



Wallington  
County Grammar School

## The History Curriculum

<b>Whole School Curriculum Intent:</b>	<p>Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - <i>Per Ardua ad Summa</i>, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e. its subject content, skills content, sequencing and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind whole school approach to curriculum design taken by senior leaders are to provide:</p> <ul style="list-style-type: none"><li>● <b>Breadth</b> - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives.</li><li>● <b>Depth</b> - We do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding.</li><li>● <b>Values</b> - We aim for our students to develop our four core values: commitment, courage, compassion and creativity.</li><li>● <b>Democracy</b> - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.</li></ul>
<b>Subject Curriculum Intent:</b>	<p>At our school, History is a rigorous and enriching academic discipline that challenges students to think deeply, read widely, and develop a nuanced understanding of the past. We aim to cultivate a love of learning alongside the highest standards of scholarship. Our students are encouraged not only to remember what happened, but to ask why it happened, how it is known, and what it means.</p> <p>We believe history is more than a timeline of events — it is a dynamic conversation about people, ideas and power, full of contradiction, complexity and debate. Our curriculum celebrates the richness and diversity of human experience, helping students appreciate how different people in different times lived, thought and acted. We encourage pupils to embrace the 'messiness' of history — its uncertainties, its competing interpretations, and the discipline's constant re-examination of the past.</p> <p>Our lessons seek to spark curiosity, encourage thoughtful questioning, and promote independent judgment. Students learn how to evaluate evidence, construct arguments, and think critically — skills that are not only vital for success in history, but also valued in fields such as law, journalism, politics, international relations and beyond.</p> <p>Through studying history, our students become analytical thinkers and informed citizens, equipped to understand the world around them and confident in shaping the world ahead.</p>
<b>Subject Curriculum Aims:</b>	<p>Our History curriculum has five key aims:</p>

	<ol style="list-style-type: none"> <li>1. <b>Understanding Britain's Past</b> – Students will learn the story of Britain from ancient times to today. They will explore how different people have shaped this country, and how Britain has interacted with the wider world.</li> <li>2. <b>Exploring World History</b> – Students will study major events and societies from across the world, including ancient civilisations, great empires, and important non-European cultures. They will consider both the achievements and mistakes of the past.</li> <li>3. <b>Learning Key Vocabulary</b> – Students will understand and use important historical terms like <i>empire</i>, <i>civilisation</i>, <i>parliament</i> and <i>peasantry</i>, helping them to think and speak clearly about the past.</li> <li>4. <b>Using Historical Concepts</b> – Students will explore big ideas such as cause and consequence, change over time, and the importance of events. They will make links across time periods, ask thoughtful questions, and explain their ideas in writing.</li> <li>5. <b>Thinking Like a Historian</b> – Students will learn how to use evidence carefully, understand how historians work, and consider why people might have different views about the same event.</li> <li>6. <b>Preparing for the Future</b> – Through studying history, students will develop valuable skills such as critical thinking, communication, analysis, problem-solving and independent research. These abilities are highly valued in many careers, including law, journalism, politics, education, and business</li> </ol> <p>These aims support students to become informed, thoughtful, and independent learners with a deep understanding of the past, ready to face the future.</p>
<b>Exam Boards</b>	<p>GCSE: Pearson</p> <p>A Level: Pearson</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Britain before the Norman Conquest	The Norman Conquest and its impact on England, 1066-1100	Medieval Society, 1100-1500	Conflict between the Church, State and People, 1100-1500	The changing world of Tudor and Stuart England, and the formation of modern Britain	The Industrial Revolution
	Assessment 1 Format:	Multiple choice and short written answers		Assessment 2 Format:	Multiple choice and short written answers	
Y8	The rise and fall of the British Empire, 1750-1900	Black experience in Africa, America and Britain, 1750-1900	The British experience of warfare, 1750-1900	World War 1 and the rise of Nazi Germany	World War 2 and the Holocaust	The birth of the modern World
	Assessment 1 Format:	Multiple choice and short written answers		Assessment 2 Format:	Multiple choice and short written answers	
Y9	Migration in Britain, 1250-modern day	Migration in Britain, c. 800-modern day	Migration in Britain, c. 800-modern day	Anglo-Saxon and Norman England, c. 1060-1088	Anglo-Saxon and Norman England, c. 1060-1088	Anglo-Saxon and Norman England, c. 1060-1088
	Assessment 1 Format:	Multiple choice, and short and longer format questions		Assessment 2 Format:	Multiple choice, and short and longer format questions	
Y10	Russia and the Soviet Union, 1917-41	Russia and the Soviet Union, 1917-41	Russia and the Soviet Union, 1917-41	Russia and the Soviet Union, 1917-41	Superpower Relations, and the Cold War, 1941-91	Superpower Relations, and the Cold War, 1941-91
	Assessment 1 Format:	Multiple choice, and short and longer format questions		Assessment 2 Format:	Multiple choice, and short and longer format questions	
Y11	Medicine through Time, 1250-modern day	Medicine through Time, 1250-modern day	Medicine through Time, 1250-modern day	Medicine through Time, 1250-modern day	Public exams	Public exams
	Mock Format:	Multiple choice, and short and longer format questions		Assessment 2 Format:	Multiple choice, and short and longer format questions	
L6th	Students in L6 will study all three examined papers: Germany and West Germany, 1918-91; Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy; and The British experience of warfare, c1790–1918					
	Assessment 1 Format:	Long format written questions across all three papers		Assessment 2 Format:	Long format written questions	
U6th	Students in U6 will continue with the Germany and Warfare papers. Students will continue to study the Spain paper until October half term, and then begin coursework. This is a 4000 word essay on interpretations of the causes of the First World War.					
	Mock Format:	Exam questions across all examined papers				

