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- Develop and extend students' knowledge and understanding of specified key events, periods and societies in local, British, and wider world history and of the wide diversity of human experience.
- Encourage students to engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
- Foster a love and enjoyment of History in all students.

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Term	Topics	Knowledge Covered	Skills Developed	Assessment
Autumn 1	How did civilization grow in England before 1066? Rationale: This establishes the concept of diversity in Britain from an early period, and sets the scene for the key events of 1066. This topic starts with the Stone Age and works forward chronologically in order to give students a clear understanding of time. Students will focus on the immigration of different people to the British Isles and their contribution. They will develop an understanding of diversity. Students come to us in year 7 with a wide ranging experience of History. Often, all have covered a few different topics, but have possibly covered similar skills. This module gives us an opportunity to assess what they DO know and CAN do. Students need to develop a chronological understanding of civilizations in Britain, but this module also allows the department to embed some of the skills and terminology required for KS3.	• What is History? • What is Chronology? • Stone Age • Bronze Age • Iron Age • The Roman Invasion	• Chronology • Knowledge • Source handling • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks: Baseline assessment What happened to the Lindow man?
Autumn 2	How does England change in the period up to 1066? Rationale: Students will focus on the immigration of different people to the British Isles and their contribution. They will develop an understanding of diversity. Students should have by this point begun to pick up particular skills become more confident in embedding them into their work. Students will gain an understanding of the events of 1066, not just of the invasion, but of the preceding succession crisis, and how this led to the events later on in that same year.	• The Vikings • The Anglo Saxons • The succession crisis of 1066 • The claimants to the throne • The 3 battles of 1066 • The outcomes of the Battle of Hastings	• Knowledge • Source handling • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks: How useful is the Source, Anglo Saxons vs Vikings? “The main reason for William’s victory at the Battle of Hastings was the tactics used by the Normans.” How far do you agree?

Spring 1	How far did the Normans bring a ‘truckload of trouble’? Rationale: Working in chronological order, we will follow on by assessing the impact of the Normans and the changes which occurred after their invasion. Students will develop an understanding of the ‘Normanisation of Britain’- they will focus on the reaction of the Saxons to the Norman invasion, and William’s subsequent controlling of the country. This module will focus on cultural and religious changes, as well as the establishment of the Feudal System. Students should be ready at this point to study different political ideas and social structures. The idea also is that they can link the Normanisation of England with local history in County Durham, and consider some examples. Students will look at the methods of controlling Britain, and will assess the importance of the development of castles over time	- Williams problems and solutions - Castles - Controlling the population - Normanisation of England	- Chronology - Knowledge - Source handling - Understanding of different themes, eg. Political, economic, social 2nd order concepts– cause and consequence	Periodic Assessment Tasks Describe two features of an early motte and bailey castle. “The main reason for William being able to maintain control of England was the building of castles.” How far do you agree?
Spring 2	What was life like in Medieval Britain? Rationale: The focus here is on Medieval Britain and how important religion was in everyday life. This unit links religion and cultural diversity, as students will study the role of the Catholic Church, not just in England, but across Christendom. Students will focus on the development of the position of the Catholic Church in English society from 1066. This links in with British Values and SMSC, in that students will consider the power and influence of religion over time. They will not just focus on England, but through studying the Holy Crusades, they will evaluate the power and influence of Islam, and how the two religions came to conflict. This is an important aspect of taking the historical study outside of England and considering the roles of Europe and Asia.	- Medieval Medicine - Medieval church - Thomas Beckett - The Crusades - Towns and Trade - Black Death	- Knowledge - Source handling - Understanding of different themes, eg. Political, economic, social 2nd order concepts– cause and consequence - Citizenship– to increase awareness	Periodic Assessment Tasks How useful is the source, Thomas Beckett Explain why people were unable to stop the Black Death?
Summer 1	The reputation of Richard III and The establishment of the Tudor dynasty. Rationale: Students will independently investigate the ‘Black legend’ of Richard III and discuss how far it is accurate. This works well with source and investigative skills, and given the recent historical developments on the discovery of the body of Richard III, this is an ideal investigation for students to carry out. Whilst maintaining a clear chronological approach, students will consider the establishment of the Tudors and the challenges faced by Henry VII in maintaining political control.	- The Wars of the Roses - Richard III - Henry VII - The establishment of the Tudor dynasty	- Chronology - Knowledge - Source handling - Understanding of different themes, eg. Political, economic, social 2nd order concepts– cause and consequence	Periodic Assessment Tasks Richard III was responsible for the disappearance of the Princes in the Tower’. How far do you agree with this statement? Explain two ways in which Henry solved his problems He made deals with other countries He banned private armies He married a woman from the House of York
Summer 2	The Tudors– the reigns of Henry VIII, Edward VI, Mary I. Rationale: Students will assess how far England changed and developed as a country under Tudor rule. They will assess the impact of European wide changes such as the Reformation, and linking into political and religious issues, how far there was a Mid Tudor Crisis. Students will complete a study of Elizabeth I. They will focus on a variety of aspects including image and propaganda, marriage, foreign policy and the handling of the claim of Mary Queen of Scots. The idea is to maintain a chronological approach, but also challenge students to evaluate the reign of a long-standing monarch, to whom History has been positive.	- Henry VIII - Edward VI - Mary I - Elizabeth I	- Knowledge - Source handling - RE knowledge- understanding of Catholicism and Protestantism - Understanding of different themes, eg. Political, economic, social 2nd order concepts– cause and consequence	Periodic Assessment Tasks ‘Mary I should be known as Bloody Mary’. How far do you agree with the statement? Explain the reasons for the failure of the Spanish Armada

