

Curriculum overview: History

Content studied in Key Stage 2

- Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
 - The Roman Empire and its impact on Britain
 - Britain's settlement by Anglo-Saxons and Scots
 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - A local history study
 - A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066
 - The achievements of the earliest civilizations
 - Ancient Greece
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- A non-European society that provides contrasts with British history

Key skills/content requirements at GCSE

- Students need to have a detailed working knowledge of:
 - The People's Health 1250-2000, comprising living conditions, government responses to epidemics and public health in the periods 1250-1500, 1500-1750, 1750-1900 and 1900 to the present day
 - The Norman Invasion 1065-1087
 - American Expansion 1789-1900
 - Living in Nazi Germany 1933-1945
 - Harvington Hall and its development over time
- Students should understand what sources can tell us about the past, how history is represented to different audiences (both the techniques that are used and what can be gleaned from the work of historians) and the concepts around which history is based (change, continuity, consequence, causation, diversity, similarity, difference and significance).
- They should also be able to explain what the historic environment can teach us about the past, the difficulties associated with studying this and measures taken to overcome these challenges
- There is a significant conceptual understanding required- concepts students need to master are too numerous to specify here
- Students also need to master the relevant writing skills required to clearly articulate their knowledge and understanding of the above knowledge and concepts

Curriculum Overview

At King Charles, we are dedicated to the belief that history is made up of substantive concepts that act as the building blocks of all historical understanding. Without knowledge and understanding of these blocks, all subsequent historical 'learning' is facile.

On this basis, our Key Stage Three curriculum places a heavy emphasis on learning concepts which we have identified as critical to future understanding of history (and indeed current affairs). Any news article in a broadsheet newspaper will be rich in these concepts- it is our aim to ensure that every student who leaves us is able to understand a typical article because the history curriculum they have learnt at school has equipped them to do so.

However, this is not to say that history is reduced down to a list of generic concepts and this forms the basis of the curriculum. Rather, we recognise that while explicitly teaching concepts can help weaker students reduce cognitive load, concepts are far more effectively taught in context. As such, we strive to teach concept rich topics which give students the opportunity to meet, deepen and eventually master concepts so that they are useful parts of students' deeper knowledge. Witness how propaganda is taught- initially, in year 7 simply in terms of Augustus' rebuilding

of Rome in an effort to avoid the fate that befell his father, but in ever growing complexity when it is considered in Stalin's Russia, ensuring that by the time students (may) meet it in KS4, they can immediately recognise its importance to the Nazis' creation of the Volksgemeinschaft.

We also believe that students deserve to leave Key Stage Three with a broad understanding of Britain's place in the world, how its institutions have come to be and developed, and the critical themes across its history. History is unashamedly Anglo-centric at King Charles. Many of our students come to us with a narrow view of the past, with disparate knowledge of historical periods and a notion that all history is 'olden days'. We seek to immediately dispel this, looking at how inventions have influenced the broader world in different ways, building a sense of period globally, before zooming in on Britain and Europe. Though there is study of the wider world, we recognise that every decision to teach one subject or topic is a decision not to teach another. A study of the age of exploration of the 15th and 16th century is immeasurably culturally and intellectually enriching, it is acknowledged, but if it comes at the expense of students' knowledge of the hegemony of the Church in the Middle Ages, this is not a trade-off that can be justified to our minds. History is a discipline of untold stories and characters, we well know, and we take every opportunity available to us to enable students to engage with this while at the same time staying true to our principles outlined above. As such, Gombrich's 'History of the World' is a core text for year 7 reading; an English unit focuses on influential women throughout history; assemblies tell the stories of figures such as the Tudor trumpeter John Blanke, a man of colour. By taking this approach, we seek to ensure that students are not short changed at either end.

We do not believe that our students are young historians. Too much emphasis has been given to reductive 'source analysis' in recent years where students act in the way that historians do. Cognitive science gives important lessons for why this approach is unlikely to be successful for all students. Instead, we believe students need a strong core of knowledge before they can engage with the process with a greater benefit than if they rooted themselves more solidly in the period. We do believe that students ought to gain a sense of the process historians go through, however, although we do not believe it is appropriate for them to ape this. Our lessons are taught through an enquiry focus (for example- 'How and why did castles change across the course of the Middle Ages?' or 'How did Julius Caesar change the government of Rome?' or 'Why did Roman emperors rebuild Rome?') but within the context of building up their knowledge of a particular area. All history should be about answering questions, but not in trite ways which do little to deepen student understanding. If a simple decision must be made between students deepening their knowledge or building reductive 'skills', at KS3 we will always choose knowledge. When many of our students begin year 7 not even knowing what a monarchy or democracy are, it would be unethical to make any other decision.

