



Wanstead High School

Education with Character

History Curriculum Content 2024 - 25

Key Stage 3 - Year 7, 8 & 9

Key Stage 4 - Year 10 & 11

Key Stage 5 - Year 12 & 13



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History Year 7

Pupils receive 3 lessons of History each fortnight.

History, Classics and Politics provide pupils with a wide range of valuable transferable skills. Principally, pupils develop the ability to understand and critically analyse issues and events.

Our department strives to provide every pupil in Key Stage 3 with a lifelong love and respect of history, heritage and culture. The curriculum will be decolonised and aim to instil in every pupil a wish to 'call out' and challenge racism and prejudice. Every pupil will be challenged to extend their skills of reasoning, logic, evidence and interpretation. They will learn to formulate and test their own hypotheses and to frame their own historically appropriate questions using both broad and precise vocabulary. They will become independent, critical thinkers, able to evaluate information and communicate effectively in the modern world.

Teachers in the department will be provided with opportunities to further hone their expertise in the craft of teaching history in interesting and dynamic ways, informed by evidence-based research.

History inspires pupils to develop Education with Character by providing a diverse, inclusive and rounded curriculum, at a local, national and international level with a wide variety of in and out of school educational opportunities and visits to develop and expand on the in-class learning.

Other skills developed in history are:

- a development of clear expression, both oral and written
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing evidence and material
- researching, generating ideas, reaching independent judgments
- managing and organising material in a logical and coherent way
- formulating hypotheses and sophisticated debates
- developing powerful understandings of second-order concepts (For example, causation and evidence) rather than just 'knowing more stuff'.

What is taught	When is it taught (Terms or Half Terms)	Concept focus and wider reading	Where the curriculum is ambitious
Was the Roman invasion in AD43 a significant turning point?	Autumn 1	Significance "Eagle of the Ninth" –Rosemary Sutcliffe Lyndsey Davis series on Marcus Falco, eg" The Silver Pigs	Wide variety of texts, topic choice
How significant was the Norman Conquest in 1066?	Autumn 2	Change and continuity "The White Queen" Philippa Gregory "Romola" George Eliot	Independent research and home learning tasks
What was everyday life like in the Middle Ages?	Spring 1	Cause & consequence "The Pillars of the Earth" Ken Follett. "Sarum: The Novel of England" Edward Rutherford.	Bottom-up history
How and why did Islamic Civilisations develop by the 13 th century?	Spring 2	Evidence/utility "1001 Nights" "Daily life in the Islamic Golden Age" Don Nardo	Comparison of development of two societies
How had the world changed by the end of the Middle Ages?	Summer 1	Interpretation "Murder in the Cathedral" T.S. Eliot "Matrix" Lauren Groff	Global overview, including factors for change

How far does Wanstead's history reflect Britain's history?	Summer 2	Significance "The Angel and the Cad" Geraldine Roberts	Local history study, including out of class learning
How are pupils informally and formally assessed?	<ul style="list-style-type: none"> • A formative assessment every half term focusing on both knowledge and skills, as well as literacy 		
Developing Independent and Home Learning Skills	<ul style="list-style-type: none"> • Bi-weekly homework set and marked on the Google Classroom. 		
Useful e-Learning Resources (e.g., web links)	BBC bitesize, schoolhistory.co.uk, british-history.ac.uk, Oak National Academy, keystagehistory.co.uk		
Equipment for lessons	<ul style="list-style-type: none"> • History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick. 		
Enrichment activities	<ul style="list-style-type: none"> • Wide variety of out of lesson activities and clubs. 		
Careers curriculum	Archaeologist, historian, translator		
Head of Department and email contact	Mr P Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk		

History Year 8

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What is taught	When is it taught (Terms or Half Terms)	Concept focus and reading links	Where the curriculum is ambitious
How successfully did the Tudors deal with England's problems?	Autumn 1	Interpretations "The Prince and the Pauper" Mark Twain Hilary Mantel's trilogy on Thomas Cromwell, e.g., "Wolf Hall"	Links to Henry VIII GCSE history unit (not taught at Wanstead)
Why was the 17th century such a tumultuous era in British history?	Autumn 2	Cause and Consequence "The King's General" Daphne du Maurier "A Journal of the Plague Year" Daniel Defoe	Interpretation skills using primary sources
How can we learn about the impact of the transatlantic slave trade in the 1600s-1830s?	Spring 1	Evidence/Utility "Beloved" Toni Morrison "The Colour Purple" Alice Walker	Wide variety of contemporary primary sources
What was the impact of the British Empire on its colonies? – case study: British India	Spring 2	Significance "Such a Long Journey" Rohinton Mistry "A Suitable Boy" Vikram Seth	Links to A Level history
What were the key features of the Civil Rights movement in the US and Britain by the 1970s?	Summer 1	Change and continuity "I know why the Caged Bird Sings" Maya Angelou	Comparison between civil rights in Britain and the US