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Autumn 2	The Tudors– the reigns of Henry VIII, Edward VI, Mary I. Rationale: Students will assess how far England changed and developed as a country under Tudor rule. They will assess the impact of European wide changes such as the Reformation, and linking into political and religious issues, how far there was a Mid Tudor Crisis. Students will complete a study of Elizabeth I. They will focus on a variety of aspects including image and propaganda, marriage, foreign policy and the handling of the claim of Mary Queen of Scots. The idea is to maintain a chronological approach, but also challenge students to evaluate the reign of a long-standing monarch, to whom History has been positive.	• Henry VIII • Edward VI • Mary I • Elizabeth I	• Knowledge • Source handling • RE knowledge- understanding of Catholicism and Protestantism • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks 'Mary I should be known as Bloody Mary'. How far do you agree with the statement? Explain the reasons for the failure of the Spanish Armada
Spring 1	How did the Stuart's change England? Rationale: Students will complete a study on the Stuarts and the major events of their reign. They will look at evidence about the gunpowder plot to decide if Guy Fawkes was a terrorist and investigate the changes that The English Civil War had on the country.	• James I • The Gunpowder plot • The English Civil War • Restoration	• Chronology • Knowledge • Source handling • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks Which was the more important reason for Guy Fawkes Execution? • He was Guilty • He was innocent but framed. How useful is the source on the English Civil War?

