis, missiles, blockade, Prague Spring, Berlin Wall, summit, ultimatum, doctrine, Treaty, MAD, Dissident	Détente, SALT, ICBM, Boycott, Strategic Defence Initiative, Glasnost, Perestroika, Helsinki Accords
HISTORICAL CONCEPTS FOCUS	Evidential thinking Similarity and difference	Causation Consequence	Causation Consequence Similarity and difference	Causation, Significance, consequences	Significance Change and continuity, Causation, Consequences	Causation, Significance, Consequences



## YEAR 10

From the start of year 10 students have one lesson a fortnight on revision to support them with retrieval and revision of earlier content.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Medieval and Early Modern crime and Punishment	Industrial crime and Punishment and Whitechapel	Whitechapel and Modern Crime and Punishment	Modern Crime and Punishment	Weimar Germany	Hitler's rise to power
KEY CONCEPTS AND KNOWLEDGE	Trial by ordeal, Saxon, Norman, trials, Parish, Manor, accused, Wergild, blood feud, continuity, change, fines, retribution, deterrent, reform, community, hue and cry, tithing, mutilation, pillory, sheriff, constable	Heresy, vagabond, witchcraft, treason, fines, retribution, deterrent, reform, community, hue and cry, tithing, torture, mutilation, transportation, sheriff, constable, Bloody Code, poaching	Division, metropolitan, autopsy, immigrant, CID, poverty, workhouse, socialism, anarchism, commissioner, prejudice, beat, utility, reliability, provenance	Conscientious objectors, absolutist, alternative, homosexuality, race, abortion, domestic violence, driving offenses, terrorism, cybercrime, DNA, fines, retribution, deterrent, reform	Armistice, Constitution, Reichstag, Proportional Representation, Chancellor, abdication, President, Coalition, Extremist, Militarism, Communism, Fascism, Freikorps, Spartacists, Putsch, Reparations, Demilitarised, Hyperinflation, Rentenmark	Communism, Anti-Semitism, Fuhrerprinzip, Great Depression, Manifesto, Reich, Reichstag, SA, SS, swastika, Third Reich, Wall Street Crash, Mein Kampf, Putsch, Election, Propaganda, Terror, Chancellor, President
HISTORICAL CONCEPTS FOCUS	Change and continuity Causation Significance	Change and continuity Causation Significance	Evidential thinking	Change and continuity Causation Significance	Interpretations Evidential thinking Causation	Interpretations Evidential thinking Causation



## YEAR 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Nazi Control and Dictatorship	Nazi Control and Dictatorship Life in Nazi Germany	Life in Nazi Germany Starting revision	Revision	Revision Exams	
KEY CONCEPTS AND KNOWLEDGE	Anti-Semitism, Reichstag, SA, SS, SD, Gestapo, Election, Propaganda, Enabling Act, Fuhrer, Censorship, Concordat, Gleichschaltung, indoctrination	Anti-Semitism, Hitler Youth, League of German Maidens, indoctrination, minorities, 'slavs', boycott, Nuremberg, curriculum, employment, unemployment, Strength through joy, rearmament, autobahns, living standards	Anti-Semitism, Hitler Youth, League of German Maidens, indoctrination, minorities, 'slavs', boycott, Nuremberg, curriculum, employment, unemployment, Strength through joy, rearmament, autobahns, living standards	Supporting students' revision skills and exam practice, tackling misconceptions and any areas students lack confidence	Supporting students' revision skills and exam practice, tackling misconceptions and any areas students lack confidence	
HISTORICAL CONCEPTS FOCUS	Interpretations Evidential thinking Causation	Interpretations Evidential thinking Causation	Interpretations Evidential thinking Causation			



## KS5 History Curriculum Overview (Year 12 & 13)

At A Level, history students study the OCR A specification, which offers a good range of history both in terms of the historical periods and the places. Students learn both about the reign of Elizabeth I, and the Vietnam War. The A Level is excellent preparation for further study of History, but also in the development of essential skills in writing, arguing, analysing, and evaluating. Students develop a greater understanding of several key themes in history, such as the nature of power, conflict, empire, and revolution; they study significant events in British and world history, as well as considering in greater depth how the history of these events has been constructed and debated by historians.

