Curriculum overview: History

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 Vikinng 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   ▪ 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:
    o 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
    o The Norman Invasion 1065-1087
    o American Expansion 1789-1900
    o Living in Nazi Germany 1933-1945
    o 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	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. Students will then study a unit of 'Big History'- a low resolution study of five eras in human history looking at how society was organised, what people thought about, why people moved, and how they got their 'stuff' in each Students will go on to study a unit in classical civilisations, focusing on the nature of Athenian government, early Greek thought, the growth of the Roman Empire, Roman propaganda, the emergence of Christianity and Britain before	The next unit will begin with a study of the succession crisis of 1066, the impact of the Norman invasion on Britain, the power of the Church in the 12th century and the effect of Henry II's attempt to grasp more control over it (culminating in the murder of Becket and the effect it had on monarchical authority), reasons for the passing of Magna Carta and the effect *this* had on monarchical authority, the organisation of a medieval manor, the role of the Church by the mid-14th century and peoples beliefs, and the causes and consequences of the Peasants' Revolt (including a case study of the Black Death)	The final unit will look at the developing world at the end of the 15th century and new emerging ideas from the Italian Renaissance, before going on to look at the Church at the start of the 16th century, Henry's Great Matter and subsequent Break with Rome, the Edwardian Reformation, Marian restoration, and Elizabethan Settlement. There will then be a focus on local history and how we can learn from the historic environment by studying Harvington Hall and the impact of the Elizabethan Reformation on a recusant family, before looking at religion division at the start of the 17th century, the nature of tension between the monarch and Parliament, and how this erupted into war in 1642. Students will also study the 30 Years' War and its origins, the course of the English Civil War, it culmination, Charles' execution,	Students will learn and retain: a. Decade b. Century c. Millennium d. A.D. e. B.C. f. How centuries are referred to g. That generalisation is a term that we can use to describe a common but not universal phenomenon h. That during the age of bands before 10,000 B.C., there were no borders of any kind and people were organised into groupings of 30-50, moving around nomadically i. That during the age of bands before 10,000 B.C., people moved around a great deal and depended on following animals for their survival which was their primary preoccupation j. That during the age of the tribe between about 10,000 B.C. and 3000 B.C. people settled down into static communities near to river and coasts with most people working in agriculture in order to survive which dominated most of their thoughts	1. Decade 2. Century 3. Millennium 4. A.D. 5. B.C. 6. Settlement 7. Nomad 8. Band 9. Tribe 10. Society 11. Monarchy 12. Agriculture 13. Aristocracy 14. Empire 15. Colonies 16. Colonisation 17. Diplomacy 18. Alliance 19. Multinational 20. Harvest 21. Trade 22. Imperialism 23. Industrialisation 24. Globalisation 25. Migration 26. Persecution 27. Succession 28. Church

	the Romans and their impact on life		the Interregnum, Restoration, and emergence of the Enlightenment	k. That during the age of the tribe between about 10,000 B.C. and 3000 B.C. people mostly moved to create new settlements with enough land to support them as populations grew l. That during the age of kingdoms between about 3000 B.C. and 1500 A.D., people started to live in larger communities that were governed by a king m. That most people worked as farmers during the age of kingdoms between about 3000 B.C. and 1500 A.D. although there were increasing specialisations and the emergence of a stratified hierarchy of importance. The harvest remained vital to their survival n. That during the age of kingdoms, people began to create organised religions as a way to explain things that they could not explain which unified and helped to control kingdoms o. That during the age of kingdoms, merchants travelled round to make money but many groups within society were not allowed to move because wealthier people with more power would not allow them to, while some groups of people moved because of religious persecution p. That during the age of empires from about 1500 to 1945, countries built large empires by taking control of other countries and forcing their control on them q. That during the age of empires, people increasingly moved from countryside to town to work in factories that were appearing in parts of the worlds with empires, while some people were forcibly removed from Africa to live as slaves r. That during the age of empires, in some parts of the world people started to doubt the existence of God, while others came up with different ideas about how they should be governed and ruled (as in, not by kings) as well as what it means to be human s. That during the age of empires, empires were vital to helping to make the countries which did the colonising rich by removing goods from these countries	29. Authority 30. Power 31. Archbishop 32. Nobility 33. Feudal System 34. Manor 35. Peasants 36. Epidemic 37. Renaissance 38. Indulgence 39. Purgatory 40. Transubstantiation 41. Pope 42. Protestant 43. Elizabethan Settlment 44. Recusants 45. Divine Right of Kings 46. Arminian 47. Calvinist 48. Puritan 49. Tyrant 50. Parliament 51. Interregnum 52. Enlightenment

