

CURRICULUM PLAN

Department: **History**

Vision Statement:

The Colton's Hills history curriculum plays an essential role in embedding both PRIDE values of diversity, respect and integrity when studying the histories of those that came before us that have often faced much adversity and challenge. Colton Hills student's approach such histories with respect and study role models that portray resilience, took risks and demonstrated a concern for society. The curriculum seeks to inspire our students to celebrate, question, empathise and reflect along the historical path that traces a thousand years of history and navigates them through many significant paths but ultimately leaves the door ajar with the possibility for many stories to continue at GCSE and A-Level.

Strapline: Uncover the past, inspire tomorrow.

Curriculum Story:

The Colton Hills History curriculum tells the story of humanity's journey through power, belief, conflict and change. It begins in Year 7 by establishing the foundations of British history, exploring how ancient and medieval societies shaped modern identity, democracy and belief. In Year 8, students move beyond Britain to investigate empire, slavery and industrialisation, learning how global connections, exploitation and reform have influenced the modern world. By Year 9, the curriculum turns to the conflicts of the twentieth century, enabling students to understand how ideology, leadership and social change have defined the modern era. This progression provides the contextual grounding for GCSE study in Years 10 and 11, where students examine the complexities of democracy and dictatorship, global tension, migration, and nation building through specific AQA units. Throughout all stages, students are encouraged to think critically, analyse evidence, and appreciate diversity. The curriculum is designed to foster empathy and moral understanding, while developing disciplined historical thinking. By the end of Year 11, students have not only acquired powerful knowledge of the past but also the ability to question, evaluate and interpret the world around them – embodying the History department's vision to '*uncover the past, inspire tomorrow*'.

Skills developed: Chronology, cause and consequence, use of evidence, PEEL paragraphs, account / narrative questions, interpretations. Analysing & making judgements on sources, explaining provenance etc.

Year 7: Foundations of British History						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 Romans: Power & Empire						
Romans	Students explore the Roman Empire's expansion and its impact on Britain, analysing how invasion, governance, and culture shaped British identity.	Builds from primary knowledge of ancient civilisations	Prepares for studies of empire, industry, and global conflict.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL).	British heritage sites, Warwick castle / Dudley Castle, studies of monarchy and religion	Promotes PRIDE values of respect and integrity through diversity and resilience.
Autumn 2 From Empire to Kingdoms						
Romans / Medieval Britain	Students study the fall of Rome and the emergence of early medieval Britain, investigating how power shifted to kings, the church, and local lords.	Builds from primary knowledge of ancient civilisations	Prepares for studies of empire, industry, and global conflict.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL).	British heritage sites, Warwick castle / Dudley Castle, studies of monarchy and religion	Promotes PRIDE values of respect and integrity through diversity and resilience.
Spring 1 Faith, Conflict & Change						
Medieval Britain / Tudors	Students examine the growth of monarchy and religion, exploring power struggles between church and crown and their effects on ordinary lives.	Builds from primary knowledge of ancient civilisations	Prepares for studies of empire, industry, and global conflict.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL).	British heritage sites, Warwick castle / Dudley Castle, studies of monarchy and religion	Promotes PRIDE values of respect and integrity through diversity and resilience.
Spring 2 Power, Religion & Rebellion						
Tudors	Students evaluate Henry VIII's Reformation, Elizabeth's settlement, and how religious	Builds from primary knowledge of	Prepares for studies of empire, industry, and global conflict.	Chronology, cause and consequence, use of evidence,	British heritage sites, Warwick castle / Dudley Castle,	Promotes PRIDE values of respect and integrity

	division transformed politics and society.	ancient civilisations		structured explanation (PEEL).	studies of monarchy and religion	through diversity and resilience.
Summer 1 Civil War & Monarchy						
Tudors / Stuarts	Students investigate the causes and consequences of the English Civil War, considering how political and religious conflict reshaped government.	Builds from primary knowledge of ancient civilisations	Prepares for studies of empire, industry, and global conflict.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL).	British heritage sites, Warwick castle / Dudley Castle, studies of monarchy and religion	Promotes PRIDE values of respect and integrity through diversity and resilience.
Summer 2 The Rise of Parliament and Liberty						
Stuarts	Students study the Restoration and Glorious Revolution, assessing how ideas of democracy and freedom evolved in Britain.	Builds from primary knowledge of ancient civilisations	Prepares for studies of empire, industry, and global conflict.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL).	British heritage sites, Warwick castle / Dudley Castle, studies of monarchy and religion	Promotes PRIDE values of respect and integrity through diversity and resilience.