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
Year 7	<p>The unit will begin with an introduction to chronologically themed vocabulary and concepts including decade, century, millennium, A.D., B.C. and how these ideas can be used, including why the century A.D. 1-100 is classed as the first century etc.</p> <p>Students to study the development of the following inventions:</p> <ol style="list-style-type: none"> 1. Agriculture 2. The wheel 3. Writing 4. Gunpowder 5. The printing press 6. The steam engine 7. Electricity 8. Germ theory 9. The telephone 10. The washing machine 11. The atom bomb 12. The internet 	<p>Students will study:</p> <p>The reasons for why there was a succession crisis in 1066</p> <p>The events of 1066 including Harold's succession, William's preparations, Hardrada's invasion and culminating in the Battle of Hastings</p> <p>Northern rebellions 1069-70 and the Harrying of the North</p> <p>The structure of the Church with particular focus on the Archbishop of Canterbury (needs big rewrite- too complex)</p> <p>The disagreements between Henry II and Thomas Becket leading to Becket's murder and Henry serving penance</p> <p>Problems between John and his barons leading to the signing of the Magna Carta</p>	<p>The importance of the Church at the start of the early modern period including its social role, its organisation, and its fundamental teachings including the seven sacraments and the significance of the Eucharist</p> <p>Martin Luther's criticisms of the Church specifically referring to the problem of indulgences</p> <p>Henry's quest for a divorce and the Break With Rome though with emphasis that this was purely a political break</p> <p>Religious beliefs and practices in England by 1547- dissolution of the monasteries, English Bible, heresy burnings but ultimate Catholicism</p> <p>Edwardian reforms to the Church and the underpinning beliefs focusing on the (unnamed) influence of Zwingli</p>	<p>Students will learn and retain:</p> <ol style="list-style-type: none"> a. Decade b. Century c. Millennium d. A.D. e. B.C. f. How centuries are referred to g. The date of invention of each specified invention h. That agriculture resulted in the creation of static settlements i. That the wheel facilitated greater movement and made war more likely j. That writing facilitated the emergence of history and organised kingdoms k. That gunpowder revolutionised warfare and meant the end of the castle as a military installation l. That the printing press facilitated the exchange of ideas in a way which had hitherto been impossible m. That steam power helped to create the industrial revolution, and this was a period of great change n. That electricity was to power all the inventions that lay modern age 	<p>Monarchy</p> <p>Democracy</p> <p>Aristocracy</p> <p>Empire</p> <p>Invasion</p> <p>Army</p> <p>Warfare</p> <p>Colony</p> <p>Propaganda</p> <p>Republic</p> <p>Government</p> <p>Dictatorship</p> <p>Slavery</p> <p>Society</p> <p>Settlement</p> <p>General</p> <p>Agriculture</p> <p>Settlement</p> <p>Industrialisation</p> <p>Domestic service</p> <p>Emancipation</p> <p>Warfare</p> <p>Decade</p> <p>Century</p> <p>Millennium</p> <p>Era</p> <p>Homo Sapiens</p> <p>Axle</p>

