



INTEGRITY • COMMITMENT • RESPECT

**ST JOHN'S**  
SCHOOL

## (History)

### Year 7 – 11 Curriculum rationale

**Curriculum intent:** The St John's History curriculum aims to inspire a curiosity and fascination with Britain and the wider world's past. We aim to provide our students with the knowledge base and skills of analysis and evaluation needed to recognise the past as set of narratives always open to interpretation and for them to be confident in making judgements of the different interpretations of the past. As they progress through the Curriculum our students should become able to developing their own explanations of the causes, consequences and importance of historical events and their impact on the world today.

**Literacy/Reading/Oracy opportunities:** Varied see section 3 of 'Why' box.

**Substantive concepts flowing through KS3 to develop secondary concepts from:** Conflict, Power, Belief and Religion, Society, Women and Culture, International relations.

	Autumn	Spring	Summer
Year 7	<p><b><u>What is History?</u></b></p> <ul style="list-style-type: none"> <li>A chance to practise the skill required to be a good historian. Students will then demonstrate these with an assessment on the Ricall Skeletons</li> </ul> <p><b><i>Chronology, Anachronism, evidence, source, interpretation, timeline.</i></b></p> <p><b><u>What was life like in the Neolithic era?</u></b></p> <ul style="list-style-type: none"> <li>Investigate the life of a hunter gatherer, looking at how they adapted to their surroundings and comparing to life today. Assessment on the life of a Hunter Gatherer</li> <li>Investigate the move to farming and the impact it had on pre-historic life.</li> <li>Comparison of prehistoric sites, including Khirokitia in Cyprus to look at how different tribes developed in different ways. Assessment of the similarities and differences between sites</li> </ul> <p><b><i>Hunter Gatherers, Stone Age, Prehistoric, Neolithic, Farming, domesticated, Khirokitia, Stonehenge, Star Carr, Skara Brae, comparison, beliefs.</i></b></p>	<p><b><u>What Have the Romans ever done for Us?</u></b></p> <p>Investigate the growth and development of the Roman Empire, looking at the origins of Rome, how and why it developed an empire, the importance of Trade, Life in Rome, the role of the Roman Army. Assessments on Roman Life and the Army.</p> <p><b><i>Rome, Trade, Romulus, Remus, Empire, Slaves, Army, Villa, Circus Maximus, Gladiators, Coliseum, Emperor.</i></b></p>	<p><b><u>The Medieval World</u></b></p> <p><b><u>Why did William Win the Battle of Hastings?</u></b></p> <p>Investigate the claims to the throne in 1066, the 3 major battles and why William won the Battle of Hastings. Assessment on Why William won.</p> <p><b><i>Claimants, Edward the Confessor, Harald Hardrada, William Duke of Normandy, Edgar Atheling, Stamford Bridge, Fulford, Hastings, Senlac Hill, Tactics, Archers, Chance, Pope, Oath, Battle Axe, Feigned Retreat, knights</i></b></p>

**What have the Normans ever done for us?**

Investigate the changes that arose from the Norman Conquest, including a look at how they were controlled, changes to language, architecture and culture. Assessment on How far the Normans changed England.

*Domesday book, feudal system, castles, cathedrals, Harrying of the North, surnames, Motte and Bailey, religion, peasants, Barons, Earls, Knights, Loyalty, Harrying.*

**What was life like in Medieval England?**

Investigate life in a medieval town and village was like including looking at law and order.

*Village, town, mill, Lord of the Manor, tithing, hue and cry, watchmen, sheriff, common land, church,*

**What was the role of the Medieval King?**

Investigate the role of different Medieval kings, and changes that happened including Henry II and Thomas Becket, King John and the Magna Carta, Henry III and

