



HISTORY PATHWAY  
Taunton Preparatory School  
&  
Taunton School Senior





## Taunton Prep School

### Key Stage 1

Following topic based studies such as the Great Fire of London and the study of Florence Nightingale, the pupils are taught about changes within living memory, the lives of significant individuals who have contributed to national and international achievements and about significant people, places and events in their own locality. They are encouraged to identify different ways the past has been represented, and to fit people/events into a chronological framework.

### Key Stage 2

Pupils are taught almost exclusively by a subject specialist and have one double lesson per week. The aim is to foster a lifelong love of History and to focus firmly on the skills needed for progression in the subject.

<p><b>Year 3 Topics - Creative Curriculum</b></p> <ul style="list-style-type: none"> <li>• I Am Warrior</li> <li>• Swords and Sandals</li> <li>• Steam and Ice Cream</li> </ul>	<p><b>Skills</b></p> <p>Throughout KS2 there is a focus on developing a chronological understanding; placing events, people and changes over time. Also the ability to use appropriate vocabulary is vital. Pupils are encouraged to note connections, contrasts and trends over time.</p>
<p><b>Year 4 Topics - Creative Curriculum</b></p> <ul style="list-style-type: none"> <li>• Privateers and Petticoats</li> <li>• Ice Worlds</li> <li>• Marvellous Mayans</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Establish clear narratives within and across periods.</li> <li>• Attempt extended answers.</li> </ul>
<p><b>Year 5 Topics – Creative Curriculum</b></p> <ul style="list-style-type: none"> <li>• Vile Victorians</li> <li>• Journey to Jo’burg (Slavery and Apartheid)</li> <li>• The Titanic</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Structure simple extended answers using opinion and evidence.</li> </ul>
<p><b>Year 6 Topics</b></p> <ul style="list-style-type: none"> <li>• A study of Ancient Egypt</li> <li>• A study of Ancient Greece</li> <li>• A study of the experience of children in WWII AND The Home Front</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Understand that different versions of the past may exist.</li> <li>• Construct informed responses by selecting and organising relevant historical information –extended writing.</li> </ul>

### Key Stage 3 : Know More, Look Closer, Think Deeper, Write Better.

Pupils continue to have one double lesson per week, taught discretely, by a subject specialist. The focus is firmly on developing the skills needed to study History and to extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning. Pupils are encouraged to create relevant, structured and evidentially supported accounts. In addition they are encouraged to discern how and why contrasting arguments and interpretations of the past have been constructed.

<p><b>Year 7 Topics</b></p> <ul style="list-style-type: none"> <li>• Medieval England 1066-1485</li> <li>• Historical Heroes and Villains</li> <li>• The Wars of the Roses</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To reinforce the source based skills of inference, comparison, enquiry and provenance.</li> <li>• To continue to use evidence to arrive at a judgement and support it.</li> <li>• To practice writing extended answers using the PEEL structure</li> <li>• Source based skills of purpose and comparison</li> </ul>
<p><b>Year 8 Topics</b></p> <ul style="list-style-type: none"> <li>• Renaissance Man – Leo Da Vinci</li> <li>• Reformation – Martin Luther</li> <li>• Henry VIII and the Break with Rome</li> <li>• Religion under the Tudors</li> <li>• A mid Tudor crisis?</li> <li>• Elizabeth I</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pursue historically valid enquiries.</li> <li>• Continue to practice and hone source-based skills ready for Y9.</li> <li>• To structure arguments, supported by evidence.</li> <li>• To make sustained judgements.</li> <li>• Further develop extended writing</li> <li>• Source based skills of purpose and comparison</li> </ul>



## Taunton Senior School

### Key Stage 3

Pupils in Year 9 have two lessons per week and complete the work of Key Stage 3 which was started at TPS. The focus is now on more recent (largely C20th) British and world history; this provides suitable preparation for the iGCSE course whilst also equipping those dropping the subject after KS3 with some knowledge and understanding of the modern world. We largely avoid the topics which will be taught at iGCSE. Pupils build on the skills developed at TPS; these are largely similar, albeit with an increased focus on formulating argument, but are deployed in more sophisticated manner using more challenging material.

