

History

Curriculum core purpose. Intent

At Old Buckenham High School our History curriculum enables students to make sense of the world we live in today by focusing on the key events, issues, people and movements that have helped shape this world. Through a combination of local, national and global history our knowledge-rich curriculum helps students become informed, responsible, curious and caring citizens of their community and the wider world. Our deliberate sequence of thematic, period and depth studies from the medieval period to the present provides a broad and balanced History curriculum, enabling students to make connections between units and between the past and the present, thus developing an increasingly secure knowledge and understanding of the world.

Our carefully designed curriculum is accessible to all students, regardless of starting points and individual needs. It develops and equips students with transferable and employable skills for the 21st century, such as gathering and analysing data; evaluating and analysing sources and interpretations; formulating arguments; reaching judgements and communicating clearly.

Community

Our History curriculum plays a key role in developing a strong sense of community. Local history is interwoven into our curriculum. This is designed to develop a sense of belonging and pride in their locale as well as enabling students to see the interconnectivity between their community and the wider world.

Collaboration is a key component of the History classroom, where students are encouraged to develop skills of teamwork, cooperation and a shared sense of achievement which foster positive relationships.

Ambition

Our History curriculum is ambitious for all learners. We believe all students, regardless of prior attainment, are capable of achieving highly in History with the right support, guidance, and levels of challenge. Our curriculum provides students with powerful knowledge and challenges them to think deeply about complex issues such as religious and political conflict and cooperation, persecution, migration and human rights, past and present. Through our carefully sequenced lessons, students build a repertoire of transferable skills, such as the gathering and analysis of information; evaluating and analysing sources; formulating arguments; reaching judgements and communicating clearly in a variety of formats. Furthermore, our curriculum has been designed to embrace the increasing need in the 21st century for students to be able to critically evaluate sources of information and interpretations and

recognise how the past is being interpreted and manipulated to create different narratives, thus enabling students to feel confident in questioning and challenging these interpretations.	
Respect	
<p>Respect is a core component of our History curriculum. As students study diverse cultures, religions, beliefs and practices from across the world, they develop compassion, empathy and an understanding of others. The curriculum encourages students to consider the perspectives and actions of others, past and present, and to recognise the value of diversity in shaping our locality, country and world.</p> <p>We encourage respectful dialogue and debate in the History classroom, ensuring that students have the opportunity to engage fully with controversial issues and treat others' viewpoints with sensitivity and consideration.</p>	
Content-Knowledge and Skills.	Subject specific pedagogy
<p>The History curriculum is sequenced to build knowledge and skills cumulatively across Key Stage 3 and Key Stage 4. It develops students' ability to:</p> <ul style="list-style-type: none"> • Develop an understanding of local, national and global history, principally from the medieval period to the present, through which they develop an understanding of the complexities of peoples' lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of the present. • Develop a sense of period through period and depth studies and to understand themes, the 'bigger picture' and the interconnectivity of events through the thematic studies. • Apply history skills such as the gathering and analysis of information; critical analysis and evaluation of sources and interpretations; formulating arguments; extended writing. 	<p>History teaching at Old Buckenham combines knowledge-rich instruction with active learning and enquiry. We utilise modelling, scaffolding and retrieval practice to support knowledge retention and skills progression. Interleaving and spaced practice are embedded across units to consolidate prior learning. Dual coding is employed to support student learning, retention and recall.</p> <p>Lessons are carefully planned to include regular opportunities for skills development such as the analysis of sources and interpretations, extended writing, group discussion and critical evaluation, enabling students to articulate their views with increasing confidence and competence.</p> <p>Assessment for learning is embedded into every lesson, enabling responsive teaching that meets students' needs. High-quality questioning, formative assessment and feedback help teachers to identify gaps and adapt instruction accordingly. Opportunities for peer</p>