			<p>Simon De Montfort and Peasants Revolt. Assessment on significance of Magna Carta</p> <p><b><i>Magna Carta, Church courts, Martyr, Parliament, Kingship, Revolt, Uprising, rebels, challenge, authority</i></b></p>
Why?	<p><b>Link to Part A of History intent, gathering historical knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of key period, events and people</li> <li>• Understanding of the way history is formed – it is not simply or even what happened.</li> <li>• Ability to see History as a questioning process.</li> <li>• Ability to organise and justify their own opinions of the past</li> </ul> <p><b>Links to Part b of History intent developing a variety of Historical skills</b></p> <ul style="list-style-type: none"> <li>• Terminology – key historical terms</li> <li>• Chronology – chronological structure at a simple level.</li> <li>• Enquiry – used of sources and evidence to form hypotheses/interpretations</li> <li>• Evidence -Source types and purpose</li> <li>• Evidence - Source analysis and evaluation - provenance, utility, making inferences, evaluating in historical context.</li> <li>• Change and continuity – similarity and difference between past and present and different period of the past.</li> <li>• Change and continuity – significance, extent nature and speed of change</li> <li>• Interpretations - understanding what they are, comparison, analysis and evaluation</li> </ul> <p><b>Link to Parts C of History intent, developing literacy</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Variety of extended writing</li> <li>• Literacy skills (paragraphing etc.)</li> </ul> <p><b>Links to Humanities intent with Investigating and forming judgements and Question and challenge statements</b></p>	<p><b>a) <u>Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge of key period, events and people</li> <li>• Ability to organise and justify their own opinions of the past</li> </ul> <p><b>b) <u>A variety of Historical Key Skills to be developed</u></b></p> <ul style="list-style-type: none"> <li>• Terminology – key historical terms</li> <li>• Chronology – chronological structure at a simple level.</li> <li>• Enquiry – used of sources and evidence to form hypotheses/interpretations</li> <li>• Cause and consequence – reasons for and process of change, impact, significance and importance of change</li> <li>• Change and continuity – similarity and difference between past and present and different period of the past.</li> <li>• Change and continuity – significance, extent nature and speed of change</li> <li>• Change and continuity – Patterns of change , turning points</li> </ul> <p><b>c) <u>Literacy Key skills to be developed</u></b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Variety of extended writing</li> <li>• Literacy skills (paragraphing etc.)</li> </ul> <p><b>Links to Humanities intent with Investigating and forming judgements and Question and challenge statements</b></p>	<p><b>a) <u>Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge of key period, events and people</li> <li>• Ability to see History as a questioning process.</li> <li>• Ability to organise and justify their own opinions of the past</li> </ul> <p><b>b) <u>A variety of Historical Key Skills to be developed</u></b></p> <ul style="list-style-type: none"> <li>• Terminology – key historical terms</li> <li>• Chronology – chronological structure at a simple level.</li> <li>• Themes of and factors causing historical development</li> <li>• Enquiry – used of sources and evidence to form hypotheses/interpretations</li> <li>• Evidence -Source types and purpose</li> <li>• Evidence - Source analysis and evaluation - provenance, utility, making inferences, evaluating in historical context.</li> <li>• Cause and consequence – reasons for and process of change, impact,</li> </ul>

			<p>significance and importance of change</p> <ul style="list-style-type: none"><li>• Change and continuity – similarity and difference between past and present and different period of the past.</li><li>• Change and continuity – significance, extent nature and speed of change</li><li>• Change and continuity – Patterns of change, turning points</li><li>• Interpretations - understanding what they are, comparison, analysis and evaluation</li></ul> <p>c) <b><u>Literacy Key skills to be developed</u></b></p> <ul style="list-style-type: none"><li>• Speaking</li><li>• Variety of extended writing</li><li>• Literacy skills (paragraphing etc.)</li></ul> <p><b><u>Humanities Intent Document</u></b></p> <p><b><u>To produce students who are able to independently:</u></b></p> <ul style="list-style-type: none"><li>• Question and challenge statements</li><li>• Investigate and form judgements</li><li>• Explain and justify conclusions</li></ul> <p><b><u>To achieve this through the acquisition of:</u></b></p> <ul style="list-style-type: none"><li>• A rounded knowledge of the past, beliefs and</li></ul>
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			<p>organisation of the world in which they live</p> <ul style="list-style-type: none"> <li>• The development of the skills of description, explanation, analysis, evaluation and synthesis</li> <li>• The development of the qualities of care, empathy and understanding</li> </ul>
<p>How parents / carers can support</p>	<p><b>Various Websites to extend Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Horrible Histories Savage Stone age</li> <li>• <a href="#">Hunter-Gatherer Culture   National Geographic Society</a></li> <li>• <a href="#">Hunter-Gatherers - HISTORY</a></li> </ul>	<p><b>Various Websites to extend Knowledge:</b></p> <p>Horrible Histories Rotten Romans</p> <p><a href="#">Romans - KS3 History - BBC Bitesize</a></p>	<p><b>Various Websites to extend Knowledge:</b></p> <p><a href="#">Normans - KS3 History - BBC Bitesize</a></p> <p>Horrible Histories Storming Normans</p> <p><a href="#">A summary of the feudal system and the Domesday Book - The feudal system and the Domesday Book - KS3 History Revision - BBC Bitesize</a></p> <p>Horrible Histories Storming Normans</p> <p><a href="#">Key Stage 3 at www.johndclare.net</a></p> <p><a href="#">Yalding Medieval Village Project KS3 (spartacus-educational.com)</a></p> <p><a href="#">A summary of everyday life in the Middle Ages - Everyday life in the Middle Ages - KS3 History Revision - BBC Bitesize</a></p> <p><a href="#">Why was Thomas Becket important to Henry II? - Thomas Becket and Henry II - KS3 History Revision - BBC Bitesize</a></p>