			t. That during the age of multinational organisations, large organisations appeared that aimed to help countries get on better and multinational corporations appeared that existed in many countries	
			u. That during the age of multinationals, things were produced in certain parts of the world and then transported to the parts of the world that once had empires	
			v. That during the age of multinationals, people had lots more free time and higher literacy rates so thought about ideas to do with life, the world, and how to enjoy themselves	
			w. That during the age of the multinationals, people moved to escape war, for better employment opportunities and lives, and because it is easier	
			x. That the ancient Greeks experimented with different ideas of government including monarchy, aristocracy, and democracy, while thinking deeply about the world around them and developing early philosophical ideas about the nature of human existence.	
			y. That by the first century B.C., powerful Greek civilisations were in decline and in their place came the Romans, who used a developed and well-trained army to conquer much of Europe and bring it under Roman control with a large established empire	
			z. That it was necessary for the Roman emperors who first appeared in the first century to try to keep control of their populations using techniques such as architectural propaganda to ensure loyalty.	
			aa. That by the first century people had developing ideas about God(s)- that the Romans generally believed in many Gods who took little interest in people's lives, but that a new cult was emerging with a God who was interested in people personally.	
			bb. That the Romans had a significant impact wherever they went and colonised, building roads, taking food, language, and religion, systems of government, and their technological innovations with them.	

			cc. That the departure of the Romans from Britain in the fifth century left England to the Anglo Saxons who established a new religion, language, and coinage that made England a very rich and prosperous country by the 11th century.
			dd. That William of Normandy's arrival as king in 1066 brought an end to Anglo Saxon rule, and with it the Normans who introduced a Feudal System, transferring most of the land to Norman rulers who built castles to help them rule the land as part of a cross channel empire.
			ee. That the Church was incredibly powerful and influential over people's lives by the 12th century so was very rich and powerful and was the only institution people would listen to beyond the monarchy, meaning monarchs wanted to control it, but that after Thomas Becket's death it was clear the Church was out of the reach of the monarch.
			ff. That the actions of King John in expecting them to pay tax and losing land upset the barons so much that they forced him to give some of their powers to him, making medieval monarchy a partnership between the monarch and the nobility after 1200, and also led to the creation of Parliament where the nobility could raise their concerns with the king.
			gg. That most people in the Middle Ages lived in the countryside where they were expected to serve a Lord of the Manor, their lives dependent on the weather, the Church, and their lord, and that the Church played a key role in their social lives, with them also believing that they had to do as the Church taught in order for them to be able to reach heaven.
			hh. That the Black Death wreaked devastation across England, generating terror and leading to mass depopulation meaning there was a shortage of labour in the 1350s leading to higher wages for peasants.
			ii. That the Black Death led to the Peasants' Revolt when the peasants demanded an end to serfdom, which while denied at the

				time, ultimately led to the collapse of the Feudal System.	
				jj. That explorers from Spain and Portugal discovered more of the world at the end of the 15th century and began to establish new empires across the whole planet.	
				kk. That the Renaissance began in Italy in the 15th century and led to people questioning what they knew about the world and challenging accepted ideas about religion.	
				ll. That the still Church played a vital role in people's lives in England at the start of the 16th century, organising festivals and holy days, but it also played a vital spiritual role by reducing their sin so they spent less time in purgatory before they went to heaven by allowing them to atone for their sins through serving penance, as well as allowing the miracle of transubstantiation to take place during the Mass where wine and bread would transform into the blood and body of Jesus.	
				mm.That Martin Luther unleashed the Reformation on Europe by criticising the Catholic Church's sale of indulgences, continuing the tradition of challenging and questioning things started by the Renaissance.	
				nn. That Henry VIII broke with the pope to enable him to divorce his wife, in so doing giving himself more power over the Church than any king had enjoyed since before 1170.	
				oo. That religious turbulence was caused in the 16th century by Edward's Protestantism and Mary's return to Catholicism leading to Elizabeth creating a settlement that combined elements of both Catholicism and Protestantism to calm England down, but that by the end of her reign Catholics from abroad were trying to remove her leading to her introducing harsh laws against Catholics that led to secret hides for Catholics like those at Harvington Hall.	
				pp. That society remained very stratified in the 16th century even though the Feudal System had broken down.	