Spring 2	How far was London affected by disaster? Rationale: Students will concentrate on the 2 key disasters of the 17th century– the great plague of 1665 and the Great Fire of London. Students will assess how far these disasters had an impact on the geography and population of London. They will also consider C17th attitudes towards death and disease, and compare and contrast with attitudes from the Middle Ages.	• The Great Plague • The Great Fire of London	• Knowledge • Source handling • RE knowledge- understanding of Catholicism and Protestantism • Geographical knowledge of Europe • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks Write a narrative account analysing the experiences of the people of London in the years 1665-1666. How useful is the source on the Great Plague?
Summer 1	Why was Britain involved in Slavery? Rationale: Students will focus on the origins of the slave trade, and the formation of the slave triangle. They will follow the journey of the slaves into North America, and they will link in to the development of the American Civil War. Ultimately, students will focus on the role that Britain played in the slave trade, and they will make links with the works of contemporary historians, who are currently studying the role of Britain in slavery. There are also clear links with British values and SMSC. We believe our students should understand the origins of slavery, as well as study the cultural diversity of Britain today.	• The origins of slavery • The slave triangle • Experiences and voices of slaves • The role of Britain in the slave trade • The abolition of slavery • The civil rights movement	• Knowledge • Source handling • Understanding of racial diversity • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks Describe two key features of a slave auction. How useful are the sources for an enquiry into the life of Rosa Parks?
Summer 2	To what extent was Britain the ‘workshop of the world’? Rationale: Students will investigate the idea of ‘revolution’ and will assess the impacts of both the Agricultural and Industrial revolutions. They will focus on social, economic and political changes, whilst maintaining a chronological approach. They will build on the idea of Britain changing from an agrarian to an industrial society, and the problems that came with this, as well as the triumphs, which led to Britain being known as the ‘Workshop of the World’.	• Agricultural Revolution • Domestic System • Industrial changes • Transport Developments • Living Conditions • King Cholera	• Chronology • Knowledge • Source handling • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks “Child factory workers were well taken care of.” How far do you agree? You may use the following in your answer: - Education - Scavengers “The Stockton to Darlington Railway was met with great support from the public.” How far do you agree?

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Autumn 1	To what extent was Britain the 'workshop of the world'? Rationale: Students will investigate the idea of 'revolution' and will assess the impacts of both the Agricultural and Industrial revolutions. They will focus on social, economic and political changes, whilst maintaining a chronological approach. They will build on the idea of Britain changing from an agrarian to an industrial society, and the problems that came with this, as well as the triumphs, which led to Britain being known as the 'Workshop of the World'.	• Agricultural Revolution • Domestic System • Industrial changes • Transport Developments • Living Conditions • King Cholera	• Chronology • Knowledge • Source handling • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks "Child factory workers were well taken care of." How far do you agree? You may use the following in your answer: - Education - Scavengers "The Stockton to Darlington Railway was met with great support from the public." How far do you agree?
Autumn 2	Why did Europe fall into war in 1914? Rationale: Whilst still maintaining a chronological approach, students will follow the end of the Victorian period and into the political complications of relations in Europe. It is essential that students have a multifaceted view of the causes of WW1, which will aid those who take History in year 10, as they will understand how the resentment on Germany's part led to WW2.	• Europe in 1900 • The Alliance System • The Arms Race • The Moroccan and Balkan Crises • The assassination of Franz Ferdinand • The steps into war. • Conditions in the trenches • Key battles- the Somme	• Chronology • Knowledge • Source handling • Understanding of the geography of Europe • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks Explain why war broke out in Europe in 1914. How useful is Source B to a student studying recruitment in WW1?
Spring 1	How did Adolf Hitler rise to power? Rationale: Students will begin by studying the end of WW1 and the consequences of the Treaty of Versailles. They will learn the chronological journey of Hitler's rise to power, and will assess the factors which allowed him to be President of Germany by 1934. There will be a focus on the ideology of Hitler, and the importance of Mein Kampf, and how Germany eventually instigated the Holocaust.	• The end of WW1 • The Treaty of Versailles • Hitler's early life • Hitler in WW1 • Hitler's ideology • The formation of the Nazi Party • Hitler's steps to power	• Chronology • Knowledge • Source handling • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks How useful is Source B for an enquiry into why the Treaty of Versailles was hated by the German people? Explain why Hitler was able to become Chancellor of Germany in Jan 1933.