			<p><a href="#">A summary of King John and Magna Carta - King John and Magna Carta - KS3 History Revision - BBC Bitesize</a></p> <p><a href="#">A summary of the Peasants' Revolt - The Peasants' Revolt - KS3 History Revision - BBC Bitesize</a></p>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 8</b>	<p><u>Who was the most Significant Tudor Monarch?</u> Investigate the Tudor Monarchs Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth, look at the ways they treated the people of England, the challenges they faced and overcame. Assessments on How Great was Henry VIII?</p> <p><b>War of the Roses, Monarch, Tudor, Golden Age, government, Armada, reformation, taxes, execution, suitors, heretics, catholic, protestant</b></p> <p><u>What was life like for people in Tudor England?</u> Investigate life in Tudor England, looking at law and order, exploration, life of Rich and Poor, Theatre and schooling. Assessment on to what extent was the Elizabethan Era a Golden Age?</p> <p><b>Golden Age, fashion, exploration, new world, Francis Drake, Christopher Columbus, religion, hornbook, punishment, torture, poverty, poor law</b></p>	<p><u>Who was James I and why was he unpopular?</u> Investigate James I and his arrival in England, including people's perceptions of him as wisest fool in Christendom. In depth look at the Gunpowder plot and to what extent it was a Protestant conspiracy (assessment)</p> <p><b>Stuart, heir, Scotland, Wisest fool in Christendom, parliament, gunpowder, conspiracy, evidence, reliability, Protestant, catholic, Puritan</b></p> <p><u>Why did England execute their King?</u> Investigate the causes and events of the English Civil War. Looking at long term and short-term causes leading to an assessment on the most important cause. A look at the key battles and turning points and an assessment on Why Parliament win. Finally looking at the trial and execution of the King and the Role of Oliver Cromwell.</p> <p><b>Stuart, Charles, Protestant, Causation, Religious, economic, Parliament, Ship tax, New Model Army, Civil War, Royalist, Parliamentarian, trial, execution, republic,</b></p>	<p><u>To what extent did Britain Change because of the Industrial revolution?</u> Investigate the change and development of Britain between 1750 and 1900, including population growth, agricultural change, factory life, life in towns, health care, transport and political changes. Assessment using sources to explain how life changed.</p> <p><b>Industrial, Revolution, population, slums, factory, domestic system, agriculture, urban, rural, entrepreneurs, mechanisation, sewage, cholera, child labour, suffrage, mills, cotton,</b></p> <p><u>What was the Slave Trade and what is its Legacy to Modern Britain?</u> Investigation into the slave trade looking at how the trade triangle worked, life of the slaves, reasons for the abolition and the long-term legacy linking to Black Lives Matter and the Colston statue in Bristol Assessment on why the Slave trade was abolished.</p>