The Specification can be found here: <https://www.ocr.org.uk/qualifications/as-and-a-level/history-a-h105-h505-from-2015/>

### YEAR 12

#### Unit 1: Later Tudors: Mid Tudor Crises 1547-1558 and Elizabethan England 1558-1603

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	<b>Elizabeth I:</b> Introduction The nature of Elizabethan Monarchy, Government and Parliament	<b>Elizabeth I:</b> Elizabeth and Religion	<b>Elizabeth I:</b> Elizabeth's management of financial, economic, and social affairs Elizabethan later years 1588-1603	<b>Mid Tudor Crisis:</b> The stability of the monarchy Religious change	<b>Mid Tudor Crisis:</b> Rebellion and unrest Revision	Hand over to Year 13 teachers Begin Year 13 studies Overview of Russia course, Government of Russia
KEY CONCEPTS AND KNOWLEDGE	Privy Council, Patronage, Faction, Ministers, Royal Court, Role of gender, Matters of State, Matters of Commonwealth, Foreign Affairs, Succession	Religious Settlement, Via Media, Act of Supremacy, Act of Uniformity, Archbishops, Puritan challenges – Conformist, Separatist and Presbyterian, Catholic challenges – Jesuits, Seminaries, Excommunication	Finance, Economy, Ordinary Revenue, Extraordinary Revenue – subsidies, Inflation, Monopolies, Overseas Trade, Poverty and Vagrancy, Royal Prerogative, Spanish Armada, Irish Rebellion, Essex Rebellion, Cult of Gloriana,	Mid-Tudor Crisis, Regency Council, Lord Protector, Somerset Coup, The Devises, Factional rivalry, Prayer Books, Acts of Uniformity, Religious change under Somerset, Northumberland, and Mary, Heresy Laws, Marian Exiles	Western rebellion, Kett's rebellion, Wyatt's rebellion, Causes of unrest – enclosures, price rises, inflation, poverty, xenophobia	Ideology, Capitalism, Communism, Bolshevik, Tsar, Romanov, Autocracy, Dictatorship, Proletariat, Bourgeoisie, Serf
HISTORICAL CONCEPTS FOCUS	Causation Change and continuity	Causation Change and continuity	Causation Change and continuity	Evidential thinking	Evidential thinking	Similarity and difference



## Unit 2: Cold War in Asia 1945-1993

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	<p>The Western Powers and Asia Before 1950</p> <p>The Korean War</p>	<p>The Korean War</p> <p>Indochina</p>	<p>Johnson's Vietnam Policy</p>	<p>Nixon's Policies in Vietnam, Cambodia and Laos</p>	<p>Cambodia</p>	<p>Hand over to Year 13 Teachers</p> <p>Introduction to coursework</p>
KEY CONCEPTS AND KNOWLEDGE	<p>Communism, Cold War, Capitalism, Malaysia, USSR, Sino-Soviet, Containment, Truman Doctrine, United Nations, Stalin, Roosevelt, Imperialism, Empire</p>	<p>Taiwan, Iron Curtain, Berlin blockade, Revisionist/ Post-Revisionist, Politburo, Truman, Kennedy, Cuban Missile Crisis, Communique, Impeachment, NATO/ SEATO, Bipolar world order, Colonialism, Viet Minh, Domino Theory, Agrovilles, Ho Chi Minh Trail</p>	<p>Gulf of Tonkin, Rolling Thunder, Great Society, War of attrition, Agent Orange, Fragging, Pacification, Wise Men, Tet offensive, Khrushchev</p>	<p>Nixon, Vietnamisation, Watergate, Détente Monolithic, Marxism, Leninism, Propaganda, Quemoy and Matsu, Madman theory, Moratorium, Imperial presidency, Operation Phoenix, Paris Accords</p>	<p>Khmer, Khmer Rouge, Issarak, Cultural Revolution, Democratic, Kampuchea, Ford, ASEAN, Comecon, Gorbachev</p>	<p>Nazi Germany 1933-1945</p> <p>Introduction to key themes and decisions about question and topic focus</p>
HISTORICAL CONCEPTS FOCUS	<p>Causation</p> <p>Consequence</p> <p>Similarity and difference</p>	<p>Causation</p> <p>Consequence</p> <p>Significance</p>	<p>Causation</p> <p>Consequence</p> <p>Significance</p>	<p>Causation</p> <p>Consequence</p> <p>Significance</p>	<p>Causation</p> <p>Consequence</p> <p>Significance</p>	<p>Change and Continuity</p> <p>Similarity and difference</p>