Year 8: Power, Empire & Social Change						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 Empire & Exploitation						
Slavery	Students analyse the growth of the transatlantic slave trade, exploring its economic importance and human impact.	Develops monarchy and power themes from Year 7.	Introduces key ideas of ideology and conflict explored in Year 9.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL), interpretations, account questions	Links to the Black Country Living Museum, industrial heritage sites, and accounts of enslaved peoples.	Promotes diversity, civic responsibility, and social justice
Autumn 2 Trade, Resistance & Reform						
Slavery / Empire	Students study the fight for abolition and the resistance of enslaved people, understanding moral and political reform.	Develops monarchy and power themes from Year 7.	Introduces key ideas of ideology and conflict explored in Year 9.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL), interpretations, account questions	Links to the Black Country Living Museum, industrial heritage sites, and accounts of enslaved peoples.	Promotes diversity, civic responsibility, and social justice
Spring 1 Industrial Revolution: Britain transformed						
Empire / Industrial Revolution	Students explore Britain's industrial development and its link to empire, wealth, and technology.	Develops monarchy and power themes from Year 7.	Introduces key ideas of ideology and conflict explored in Year 9.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL), interpretations, account questions	Links to the Black Country Living Museum, industrial heritage sites, and accounts of enslaved peoples.	Promotes diversity, civic responsibility, and social justice

Spring 2 Industrial Revolution: Urbanisation & Invention						
Industrial Revolution	Students investigate working conditions, child labour, and how industrialisation reshaped British society.	Develops monarchy and power themes from Year 7.	Introduces key ideas of ideology and conflict explored in Year 9.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL), interpretations, account questions	Links to the Black Country Living Museum, industrial heritage sites, and accounts of enslaved peoples.	Promotes diversity, civic responsibility, and social justice
Summer 1 Protest, Workers & Rights						
Industrial Revolution / Protest	Students assess how protest and reform movements fought for fair treatment and democracy.	Develops monarchy and power themes from Year 7.	Introduces key ideas of ideology and conflict explored in Year 9.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL), interpretations, account questions	Links to the Black Country Living Museum, industrial heritage sites, and accounts of enslaved peoples.	Promotes diversity, civic responsibility, and social justice
Summer 2 The Struggle for Democracy						
Protest	Students study the Chartists and suffragettes, analysing how citizens demanded representation.	Develops monarchy and power themes from Year 7.	Introduces key ideas of ideology and conflict explored in Year 9.	Chronology, cause and consequence, use of evidence, structured explanation (PEEL), interpretations, account questions	Links to the Black Country Living Museum, industrial heritage sites, and accounts of enslaved peoples.	Promotes diversity, civic responsibility, and social justice

WW2	Students analyse life in wartime Britain and study the Holocaust to understand genocide and persecution.	Builds from Year 8's study of empire and industrial power.	Helps develop understanding of conflict, and Lays groundwork for GCSE Germany and Conflict & Tension units.	Assessing reliability, propaganda analysis, extended writing, and forming balanced judgments.	Virtual visits to the Imperial War Museum, remembrance projects, and oral histories, Cosford Air Base	Encourages reflection on courage, leadership, and humanity.
Summer 1 WW2 / Cold War: Superpower Tensions						
WW2 / Cold War	Students explore the origins of the Cold War and how it divided the world	Builds from Year 8's study of empire and industrial power.	Helps develop understanding of conflict, and Lays groundwork for GCSE Germany and Conflict & Tension units.	Assessing reliability, propaganda analysis, extended writing, and forming balanced judgments.	Virtual visits to the Imperial War Museum, remembrance projects, and oral histories, Cosford Air Base	Encourages reflection on courage, leadership, and humanity.
Summer 2 Cold War ideologies and Iron Curtain						
Cold War	Students examine key events and crises that defined the Cold War era.	Builds from Year 8's study of empire and industrial power.	Helps develop understanding of conflict, and Lays groundwork for GCSE Germany and Conflict & Tension units.	Assessing reliability, propaganda analysis, extended writing, and forming balanced judgments.	Virtual visits to the Imperial War Museum, remembrance projects, and oral histories, Cosford Air Base	Encourages reflection on courage, leadership, and humanity.