			<p><i>Slave, Trade triangle, plantations, empire, colonialism, Africa, manufactured goods, cotton, Colston, Bristol, Liverpool, Wedgewood, Wilberforce, abolition, economic, Haiti, Black Lives Matter, Transatlantic</i></p>
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		<a href="http://www.weebly.com">The English Civil War - KS3 History (weebly.com)</a>	<a href="http://spartacus-educational.com">Britain and Slavery (spartacus-educational.com)</a>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 9</b>	<p><b><u>World War One</u></b>  <u>What were the causes of the First World War?</u> Investigate the long and short term causes of WWI, looking at the arms race, scramble for Africa, alliances, assassination of Franz Ferdinand. Assessment on the Assassination of Franz Ferdinand.</p> <p><b><i>Causes, Long term, short term, Trigger, assassination, Arms race, Empire, imperialism, dreadnaught, foreign policy, Alliances, Triple Entente, Triple Alliance, Balkans, Sarajevo, Bosnia, Serbia</i></b></p> <p><u>What were the experiences of the Soldiers on the Western Front?</u>  Investigation in to the experiences of Soldiers in WWI looking at life in the trenches, recruitment, Key Battles such as the Somme. Assessment on Life in the Trenches using range of sources.</p> <p><b><i>Trench, front line, Pals Battalions, recruitment, propaganda, Machine guns, barbed wire, Trench foot, lice, cowardice, Somme, Ypres, Gas, Field Marshall Haig</i></b></p> <p><u>Why were dictators able to establish power in the Inter-War Period?</u>  Investigation into the concepts of democracy and dictatorship as they developed in the 20<sup>th</sup> century, the problems of the Inter-war period and how they led to political change, the actions of Communist and Fascist dictators in Russia and Germany. Assessment on Russia</p> <p><b><i>Democracy, dictatorship, Fascist, Communist, Political change, Wall Street Crash, Tsar, economy, depression, racism, oppression</i></b></p>	<p><b><u>The Inter war period and World war Two</u></b>  <u>Was the Treaty of Versailles to Blame for World War II?</u> Investigation in to the causes of World War II, looking at the Treaty of Versailles, Appeasement, Invasion of Poland, Anschluss, and assessment on which reason was the most significant</p> <p><b><i>Democracy, dictatorship, Fascist, Communist, Political change, Wall Street Crash, Tsar, economy, depression, racism, oppression</i></b></p> <p><u>Was the Treaty of Versailles to Blame for World War II?</u> Investigation in to the causes of World War II, looking at the Treaty of Versailles, Appeasement, Invasion of Poland, Anschluss, and assessment on which reason was the most significant</p> <p><b><i>Long term, Short term, Great Depression, Treaty of Versailles, Appeasement, Chamberlain, Sudetenland, Czechoslovakia, Munich Conference</i></b></p> <p><u>What were the key turning points in World War II?</u> Investigation into the key events in World War II and the impact they had on the direction of the war. This could include the evacuation of Dunkirk, Battle of Britain, Battle of Stalingrad, Pearl Harbour, D-Day landings, dropping of the Atomic bomb. Assessment summarising key events and which is most significant</p> <p><b><i>World War II, Battle of Britain, Blitzkrieg, D-Day, Atomic Bomb, Turning Point, Stalingrad, Dunkirk, evacuation, air-raid, Hiroshima, Nagasaki, Pearl Harbour, warfare, Offensive, Normandy, Operation Overlord, Operation Sealion, Churchill</i></b></p>	<p><b><u>The Holocaust and the Cold War</u></b>  <u>What was the Holocaust and What is its Legacy in the World today?</u> Investigation into the treatment of Jews by the Nazi Party, including Ghettos, limiting freedoms and move to concentration camps, Wannsee Conference and the Final solution, Liberation of the camps, before looking at the experience of survivors, the trials of those in charge and modern-day genocide.</p> <p><b><i>Genocide, Concentration Camps, anti-Semitism, Final solution, Wannsee Conference, Gas Chamber, Survivor, War Crimes, Auschwitz, Kristallnacht, resistance</i></b></p> <p><u>Why did the Cold War not become a 'Hot' war?</u>  Investigation in to the Origins and events of the Cold War, looking at the Post-War conferences, conflicts in Europe over Berlin, Events in Cuba and the impact of atomic weapons on the Cold War. Assessment on why conflict arose over Berlin and Cuba.</p>

