

History KS3 & KS4 Curriculum Overview

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year 7 Development of the Church, state & society 1066-1509 Students will investigate the above themes through each of the units. Each unit is broken down into enquiry questions which students will answer. Each lesson feeds into an enquiry question. | Worldviews c.1000 1. What does Medieval Baghdad reveal about the Muslim world? 2. What does the story of Foy reveal about the medieval Western Christian world? This unit allows students to explore how connected the world was in 1000. This is explored through the diversity and vastness of the Christian and Islamic worlds, and the spread of knowledge and ideas. This unit immediately challenges a Eurocentric view of the world by considering their achievements relative to the West. This unit introduces ideas of empire, religion, culture, and trade. | Norman Conquest & Control 1. Why did William win the Battle of Hastings? 2. How did William the Conqueror establish Norman control over England? Students will learn about conquest and methods of control that were used, looking at the strengths and weaknesses and creating the foundations of power which will be challenged over the course of KS3. | Religion in the Middle Ages: 1. How significant was the church in medieval England? 2. What was the greatest impact of the Crusades? This unit will introduce the role of Church and its hierarchy, concepts such as pilgrimage, persecution, and Holy war. It revisits the broad area of the Middle East in the crusade lessons. | The Mali Empire: 1. What does the life of Mansa Musa reveal about Medieval Mali? This unit provides an opportunity to understand the medieval period beyond the borders of England. The unit is important for students to identify that there were powerful empires and leaders beyond Europe and the Catholic Church and to give students a grounding in precolonial African history. Ideas such as trade, architecture, wealth, and religion are returned to in order to make sense of the place and period. | Challenge to Medieval Monarchs: 1. Who was responsible for the murder of Thomas Becket? 2. Who posed the greatest threat to medieval monarchs? This is an overview breadth unit covering the later medieval period and unpicking the key historical concept of monarchy and the major challenges to this institution in this period. Students will develop a more nuanced understanding of the power of the monarch, that he did not necessarily wield absolute power. Important ideas are introduced around separation of powers, role of a parliament. | Renaissance: 1. Was the Renaissance a Revolution in thinking? This topic expands students' contextual knowledge of Europe and provides a bridge from the medieval period to the early modern period of the Tudors and Reformation studied in year 8. The unit touches on the way Europe came through its dark ages to rediscover learning and science, looking past the controlling dogma of the Church. Conceptually, students will touch on ideas of medicine, empire, trade, and colonisation. |
| Year 8 Development of the Church, state & society 1509-1745 | Henry VIII and the Reformation 1. Why did the European Reformation occur? | The Elizabethans 1. To what extent did the Church change under the Tudors? | The English Civil War and the Restoration of the Monarchy | Transatlantic Slave Trade 1. Why was the slave trade abolished? | Industrial Revolution 1. How much progress was made during the Industrial Revolution? | British Empire 1. How did people experience the British Empire? |

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| <p>Students will investigate the above themes through each of the units.</p> <p>Each unit is broken down into enquiry questions which students will answer. Each lesson feeds into an enquiry question</p> | <p>2. Who were the Tudors and how should we interpret Henry VIII?</p> <p>3. Why did Henry break with Rome in 1534?</p> <p>This unit focuses on the challenges to the Catholic Church at the beginning of the Early Modern period, and how they ultimately came to effect English history.</p> | <p>2. How far did the challenge to Elizabeth's religious settlement result in change?</p> <p>3. What was it to 'be' Tudor?</p> <p>This unit focuses on the rapid changes introduced to the church under Henry's successors. The first enquiry focuses on change and continuity by considering the extent and pace of change.</p> <p>Social history is looked into as we investigate a range of diverse voices under the Tudors.</p> | <p>1. Why was Charles I executed by his own people in 1649?</p> <p>2. What can a historian learn about the responses to the Great Plague from John Dunstall's illustrations?</p> <p>This unit focuses on the succession to a new dynasty, and then the long and short term causes of the English Civil War.</p> <p>Conceptually, this unit considers the power of monarchy and a transition towards a constitutional monarch.</p> | <p>The concept of different groups in society are picked up with a focus on campaigns: from parliamentary speeches, to petitions, and boycotts. The role of the Black people fighting for their own freedom and equality.</p> | <p>This unit of work focuses on the Industrial Revolution as vehicle of progress. It caused enormous changes in society that affected people differently.</p> | <p>This unit will develop student understanding of the complexity of the British Empire, how it evolved over a long period of time and emerged in positions of power in different ways in different places at different times. There is focus on how people from across the empire and different experiences. The case studies used are Canada, India, Australia, and Africa.</p> |
| <p>Year 9</p> <p>Britain, Europe, Wider World 1901-present day</p> <p>Students will investigate the above themes through each of the units.</p> <p>Each unit is broken down into enquiry questions which students will answer. Each lesson feeds into an enquiry question</p> | <p>World War One:</p> <p>1. Was nationalism the main cause of World War One?</p> <p>2. What happened on the Western Front?</p> <p>3. What do the stories of the 'often forgotten armies' reveal about the Western Front?</p> <p>This unit focuses primarily on causation of the war, but also focuses on the lived experiences of those on the Western Front, and</p> | <p>Suffrage:</p> <p>1. How and why did women gain the vote in 1918?</p> <p>This unit focuses on how women strove towards equal voting rights and the impact this had on how women were perceived.</p> <p>This also focuses on why the electorate widened in general.</p> | <p>World Order: Extremism, WWII and the Cold War</p> <p>1. How did Europe fall under the control of dictators?</p> <p>2. Why was Nazism defeated?</p> <p>3. How did Berlin come to be divided?</p> <p>This unit focuses on the shift in world orders that led to a rise in autocracy and the outbreak of World War Two. We investigate the emergence of two new superpowers with conflicting world views.</p> | <p>Holocaust:</p> <p>1. How far was Hitler responsible for the Final Solution?</p> <p>The looks at the persecution of Jewish communities through time. It builds on the rise of the dictators, by looking at how groups are marginalised and scapegoated in other societies, e.g., Russia, through pogroms.</p> <p>Specific knowledge is built on when zooming in on Hitler's regime and the escalation of the 1930s</p> | <p>Civil Rights: USA & UK</p> <p>1. How did Black people campaign for equality in Britain and what changed?</p> <p>2. How successful were Black people's campaigns?</p> <p>This unit of emphasis the experiences of Black people living in Britain, the period covers post WWI, up to the 1970s. It explores the barriers faced in society, the systemic prejudice in key institutions such as education and the police and importantly</p> | <p>Post-war Britain</p> <p>1. How did immigration change Post-War Britain?</p> <p>2. How did women's lives change in Post-War Britain?</p> <p>This unit focuses on health, migration and women in post-war society (1945-1979). It looks at the extent of change that has occurred.</p> |