<p>For each, students will learn of who is considered to have created the invention, the situation beforehand and how the invention subsequently changed the world</p> <p>The origins of the city of Rome and how it transitioned into a republic</p> <p>The meanings of democracy, aristocracy and monarchy, and relate to the system of government in operation by the later Republic, in particular focusing on the role of the senate and how people were elected to it</p> <p>The establishment of the Roman empire and how it was maintained</p> <p>Julius Caesar- his life, death and achievements based on adapted passages from Suetonius</p> <p>The changes to the system of government implemented by Julius Caesar and then Augustus</p> <p>Augustus' rebuilding of Rome and its basis as propaganda</p> <p>Daily life in the city of Rome in the first century A.D., focusing on buildings, languages, law and order and the patron client system</p> <p>The importance of the Colosseum as an imperial tool and its central role in Roman entertainment</p> <p>Life in Britain before the Roman invasion and the impacts on life afterwards</p>	<p>Consequences of the Magna Carta with specific focus on the limits placed on the king's power</p> <p>The use of castles and their development between the Normans and Edward I (Norman castles needs slight rewrite- slightly confusing in places)</p> <p>The role of Christianity in the everyday lives of the people in the Middle Ages</p> <p>The operation of the manorial system</p> <p>The role and responsibilities of women in the Middle Ages</p> <p>Causes and consequences of the Black Death on society including the Peasants Revolt and its aftermath</p> <p>A review of how England was different in 1485 from 1066 (ditch Richard III/ Henry VII stuff)</p> <p>Structure of society Power of monarch Power of the Church</p>	<p>Marian restoration and burnings, exiles and divided country</p> <p>The Elizabethan Settlement based on Russell's maxim that the Church 'looked Catholic but sounded Protestant'</p>	<p>o. That germ theory is the key discovery that underpins all modern medical discoveries and that without it billions more would be dead</p> <p>p. That the telephone changed the way people communicate and made the world seem smaller</p> <p>q. That the washing machine lifted out of domestic service and changed their perceived position in society</p> <p>r. That the atom bomb has made war both more dangerous and less likely</p> <p>s. That the internet has transformed the way we live but that we do not yet fully understand its full implications</p> <p>Students will learn and retain:</p> <p>a. That the city of Rome was founded in 753 B.C. before becoming a republic in 509 B.C.</p> <p>b. That the Roman empire grew over time and was maintained by military might</p> <p>c. That the government of Rome before the emergence of an imperial dynasty was dominated by a senate made of rich men</p> <p>d. That the government of Rome was remade to make it an effective monarchy under Julius and Augustus Caesar</p> <p>e. That Augustus Caesar was the first emperor of Rome and was the adopted son of Julius</p> <p>f. That Augustus rebuilt Rome for propaganda purposes and the colosseum continued this trend later in the century</p> <p>g. That the Romans invaded and conquered Britain in A.D. 43, left in A.D. 410, making changes to transport, religion, settlements and language</p> <p>Students will learn and retain:</p> <p>a. That the Church was central to people's everyday lives</p> <p>b. That the Church had seven key teaching sacraments of which the Eucharist was the most important</p> <p>c. That Martin Luther's primary criticism was the selling of indulgences</p>	<p>Cuneiform Sumeria Alchemist Prehistoric Printing press Steam engine Germ theory Vaccination Static electricity Current electricity Electricity Telegraph Morse Code Atom bomb Nomad Sacraments Eucharist Indulgences Monk Friar Treaty Monastery Dissolution Exile Episcopalian Bishop Priest Parish Advisor Divorce Papal Break With Rome Anglo-Saxons Coronation Provinces Atone Freeman Cottar Mayor Hue and cry Manor court Pillory Chattels Four Humours Wars of the Roses Witan The Pope Dioceses Indulgences Villein</p>
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Year 8	<p>Students will study:</p> <p>The religious complexion of England at the start of the 17th century</p> <p>The position of Parliament, monarch and people by the 17th</p>	<p>Students will study:</p> <p>The Agricultural Revolution- what caused it to happen, including the development of the Norfolk System, and its impact on Britain's population and where they were based</p>	<p>Students will complete the WW1 topic and then study WW2:</p> <p>The impact of the Treaty of Versailles</p> <p>Germany in the 1920s and its flourishing culture</p>	<p>As year 7</p> <ul style="list-style-type: none"> Different types of Christianity- That Christianity existed as a spectrum ranging from Catholicism to Presbyterianism Parliament angered Charles- That Parliament angered Charles by impinging 	<p>Church</p> <p>Protestant</p> <p>Catholic</p> <p>Transubstantiation</p> <p>Purgatory</p> <p>Sin</p> <p>Puritan</p> <p>Calvinist</p>