Spring 2	The events of WW2 Rationale: Students will begin by studying the end of WW1 and the consequences of the Treaty of Versailles. They will learn the chronological journey of Hitler’s rise to power, and will assess the factors which allowed him to be President of Germany by 1934. There will be a focus on the ideology of Hitler, and the importance of Mein Kampf, and how Germany eventually instigated the Holocaust.	• build up to ww2 big picture • overview of events • Dunkirk • battle of Britain • blitz street-battle of Britain • D-day • VE day • Atomic bomb	• Chronology • Knowledge • Source handling • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks How useful is Source B for an enquiry into the events that took place at Dunkirk in June 1940? How far do you agree with Interpretation 1 about the most important event that led to Allied victory in WW2?
Summer 1	What caused the Holocaust? Rationale: Students will study this topic in detail, and will make links to the previous module and the ideas and teachings of Hitler. Students will discuss the reasons for prejudice against the Jews in the first place, and the reasons why Hitler was able to carry out such wide scale anti-Semitism. Students will study the conditions of the camps, and the reasoning behind the Final Solution. There are clear links with British Values, SMSC and also work done in Religious Education.	• Who were the Jews? • Treatment of Jews • Hitler’s ideology • Concentration camps • Liberation of the Jews	• Chronology • Knowledge • Source handling • Knowledge of the Jewish faith from RE lessons • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks How useful is Source B for an enquiry into the events that took place on Kristallnacht, 9th November? How far do you agree with Interpretation 2 about who should take responsibility for the Holocaust?
Summer 2	What does the Jack the Ripper case tell us about Victorian London? (Bridging unit for GCSE) Rationale: Students will carry out a case study of Whitechapel in London, with a direct focus on social history. The idea is not to simply study the gory details of the Ripper murders, but instead to challenge the historical narrative of this period, and question why women were so vulnerable in the East End, and what the murders can tell us about the social conditions in Whitechapel. This module is very source heavy, and students will develop and utilize valuable skills, which will support them in year 10. Students study this module in year 9, as some of the content is not deemed appropriate for younger students.	• Living conditions in Whitechapel • Crime in Whitechapel • Immigration • Policing in Whitechapel • The Ripper murders • The role of H Division	• Chronology • Knowledge • Source handling • Working with interpretations • Understanding of different themes, eg. Political, economic, social • 2nd order concepts– cause and consequence	Periodic Assessment Tasks Describe two features of the policing system in Whitechapel. How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?

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Autumn 1	Life in Saxon England- Society and Events of 1066 <u>Rationale</u> Students need to be able to demonstrate an in-depth knowledge of a shorter time period, whilst being able to demonstrate an explicit understanding of second order concepts.	• Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. • The economy and social system. Towns and villages. The influence of the Church. • The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins. • Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor. • The motives and claims of William of Normandy, Harald Hardrada and Edgar. • The Witan and the coronation and reign of Harold Godwinson. • Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge. • The Battle of Hastings. • Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics. • The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference). To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Periodic Assessment Tasks Describe two features of the Witan. Explain why Anglo-Saxon monarchs had so much power. 'The main reason for William's victory at the Battle of Hastings was the tactics used by the Normans.'