<p style="text-align: center;"><b>Year 9 topics</b></p> <ul style="list-style-type: none"> <li>• Why study history?</li> <li>• Origins, course and significance of WWI</li> <li>• Britain in WWII</li> <li>• Forms of government and political ideologies</li> <li>• Russian Revolution, Lenin and Stalin</li> <li>• The Holocaust</li> <li>• The Atom bomb</li> <li>• Brunel</li> <li>• The Swinging Sixties</li> <li>• Civil rights in USA/apartheid in South Africa</li> <li>• Terrorism</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Deployment of knowledge and understanding to construct coherent narratives and explanations</li> <li>• Develop research and presentational skills</li> <li>• Develop arguments and make supported judgements</li> <li>• Analyse and evaluate source material</li> <li>• Assess and evaluate historical interpretations</li> </ul>
--	---

### Key Stage 4

History is an optional subject at KS4. We follow the C20th modern world iGCSE course run by the CIE exam board. In the exams, pupils have to demonstrate high order skills of analysis and evaluation.

<p style="text-align: center;"><b>Years 10 and 11 Topics</b></p> <ul style="list-style-type: none"> <li>• Post WWI peace treaties</li> <li>• League of Nations</li> <li>• The collapse of international peace to 1939</li> <li>• The start of the Cold War</li> <li>• Korea, Cuba and Vietnam</li> <li>• Events in the Gulf</li> <li>• Weimar and Nazi Germany (depth study)</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>The assessment objectives are as follows:</p> <ul style="list-style-type: none"> <li>• Recall, select, organise and deploy knowledge of the syllabus content</li> <li>• Construct historical explanations</li> <li>• Understand, interpret and evaluate a range of sources as evidence</li> </ul>
---	---

### Key Stage 5

In the 6<sup>th</sup> form there is a choice between A Level and IB. Within A Level, where we use the OCR board, there lies a further choice between the Early and Late Modern courses. Whichever option is pursued, both A Level and IB demand high levels of literacy, requiring extended reading and writing as well as sophisticated analysis and evaluation.

<p style="text-align: center;"><b>Early Modern A Level Topics</b></p> <ul style="list-style-type: none"> <li>• Portuguese and Spanish exploration and empire building</li> <li>• Early Stuarts and Cromwell</li> <li>• Catholic Reformation</li> <li>• Coursework</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>The assessment objectives include:</p> <ul style="list-style-type: none"> <li>• Use of knowledge and understanding to analyse and evaluate key features and make substantiated judgements</li> <li>• Analysis and evaluation of source materials</li> <li>• Analysis and evaluation of different interpretations of the past</li> </ul>
<p style="text-align: center;"><b>Late Modern A Level Topics</b></p> <ul style="list-style-type: none"> <li>• French Revolution and Napoleon</li> <li>• Britain 1931-97</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>As above (Early Modern)</p>



<ul style="list-style-type: none"> <li>• German Nationalism 1789-1919</li> <li>• Coursework</li> </ul>	
<p style="text-align: center;"><b>IB</b></p> <ul style="list-style-type: none"> <li>• The move to global war (Japan, Italy, Germany)</li> <li>• C20th authoritarian states</li> <li>• Causes and effects of C20th wars</li> <li>• History of the Americas (C20th – Higher Level option only)</li> <li>• Internal Assessment (coursework)</li> </ul>	<p><b>Skills</b></p> <p>The assessment objectives are as follows:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Application and analysis</li> <li>• Synthesis and evaluation</li> <li>• Use and application of appropriate skills</li> </ul>

Contributions:

TPS: Joanna Hall-Tomkin

Taunton Senior School: Mark Chatterton