				qq. That there were many different types of Christians by the late 16th and 17th centuries and those of different beliefs like Puritans and Catholics were willing to kill each other for their beliefs.	
				rr. That by the 17th century the king was supposed to listen to Parliament where the wealthy and influential could share their thoughts and ideas, but he did not have to do as they wished.	
				ss. That King James and Parliament managed to work together, but that Charles believed Parliament had no right to tell him what to do because of the Divine Right of Kings and so chose to rule without it after 1629.	
				tt. That during the period 1629-1640, Charles enraged Parliament by acting as what they saw as a tyrant.	
				uu. That by 1642, Parliament had had enough of Charles doing as he liked and sought to take much of his power away from him leading to Charles declaring war on Parliament.	
				vv. That Parliament won the English Civil War, leading to Charles' execution by Parliament and a period where England was a republic, which ended with the restoration of the monarchy, but that by the end of the century Parliament was much more powerful than it had ever been and the monarch much less.	
				ww. That the Enlightenment emerged from the bloodshed of the 17th century emphasising toleration and an emphasis on the individual, not the Church.	

| Year 8 | Students will look at the reasons for European expansion after the late 15th century, what people living in pre-colonial Benin (the Edo), North East America (the Iroquois), and India under the Mughals experienced, how the British Empire expanded in the 17th century, leading to changes in America and Benin, the experience of those native people transported, before completing a case study on the impact of empire in Britain, Ireland, Benin, America and the Caribbean | Students will study:

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

The reasons the Industrial Revolution began in Britain- a convergence of factors such as entrepreneurs, natural resources and economics

The Domestic System- what it was and the issues that existed with it

Developments in technology (specifically the steam engine and canals) and how these helped to trigger the Industrial Revolution

Students will study:

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)

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))

Recruitment of British soldiers- how British soldiers were recruited | Students will complete the WW1 topic and then study WW2:

The impact of the Treaty of Versailles

The impact of the Wall Street Crash, subsequent depression and Hitler's rise to power

The origins of Nazi anti-Semitism and the impact of the Nuremburg Laws and Kristallnacht

British foreign policy in the 1930s- appeasement and the impact and outbreak of war

The course of the war- Dunkirk, Battle of Britain and Battle of the Atlantic

The intellectual war- the work of Alan Turing and others at Bletchley Park in WW2

The Holocaust- its causes and the changing nature of extermination between 1939 and 1945

The end of the war- the Battle of Stalingrad, D-Day and the Red Army capture of Berlin

The end of the war in the east- the dropping of the atomic bombs

The Cold War:

Students will study-

The Tsarist monarchy and Russia's weaknesses before WW1

The end of Russia's involvement in the war in WW1 and the revlution of 1917

The ideology of communism | As year 7

a. That Columbus and da Gama heralded a new age of discovery and that the doctrine of discovery justified European colonial expansion into the east and New World
b. That people living in pre-colonial civilisations had different ideas about government (not just simple monarchies), God, and how society was structured so it is not true to say 'people' generally lived in monarchical societies with the remnants of the Feudal System and were Christian
c. That the Middle Passage was a horrific experience and that the practice of slavery was justified by the development of racial theories to explain African and black inferiority
d. That the British empire continued to develop into the 18th century and expanded into India which brought Britain considerable wealth
e. That the establishment of a British/ English Empire brought considerable changes at home and abroad- that it sparked the Industrial Revolution in England, that it led to Africans being captured by African kings and sold into slavery, that it transformed America as they worked on plantations, and helped to create a religiously divided Ireland
f.
g. 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
h. Domestic System- That the Domestic System was slow and cumbersome for production of cloth prior to 1750 and was based in people's homes
i. Factory System- That the Factory System changed the production of textiles so that it was quicker, cheaper and efficient
j. 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 | Doctrine of discovery
New World
Church
Protestant
Catholic
Transubstantiation
Purgatory
Sin
Puritan
Calvinist
Presbyterian
Arminian
Parliament
Aristocracy
Monarchy
Divine Right of Kings
Royal prerogative
Parliamentary privilege
Taxation
Foreign policy
Civil War
Tyranny
Archbishop of Canterbury
Rebellion
Army
Battle
General
Infantry
Cavalry
Treason
Trial
Republic
Settlement
Agriculture
Industry
Industrial Revolution
Government
Aristocracy
Parliament
Population
Domestic system
Factory system
Mass production
Urbanisation
Industrialisation
Germ theory
Scientific method
Working class
Nationalism |