<ul style="list-style-type: none">• Make links with other subjects to broaden and deepen knowledge and understanding, most notably English and Geography.	and self-assessment help students become reflective learners, able to evaluate and improve their own work, developing resilience and independence.
---	--

History Curriculum Content 2025-26

History Curriculum Content	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic: Norman Invasion Key concepts: British and Medieval Overview Events of 1066 Battle of Hastings	Topic: Norman Conquest Key concepts: Feudal System Domesday Book Development of castles	Topic: Migration to Britain, c. 800-present Key concepts: Why people migrate Who migrated to Britain The impact of migration Challenges migrants face	Topic: Medieval Life Key concepts: Medieval villages and towns The importance of religion Law and order	Topic: Black Death Key concepts: Beliefs about causes Preventions and treatments Consequences	Topic: Early Modern Britain Key concepts: Problems Tudor monarchs faced The Reformation Interpretations of Mary I Exploration Spanish Armada
Year 8	Topic: Popular Protest, c. 1300-present Key concepts: Peasants' Revolt Pilgrimage of Grace French Revolution Matchstick Girls	Topic: Popular Protest, c.1300-present Key concepts: Suffragettes Apartheid Vietnam War Black Lives Matter	Topic: British Empire Key concepts: What the Empire was Where the Empire was Why Britain wanted an empire British America British India	Topic: British Empire Key concepts: Australia The British in Africa Resistance to the Empire Impact of Empire Why it is controversial	Topic: Industrial Revolution Key concepts: Causes Inventions and impacts Working conditions	Topic: Industrial Revolution Key concepts: Living conditions Public Health Workhouses
Year 9	Topic: Enslavement to Black Lives Matter Key concepts: Per-colonial Africa The Trade Triangle Experiences of enslaved people	Topic: Enslavement to Black Lives Matter Key concepts: Emancipation Civil Rights campaigns	Topic: World War One Key concepts: Causes of WW1 Trench warfare and weapons Life in the trenches 'Forgotten armies'	Topic: The Holocaust Key concepts: The history of persecution Experiences of Jewish people Resistance	Topic: Causes of World War Two Key concepts: Rise of the dictators The Treaty of Versailles Hitler's aims and actions Appeasement	Topic: World War Two Key concepts: Overview of events Home Front Controversy of the atom bomb
Year 10	Topic: Medicine in Britain c1200 - present Key concepts: Medieval medicine Renaissance medicine Medicine, 1700-1900	Topic: Medicine in Britain c1200 - present Key concepts: Modern medicine WWI medicine in the trenches	Topic: Superpower Relations and the Cold War, 1941-91 Key concepts: Origins of the Cold War, 1941-1958 Crises of the Cold War: Berlin, Cuba and Czechoslovakia	Topic: Superpower Relations and the Cold War, 1941-91 Key concepts: End of the Cold War, 1970-1991	Topic: Early Elizabethan England,1558-88 Key concepts: Queen, government and religion Challenges to Elizabeth at home and abroad, 1569-1588	Topic: Revision and mock exam Key concepts: Exam Paper 1: Medicine in Britain, c.1200-present
Year 11	Topic: Early Elizabethan England,1558-88	Topic: Revision and mock exam	Topic: Weimar and Nazi Germany, 1918-39	Topic: Weimar and Nazi Germany, 1918-39	Topic: Revision and Exams	Topic: Revision and Exams

History Curriculum Content 2025-26

	Key concepts: Society in the age of exploration	Key concepts: Exam Paper 2: Superpower Relations and the Cold War & Early Elizabethan England	Key concepts: Early problems of the Weimar Republic Recovery under Stresemann and the Golden Age The Rise of the Nazi Party	Key concepts: How Hitler became Chancellor The Nazi Dictatorship Mock exam-Exam Paper 3: Weimar and Nazi Germany, 1918-39	Key concepts: Revision of content and skills to prepare for all 3 exam papers	Key concepts: Revision of content and skills to prepare for all 3 exam papers
--	---	--	---	---	---	---