



## Subject: History and Politics

Student Development (Personal Development) and Curriculum Mapping				
Year Group	Be Respectful (Character)	Have an Understanding (Community, Equality, Diversity, and Inclusion)	Have Affection and Humour (Mental Health and Well-Being)	Be Independent and Resilient (Careers, Aspirations and Preparation for Adulthood)
Year 7	<p><b>Develop Respect:</b> History broadens our horizons and makes us look at the world beyond our own.</p> <p>Our Year 7 curriculum focuses of <b>living</b> and <b>believing</b>. Modules incorporate personal accounts of everyday people and what their lives were like in a variety of historical contexts.</p>	<p><b>Foster understanding:</b> of a diverse range of people encouraging learners to embrace and appreciate these cultural differences.</p> <p>Study of history and culture of different ethnic and national groups. Including:</p> <ul style="list-style-type: none"> <li>• <b>Islamic Empires</b> (Spring 1).</li> <li>• <b>Medieval Japan</b> (Spring 2). Portuguese explorers and the <b>New World</b> (Summer 1).</li> <li>• <b>Black British History</b> up to 1900 based on “<i>Black British History</i>” by David Olusoga and “<i>Black Tudors</i>” by Miranda Kerr (Summer 2).</li> </ul>	<p><b>Nurture Affection:</b> that diplomacy, not conflict goes much further in achieving our aims.</p> <p><b>Encourage Positive Humour:</b> through historical discussion and debates students become more and listen to the opinion of others</p> <ul style="list-style-type: none"> <li>• Links to <b>UNICEF rights of the child</b>- a case study of child soldiers. (Spring 1 – The Crusades)</li> <li>• Links to <b>civil war</b> and society today. (English Civil War- Summer 1)</li> </ul> <p><b>Environmental history</b></p> <ul style="list-style-type: none"> <li>• Links to the effects of disease and famine on the planet through an environmental perspective.</li> </ul>	<p><b>Learn transferrable employable skills:</b> Students develop important reading and writing skills. Student also learn source analysis skills which develops critical thinking.</p> <ul style="list-style-type: none"> <li>• Research skills are developed through “meanwhile elsewhere in the world” sheets.</li> <li>• Students are introduced to the career of an <b>historian</b>, and they use evidence to come to their own interpretations.</li> <li>• Students study what an <b>archaeologist</b> is (Spring 1- The Black Death).</li> <li>• Explore different career pathways using history in careers week.</li> </ul>



<p><b>Year 8</b></p>	<p>Our Year 8 curriculum focuses of <b>power</b> and <b>protest</b>. Modules focus on how different groups, both locally and intentionally have fought for rights, and students explore power relations between different nations.</p>	<p>Study of history and culture of different ethnic and national groups. Including:</p> <ul style="list-style-type: none"> <li>• Module investigating our <b>local history</b> of Battersea (Autumn 1).</li> <li>• Explore Jack the Ripper thorough a gender history perspective (Autumn 2).</li> <li>• Students explore the impact and <b>legacy of the British Empire and the transatlantic slave trade</b>. This includes lessons about why the British Empire upsets people today investigating recent controversy around statues. Students also explore a case study of the British rule in India. (Spring 1)</li> <li>• Explore the <b>Qing Dynasty</b> in China (Spring 2)</li> <li>• Students' study <b>African Empires</b> (Mali, Songhay, Benin).</li> <li>• Module on exploring <b>'Fighting for Rights.'</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reflection on <b>Human Rights and Ethics</b> (British Empire-Spring 1)</li> <li>• Links to <b>democracy, voting</b> and <b>Parliament</b> (Fighting for Rights-Spring 2)</li> <li>• Explore the impact of <b>racism, segregation, and reclaiming narratives</b>. (Summer 2).</li> </ul> <p><u>Enviromental history:</u></p> <ul style="list-style-type: none"> <li>• Students explore how the world became interconnected in the 18<sup>th</sup> century and reflect on how countries interact in society today.</li> <li>• Links to climate change crisis today and the rise of industrialisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills are developed through "meanwhile elsewhere in the world" sheets</li> <li>• Students are introduced to the career of a <b>journalist</b> when writing extended writing tasks.</li> <li>• Explore different career pathways using history in careers week.</li> </ul>