using propaganda posters/campaigns up to conscription in 1916	The building of the Berlin Wall	k. 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	Imperialism
	The Cuban Missile Crisis	l. Conditions in towns- That urbanisation led to chronic overcrowding and worsening conditions and poor public health	Diplomacy
Life in the trenches- the operation of the trench system and what soldiers at the front experienced (food, rest, punishments, diseases, infestation)	Vietnam War	m. London sewers and Bazalgette- That the Great Stink led to the building of the first sewer system designed by Joseph Bazalgette improving living conditions in towns	Alliances
	The collapse of communism in the 1980s	n. That Kaiser Wilhelm's nationalism and that of Britain in the years before 1914 increased tension between the two nations	Empire
Weapons of WW1- the common weapons of WW1 by 1916 (rifles, machine gun, barbed wire, artillery and gas)		o. That the threat to Britain's naval hegemony from Germany increased tension and led to a naval race	Industry
		p. That Europe was divided into two major alliances known as the Triple Entente and the Triple Alliance	Monarchy
British home front- how WW1 impacted on civilians in Britain in terms of rationing, women, work, government control of media		q. That the assassination of Franz Ferdinand by Gavrilo Princip acted as a trigger for the outbreak of war	Economy
		r. That the Germans had a plan to avoid war on two fronts known as the Schlieffen Plan	Arms/naval race
The Battle of the Somme- why the battle of the Somme took place, the bombardment that led to the battle, events of the first day and why the casualty list was so high on day one		s. That trenches were built as a result of new weapons	Government
		t. That hundreds of thousands volunteered in the early months of war but this dropped and led to the introduction of conscription	Trench warfare
The consequences of the Somme- new weapons and tactics that were created, death tolls, failings and objectives achieved		u. That soldiers cycled through different lines of trenches	General
		v. That soldiers faced difficulties living in the trenches- food, rats, lice, trench foot, punishments	Army
The generals of WW1- evidence for and against the view that they were donkeys		w. That machine guns and barbed wire were critical to how the war was fought	Navy
		x. That women were vital to the war effort at home	Treaty
Situation by 1918- regarding Britain and war in general (impact of Russia leaving, USA arriving), criticism of generals by DLG, new weapons		y. That the first day of the Somme was the greatest disaster in the history of the British military with 60,000 casualties and 20,000 deaths	Anti-Semitism
		z. That the role of the British generals during the war has been contested by historians	Genocide
End of WW1- Spring Offensive by the Germans, introduction of the Americans, Hundred Days Offensive and armistice			Persecution

Imperialism
Diplomacy
Alliances
Empire
Industry
Monarchy
Economy
Arms/naval race
Government
Trench warfare
General
Army
Navy
Treaty
Anti-Semitism
Genocide
Persecution
Propaganda
Appeasement
Nationalism
Fascism
Communism
Capitalism
Imperialism
Economy
Alliance
Triple Entente
Dreadnought
Trenches
Artillery
Schlieffen Plan
Treaty of London
Machine Gun
Slav
Outflank
No Man's Land
Trench Foot
Triple Alliance
Two fronts
Race to the Sea
Offensive
Trench Cycle
Over the Top
Naval Race
Barbed Wire
Conscription
Allies
BEF
Anti-Semitism
Genocide