		“If Beale Street Could Talk” James Baldwin	
How far were the activities of the Suffragettes the most important reason for women gaining the vote in the UK?	Summer 2	Interpretations “Things a Bright Girl Can Do” Sally Nicholls “Opal Plumstead” Jacqueline Wilson	Variety of interpretations on the success of the suffragettes
How are pupils informally and formally assessed?	A formative assessment every half term focusing on <i>both</i> knowledge and skills, as well as literacy		
Developing Independent and Home Learning Skills	Bi-weekly homework set and marked on the Google Classroom.		
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesizeschoolhistory.co.uk https://www.british-history.ac.uk/ https://www.thenational.academy/pupils/years/year-8/subjects https://www.keystagehistory.co.uk/		
Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.		
Enrichment activities	Wide variety of out of lesson activities and clubs.		
Careers curriculum	Archaeologist, historian, translator.		
Head of Department and email contact	Mr P Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk		

History Year 9

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What is taught	When is it taught (Terms or Half Terms)	Concept focus and wider reading	Where the curriculum is ambitious
What caused the Great War?	Autumn 1	Cause and consequence "Howard's End" E M Forster "The Thirty-nine Steps" John Buchan	Categorising causes and counterfactual history
What was it like to fight in the Great War?	Autumn 2	Significance "All Quiet on the Western Front" Erich Remarque "A Farewell to Arms" Ernest Hemingway "The First Casualty" Ben Elton	Focus on primary sources to examine features of fighting
What were the causes of the Russian revolution of 1917?	Spring 1	Interpretations "And Quiet Flows The Don" Mikhail Sholokhov "White Guard" Mikhail Bulgakov	Comparison to Britain and the rest of Europe – links to A Level history
Why did people support Adolf Hitler?	Spring 2	Evidence/Utility "The Book Thief" Markus Zusak "The Spy and the Traitor" Ben Macintyre	Degree of support and links to GCSE History (not taught at Wanstead)
How should we remember the Holocaust?	Summer 1	Change and Continuity "Johanna at Daybreak" RC Hutchinson "The Tattooist of Auschwitz" Heather Morris	Degree of accountability and moral questions
Transition to GCSE history and independent project	Summer 2	GCSE transferrable skills	Links to GCSE curriculum

How are pupils informally and formally assessed?	A formative assessment every half term focusing on both knowledge and skills, as well as literacy
Developing Independent and Home Learning Skills	Bi-weekly homework set and marked on the Google Classroom.
Useful e-Learning Resources (e.g., web links)	BBC bitesize, schoolhistory.co.uk, british-history.ac.uk, Oak National Academy, keystagehistory.co.uk
Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Wide variety of out of lesson activities and clubs.
Careers curriculum	Archaeologist, historian, translator
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GCSE History Year 10

Pupils receive 6 lessons of History each fortnight.

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What is taught	When is it taught (Terms or Half Terms)	Wider reading	Where the curriculum is ambitious
UNIT 1: Crime and punishment; Whitechapel, c1870 - c1900: crime, policing and the inner city	Autumn Term 1	The Five - Hallie Rubenhold The Lodger - Marie Lowndes	Walking tour of Whitechapel – aspects of the tour to be incorporated into lessons; links to map work in geography
UNIT 1: Crime and punishment in Britain, c1000 - 1700	Autumn Term 2	The Woman in White - Wilkie Collins The Yard - Alex Grecian	Use of primary materials from Norman and late medieval Britain; links to English and religious studies when examining the early modern period
UNIT 1: Crime and punishment in Britain, c1700 - present	Spring Term 1	Bleak House - Charles Dickens The Suspicions of Mr Whicher - Kate Summerscale	Links to the A level history British Empire units – British politics during the 19 th century
UNIT 3: The USA, 1954 - 75: conflict at home and abroad - Civil Rights	Spring Term 2	Invisible Man - Ralph Ellison A Sweet Smell of Roses - Angela Johnson	Extensive use of primary source material, including government documents, original photographs and fiction
UNIT 3: The USA, 1954 - 75: conflict at home and abroad -	Summer Term 1	Novel Without a Name - Duong Thu Huong The Lotus Eaters - Tatjana Soli	Focus on historiography of the Vietnam war – how and why does American

Civil Rights and Vietnam			historiography go through stages?
UNIT 3: The USA, 1954 - 75: conflict at home and abroad - Reactions to the Vietnam War	Summer Term 2	The Quiet American - Graham Greene	Focus on primary sources and historiography as above
How are pupils informally and formally assessed?	An exam style formative assessment at the end of every sub-unit (usually every half term); mock exams throughout key points during the two-year course, for example at Challenge Weeks.		
Developing Independent and Home Learning Skills	Weekly homework set and marked on the Google Classroom		
Useful e-Learning Resources (e.g., web links)	BBC bitesize , schoolhistory.co.uk , british-history.ac.uk , Oak National Academy , keystagehistory.co.uk		
Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.		
Enrichment activities	Wide variety of out of lesson activities and clubs, including trips to Whitechapel and local London museums		
Careers curriculum	Barrister/solicitor, archaeologist, historian, politics, translator		
Head of Department and email contact	Mr P Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk		