## YEAR 13

### Unit 3: Russia and its Rulers 1855-1964

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Russian Government	Economy and Society	War and Revolutions	Empire and Nationalities	Revision	
KEY CONCEPTS AND KNOWLEDGE	Ideology, Capitalism, Communism, Bolshevik, Tsar, Romanov, Autocracy, Dictatorship, Proletariat, Bourgeoisie, Serf, Secret Police, Manifesto, Duma, Emancipation, decree, Reactionary, Liberal, Leninism, Marxism, Destalinisation, Censorship, repression, opposition, cult of personality	Communism, Proletariat, Serf, Urbanisation, Virgin Lands Campaign, NEP, Industrialisation, Agriculture, Emancipation, Collectivisation, Public health, Nationalisation, famine, Stakhanovites	Military, Financial, Emancipation, Decree, Revolution, Whites, Reds, Assassination, Treaty, Sovnarkhom, Civil War	Empire, Nationality, USSR, Pogrom, Russification, Integrated, Collectivisation, Autonomy, Independence, Rebellion	Revision of all units and preparation for the exam	
HISTORICAL CONCEPTS FOCUS	Change and continuity Similarity and difference Interpretations	Change and continuity Similarity and difference Interpretations	Change and continuity Similarity and difference Interpretations	Change and continuity Similarity and difference Interpretations	Change and continuity Similarity and difference Interpretations	



## Unit 4: Coursework – Topic Based Essay

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	How to write an effective coursework essay	Writing and recrafting coursework essays – submitting first draft	Acting on feedback from first draft of coursework, writing and developing	Final drafts and recrafting of coursework for submitting mid-late March	Revision of Unit 1, 2 and 3	
KEY CONCEPTS AND KNOWLEDGE	Nazi Germany 1933-1945, focus depends on students' choice and input into topic and questions	Nazi Germany 1933-1945, focus depends on students' choice and input into topic and questions	Nazi Germany 1933-1945, focus depends on students' choice and input into topic and questions	Nazi Germany 1933-1945, focus depends on students' choice and input into topic and questions	Nazi Germany 1933-1945, focus depends on students' choice and input into topic and questions	
HISTORICAL CONCEPTS FOCUS	Depends on question chosen by students Evidential thinking Interpretations					

## KS5 Politics Curriculum Overview (Year 12 & 13)

Students study the Edexcel specification, which allows students to explore themes such as power, democracy, sovereignty, globalisation & political ideologies. Students spend most of year 12 studying UK Government & UK Politics. These units allow students to develop an understanding of the way that people and politics in the UK interact as well as the location & exercise of power in the UK. Towards the end of Year 12, students are introduced to the final 2 units – ideologies & Global politics. These allow students to develop an understanding of the core ideas & principles of 4 ideologies as well as a wider understanding of politics at an international level, including the nature & extent of state sovereignty and how states exercise power on a global stage. Students develop skills such as arguing, analysing, evaluating & coming to judgements based on competing ideas. This A-Level gives students the skills and knowledge to study politics further at University as well as a greater understanding of their role in the political system.

### YEAR 12

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	UK Politics – Democracy  UK Government - Constitution	UK Politics – Party policies  UK Government – Parliament	UK Politics – Elections  UK Government – PM & Cabinet	UK Politics – Voting behaviour and media  UK Government – relations between the branches	Global politics – Introduction to globalisation and the state  Ideologies - Liberalism	Global politics – Theories of global politics  Ideologies - Liberalism



## YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Global politics – Global political and economic governance  Ideologies - Conservatism	Global politics - Power  Ideologies - Socialism	Global politics – Human Rights and Environmental Governance  Ideologies - Nationalism	Global politics – EU and Regionalism  Start revision of UK Politics & UK government	Revision of whole course	

## Enrichment Activities

In History we aim to spark students’ curiosity, and help students see that there is always going to be more to the study of history than we are able to fit into 2, 5 or 7 years!

We run house competitions each year, including:

- The Great Black Britons competition
- The Historical Easter Egg competition
- Year 7 castles competition

We also run a Film club, especially when students are keen to watch and discuss historical films related to what they are learning about. We support students who might also want to do this at home by providing ‘read-watch-listen’ lists for every topic we teach.

We plan trips depending on availability, value, and the school calendar. In the last few years, we have run fantastic trips to the National Archives and Westminster Abbey, the Guardian Media Education Centre, to A Level conference and lecture days in London, and we are planning a KS3 trip to the British Museum.

We work with RE to run an enrichment day on capital punishment through time, and its abolition in Britain, for our GCSE students.

We also collaborate with other schools, including a revision conference for one of our A Level courses with two other schools.

We encourage students to read history books and historical fiction to cultivate their interest in history. A list of all of the books in the school library and which historical period they link to can be found here: <https://sites.google.com/site/historyatlhs/key-stage-3/reading-list>

We also have a read-watch-listen list for every topic, so students can enhance their knowledge and sense of period in interesting and accessible ways in their own time.