

Daffodil Grammar School for Girls

Curriculum Plan - History

Key Stage 3 and Key Stage 4 Scheme of Work

Key stage / year groups KS3-KS4 (Years 7-11)	Time allocation KS3: 2-3 periods weekly; KS4: 3 periods weekly.	Delivery model Discrete History lessons covering chronological knowledge, historical enquiry and GCSE-style writing.	Grouping / pathway Mixed ability, with scaffolded disciplinary writing and extension through interpretation and debate.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent (History)

History at Daffodil Grammar School for Girls aims to ensure that all pupils:

Gain a secure overview of British, European and global history from the medieval period to the present.

Develop powerful historical thinking skills:

Cause & consequence

Change & continuity

Significance

Similarity & difference

Evidence and interpretations

Understand how historians work: using sources critically, understanding that history is constructed and interpreted.

Appreciate the diversity of past societies, including the contributions of Muslim civilisations and women in history.

Build a sense of identity and belonging in modern Britain, informed by an understanding of migration, empire, religion, rights and democracy.

Are well prepared for GCSE History, with experience of depth studies, period studies and thematic studies.

Time allocation: 2–3 periods per week (as per your final timetable) in Years 7–9 and 3 periods per week in Years 10–11.

Grouping: mixed ability, with differentiation and stretch in lessons.

2. KS3 overview (Years 7–9)

Core principles

Across KS3, pupils will:

Study a chronological framework from c.1066 to the modern world.

Encounter British history in every year.

Study wider world histories, including Islamic civilisation, empire, conflict and globalisation.

Develop disciplinary skills each year:

Explaining causes and consequences

Analysing source usefulness and reliability

Evaluating interpretations

Writing structured, evidence-based arguments

Year 7 – Power, Religion and Society (c.1066–c.1500+)

Overall intent: Establish big historical concepts (power, monarchy, church, society) and core skills.

Term	Enquiry / Unit	Key Content	Skills & Outcomes	Key Assessment(s)
Autumn 1	What changed in England after 1066? (Norman Conquest)	- 1066 contenders & Battle of Hastings- Norman control: castles, Domesday Book, feudal system- Impact on ordinary people	- Chronology & narrative- Basic cause & consequence- Using simple sources	Assessment: “Why did William win the Battle of Hastings?” (causal essay)
Autumn 2	How powerful was the medieval Church?	- Role of the Church in medieval life- Monks, monasteries, pilgrimages- Church courts & influence over kings	- Using evidence to support points- Understanding significance	Source-based task on the power of the Church
Spring 1	Medieval life: how ‘horrible’ was it really?	- Village/town life; health & disease (Black Death)- Crime & punishment- Peasants’ Revolt	- Change & continuity- Judging historical “significance”	Extended response: “How far was life for peasants always the same?”
Spring 2	The Golden Age of Islam & contacts with medieval Europe	- Abbasid Caliphate; Baghdad as a centre of learning- Developments in science, medicine, mathematics, astronomy- Trade, crusades, and contact/conflict with Christian Europe	- Understanding different civilisations- Comparative thinking (Islamic world vs medieval Europe)- Respectful discussion of faith & culture	Mini project / presentation: “Why was Baghdad significant in the 9th century?”
Summer 1	The Tudors: power, religion and change	- Henry VIII & the break with Rome- Edward, Mary & religious change- Elizabeth I: settlement & challenges	- Cause & consequence; interpretations of Henry/Elizabeth	Assessment: “Was Henry VIII’s break with Rome more about religion or power?”

Term	Enquiry / Unit	Key Content	Skills & Outcomes	Key Assessment(s)
Summer 2	Local history / historical skills project	- Study of a local site/period (e.g. London in Tudor/Stuart times, the local mosque's history, etc.)	- Independent research skills- Presenting findings clearly	End-of-year exam (knowledge test + short extended answer)

Year 8 – Empire, Revolution and Rights (c.1500–c.1900)

Overall intent: Explore empire, trade, revolution and changing ideas about rights and freedom.