Autumn 2	How William established control in England and life In England Under the Normans <u>Rationale</u> Students need to be able to demonstrate an in-depth knowledge of a shorter time period, whilst being able to demonstrate an explicit understanding of second order concepts.	• The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance. • The revolt of Earls Edwin and Morcar in 1068. • Edgar the Aethling and the rebellions in the North, 1069. • Hereward the Wake and rebellion at Ely, 1070–71. • The reasons for and features of Harrying of the North, 1069–70. Its immediate and long-term impact, 1069–87. • Changes in landownership from Anglo-Saxon to Norman, 1066–87. • How William I maintained royal power. • Reasons for and features of the revolt. • The defeat of the revolt and its effects. • The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture. • The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I. • The extent of change to Anglo-Saxon society and economy. • Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents. • The office of sheriff and the demesne. Introduction and significance of the ‘forest’. • Domesday Book and its significance for Norman government and finance. • The culture and language of the Norman aristocracy. • The career and significance of Bishop Odo. • Character and personality of William I and his relations with Robert. Robert and revolt in Normandy, 1077–80. • William’s death and the disputed succession. William Rufus and the defeat of Robert and Odo.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference). To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Periodic Assessment Tasks Describe two features of the Revolt of the Earls. Explain why William I established the Marcher earldoms. ‘The destruction of lives and property was the main consequence of the Harrying of the North.’ How far do you agree? Describe two features of the Domesday Book. Explain why there was a disputed succession to the English throne when William I died. ‘The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in cathedral building’.
Spring 1	Crime in the Middle Ages <u>Rationale</u> This is the introduction and overview to Crime and punishment in Britain, c1000–present. Students focus on how and why have the nature and definitions of criminal activity and the nature of law enforcement and punishment changed over time. Students also need an overview of key features in the development of crime and punishment and how these were linked with the key features of society in Britain in the periods studied. We study paper 1 first, as it is the most content heavy of the 3 papers. Crime in England from 1500-1700 <u>Rationale</u> Students need to be able to answer the following key questions: • How much did attitudes to criminal activity change during this period? • How much did the nature of law enforcement and punishment change 1500–1700?	• Crimes against the person, property and authority, including poaching as an example of ‘social’ crime. • Changing definitions of crime as a result of the Norman Conquest, including William I’s Forest Laws. • The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. • The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. • The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending. • Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. • New definitions of crime in the sixteenth century: vagabondage and witchcraft. • The role of the authorities and local communities in law enforcement, including town watchmen. • The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. • The Gunpowder Plotters, 1605: their crimes and punishment. • Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference). To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Summative assessment May mock exam Periodic Assessment Tasks Describe two key features of policing methods in the Medieval Period Explain why there were changes in the way England was ruled from Anglo-Saxon to Norman times. ‘The Norman Conquest led to significant changes in Law enforcement in Medieval England.’ How far do you agree? Explain one way in which the nature of punishment during the years c.1000-c.1500 was different from the nature of punishment c.1500-c.1700. Explain why there were changes in the way that religion affected law enforcement in the years c.1000-c.1700. ‘The role of religion was the main reason why there were changes in the number of accusations of

	How much did attitudes to crime and punishment change 1000–1700? Summary of the influence of key factors on change and continuity in the years c1500–1700.			witchcraft between. C. 1500-c.1700.’
Spring 2	Crime in England from 1700-1900 <u>Rationale</u> Students need to be able to answer the following key questions: - How much did attitudes to criminal activity change during this period? - How much did the nature of law enforcement and punishment change 1700–1900? - How much did attitudes to crime and punishment change 1000–1900? - Summary of the influence of key factors on change and continuity in the years c1700–1900.	- Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. - Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. - The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. - Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry. - Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. - Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference). To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Periodic Assessment Tasks Explain one way in which the nature of law enforcement in the medieval period was different from law enforcement during the industrial period. Explain why there were changes in the prison system in the period c.1700-c.1900. ‘The main purpose of punishment during the period c.1000-c.1700 was to deter people from committing crimes.’ How far do you agree?
Summer 1	c1900–present: Crime and punishment in modern Britain <u>Rationale</u> Students need to be able to answer the following key questions: - How much did attitudes to criminal activity change during this period? - How much did the nature of law enforcement and punishment change 1900–present? - How much did attitudes to crime and punishment change 1000–present? Summary of the influence of key factors on change and continuity in the years c1900–present.	- Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. - Changing definitions of crime, including driving offences, race crimes and drug crimes. - The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention. - The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison. - The treatment of conscientious objectors in the First and Second World Wars. - The Derek Bentley case: its significance for the abolition of the death penalty.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference). To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Periodic Assessment Tasks Explain one way in which the use of prison as a punishment in the yearsc.1700-c.1900 was different from the use of prison as a punishment in the years c.1900-present day. Explain why there had been changes in the work of the police in the period from c.1900-present day. ‘The attitude of the authorities was the main reason for changes in the use of the death penalty in the period c.1700-present day.’ How far do you agree?
Summer 2	The Historic Environment study- Whitechapel, c1870–c1900: crime and policing <u>Rationale</u> This topic is a separate section of the examination paper, and is source based. Students are not only drawing on their knowledge, but they are also using sources and interpretations, which they are expected to analyse and discuss.	- Introduction to historic environment. - The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime. - The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel. - The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee. - Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference). To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To analyse, evaluate and make	Periodic Assessment Tasks Describe two features of the accommodation for the poor in Whitechapel. How useful are Sources A and B for an enquiry into the failure of the police to catch Jack the Ripper? How could you follow up Source B to find out more about the failure of the police to catch Jack the Ripper?

		Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the ‘Ripper’ murders. The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the ‘beat constable’. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.	substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	
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	History	Year 11
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The aims of this curriculum are

The intention of the KS4 History curriculum is for students to gain a broad understanding of the narrative of British and World History from 1000 to 2000. Our curriculum intends to provide our students with a sound knowledge and understanding not only of world and British history, but also of their own locality, and to foster an understanding of their own roots and origins whilst embracing diversity. We aim for all of our students to:

- Develop and extend students’ knowledge and understanding of specified key events, periods and societies in local, British, and wider world history and of the wide diversity of human experience.
- Encourage students to engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
- Foster a love and enjoyment of History in all students.

Below is the Intent of this curriculum.

Term	Topics	Knowledge Covered	Skills Developed	Assessment
Autumn 1	The Weimar Republic 1918–29 - The origins of the Republic, 1918–19 - The early challenges to the Weimar Republic, 1919–23 - The recovery of the Republic, 1924–29 - Changes in society, 1924–29 Hitler’s rise to power, 1919–33 - Early development of the Nazi Party, 1920–22 - The Munich Putsch and the lean years, 1923–29 - The growth in support for the Nazis, 1929–32 - How Hitler became Chancellor, 1932–33	- The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19 - The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. - Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. - Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch. - The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. - Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. - The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. - Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. - Cultural changes, including developments in architecture, art, literature and the cinema. - Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. - The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926. - Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926. - The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference). To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Periodic Assessment Tasks Give two things you can infer from source A about the effects of hyperinflation in 1923. Explain why there was opposition in Germany to the Treaty of Versailles (1919). How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919-23? Give two things you can infer from Source A about Hitler’s leadership of the Nazi Party in the 1920s. Explain why there was increased support for the Nazis in the years 1929-32. How useful are Sources B and C for an enquiry into the reasons for the growth in support for the Nazi Party in the years 1929–32?

	<u>Rationale</u> The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, cultural and military aspects. Students need to be able to handle a completely different type of question from what they are used to, with a direct focus on source and interpretation analysis.	- The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. - Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. - The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.		Study interpretations 1 and 2. They give different views on the reasons for the growth in support for the Nazi Party in the years 1929–32. What is the main difference between these views? Suggest one reason why Interpretations 1 and 2 give different views about reasons for the growth in support for the Nazi Party in the years 1929–32. How far do you agree with Interpretation 2 about reasons for the growth in support for the Nazi Party in the years 1929–32?
Autumn 2	Nazi control and dictatorship, 1933–39 - The creation of a dictatorship, 1933–34 - The police state - Controlling and influencing attitudes - Opposition, resistance and conformity Life in Nazi Germany, 1933–39 - Nazi policies towards women - Nazi policies towards the young - Employment and living standards - The persecution of minorities <u>Rationale</u> The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, cultural and military aspects. Students need to be able to handle a completely different type of question from what they are used to, with a direct focus on source and interpretation analysis.	- The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. - The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. - The role of the Gestapo, the SS, the SD and concentration camps. - Nazi control of the legal system, judges and law courts. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. - Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. Nazi control of culture and the arts, including art, architecture, literature and film. - Opposition from the Churches, including the role of Pastor Niemöller. - Opposition from the young, including the Swing Youth and the Edelweiss pirates. - Nazi views on women and the family. - Nazi policies towards women, including marriage and family, - employment and appearance. - Nazi aims and policies towards the young. The Hitler Youth and the League of Maidens. Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. - Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. - Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. - The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference). To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Summative assessment November mock exam Periodic Assessment Tasks Give two things you can infer from Source A about Nazi Propaganda. Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934. Study Sources B and C. How useful are Sources B and C for an enquiry into the methods used by the Nazis to control the German people? Study interpretations 1 and 2. They give different views about the methods used by the Nazis to control the German people?. Study interpretations 1 and 2. They give different views about the methods used by the Nazis to control the German people?. Suggest one reason why Interpretations 1 and 2 give different views about the methods used by the Nazis to control the German people. How far do you agree with Interpretation 2 about the methods used by the Nazis to control the German people? Give two things you can infer from Source A about the success of the Berlin Olympic Games in 1936 Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-39.