## Key Vocabulary

Cause; Consequence; Change; Continuity; Significance; Similarity; Difference; Chronology; Turning point; Trend; Interpretation

Empire; Colonialism; Revolution; Democracy; Dictatorship; Communism; Capitalism; Industrialisation; Peasant; Nobility; Feudalism; Monarchy; Reformation; Renaissance; Propaganda; Persecution; Migration; Slavery; Abolition; Civil rights

Source; Evidence; Inference; Provenance; Reliability; Usefulness; Interpretation; Analysis; Evaluation; Argument; Perspective; Justify; Critique; Continuity and change over time; Causation; Narrative; Judgement; Context; Historiography.

## Suggested Reading List

**R. Lacey**, *Great Tales From English History: Cheddar Man to DNA: A Treasury of True Stories of the Extraordinary People Who Made Britain Great*

**David Olusoga** – *Black and British: A Short Essential History* (young readers' edition)

**Tony Bradman (ed.)** – *Voices from the Past: Black and Asian People in Britain*

**Peter Frankopan** – *The Silk Roads: A New History of the World* (illustrated edition)

**Dominic Sandbrook** – *Adventures in Time: The First World War*

**Dominic Sandbrook** – *Adventures in Time: The Second World War*

**Dominic Sandbrook** – *Adventures in Time: The Six Wives of Henry VIII*

**Hilary Mantel** – *Wolf Hall* (abridged or selected chapters – vivid Tudor politics)

**Anne Frank**, *The diary of a young girl*

**Lucy Worsley** – *Lady Mary* (Tudor England through the eyes of Mary I)

**Michael Morpurgo** – *Private Peaceful*

**Emma Carroll** – *Letters from the Lighthouse*

**Patrice Lawrence** – *Diver's Daughter*

**Judith Kerr** – *When Hitler Stole Pink Rabbit*

**Terry Deary** – *The Stormin' Normans, Terrible Tudors, Vile Victorians*

**Floella Benjamin** - *Coming to England*

**R. Cowley**, *What if: Military historians imagine what might have been*

**Dominic Sandbrook** – *Adventures in Time: The Rise of the British Empire*

**Dominic Sandbrook** – *Adventures in Time: The Wars of the Roses*

**David Olusoga** – *Black and British: A Forgotten History*

**Sathnam Sanghera** – *Empireland (teen edition also available)*

**Tim Marshall** – *Prisoners of Geography*

**Christopher Hill** – *The World Turned Upside Down*

**Kate Williams** – *Young Elizabeth: The Making of the Queen*

**Ben Wilson** – *Empire of the Deep: The Rise and Fall of the British Navy*

**Laurence Rees** – *The Holocaust: A New History*

**Martin Luther King Jr.** – *Why We Can't Wait*

**K.N. Chimbiri**, *The Story of Windrush*

**Art Spiegelman**, *the Complete MAUS*

**E.H. Carr** – *What is History?* (historiography classic)

**Richard J. Evans** – *In Defence of History* (accessible, critical, modern)

**Margaret MacMillan** – *The Uses and Abuses of History*

**Hallie Rubenhold** – *The Five: The Untold Lives of the Women Killed by Jack the Ripper* (social history emphasis)

**Catherine Fletcher** – *The Beauty and the Terror: An Alternative History of the Renaissance* (Britain in a European context)

**Caroline Elkins** – *Legacy of Violence: A History of the British Empire*

**David Reynolds** – *In Command of History: Churchill Fighting and Writing the Second World War* (how Churchill shaped memory)

**Anna Whitelock** – *Mary Tudor: England's First Queen* (revisionist political biography)

**Diarmaid MacCulloch** – *Thomas Cromwell: A Life* (religion, state, power)

**Dominic Sandbrook** – *Never Had It So Good: A History of Britain from Suez to the Beatles* (postwar Britain in context)