Year 10:	
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Understanding Twentieth Century History

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GERMANY / CONFLICT & TENSION Experience of Germans under Nazis / Peace-making	Students assess the Treaty of Versailles and how it contributed to later conflicts.	Builds from Year 9's study of world wars and ideologies.	Germany links into Conflict & Tension, similar topics covered. Skills developed link throughout too	Analytical writing, evaluating evidence, explaining causation and consequence. Source analysis, interpretation analysis, PEEL paragraphs.	Holocaust Memorial Day resources, primary sources, and migration studies	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity.
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Spring 2 Conflict & Tension: League of Nations and Road to War

CONFLICT & TENSION Peace-making / League of Nations	Students investigate attempts to maintain peace and why they failed.	Builds from Year 9's study of world wars and ideologies.	Germany links into Conflict & Tension, similar topics covered. Skills developed link throughout too	Analytical writing, evaluating evidence, explaining causation and consequence. Source analysis, interpretation analysis, PEEL paragraphs.	Holocaust Memorial Day resources, primary sources, and migration studies	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity.
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Summer 1 Conflict & Tension / Migration: Empire and Identity						
CONFLICT & TENSION / MIGRATION Origins and outbreak of WW2 / Conquered and Conquerors	Students explore Britain's role in empire and its changing identity through migration.	Builds from Year 9's study of world wars and ideologies.	Germany links into Conflict & Tension, similar topics covered. Skills developed link throughout too	Analytical writing, evaluating evidence, explaining causation and consequence. Source analysis, interpretation analysis, PEEL paragraphs.	Holocaust Memorial Day resources, primary sources, and migration studies	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity.
Summer 2 Migration: Conquered and Conquerors / Looking West						
MIGRATION Conquered and Conquerors / Looking West	Students examine the movement of people to and from Britain over time.	Builds from Year 9's study of world wars and ideologies.	Germany links into Conflict & Tension, similar topics covered. Skills developed link throughout too	Analytical writing, evaluating evidence, explaining causation and consequence. Source analysis, interpretation analysis, PEEL paragraphs.	Holocaust Memorial Day resources, primary sources, and migration studies	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity.

Year 11: Deepening Historical Understanding: Migration & the Normans						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 Migration: Looking West / Expansion & Empire						
MIGRATION Looking West / Expansion & Empire	Students study migration patterns and their impact on Britain's development and diversity.	Builds on migration and empire from Year 10.	Prepares for A-Level History through independent enquiry and reflection.	Interpretations, essay structuring, contextual understanding, and comparison across time periods, PEEL paragraphs, research skills	Study of Norman castles and cathedrals, British heritage links, and independent enquiry projects.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
Autumn 2 Migration: Britain in the 20th Century						
MIGRATION Britain in the 20th Century	Students explore post-war migration and how it shaped modern multicultural Britain.	Builds on migration and empire from Year 10.	Prepares for A-Level History through independent enquiry and reflection.	Interpretations, essay structuring, contextual understanding, and comparison across time periods, PEEL paragraphs, research skills	Study of Norman castles and cathedrals, British heritage links, and independent enquiry projects.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity

Spring 1 Normans: Conquest and Control / Life under the Normans

NORMANS The Norman Conquest and Control/ Life under the Normans	Students examine the Norman invasion and how the new rulers consolidated control.	Builds on migration and empire from Year 10.	Prepares for A-Level History through independent enquiry and reflection.	Interpretations, essay structuring, contextual understanding, and comparison across time periods, PEEL paragraphs, research skills	Study of Norman castles and cathedrals, British heritage links, and independent enquiry projects.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
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Spring 2 Normans: Society and the Norman Church

NORMANS Life under the Normans / the Norman Church	Students analyse how the Church influenced daily life and power structures.	Builds on migration and empire from Year 10.	Prepares for A-Level History through independent enquiry and reflection.	Interpretations, essay structuring, contextual understanding, and comparison across time periods, PEEL paragraphs, research skills	Study of Norman castles and cathedrals, British heritage links, and independent enquiry projects.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
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Summer 1 Normans: The Church and Revision

