

## HISTORY AT STANBOROUGH

Our vision for the History Curriculum at Stanborough is to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world which will help them reflect on contemporary issues. It is worth remembering that "history is to society what memory is to the individual." As persons deprived of memory become disoriented and lost, so too would young people have a shallow view of the world we live in without an understanding of the past.

In lessons we aim to inspire students' curiosity to know more about the past. We aim to equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



## CURRICULUM KS3

Students extend and deepen their chronological knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They use historical terms and concepts in increasingly sophisticated ways. Students pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

### Year 7

Key Skills: An introduction to History  
Anglo Saxon and Norman England  
The Middle Ages and the Crusades  
England at War in the Middle Ages  
Voyages of Discovery  
Global Empires  
The Tudors

### Year 8

The Stuarts and the English Civil War  
Change in London  
Georgian Britain  
Industrial Revolution and Victorian Society  
Imperialism and Slavery and the British in India  
The Civil Rights Movement  
Titanic  
Women's Suffrage

### Year 9

World War One  
Weimar Republic 1918-29  
The development of the Nazi party 1920-1933  
Nazi control and dictatorship, 1933-39  
Life in Nazi Germany  
Events of World War Two  
The Holocaust and Nazi Germany  
Wider World 1901-Present: The Cold War

## CURRICULUM KS4

We follow the Edexcel exam board GCSE 1-9. The aims and objectives of this qualification are to enable students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Students will also engage in historical enquiry to develop as independent learners and as critical and reflective thinkers and develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them is also a key skill. Students will need to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

**Historic Environment:** Whitechapel, c1870-c1900.  
Crime, policing and the inner city.

**Thematic Study:** Crime and Punishment in Britain, c1000-present

**Period Study:** Superpower relations and the Cold War, 1941-91

**British Depth Study:** Anglo-Saxon and Norman England, c1060-88

**Modern Depth Study:** Weimar and Nazi Germany, 1918-39

## CURRICULUM KS5

We follow the Edexcel exam board A Level Route H. The aims and objectives of History A-Level are to enable students to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. They will acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate, and build on their understanding of the past through experiencing a broad and balanced course of study. Students will develop as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds as well as developing their ability to ask relevant and significant questions about the past and to research them. They will acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. Students need to develop their use and understanding of historical terms, concepts and skills and make links and draw comparisons within and/or across different periods and aspects of the past. Lastly, they need to organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

### **Unit 1H: Breadth study with interpretations**

Britain transformed, 1918–97

### **Unit 2H.1: Depth study**

The USA, c1920–55: boom, bust and recovery

### **Unit 30: Themes in breadth with aspects in depth**

Lancastrians, Yorkists and Henry VII, 1399-1509

### **Unit 04: Coursework**

## RESOURCES AND FACILITIES

Each key stage is well resourced with textbooks that are accessible to all students. To compliment students learning the following website has many resources:

[www.stanboroughhums.wix.com/history](http://www.stanboroughhums.wix.com/history)

## EXTRA CURRICULAR ACTIVITIES IN HISTORY

Previous extra-curricular visits have included:

A Year 7 trip to St Albans Cathedral  
A visit to the Imperial War Museum  
A trip to Whitechapel – Jack the Ripper Tours  
A residential trip to Normandy

We are planning to run a residential to Berlin

STANBOROUGH SCHOOL

Curriculum Leaflet 2025

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