

# HOLLAND PARK SCHOOL

## HISTORY

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### CURRICULUM INTENT STATEMENT

History is a complex subject that provides its practitioners with detailed knowledge and a most valuable skill set. Using the National Curriculum as a basis for our map of learning, students at Holland Park School learn about key events in British and Global History and about the second-order concepts that allow students to organise their information. These include causality, change, significance, and continuity. Students are taught to select and assess the quality of evidence, marshal facts and establish lines of argumentation, and arrive at logical conclusions, all underlined by clarity of expression. By imbuing our students with these capabilities, we empower them to engage with the larger spiritual, moral, cultural, and social questions that dominate our contemporary milieu. With this in mind, we want to stretch our students so that they have a broader appreciation for the subject, are better placed for A-Level and tertiary study, and are able to more deftly articulate their thoughts.

**KEY STAGE THREE OVERVIEW** | Students at KS3 gain an understanding of how British society (including London) and Britain's relationship with other parts of the world has been shaped over time. The curriculum therefore allows students to understand where we have come from and Britain's position in the world today. In Year 7, students will learn about the impact of the Norman invasion on England, including how William of Normandy consolidated his control through the feudal system, violence and use of castles. In addition, students will learn about the nature of English Society, with particular emphasis placed upon the importance of the role the Catholic Church played in the lives of ordinary peasants.

Following this, students will look at the reign of Elizabeth I. Students will acquire an understanding of how Elizabeth's religious settlement sought to promote a tolerant 'middle way' amidst the continued fallout of the Reformation. This will include the assassination and invasion threats Elizabeth faced as a consequence of her religious policy, as well as the additional challenges she faced by virtue of being female in an utterly patriarchal world. In addition, it will expose students to England's first forays into exploration, and efforts to establish colonies in the New World. In part, this will include an appreciation that the Elizabethan era marks the beginning of England's participation in the transatlantic slave trade.

Students will then turn to the French Revolution, and in particular, look at the Enlightenment ideas that inspired it, and its significance on French and Global History. Year 7 will then close with study of Empire, with a particular focus on the Indian subcontinent and sub-Saharan Africa. This complex and pertinent topic will first spend some time exploring the situation prior to colonisation. Following this, students will study the ascendancy of the East India Company, its fall from power following the imposition of direct rule in 1858, and the campaign for Indian Independence. In addition, students will acquire an understanding of the Scramble for Africa, and the end of colonial rule following the waves of African Independence Movements in the 20th century. This study will be underpinned by an appreciation of how racism, nationalism, and industrialisation were key drivers of colonisation, and how these themes continue to be contested in our modern world. In Year 8, students will build upon their prior knowledge of imperialism, colonialism, and nationalism to examine the origins and events of World War One. Our attention will then tilt to the East, where students will look at the build-up to and events of the Russian Revolution. This will not only allow for students to identify continuities with the French Revolution, but will also pave the way for their subsequent study of the origins and events of World War Two, as well as the Cold War at GCSE.

Year 8 will end by looking at the inheritance of the First World War, namely, the Treaty of Versailles and the League of Nations. By appreciating the limitations and shortcomings of both (as well as the pervading

fear of Communism in Western Europe), students will be well positioned to understand why the policy of Appeasement failed. Finally, KS3 History will end with a detailed look at the most devastating outcome of this failure, the Holocaust. This topic will explore the origins of Anti-Semitism, the rise of Anti-Semitism within Nazi Germany, the Final Solution, and the wider significance of the Holocaust.

#### KEY STAGE 4 OVERVIEW | Exam board - AQA

Specification at a glance: <https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance>

At Key Stage 4, our students study the following modules as part of their GCSE examination

Paper 1: Understanding the modern world

Paper 1 / Section A / Option D America, 1920-1973: Opportunity and inequality

Paper 1 / Section B / Option C Conflict and tension between East and West, 1945-73

Paper 2: Shaping the nation

Paper 2 / Section A / Option B Power and the people c. 1170 to the present day

Paper 2 / Section B / Option D Restoration England, 1660-1685

The topics:

#### KEY STAGE 5 OVERVIEW | KS5 History

Exam board: AQA

Component 1 – Breadth Study / 1C The Tudors: England 1485-1603

Specification at a glance: <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1c-the-tudors-england,-14851603>

Component 2 – Depth Study / 2O Democracy and Nazism: Germany 1918-45

Specification at a glance: <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2o-democracy-and-nazism-germany,-19181945>

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