		(Suffragettes – Spring 2/ American Civil Rights – Spring 1).		
<b>Year 9</b>	Our Year 9 curriculum focuses of <b>conflict</b> and <b>identity</b> . Module focus on cause and conflict of war in the twentieth century and the forming of the modern world.	Study of history and culture of different ethnic and national groups. Including: <ul style="list-style-type: none"> <li>• Student's study how <b>Empire Soldiers</b> should be remembered when learning about WW1 and WW2 with a case study of Sikh Pilots in the RAF/ Polish codebreakers. (Autumn 1)</li> <li>• Explore different <b>political ideologies</b>. (Autumn 2 – Russian Revolution and communism)</li> <li>• Learn about the <b>history of antisemitism</b> over time and <b>persecution of minority groups</b>. (The Holocaust- Spring 2)</li> <li>• Students look at '<b>Modern Britain</b>'. They explore migration to Britain, and the impact migration has had on Britain and its culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to <b>mental health</b> of soldiers in WW1 and how the perception of mental health has changed in society today. A case study on shell shock (Autumn 1)</li> <li>• Links to the concept of <b>alliances and treaties</b> (WW1 and WW2)</li> <li>• Links to wider ideas about <b>prejudice</b> and <b>discrimination</b> and the dangers of this in society. Students explore the concept of <b>Genocide</b>. (Spring 2- The Holocaust)</li> <li>• Students study <b>British Culture</b> in the 1960's - and reflect on how students' beliefs have changed/stayed the same over time.</li> <li>• Students learn about the UK Political System. (Summer 2- <i>How does UK Politics work?</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills are developed through "meanwhile elsewhere in the world" sheets.</li> <li>• Students explore UK Parliament and different careers through politics (<b>lawyer, politician, journalist, civil servant</b>).</li> <li>• Explore different career pathways using history in careers week.</li> <li>• Trip for selected students to <b>Royal Court of Justice</b> to learn about careers in <b>law</b>.</li> </ul>



		<ul style="list-style-type: none"> <li>• Student study the rise of <b>LGBTQ+ rights</b> in Britain in the 1960's.</li> <li>• Students study the fight for <b>disability rights</b> in the twentieth century, including the case study of Rosa Billingham.</li> <li>• Students study the <b>rise of extremist groups</b> in the early 21<sup>st</sup> century. Students reflect on the <b>dangers of prejudice</b> e.g. Islamophobia.</li> </ul>	<p><b>Environmental history:</b></p> <ul style="list-style-type: none"> <li>• Links to Impact of war on landscapes and ecosystems.</li> <li>• Students have an opportunity to reflection on how we commemorate significant events with a case study of Holocaust memorials around the World.</li> </ul>	
<p><b>Year 10</b></p>	<p>Students are completing the Edexcel GCSE Migration to Britain Paper 1. The syllabus has been designed to make learners reconceptualise their preconceived notions of migration. From the Vikings to the Windrush, students look at how migration has shaped modern Britain, and how ideas of diversity have changed in British culture. Students also learn the impact of political ideologies on society in the Superpower Relations module (Paper 2).</p>	<ul style="list-style-type: none"> <li>• Student's study <b>Migration to Britain</b>, exploring different groups e.g. Early Viking, Normans, Jewish migration. Student also study migration in the twentieth century with a case study on <b>British Asians in Leicester</b> and Caribbean migration to <b>Notting Hill</b>. (Paper 1 Edexcel Migration to Britain).</li> <li>• Student' study <b>global superpower dynamics</b> and political ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• Links to the topic of <b>immigration</b> in modern day society and the challenges migrants have faced over time.</li> <li>• Students investigate London as a <b>multi-cultural city</b> and how this is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different career pathways using history in careers week and learn how history teaches employable skills.</li> <li>• <b>Critical Thinking:</b> Students develop analytical skills through evaluating historical sources and arguments.</li> <li>• <b>Problem-Solving:</b> Student's use historical case studies to solve problems and make decisions.</li> </ul>



