

THE Lodge AP

— At Sandbach House —

Entry Level History Curriculum Sequence

Intent

This curriculum sequence sets out a coherent and progressive programme of study for the delivery of OCR Entry Level Certificate in History (R435) across approximately 120 guided learning hours. The curriculum ensures that all learners complete one thematic study, one depth (period) study, and one study of a site or individual. The sequence has been designed to balance accessibility with academic rigour, enabling learners to build secure historical knowledge while gradually developing the skills required for progression to GCSE History or other Level 1/2 pathways.

The intent of the curriculum is to provide all learners with a meaningful and engaging encounter with the past. Learners will develop a broad understanding of key events, people and periods in British history, alongside an appreciation of how history is constructed through evidence and interpretation. The curriculum aims to foster curiosity about the past, confidence in discussing historical ideas, and pride in learners' own developing knowledge.

Throughout the course, learners are supported to acquire and use historical vocabulary, to recognise patterns of change and continuity over time, and to begin explaining why events happened and why they were important. The curriculum also places strong emphasis on communication skills, enabling learners to organise ideas clearly in writing, discussion and alternative formats such as presentations and displays.


A central intention of the curriculum is to provide a strong foundation for progression. Some learners may move on to GCSE History, while others will use the skills developed—such as research, explanation, and evaluation—across vocational or functional pathways. The curriculum therefore balances historical knowledge with transferable skills, ensuring both academic and personal development.

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The curriculum is sequenced in three broad stages:

1. **Thematic Study** – introduces long-term patterns and change over time.
2. **Depth Study** – develops detailed contextual knowledge of one period or society.
3. **Site or Individual Study** – enables independent application of knowledge and skills.

This sequence ensures that learners move from supported exploration of broad themes to more independent and focused historical enquiry.

<p>Learners study one theme chosen from:</p> <p>Crime and Punishment; The People's Health; Migration to Britain; Power, Monarchy and Democracy; or War and British Society.</p>	<p>The thematic study is intended to help learners understand how a major aspect of society has developed across different historical periods. Learners explore how people in the past lived, the problems they faced, and how governments or communities responded. They begin to recognise that while societies change, some challenges and ideas remain similar over time.</p> <p>The focus is on building awareness of change and continuity. Learners are encouraged to compare different periods, identify similarities and differences, and develop simple explanations about why change occurred.</p> <p>Typical content may include medieval, early modern, industrial and modern Britain, examining experiences such as punishment methods, public health responses, migration patterns, warfare, or the growth of political power and rights.</p>	<ul style="list-style-type: none"> • I can place different historical periods in the correct order. • I can describe what life was like in different periods of history. • I can recognise that things change over time. • I can recognise that some things stay the same over time. • I can compare two different time periods. • I can explain one reason why change happened. • I can describe what happened in a historical event. • I can describe what happened as a result of an event. • I can explain why some changes were important. • I can use key historical words correctly. • I can describe people, events and ideas from the past. • I can talk about how people lived in different times. • I can describe how something affected people. 	<p>Learners draw upon KS3 knowledge of broad historical periods, basic chronology, and introductory ideas about monarchy, government, war, health, or social change. They also build on KS3 experience of simple cause-and-effect explanations.</p>	<p>The thematic study provides a conceptual framework that supports the Depth Study by giving learners a sense of long-term development. It also prepares learners for the Site or Individual Study by helping them understand significance and impact over time.</p>  <p>THE Lodge AP</p>

Depth (Period) Study	Intent	Intended Skills & Outcomes	Feeds From	Feeds into	KS3 National Curriculum Links
<p>Learners study one period from options such as Germany 1925–55, USA 1919–74, The Normans, The Elizabethans, The Viking Age, Britain: Peace and War 1900–18, International Relations 1918–2001, or The Making of America 1789–1900.</p>	<p>The depth study is intended to develop learners' understanding of one historical period in greater detail. Learners explore key events, important individuals, and everyday life within a specific context. They begin to understand how political, social, economic and cultural factors shaped people's experiences.</p> <p>This component strengthens learners' ability to explain causes and consequences and to describe features of a society with greater confidence. Learners</p>	<ul style="list-style-type: none"> • I can describe the main features of this period. • I can describe what life was like for people at this time. • I can name important people from this period. • I can describe important events from this period. • I can explain why an event was important. • I can describe differences between rich and poor. 	<p>Learners use the chronological understanding and thematic concepts developed earlier. They also draw on KS3 depth studies and experience of structured explanation.</p>	<p>The depth study directly supports the Site or Individual Study, as learners often choose a person or place connected to this period. It also prepares learners for GCSE-style period studies by developing sustained historical understanding.</p>	<p>The depth study reflects KS3 expectations to study at least two different societies or periods in British world history and to understand political, cultural and social developments.</p>

	<p>also start to recognise that historical events can be viewed in different ways.</p> <p>Typical content may include dictatorship and democracy, civil rights movements, invasions and conquest, exploration, industrialisation, or international conflict.</p>	<ul style="list-style-type: none"> • I can describe how government or rulers had power. • I can explain how events affected ordinary people. • I can look at a source and say what it shows. • I can use information from a source to answer a question. • I can give a simple opinion about a historical event. • I can write a short description about the past. 			
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Study of a Site or Individual	Intent	Intended Skills & Outcomes	Feeds From	Feeds Into	KS3 National Curriculum Links
<p>Learners choose either a historical site or a historical individual. They produce a short descriptive piece and a longer explanation of importance over time.</p>	<p>This component is intended to allow learners to apply their historical knowledge and skills independently. Learners investigate a real example from the past, describing its key features and explaining why it was important and how it had an impact over a period of time.</p> <p>The study develops research skills, organisation of information, and extended writing. It also encourages personal engagement with history by allowing learners to pursue an area of interest.</p> <p>Possible choices include monarchs, reformers, activists, explorers, or sites such as castles, battlefields, religious buildings, industrial locations, or local heritage sites.</p>	<ul style="list-style-type: none"> • I can find information about a person or place. • I can choose important facts to use. • I can use books, pictures or the internet to help me. • I can record information in notes. • I can describe who the person was / what the site is. • I can describe what happened there / what they did. • I can describe when it happened. • I can describe what it looked like or what it was used for. • I can explain why this person or place was important. • I can explain why people remember it today. • I can explain how it affected the future. • I can give my opinion about why it matters. 	<p>Learners build on knowledge from both the Thematic and Depth Studies, as well as KS3 experience of local history and biographical work.</p>	<p>This component prepares learners for independent study at GCSE, vocational research tasks, and extended writing across subjects.</p>	<p>Links strongly to KS3 requirements for local history studies and the study of significant individuals.</p>

How the Curriculum Supports Progression

By the end of the course, learners will have:

- A basic chronological understanding of major periods in British and world history
- Confidence in describing and explaining historical events
- Experience of using sources and research
- Improved literacy and communication skills

These outcomes support progression to GCSE History, vocational qualifications, or employment pathways that require research, explanation, and critical thinking.