				aa. That the Treaty of Versailles imposed strict penalties on Germany bb. That the German economy improved by 1924 and Berlin became a centre of culture cc. That the Wall Street Crash happened in 1929 and led to Hitler's rise to power dd. That the Nazis were anti-Semitic and believed that Jews were biologically inferior ee. That the Nuremberg Laws deprived Jews of their citizenship ff. That Kristallnacht was the most extreme form of violence inflected on Jews in Germany before World War Two gg. That the British and French tried to appease Hitler in order to avoid another war hh. That the British army was evacuated from the continent at Dunkirk ii. The Battle of Britain took place over the skies of Britain during the Summer of 1940 and meant that the Nazis were unable to invade jj. That German U-boats threatened Britain's supply lines and their ability to fight the war kk. That the breaking of the Enigma code shortened the war ll. That Alan Turing was essential in breaking the Enigma code mm.That the Holocaust led to the death of over 6 million Jews in ghettos, death camps and by the Einsatzgruppen nn. That the Battle of Stalingrad was a key turning point in the war on the Eastern Front oo. That the Allies started to drive the Germans back after D-Day on June 6th 1944 pp. That World War Two came to an end when the Red Army surrounded Berlin qq. That the end of World War Two in the Pacific came with the use of the atomic bomb on the Japanese cities of Hiroshima and Nagasaki rr. That there was significant unhappiness with social conditions in Russia that enabled the Bolsheviks to seize control and create a communist state after 1917	Persecution Propaganda Appeasement Nationalism Fascism Communism Capitalism Imperialism Economy Alliance Communism Dictatorship

				ss. That the Cold War was an ideological struggle between western capitalism and eastern communism tt. That the Berlin Wall was erected after Berlin became a test site for people's preferences between capitalism and communism when it became clear people preferred capitalism uu. That the arms race and space race that developed almost led to nuclear Armageddon but that ultimately both sides stepped back from the brink of war vv. That the USA aimed to stop communism from spreading by using a policy of containment and fighting wars such as in Vietnam which aimed to stop the spread by defeating communist forces by arms, but that the native Viet-Cong were able to defeat US forces ww. That by the late 1980s, people in capitalist countries lived better lives than in the communist east, and that when the USSR no longer forced people to conform by using violence, people in communist countries opted to leave communism behind	
Year 9	Students will study The development of suffrage from the start of the 19th century through to the present day, focusing on the revolts of the 1810s, Peterloo, the 1832 Reform Act, Chartist movement, Reform Acts, suffragettes and suffragists	As term 1 until half term The People's Health focusing on epidemics and responses, public health and living conditions (waste, water, food and housing) across the periods 1250-1500, 1500-1750, 1750-1900, and 1900-present day	Medieval Britain c.1250–c.1500 • The characteristic features of medieval Britain: an overview • Living conditions: housing, food, clean water and waste. • 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	Students will retain: i. Reasons for displeasure ahead of 1819 ii. The causes and consequences of the Peterloo massacre 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	Franchise Representation Parliament Rotten Borough Industrialisation Constituency Recession Massacre Authorities Cavalry Corn Laws Reform society Suffrage Chartists Suffragettes Suffragists Agriculture Manor Harvest Church Guilds Local government National government Astrology

			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 • Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles	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	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 Franchise Civic pride
Year 10	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	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	Dictatorship • Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 Control and Opposition, 1933–1939 • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda	See columns 1-3 for relevant portable content- specified portable content sits alongside broader topic content	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

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	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	• Opposition to Nazi rule including the Left, church leaders and youth groups Changing Lives, 1933–1939 • 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 • 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 • The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance		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 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	Dictatorship • Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 Control and Opposition, 1933–1939	America's expansion 1789–1838 • 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 The West		See columns 1 and 2 for relevant portable content- portable content sits alongside broader topics	1. Settlers 2. 13 colonies 3. Founding Fathers 4. States 5. Federal 6. Constitution 7. Congress 8. Supreme Court

	• 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 • 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 • 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 • The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance	1839–1860 • 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) Civil War and Reconstruction 1861–1877 • 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 Settlement and conflict on the Plains 1861–1877 • The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • 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) American cultures 1877–1900 • 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			9. Frontiersman 10. Territory 11. Plantation 12. Infrastructure 1. Nomad(ic) 2. Tribes 3. Bands 4. Warrior societies 5. Manifest destiny 6. Polygamy 7. Town boosters 1. Industrialised 2. Abolitionist 3. Republican Party 4. Secede 5. Reconstructio n 6. Contraband 1. Cattle drives 2. Permanent Indian Frontier 3. Reservations 4. Dry farming 1. Reservation agents 2. Redeemer governments 3. Corporations

GCSE External Assessment:

History 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 believes 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.