KIMICHI SCHOOL WORCESTER · CURRICULUM JOURNEY

History

AQA GCSE History 8145

How History builds, year on year, from Lower School A to Upper Seniors

Lower School A
Year 7

- Medieval England and the Tudors
- Chronology, causation and the historian's questions

MILESTONE
Can build a timeline

Lower School B
Year 8

- World history, 1848 to 1945
- Sources, evidence and interpretation introduced

MILESTONE
First source analysis

Inters
Year 9

- Elizabethan England, the Crusades and Warfare Through Time
- Second-order concepts formalised as GCSE preparation

MILESTONE
GCSE options decision

Lower Seniors
Year 10

- Russia 1894–1945; Britain: Health and the People; Elizabethan England c1568–1603
- Cause and consequence; significance; depth study technique

MILESTONE
Three of four units taught

Upper Seniors
Year 11

- Conflict and Tension 1918–1939
- Synoptic revision across all four units; source and interpretation technique

MILESTONE
GCSE History

WITH ENGLISH
Argument, evidence, extended writing and reading a text closely.

WITH GEOGRAPHY
Place, empire, migration and how physical and human worlds interact.

WITH CULTURE AND LIFE
Rights, diversity, belief and how societies decide what is fair.

CONSTANT AT EVERY STAGE

Classes of no more than ten · Music at the heart · Personalised pathways · Every pupil performs · Sources, interpretation and argument in every unit

Every stage builds knowledge, skills, confidence and character — with music enriching learning all the way through.

INTENT — WHY WE TEACH IT

History builds pupils' knowledge of the past and their ability to think like historians. A broadly chronological Key Stage 3, medieval through to modern, gives pupils the substantive knowledge and the second-order concepts they need to succeed at GCSE. It also does something specific for our pupils: it is the subject in which having a strong opinion is an asset, provided you can evidence it.

WHY THE SEQUENCE RUNS THIS WAY

Chronology first, because a pupil cannot reason about cause and consequence without a mental map of when things happened. Sources and interpretation are introduced at Lower School B and formalised at Inters, so that GCSE begins with the disciplinary skills already in place. Year 10 delivers three of the four examined units; Year 11 delivers Conflict and Tension and then synoptic preparation across all four. The Kimichi TEACH → TRY → TEST cycle, structured as Retrieve → Explain → Evaluate, makes that progression visible to pupils, governors and inspectors.

WHAT IT BUILDS ON, AND WHAT IT LEADS TO

Builds on primary history and on the reading and extended writing developed in English. Assumes no prior knowledge of the GCSE periods. Leads to GCSE History (AQA 8145), and to A level History, Politics, Law and any route that rewards constructing an argument from evidence.

HOW IT IS ASSESSED

AQA GCSE History 8145: Russia 1894–1945 (period study, Paper 1A); Conflict and Tension 1918–1939; Britain: Health and the People c1000–present; Elizabethan England c1568–1603 (British depth, Paper 2B). Retrieval every lesson. Timed source and interpretation questions from Inters. Extended writing assessed half-termly against the mark scheme.

ADAPTED FOR OUR PUPILS

Sources are issued in advance and chunked. Extended writing is scaffolded with paragraph frames and faded through Year 11. Knowledge organisers for each unit, so the volume of content is visible and finite rather than overwhelming. Where a topic touches directly on a pupil's own experience — conflict, illness, persecution — it is flagged to the pupil beforehand rather than met without warning.

IMPACT — WHAT YOU WOULD SEE

Pupils who ask how we know something. Extended answers that reach a judgement and support it with evidence. Confident handling of an unseen source. Pupils who can hold two interpretations in mind and weigh them, which is the hardest and most valuable thing this subject teaches.

WHAT HELPS AT HOME

Watch a historical drama and argue about what it got wrong. Visit anything old and local — Worcester is full of it. Ask "how do we know that?", which is the single question the whole subject turns on.