<p>century as well as the rights of the monarch and development of Royal Prerogative and Parliamentary Privilege</p> <p>The causes of the English Civil War including the '11 Year Tyranny' and clashes over religion, power and finance</p> <p>The course of the war including early successes, the development of the New Model Army and its successes and assistance in winning the war</p> <p>Charles' execution</p> <p>Restoration and the Glorious Revolution</p>	<p>The reasons the Industrial Revolution began in Britain- a convergence of factors such as entrepreneurs, natural resources and economics</p> <p>The Domestic System- what it was and the issues that existed with it</p> <p>Developments in technology (specifically the steam engine and canals) and how these helped to trigger the Industrial Revolution</p> <p>Students will study:</p> <p>The causes of the First World War- how nationalism, imperialism, alliances, naval race and the assassination of Franz Ferdinand caused instability in Europe in June/July 1914 and led to war in early August 1914 (road to war needs what each country was thinking)</p> <p>The emergence of trench warfare and implications of the Schlieffen Plan- how soldiers end up fighting in trenches and attempts to outflank results in the race to the sea (could do with more on what trench warfare was- military tactics and comparison between ways in which wars were fought (differences between 19th and 20th century))</p> <p>Recruitment of British soldiers- how British soldiers were recruited using propaganda posters/campaigns up to conscription in 1916</p> <p>Life in the trenches- the operation of the trench system and what soldiers at the front experienced (food, rest, punishments, diseases, infestation)</p>	<p>The impact of the Wall Street Crash, subsequent depression and Hitler's rise to power</p> <p>The origins of Nazi anti-Semitism and the impact of the Nuremberg Laws and Kristallnacht</p> <p>Nazi approaches to youth through education and youth groups</p> <p>British foreign policy in the 1930s- appeasement and the impact and outbreak of war</p> <p>The course of the war- Dunkirk, Battle of Britain and Battle of the Atlantic</p> <p>The intellectual war- the work of Alan Turing and others at Bletchley Park in WW2</p> <p>The Holocaust- its causes and the changing nature of extermination between 1939 and 1945</p> <p>The end of the war- the Battle of Stalingrad, D-Day and the Red Army capture of Berlin</p> <p>The end of the war in the east- the dropping of the atomic bombs</p> <p>The Cold War:</p> <p>Students will study-</p> <p>The Tsarist monarchy and Russia's weaknesses before WW1</p> <p>The end of Russia's involvement in the war in WW1 and the revolution of 1917</p> <p>The ideology of communism</p>	<p>on his Royal Prerogative before 1629 due to his belief in the Divine Right of Kings</p> <ul style="list-style-type: none"> ▪ Charles angered Parliament- That Charles angered Parliament by failing to recall them between 1629 and 1640 by introducing Catholic leaning reforms and illegal taxation in the form of Ship Money ▪ Parliament tried to restrict Charles' power- That they tried to take responsibility for educating his children and choosing his ministers ▪ Course of war- That there were three major battles during the war of which only Naseby was decisive ▪ New Model Army- That parliamentary victory was based on the creation of the New Model Army which promoted based on ability, innovative tactics and strong discipline ▪ That Charles was executed for treason ▪ Interregnum- That the period between 1649 and 1660 was known as the Interregnum and Cromwell was Lord Protector from 1653-58 ▪ Restoration- That the monarchy was restored in 1660 under Charles II ▪ Agricultural Revolution- That the Agricultural Revolution increased yields in farming based on Norfolk Four Field System and selective breeding which resulted in migration into cities ▪ Domestic System- That the Domestic System was slow and cumbersome for production of cloth prior to 1750 and was based in people's homes ▪ Factory System- That the Factory System changed the production of textiles so that it was quicker, cheaper and efficient ▪ Child labour- That child labour was cheap, small children could do simple tasks in confined spaces that the factories required and were often exploited by the factory owners ▪ Impact of railways- That the railways made it easier to travel and this meant the emergence of new leisure pursuits and GMT but also increase pollution ▪ Conditions in towns- That urbanisation led to chronic overcrowding and worsening conditions and poor public health 	<p>Presbyterian</p> <p>Arminian</p> <p>Parliament</p> <p>Aristocracy</p> <p>Monarchy</p> <p>Divine Right of Kings</p> <p>Royal prerogative</p> <p>Parliamentary privilege</p> <p>Taxation</p> <p>Foreign policy</p> <p>Civil War</p> <p>Tyranny</p> <p>Archbishop of Canterbury</p> <p>Rebellion</p> <p>Army</p> <p>Battle</p> <p>General</p> <p>Infantry</p> <p>Cavalry</p> <p>Treason</p> <p>Trial</p> <p>Republic</p> <p>Settlement</p> <p>Agriculture</p> <p>Industry</p> <p>Industrial Revolution</p> <p>Government</p> <p>Aristocracy</p> <p>Parliament</p> <p>Population</p> <p>Domestic system</p> <p>Factory system</p> <p>Mass production</p> <p>Urbanisation</p> <p>Industrialisation</p> <p>Germ theory</p> <p>Scientific method</p> <p>Working class</p> <p>Nationalism</p> <p>Imperialism</p> <p>Diplomacy</p> <p>Alliances</p> <p>Empire</p> <p>Industry</p> <p>Monarchy</p> <p>Economy</p> <p>Arms/naval race</p> <p>Government</p>
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<p>Year 9</p>	<p>Students will study</p> <p>The development of suffrage from the start of the 19th century through to the present day, focusing on the revolts of the</p>	<p>As term 1 until half term</p> <p>The People's Health focusing on epidemics and responses, public health and living conditions (waste, water, food and housing)</p>	<p>Medieval Britain c.1250–c.1500</p> <ul style="list-style-type: none"> • The characteristic features of medieval Britain: an overview • Living conditions: housing, food, clean water and waste. 	<p>Students will retain:</p> <ol style="list-style-type: none"> i. Reasons for displeasure ahead of 1819 ii. The causes and consequences of the Peterloo massacre 	<p>Franchise Representation Parliament Rotten Borough Industrialisation Constituency</p>