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| | the often forgotten soldiers. | | Students will develop a firm grasp of political ideologies and the differences between communism and capitalism; as well as a good understanding of Fascism. | through economic, social, and political persecution. The chaos of WWII and the role of different groups of perpetrators and individuals are the regime are explored. | focuses on the actions of Black people to campaign for local issues. | |
| Y10 – GCSE: Shaping a nation 1. Thematic study – Britain: Health and the People 2. British Depth study – Elizabethan England, c1568-1603 The thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, consequences of short and long term developments, and their impact on British society. The British depth study focuses on major events of Elizabeth I's reign considered from religious, political, social and cultural standpoints. | Britain: Health and the People: Medieval and Renaissance <u>Medieval medicine:</u> Why did medicine and public health change so little during the Middle Ages? <u>Renaissance medicine:</u> How far were the ideas of Hippocrates and Galen challenged during the Renaissance? | Britain: Health and the People: Industrial and modern <u>Industrial medicine:</u> How did the Germ Theory revolutionise medicine and public health? <u>Modern medicine:</u> Why has life expectancy increased so dramatically in the last 100 years? | Britain: Health and the People: Overview Elizabethan England: her court and parliament 1. How did Elizabeth rule the country? 2. What challenges did Elizabeth face? | Elizabethan England: Life in Elizabethan times 1. Why has Elizabeth's reign been seen as a Golden Age? 2. How did people respond to poverty? 3. Why were voyages of exploration so important? | Elizabethan England: troubles at home and abroad 1. Why did religious matters create trouble for Elizabeth? 2. What problem did the arrival of Mary, Queen of Scots create for Elizabeth? 3. Why was the Spanish Armada defeated? Germany 1890-1945: the growth of democracy 1. How did Kaiser Wilhelm II respond to the difficulties he faced? | Germany 1890-1945: the growth of democracy 2. What impact did the First World War and the Treaty of Versailles have on Germany? 3. How far did Stresemann solve the problems faced by the Weimar Republic? |
| Y11 – GCSE: Understanding the modern world: 1. Period study – Germany, 1890-1945: Democracy and dictatorship 2. Wider world depth study – Conflict and tension: the inter-war years, 1918-1939 The period study focuses on the development of Germany during turbulent | Germany 1890-1945: the Depression 1. How did the Nazis become the most popular party in Germany? 2. Why did Franz von Papen help Hitler become Chancellor? | Germany 1890-1945: The experiences of Germans under the Nazis 1. How far did Germany benefit from Nazi economic policies? 2. How did Nazi social policies affect the German people? | Conflict & Tension, 1918-1939: Peacemaking 1. To what extent did the peacemakers achieve their aims? 2. What were the key terms of the Treaty of Versailles? 3. Why did the Treaty of Versailles anger the German people? | Conflict & Tension, 1918-1939: League of Nations and international peace 1. How successful was the League during the 1920s? 2. How important was diplomacy outside the League in the 1920s? 3. Why did the League fail to stop the invasion of | Conflict & Tension, 1918-1939: the origins and outbreak of the Second World War 1. How did Hitler's aims cause a rise in international tension? 2. Why did Britain and France follow a policy of appeasement? | Exams |

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| <p>change. Students will study the political, economic, social and cultural aspects of the collapse of democracy, and the rise and fall of Nazism.</p> <p>The wider world depth study enables students to understand the complex and diverse political history in the interwar years. It focuses on causes of the Second World War and seeks to show how and why conflict occurred, and why it proved difficult to resolve.</p> | <p>3. How was Hitler able to establish his dictatorship so quickly?</p> | <p>3. Why was there so little opposition to Nazi rule?</p> | | <p>Manchuria and Abyssinia?</p> | <p>3. Why did Hitler and Stalin sign the Nazi-Soviet Pact?</p> | |
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