		(Paper 2: Edexcel Superpower Relations).		
<p><b>Year 11</b></p>	<p>Students are completing the Edexcel Elizabeth I and Weimar and Nazi Germany paper. Students develop contextual understanding of social norms, gender roles, health practices and the role of the government in both eras. These modules enhance comprehension of historical perspectives on personal and societal issues.</p>	<ul style="list-style-type: none"> <li>• Students explore <b>society and the concept of social class</b> (Paper 2: Elizabeth I)</li> <li>• Students explore 20<sup>th</sup> century European History and the rise of <b>fascism</b>. (Paper 3 Weimar and Nazi Germany).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the dangers of <b>nationalism</b> and <b>extremism</b> (Paper 3: Weimar and Nazi Germany).</li> <li>• Students study the role of <b>propaganda</b> and <b> censorship</b> in the media and how this can impact events and public opinion.</li> <li>• Students learn about the founding principles of <b>United Nations</b> and its role in society today.</li> <li>• Students study links between the <b>economy and social issues</b> (Paper 3: Weimar and Nazi Germany)</li> <li>• Explore how attitudes have changed towards Women throughout history and <b>feminist</b> issues today (Paper 2: Elizabeth I).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different career pathways using history in careers week and learn how history teaches employable skills.</li> <li>• <b>Critical Thinking:</b> Students develop analytical skills through evaluating historical sources and arguments.</li> <li>• <b>Problem-Solving:</b> student's use historical case studies to solve problems and make decisions.</li> </ul>



<p><b>Year 12</b></p>	<p>A-Level History enhances students <b>critical thinking, empathy, and understanding of diverse perspectives.</b></p> <p>A-Level Politics <b>fosters critical thinking, ethical understanding, and civic engagement.</b></p>	<p><u>History</u></p> <ul style="list-style-type: none"> <li>• Study of World History including depth study on Communist Russia and China. (Paper 1 and Paper 2).</li> </ul> <p><u>Politics</u></p> <ul style="list-style-type: none"> <li>• Students develop a comprehensive understanding of <b>UK Politics.</b></li> <li>• Study of local Politics with a case study on the MP for Wandsworth.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn to manage workload effectively.</li> <li>• Students deliver presentation with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contextual Understanding:</b> Students relate historical events to modern issues, providing context for current careers and societal roles.</li> <li>• Students are provided with <b>academic literature</b> from JSTOR in preparation for university.</li> <li>• Students learn how to <b>critique sources</b> and understand different <b>historical interpretations.</b></li> <li>• Trip for selected students to go to National Army Museum Archives, to explore career as an <b>archivist and museum curator.</b> Opportunity to talk to those who studies history at university.</li> <li>• A-Level Politics trip to <b>Parliament and Supreme Court.</b></li> </ul>
<p><b>Year 13</b></p>		<p><u>History</u></p> <ul style="list-style-type: none"> <li>• Students explore warfare and the effects of war in twentieth century Britain</li> </ul> <p><u>Politics</u></p> <ul style="list-style-type: none"> <li>• Students study Global Politics and how issues such as Enviromental and Interantional security are handled at a global level.</li> </ul>	<ul style="list-style-type: none"> <li>• Link to contemporary issues in modern day society and how global powers try to fix them.</li> </ul>	<ul style="list-style-type: none"> <li>• Foster independence through <b>research and writing of coursework.</b> In addition, promotes <b>time-management skills.</b></li> <li>• Politics students engage with a <b>“Learn with a member of the House of Lords”</b> live Q and A.</li> <li>• <b>Communication:</b> students learn writing and verbal communication via essays, presentations, and debates.</li> </ul>



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