<p>1810s, Peterloo, the 1832 Reform Act, Chartist movement, Reform Acts, suffragettes and suffragists</p>	<p>across the periods 1250-1500, 1500-1750, 1750-1900, and 1900-present day</p>	<ul style="list-style-type: none"> • Responses to the Black Death: beliefs and actions • Approaches to public health in late-medieval towns and monasteries Early Modern Britain c.1500–c.1750 • Cultural, social and economic change including the growth of towns: an overview • Changing living conditions: housing, food, clean water and waste • Responses to outbreaks of plague including national plague orders and local reactions • The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660–1751 Industrial Britain, c.1750–c.1900 • Industrialisation, the growth of major cities and political change: an overview • Urban living conditions in the early nineteenth century: housing, food, clean water and waste • Responses to cholera epidemics • Public health reform in the nineteenth century including the Public Health Acts and local initiatives Britain since c. 1900 • Economic, political, social and cultural change: an overview • Living conditions and lifestyles: housing, food, air quality and inactivity • Responses to Spanish Influenza and AIDS 	<ul style="list-style-type: none"> iii. The reasons for and impact of the Great Reform Act iv. The impact of the Chartists and their actions v. Reasons for reform in the 19th century relating to the 1867 and 1884 vi. First wave feminism- the actions and arguments of the Suffragists vii. The actions and effects of the Suffragettes viii. The reasons for and passing of the 1918 Reform Act ix. Waste disposal, access to water, quality of housing and access to food in the Middle Ages x. As above but early modern period xi. As above but industrial period xii. As above but 20th century xiii. Responses to epidemics in the Middle Ages (Black Death) xiv. As above but early modern (plague) xv. As above but industrial (cholera) xvi. As above but 20th century (HIV/AIDS) xvii. Public health- attitudes and improvements in the Middle Ages xviii. As above but early modern xix. As above but industrial period xx. As above but 20th century 	<ul style="list-style-type: none"> Recession Massacre Authorities Cavalry Corn Laws Reform society Suffrage Chartists Suffragettes Suffragists Agriculture Manor Harvest Church Guilds Local government National government Astrology Peasants Aristocracy Four Humours Holy Days Famine Monasteries Pestilence Miasma Markets The Black Death Epidemic Renaissance Urbanisation Parliament New World Reformation Protestant Catholic Preindustrial National policy Isolation Town Councils Feudal system Urbanisation Industrial revolution Waste disposal Public health Epidemics Government Parliament Laissez faire Working class
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			<ul style="list-style-type: none"> • Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles 		Franchise Civic pride
Year 10	<p>England on the eve of the conquest Issue: The character of late Anglo-Saxon England • The nature, structure and diversity of late Anglo-Saxon society • Religion in late Anglo-Saxon England • Anglo-Saxon culture: buildings, art and literature Invasion and victory Issue: How and why William of Normandy became King of England in 1066 • Norman society, culture and warfare pre-1066 • The succession crisis of 1066 • The battles of Fulford, Stamford Bridge and Hastings Resistance and response Issue: The establishment of Norman rule between 1067 and 1071 • First uprisings against Norman rule including resistance in the west and in Mercia • Northern resistance and William's 'Harrying of the North' • The rebellion of Hereward in the east and the end of English resistance Castles Issue: The nature and purpose of Norman castles in England to 1087 • Pre-conquest fortifications and the first Norman castles in England • The distribution and design of Norman castles in England to 1087 • The purpose of Norman castles in England including their military and economic functions Conquest and control Issue: The impact of the Norman Conquest on English society to 1087 • Domesday Book, its creation and purpose • The social structure of Norman England including changes in land ownership and the elite • Changes and continuities: language, laws and Church</p>	<p>a) The reasons for the location of the site within its surroundings b) When and why people first created the site c) The ways in which the site has changed over time d) How the site has been used throughout its history e) The diversity of activities and people associated with the site f) The reasons for changes to the site and to the way it was used g) Significant times in the site's past: peak activity, major developments, turning points h) The significance of specific features in the physical remains at the site i) The importance of the whole site either locally or nationally, as appropriate j) The typicality of the site based on a comparison with other similar sites k) What the site reveals about everyday life, attitudes and values in particular periods of history l) How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries m) How the physical remains can inform artistic reconstructions and other interpretations of the site n) The challenges and benefits of studying the historic environment</p>	<p>Dictatorship • Hitler and the Nazi Party in January 1933 <ul style="list-style-type: none"> • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 Control and Opposition, 1933–1939 <ul style="list-style-type: none"> • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups Changing Lives, 1933–1939 <ul style="list-style-type: none"> • Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews Germany in War <ul style="list-style-type: none"> • The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945 Occupation • The contrasting nature of Nazi rule in eastern and western Europe <ul style="list-style-type: none"> • The Holocaust, including the Einsatzgruppen, ghettos and the death camps </p>	<p>See columns 1-3 for relevant portable content-specified portable content sits alongside broader topic content</p>	<ol style="list-style-type: none"> 1. Democracy 2. Hierarchy 3. Kingdom 4. Trade 5. Taxation 6. Church 7. Catholic 8. Corruption 9. Simony 10. Pluralism 11. Culture 1. Monastery 2. Catholic 3. Romanesque 4. Deathbed 5. Rebellion 6. Exiled 7. Sub-Regulus 8. Taxation 9. Disbanded 10. Invasion 11. Tactics 12. Discipline 1. Army 2. Loyalty 3. Submission 4. Rebellion 5. Rebels 6. Negotiation 7. Besiege 8. Surrender 9. Coronation 10. Taxation 11. Lay waste 12. Invasion 13. Pope 14. Archbishop 1. Iron Age 2. Roman Period 3. Anglo-Saxon Period 4. Propaganda 5. Traditional View 6. Revisionist View 7. Modern View 8. Feudal System

