

## Southern International School History Curriculum: Journey on a page 2024/2025

<p><b>Year 7: KS3 Building Skills and building Britain</b></p> <ul style="list-style-type: none"> <li>● Autumn 1 – History Mystery</li> <li>● Autumn 2 – Ancient Civilizations, Romans</li> <li>● Spring 1 - Invasion and contest for the throne</li> <li>● Spring 2 - Castles</li> <li>● Summer 1 – Life in Medieval Britain, The Black Death/The Witch trials</li> </ul>	<p><b>Year 8: KS3 Changing Worlds</b></p> <ul style="list-style-type: none"> <li>● Autumn 1 – Tudors</li> <li>● Autumn 2 - British Empire and Slavery</li> <li>● Spring 1 – The founding of America</li> <li>● Spring 2 – French Revolution</li> <li>● Summer 1 – WW1/ Secret societies</li> </ul>	<p><b>Year 9: KS3 Power and Conflict</b></p> <ul style="list-style-type: none"> <li>● Autumn 1 – The History of Asia</li> <li>● Autumn 2 – The History of the Americas</li> <li>● Spring 1 – The Roman empire</li> <li>● Spring 2 – The British empire</li> <li>● Summer 1 - The Vikings</li> </ul>
<p><b>Year 10: KS4</b></p> <ul style="list-style-type: none"> <li>● Autumn 1 – Depth Study: Germany 1918 – 1945: Was the Weimar Republic doomed from the start?</li> <li>● Autumn 2 - Depth Study: Germany 1918 – 1945: Why was Hitler able to dominate Germany by 1934?</li> <li>● Spring 1 - Depth Study: Germany 1918 – 1945: How effectively did the Nazis control Germany, 1933–45?</li> <li>● Spring 2 - Depth Study: Germany 1918 – 1945: What was it like to live in Nazi Germany?</li> <li>● Summer 1 - Option B: The twentieth century: international relations since 1919: Were the peace treaties of 1919–23 fair?/Option B: The twentieth century: international relations since 1919: To what extent was the League of Nations a success?</li> </ul>		<p><b>Year 11/12: KS4</b></p> <ul style="list-style-type: none"> <li>● Autumn 1 - Option B: The twentieth century: international relations since 1919: Why had international peace collapsed by 1939?</li> <li>● Autumn 2 - Option B: The twentieth century: international relations since 1919: Who was to blame for the Cold War?</li> <li>● Spring 1 - Option B: The twentieth century: international relations since 1919: How effectively did the United States contain the spread of Communism? How secure was the USSR’s control over Eastern Europe, 1948–c.1989?</li> <li>● Spring 2 - Option B: The twentieth century: international relations since 1919: Why did events in the Gulf matter, c.1970–2000?</li> <li>● Summer 1 – IGCSE Examination Revision/ IGCSE Examination</li> </ul>
<p><b>Subject Curriculum Intent: ‘Excellence in History’</b></p> <p><i>A History education will help students gain a coherent knowledge and understanding of the past. Through studying History, students are equipped 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.</i></p> <p><b>SIH History students learn to:</b></p> <ul style="list-style-type: none"> <li>● Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.</li> <li>● Draw contrasts, analyse trends, frame historically-valid questions and create structured accounts, including written narratives and analyses.</li> <li>● Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</li> <li>● Discern how and why by contrasting arguments.</li> <li>● Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</li> </ul>		