				How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement? Study interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement. Suggest one reason why Interpretations 1 and 2 give different views about the attitudes of young people towards the Hitler Youth movement. How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?
Spring 1	The origins of the Cold War, 1941–58 • Early tension between East and West • The development of the Cold War • The Cold War intensifies Cold War crises, 1958–70 • Increased tension between East and West • Cold War crises • Reaction to crisis	• The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. • The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. • The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. • The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). • Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. • The significance of the arms race. The formation of the Warsaw Pact. • Events in 1956 leading to the Hungarian Uprising, and Khrushchev’s response. • The international reaction to the Soviet invasion of Hungary • The refugee problem in Berlin, Khrushchev’s Berlin ultimatum (1958), and the summit meetings of 1959–61. • Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro’s government. The significance of the Bay of Pigs incident. • Opposition in Czechoslovakia to Soviet control: the Prague Spring. • The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. • Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy’s visit to West Berlin in 1963. • The consequences of the Cuban Missile Crisis, including the ‘hotline’. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). • International reaction to Soviet measures in Czechoslovakia.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference).	Summative assessment February mock exam Periodic Assessment Tasks Explain two consequences of the end of the Grand Alliance after WW2. Write a narrative account analysing the key events of the Berlin Crisis, 1948–49. Explain two of the following: (8 marks each) • The importance of the events in Hungary in 1956 for the development of the Cold War. • The importance of the Truman Doctrine (1947) for the development of the Cold War. • The importance of the USA’s development of the atomic bomb for relations between the superpowers in the years 1945-49. Explain two consequences of the Cuban Missile Crisis (1962) Write a narrative account analysing the key events of the Prague Spring (1968). • Explain two of the following: (8 marks each) The importance of the Soviet invasion of Czechoslovakia (1968) for

				relations between the US and the Soviet Union. • The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961–63. • The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union.
Spring 2	The end of the Cold War, 1970–91 • Attempts to reduce tension between East and West • Flashpoints • The collapse of Soviet control of Eastern Europe	• Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev’s changing attitudes. • Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty (1987). • The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • Reagan and the ‘Second Cold War’, the Strategic Defence Initiative. • The impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening Soviet grip on Eastern Europe. • The significance of the fall of the Berlin Wall. • The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.	To demonstrate knowledge and understanding of the key features and characteristics of the periods studied. To explain and analyse historical events and periods studied using second order historical concepts (change, continuity, causation, consequence, significance, similarity and difference).	Periodic Assessment Tasks Explain two consequences of the fall of the Berlin Wall. Write a narrative account analysing the key events of détente during the 1970s. Explain two of the following: (8 marks each) a) The importance of Gorbachev’s ‘new thinking’ for Soviet control of Eastern Europe. b) The importance of the Helsinki Agreements (1975) for superpower relations. c) The importance of the break up of the Eastern block (1989) for relations between the USA and the Soviet Union.

Summer 1	Revision	Revision of all examination content to be carried out during this term. This is in line with student and class needs.	Practice of skills to be carried out at teacher's discretion	
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