			<ul style="list-style-type: none"> • Responses to Nazi rule: collaboration, accommodation and resistance 		<ol style="list-style-type: none"> 1. Survey 2. Manor 3. Court 4. Legitimate 5. Aristocracy 6. Feudal system 7. Society 8. Social structure 9. Curia Regis 10. Trial
Year 11	<p>Dictatorship • Hitler and the Nazi Party in January 1933</p> <ul style="list-style-type: none"> • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 <p>Control and Opposition, 1933–1939</p> <ul style="list-style-type: none"> • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups <p>Changing Lives, 1933–1939</p> <ul style="list-style-type: none"> • Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews <p>Germany in War</p> <ul style="list-style-type: none"> • The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945 	<p>America's expansion 1789–1838</p> <ul style="list-style-type: none"> • How and why the USA expanded, from 1789 to 1838 • The expansion of southern cotton plantations and of slavery, 1793–1838 • The removal of indigenous people from the east, 1830–1838 <p>The West 1839–1860</p> <ul style="list-style-type: none"> • The culture of the Plains Indians including a case study of the Lakota Sioux • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah • The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859) <p>Civil War and Reconstruction 1861–1877</p> <ul style="list-style-type: none"> • Divisions over slavery and the causes of the Civil War • The African American experience of the Civil War, 1861–1865 • Reconstruction and continuing limitations to African American liberty <p>Settlement and conflict on the Plains 1861–1877</p> <ul style="list-style-type: none"> • The causes and nature of white American exploitation of the Plains: 		<p>See columns 1 and 2 for relevant portable content- portable content sits alongside broader topics</p>	<ol style="list-style-type: none"> 1. Settlers 2. 13 colonies 3. Founding Fathers 4. States 5. Federal 6. Constitution 7. Congress 8. Supreme Court 9. Frontiersman 10. Territory 11. Plantation 12. Infrastructure <p>1. Nomad(ic)</p> <ol style="list-style-type: none"> 2. Tribes 3. Bands 4. Warrior societies 5. Manifest destiny 6. Polygamy 7. Town boosters <ol style="list-style-type: none"> 1. Industrialised 2. Abolitionist 3. Republican Party 4. Secede 5. Reconstructi on 6. Contraband <ol style="list-style-type: none"> 1. Cattle drives 2. Permanent Indian Frontier 3. Reservations 4. Dry farming <ol style="list-style-type: none"> 1. Reservation agents