NORMANS The Norman Church / Revision	Students consolidate knowledge through exam preparation and depth study revision.	Builds on migration and empire from Year 10.	Prepares for A-Level History through independent enquiry and reflection.	Interpretations, essay structuring, contextual understanding, and comparison across time periods, PEEL paragraphs, research skills	Study of Norman castles and cathedrals, British heritage links, and independent enquiry projects.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
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Summer 2 Revision: Preparing for GCSE Success

Revision	Students refine exam skills and knowledge across all topics studied		Prepares for A-Level History through independent enquiry and reflection.	Interpretations, essay structuring, contextual understanding, and comparison across time periods, PEEL paragraphs, research skills	Study of Norman castles and cathedrals, British heritage links, and independent enquiry projects.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
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Year 12:
How do dictatorships happen? / How has our own country changed over time?

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
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Autumn 1 Introductions – What are the topics we learn?

Italy & Fascism, Challenge & Transformation	Looking at how people divided in Italy / how they were unified under one leader shows us the power socially, economically, politically and religiously of leaders.	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the end of Year 12 / start of 13)	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information, retrieval, revision, extended writing	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
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Autumn 2 How do people gain power?

Italy & Fascism, Challenge & Transformation	Looking at how people divided in Italy / how they were unified under one leader shows us the power socially, economically, politically and religiously of leaders.	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the end of Year 12 / start of 13	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information, retrieval, revision, extended writing	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
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Spring 1 Why do people turn on people in power?

Italy & Fascism, Challenge & Transformation	Looking at how people divided in Italy / how they were unified under one leader shows us the power socially, economically, politically and religiously of leaders.	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the end of Year 12 / start of 13	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information, retrieval, revision, extended writing	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
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Spring 2 Downfall – how did it end up this way?

Italy & Fascism, Challenge & Transformation	Looking at how people divided in Italy / how they were unified under one leader shows us the power socially, economically, politically and religiously of leaders.	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the end of Year 12 / start of 13)	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information, retrieval, revision, extended writing	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
Summer 1 Where did it all go wrong?						
Italy & Fascism, Challenge & Transformation	Looking at how people divided in Italy / how they were unified under one leader shows us the power socially, economically, politically and religiously of leaders.	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the end of Year 12 / start of 13)	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information, retrieval, revision, extended writing	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
Summer 2 Coursework						
Coursework prep, Challenge & Transformation	Coursework prep on Tudors – what questions can we ask, what sources can we use, what interpretations are available, historians etc. Planning	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the end of Year 12 / start of 13)	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information, retrieval, revision, extended writing	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity

Year 13: Consolidation: The downfall of regime						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1						
Coursework / Challenge & Transformation	Coursework – planning and write up. Historians, interpretations, analysis, reliability, usefulness etc.	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the end of Year 12 / start of 13 – consolidates knowledge for upcoming exams.	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information, retrieval, revision, extended writing	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
Autumn 2						
Coursework / Challenge & Transformation	Coursework – planning and write up. Historians, interpretations, analysis, reliability, usefulness etc.	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the end of Year 12 / start of 13 - consolidates knowledge for upcoming exams.	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information, retrieval, revision, extended writing	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity
Spring 1						
Coursework / Revision	Coursework – planning and write up. Historians, interpretations, analysis, reliability, usefulness etc.	Links to GCSE History (Italy links to GCSE topics of Conflict & Germany) – Challenge links to Migration	All work studied here prepares for longer essay work in both topics and coursework (at the	Source analysis, essay writing, PEEL paragraphs, use of statistics, analysing information,	Libraries, archives. National Archive online webinar. Independent enquiry presentations.	Strengthens respect, integrity, and pride through reflection on continuity, change, and identity

			end of Year 12 / start of 13 - consolidates knowledge for upcoming exams.	retrieval, revision, extended writing		
Spring 2						
<u>Revision</u>						

Appendix A: Whole-school Curriculum Vision

OUR CURRICULUM VISION

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students' lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students' knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

- 1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)**
- 2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)**
- 3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)**
- 4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)**
- 5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)**
- 6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)**
- 7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)**
- 8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)**

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.