Term	Enquiry / Unit	Key Content	Skills & Outcomes	Key Assessment(s)
Autumn 1	Why did European empires grow and what were their consequences?	- Growth of European empires, including the British Empire- Exploration, trade and colonisation- Case studies: India, Caribbean, Africa	- Analysing long-/short-term causes- Considering perspectives of coloniser vs colonised	Essay: “What were the most important reasons for the growth of the British Empire?”
Autumn 2	The transatlantic slave trade and resistance	- Triangular trade, Middle Passage- Life on plantations; resistance and rebellion- Abolition movement, key individuals (incl. black abolitionists)	- Empathy & moral understanding- Evaluating significance of individuals and groups	Source enquiry: “How useful are these sources for understanding enslaved people's lives?”
Spring 1	Revolution and protest: from Civil War to French Revolution	- English Civil War: causes, key events, consequences- Execution of Charles I; Cromwell- Overview of French Revolution & ideas of liberty/equality	- Explaining causes & consequences in depth- Linking events to ideas & beliefs	Assessment: “Why did the English go to war against their king?”
Spring 2	The Industrial Revolution: progress and problems	- Industrialisation and urbanisation- Factory life, child labour, public health- Transport, inventions, changes in work	- Change & continuity; using statistics/visual sources- Analysing living and working conditions	Extended response: “Did the Industrial Revolution improve people's lives?”
Summer 1	The fight for rights: suffrage & reform	- 19th century reforms; Reform Acts & Chartists- Women's suffrage (suffragists & suffragettes)- Role of key women (e.g. Emmeline Pankhurst)	- Evaluating significance of movements & leaders- Interpreting different views	Assessment: “How significant was the women's suffrage movement?”
Summer 2	Revision & skills consolidation	- Review of Y8 topics and core skills- Short depth enquiries or history mystery	- Consolidating essay writing, source work & interpretation	End-of-year exam (cumulative content)

Year 9 – Conflict, Ideology and the Modern World (c.1900–present)

Overall intent: Prepare for GCSE by studying modern world conflicts, dictatorship, democracy, and migration.

Term	Enquiry / Unit	Key Content	Skills & Outcomes	Key Assessment(s)
Autumn 1	What caused the First World War?	- Long-term causes (alliances, militarism, nationalism, empire)- Assassination at Sarajevo- Nature of trench warfare; life on the Western Front	- Causal analysis; interpreting cartoons and sources	Essay: “Was the assassination at Sarajevo the main cause of WW1?”
Autumn 2	Inter-war years and the rise of dictatorships	- Treaty of Versailles; League of Nations (overview)- Economic crisis, rise of Hitler & Nazi Germany- Stalin/other dictators compared (overview)	- Explaining how and why dictators came to power- Evaluating interpretations of appeasement	Assessment: interpretation-based question (e.g. “Why do these historians disagree about appeasement?”)
Spring 1	The Second World War & the Holocaust	- Key events of WW2 (outline)- Home front; role of women- Holocaust: persecution of Jews & other groups; stages of genocide	- Handling sensitive topics respectfully- Using sources to understand persecution & survival	Source enquiry on the Holocaust; reflective written piece
Spring 2	From empire to multicultural Britain	- Decolonisation; independence movements (India, Africa, Middle East overview)- Migration to Britain (Windrush, South Asian migration, etc.)- Diversity in modern Britain	- Change & continuity in British society- Linking past migration to present-day diversity	Assessment: “How has migration shaped modern Britain since 1945?”
Summer 1	Cold War & conflict in the modern world	- Origins of the Cold War- Key crises (Berlin, Cuba overview)- Post-1945 conflicts (e.g. Middle East overview; contemporary relevance)	- Overview and thematic understanding- Building conceptual links to GCSE topics	End-of-Year 9 exam (GCSE-style questions)
Summer 2	GCSE bridge: skills for exam success	- Practice GCSE-style questions: cause, consequence, narrative account, interpretations & source analysis	- Structuring 8–16 mark answers- Using evidence effectively	Diagnostic assessment to inform KS4 planning

3. KS4 overview (Years 10–11)

Suggested structure (for planning):

Thematic Study: e.g. Health and the People or Medicine Through Time

British Depth Study: e.g. Elizabethan England / Norman England / Conflict and Tension

Period Study: e.g. Germany 1890–1945 or America 1920–1973

Modern World Depth Study: e.g. Conflict and Tension in the Middle East or Cold War

Year 10 – Coverage of 2-3 major units

Overall intent: Teach most of the content for 2 main units and start a third, with strong emphasis on exam skills.

Term	Unit / Focus	Key Content & Skills	Key Assessment(s)
Autumn 1	Modern Depth Study (e.g. Germany 1890–1945)	- Kaiser's Germany; WW1 impact; Weimar difficulties- Early Nazi Party, rise of Hitler; Nazi consolidation of power- Life in Nazi Germany (women, youth, minorities)	Knowledge test; 10–12 mark exam-style questions
Autumn 2	Modern Depth Study (cont.)	- Opposition & resistance- Impact of war on Germany- Holocaust links (overview, building on Y9)	Full section assessment (source & interpretation questions)
Spring 1	Thematic Study (e.g. Medicine Through Time)	- Medieval medicine; beliefs & treatments- Renaissance developments- Industrial & modern developments (overview)	Thematic test; practice of “explain why” and “how far” questions
Spring 2	Thematic Study (cont.)	- Public health changes- Key individuals (e.g. Jenner, Pasteur, Koch, Nightingale, etc.)- NHS & modern medical issues	End-of-unit test; extended thematic question (16 marks)
Summer 1	British Depth Study (e.g. Elizabethan England)	- Elizabeth's accession; religion & settlement- Plots & threats; Mary Queen of Scots	Partial unit assessment: cause/consequence questions
Summer 2	British Depth Study (cont.) + Review Year 10 content	- Exploration, poverty, society & culture- Site study (if required by board)	End-of-Year 10 exams: 2 papers covering taught units

Year 11 – Remaining unit(s), consolidation and exam preparation

Overall intent: Complete any remaining content and focus heavily on revision and exam technique, including timing and question approach.