	<p>Occupation • The contrasting nature of Nazi rule in eastern and western Europe</p> <ul style="list-style-type: none"> • The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance 	<p>railroads, ranches and cow towns</p> <ul style="list-style-type: none"> • Homesteaders: living and farming on the Plains • The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865–1868) and the Great Sioux War (1876–1877) <p>American cultures 1877–1900</p> <ul style="list-style-type: none"> • Changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration 			<ol style="list-style-type: none"> 2. Redeemer governments 3. Corporations
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GCSE External Assessment:

English language uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11. The course will be assessed through three exams at the end of the course.

SMSC in history

Humanities subjects are all heavily focussed on people and their relationships and as such, we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. Students are encouraged and directed to understanding their place in the world and society, and how the institutions, organisations and groups have emerged that shape our everyday life. Tolerance, openness and curiosity are all fostered as part of historical studies.

Spiritual development in history

History encourages the development of students' spiritual growth in a number of ways. Students are encouraged to reflect on the beliefs that drive other people to many of the most despicable acts in history and in turn reflect on their own beliefs about why and how we judge these acts. Work done on slavery and the holocaust in year seven and eight consolidates this and students question where views and ideas come from. In year 7 students also reflect on the significance of religion in people's lives during the Middle Ages and are encouraged to consider why religious changes during the Reformation caused such turmoil at the time.

In year 10 students consolidate their previous work on the holocaust during their study of Living in Nazi Germany and examine how people's beliefs, attitudes and actions can be influenced and manipulated by propaganda. The American expansion topic in Y10 also addresses the issue of slavery once more as well as developing an understanding of American Indian beliefs and culture.

Moral development in history

A great deal of work is done on understanding the rights and responsibilities people have as citizens, who wields power in Britain and where this power derives from. Studies of the Middle Ages in year 7 focus on the ways in which power shifted from the monarch to parliament and eventually imbued ordinary people with greater rights and power. In year nine a unit of work explicitly focuses on the development of our democratic electoral system and how different groups in society campaigned and were eventually granted the vote. This topic too examines the wider concept of equality in society and considers the development of legislation relating to equal opportunities for various groups such as LGBT.

We investigate what motivates people to act in terrible ways- from Hitler to slavery to the treatment of the Indians in America by white settlers. We also evaluate the legacy of the Generals of World War One. In so doing we challenge how important human life is and what constitutes right and wrong in peace and war.

Social development in history

Students develop an understanding of how democracy evolved and the fundamental rights we hold dear in Britain. By studying Nazi Germany they gain an appreciation of the rights enjoyed in Britain contemporary to the period and how we have our rights that we still enjoy today. The World War One topic enables students to gain an insight into the massive impact that the war had on society at the time and in particular the disastrous consequences of the first day of the Somme. In year 8 study the Industrial Revolution and given the opportunity to reflect on the enormous economic, social and political changes that occurred during the period. In year 10 this is consolidated in the People's Health topic which has a particular focus on how the government's attitude towards the poor and most vulnerable changed dramatically throughout the 19th and 20th centuries and is indeed still evolving today.

Cultural development in history

Work done in year 7 on the emergence of the Roman empire, and in year 10 on the Norman conquest helps students to appreciate the wider world and how cultural assimilation has taken place. This is further developed when studying American expansion as students consider the clash between the beliefs and culture of white settlers and those of American Indians.