GCSE History Year 11

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What is taught	When is it taught (Terms or Half Terms)	Wider reading	Where the curriculum is ambitious
UNIT 2: Superpower relations and the Cold War, 1941–71	Autumn Term 1	Miss Graham's Cold War Cookbook by Celia Rees Our Woman in Moscow by Beatriz Williams	Links to primary sources, historical fiction and films, as well as historiography, with a view to analysing different perspectives on the origins of the Cold War
UNIT 2: Superpower relations and the Cold War, 1971–91	Autumn Term 2	Our Man In Havana - Graham Greene Tinker Tailor Soldier Spy - John Le Carre	Focus on historiography and links to A level history AOs, in particular, interpretations on the end of the Cold War.
UNIT 2: Early Elizabethan England, 1558–88	Spring Term 1	A Traveller in Time - Alison Uttley Legacy - Susan Kaye	Use of wider reading to broaden knowledge of the time period; links to GCSE English and Shakespeare, as well as analysis of historical films (Shekhar Kapur's Elizabeth)
UNIT 2: Early Elizabethan England, 1558–88	Spring Term 2	Elizabeth 1 - Margaret George Elizabeth the Queen – Alison Weir	Links to previous units and revision of previous topics at the beginning of all lessons
Mixed revision	Summer Term 1		

How are pupils informally and formally assessed?	An exam style formative assessment at the end of every sub-unit (usually every half term); mock exams throughout key points during the two-year course, for example at Challenge Weeks.
Developing Independent and Home Learning Skills	Weekly homework set and marked on the Google Classroom
Useful e-Learning Resources (e.g., web links)	BBC bitesize , schoolhistory.co.uk , british-history.ac.uk , Oak National Academy , keystagehistory.co.uk
Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Wide variety of out of lesson activities and clubs, including trips to Whitechapel and local London museums
Careers curriculum	Barrister/solicitor, archaeologist, historian, politics, translator
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A Level History - Year 12 and 13

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- gathering, investigating and assessing evidence and material
- research, generating ideas, reaching independent judgments
- managing and organising material in a logical and coherent way
- formulating hypotheses and sophisticated debates
- develop more powerful understandings of the second-order concepts (causation, evidence etc.) rather than just 'knowing more stuff'.

What is taught	When is it taught (Terms or Half Terms)	Wider reading	Where the curriculum is ambitious
Unit 1 – Russia 1917-1991 (30% of course)	Year 12 autumn, spring and summer 1 terms	“The Big Green Tent” Ludmilla Ulitskaya “The 12 Chairs” Ilya Il’f & Eugene Petrov “ In the First Circle ” Alexander Solzhenitsyn	Primary source reading; historiography; challenging nature of course.
Unit 2 – China 1948-1976 (20% of course)	Year 12 autumn, spring and summer 1 terms	“Wild Swans” Jung Chang “The Joy Luck Club” Amy Tan “ Falling Leaves... ” Adeline Yen Mah	Primary source reading; historiography; challenging nature of course; in class debates.
Revision and summer mock covering unit 1 and unit 2	Summer 2		
Unit 3 – British Empire 1763-1914; aspects of breadth and depth (30% of course)	Year 13 autumn and spring terms	“The Siege of Krishnapur” J G Farrell “Heart of Darkness” Joseph Conrad “Things Fall Apart” Chinua Achebe “ The Last of the Mohicans ” James Fenimore Cooper	Primary source reading; historiography; challenging nature of course; educational visits and online learning sessions.
Unit 4 – Non-Examined Assessment (NEA) 20% of the course.	Year 13 autumn and spring terms	“Catch 22” Joseph Heller “From Here To Eternity” James Jones “Slaughterhouse 5” Kurt Vonnegut “ Eye of the Needle ” Ken Follett	Pupils pick their own historians to analyse; independent 4000-word essay.
How are pupils informally and formally assessed?	An exam style formative assessment at the end of every sub-unit (usually every ½ term); mock exams throughout key points during the two-year course		

Year 12 and 13 Curriculum Content Booklet 2024-25

Developing Independent and Home Learning Skills	<i>Weekly homework set and marked on google classroom</i>
Useful e-Learning Resources (e.g., web links)	BBC bitesize, https://soviethistory.msu.edu/ https://www.history.org.uk/pupil/resource/3190/british-empire https://history.state.gov/milestones/1945-1952/chinese-rev
Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, eraser, ruler, highlighter, calculator, glue stick.
Enrichment activities	Wide variety of out of lesson activities and clubs, including educational visits to the Royal Naval
Careers curriculum	Barrister/solicitor, archaeologist, historian, politics, translator
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