Term	Unit / Focus	Key Content & Skills	Key Assessment(s)
Autumn 1	Period Study (e.g. America 1920–1973 or Cold War)	- Overview of key period: politics, society, economy- Key events, turning points and changes over time	PPEs (mocks): full papers covering 2–3 completed units
Autumn 2	Period Study (cont.) + Gaps in earlier units	- Completing unit content- Revisiting any weaker parts of earlier units	Topic tests; targeted re-teach based on mock analysis
Spring 1	Focused revision by paper	- Systematic revision by exam paper: Paper 1, Paper 2 etc.- Mixed-question practice sessions; timing strategies	Practice exam papers under timed conditions
Spring 2	Final revision and exam skills	- Personalised revision; small-group intervention- Model answers, peer marking, exam “walkthroughs”	Final internal mocks / mini-mocks
Summer 1	Public examinations	- GCSE History exams	External GCSE papers

4. Historical skills and progression

Across KS3 & KS4, pupils develop:

Chronology & narrative: placing events in time, constructing coherent accounts.

Cause & consequence: short-term vs long-term causes; weighing importance.

Change & continuity: identifying what changed and what stayed the same, and why.

Significance: judging the impact and importance of events, people and ideas.

Evidence: evaluating primary and secondary sources for usefulness, reliability, perspective and context.

Interpretations: understanding that historians interpret the past differently; evaluating reasons for disagreement.

Written communication: writing structured, analytical essays and shorter responses using evidence to support arguments.

5. Assessment schedule

KS3

Regular low-stakes quizzes on key factual knowledge and timelines.

At least one major written assessment per term (e.g. causal essay, source enquiry, significance question).

End-of-year exam in Years 7–9, with a mix of:

Knowledge recall questions.

Short source questions.

One or two extended written responses.

KS4

After each section/unit, pupils complete exam-style questions in the format of the chosen board (8, 12, 16-mark etc.).

Year 10 end-of-year exam: one or two papers combining studied units.

Year 11 PPEs: full set of GCSE History papers.

Question-level analysis after mocks to identify content and skill gaps.

6. Inclusion, SEND and EAL in History

Support strategies include:

Breaking down extended tasks into smaller steps.

Writing frames and essay scaffolds (e.g. PEEL/PEE paragraphs).

Dual-coded resources (timelines, diagrams, maps + text).

Glossaries for key terms and sentence stems for historical writing.

Chunked texts and summaries for less confident readers.

Extra challenge through:

Historiographical extracts.

Independent research tasks and debates.

For EAL pupils:

Pre-teaching key vocabulary and concepts.

Use of visuals, timelines, and maps.

Opportunities for oral rehearsal before writing.

7. SMSC, British values and Islamic ethos in History

SMSC & British values:

Study of democracy, monarchy, Parliament and rights (e.g. Civil War, suffrage, decolonisation).

Critical discussion of empire, slavery, racism, antisemitism, Islamophobia and human rights.

Reflection on conflict, peace, justice and reconciliation.

Islamic ethos:

Highlighting contributions of Muslim civilisations (e.g. Golden Age of Islam, science, philosophy, trade).

Exploring ethical questions (e.g. just leadership, treatment of minorities, responsibility and stewardship).

Encouraging pupils to think about how values of justice, compassion and honesty apply when studying contested pasts.

8. Homework and independent learning

Homework will:

Reinforce core knowledge (e.g. key facts quizzes, timelines).

Support extended writing (planning, drafting, revising essays).

Include short research tasks to build curiosity and independence.

At KS4, focus on exam practice and targeted revision.

Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

Area	Quality question	Evidence
Intent	Curriculum intent is clear, ambitious and linked to the school ethos.	
Sequencing	Knowledge, skills and vocabulary build logically over time.	
Assessment	Key assessments identify gaps and inform teaching, intervention and revision.	
Inclusion	SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition.	
Implementation	Resources, routines and lesson expectations are understood by staff.	
Impact	Pupil work, assessment evidence and pupil voice show progress over time.	

Suggested review evidence: scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.