			<p><i>Cold War, Communism, Capitalism, Ideologies, Cuban Missile Crisis, Stalin, Iron Curtain, Berlin Wall, Political, Conferences</i></p>
<p>Why?</p>	<p>a) <b><u>Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge of key period, events and people</li> <li>• Understanding of the way history is formed – it is not simply or even what happened.</li> <li>• Ability to see History as a questioning process.</li> <li>• Ability to organise and justify their own opinions of the past</li> </ul> <p>b) <b><u>A variety of Historical Key Skills to be developed</u></b> <b><u>(These skills have become more and more relevant</u></b></p> <ul style="list-style-type: none"> <li>• Terminology – key historical terms</li> <li>• Chronology – chronological structure at a simple level.</li> <li>• Enquiry – used of sources and evidence to form hypotheses/interpretations</li> <li>• Evidence -Source types and purpose</li> <li>• Evidence - Source analysis and evaluation - provenance, utility, making inferences, evaluating in historical context.</li> <li>• Cause and consequence – reasons for and process of change, impact, significance and importance of change</li> <li>• Change and continuity – similarity and difference between past and present and different period of the past.</li> </ul>	<p>a) <b><u>Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge of key period, events and people</li> <li>• Understanding of the way history is formed – it is not simply or even what happened.</li> <li>• Ability to organise and justify their own opinions of the past</li> </ul> <p>b) <b><u>A variety of Historical Key Skills to be developed</u></b> <b><u>(These skills have become more and more relevant</u></b></p> <ul style="list-style-type: none"> <li>• Terminology – key historical terms</li> <li>• Enquiry – used of sources and evidence to form hypotheses/interpretations</li> <li>• Evidence -Source types and purpose</li> <li>• Evidence - Source analysis and evaluation - provenance, utility, making inferences, evaluating in historical context.</li> <li>• Cause and consequence – reasons for and process of change, impact, significance and importance of change</li> <li>• Change and continuity – similarity and difference between past and present and different period of the past.</li> <li>• Change and continuity – significance, extent nature and speed of change</li> <li>• Change and continuity – Patterns of change , turning points</li> </ul>	<p>a) <b><u>Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge of key period, events and people</li> <li>• Understanding of the way history is formed – it is not simply or even what happened.</li> <li>• Ability to see History as a questioning process.</li> <li>• Ability to organise and justify their own opinions of the past</li> </ul> <p>b) <b><u>A variety of Historical Key Skills to be developed</u></b> <b><u>(These skills have become more and more relevant</u></b></p> <ul style="list-style-type: none"> <li>• Terminology – key historical terms</li> <li>• Chronology – chronological structure at a simple level.</li> </ul>

	<ul style="list-style-type: none"> <li>• Change and continuity – significance, extent nature and speed of change</li> <li>• Change and continuity – Patterns of change , turning points</li> <li>• Interpretations - understanding what they are, comparison, analysis and evaluation</li> </ul> <p>c) <b><u>Literacy Key skills to be developed</u></b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Speaking</li> <li>• Variety of extended writing</li> <li>• Literacy skills (paragraphing etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretations - understanding what they are, comparison, analysis and evaluation</li> </ul> <p>c) <b><u>Literacy Key skills to be developed</u></b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Variety of extended writing</li> <li>• Literacy skills (paragraphing etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Enquiry – used of sources and evidence to form hypotheses/interpretations</li> <li>• Evidence -Source types and purpose</li> <li>• Evidence - Source analysis and evaluation - provenance, utility, making inferences, evaluating in historical context.</li> <li>• Cause and consequence – reasons for and process of change, impact, significance and importance of change</li> <li>• Change and continuity – similarity and difference between past and present and different period of the past.</li> <li>• Change and continuity – significance, extent nature and speed of change</li> <li>• Change and continuity – Patterns of change , turning points</li> <li>• Interpretations - understanding what they are, comparison, analysis and evaluation</li> </ul> <p>c) <b><u>Literacy Key skills to be developed</u></b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Speaking</li> <li>• Variety of extended writing</li> <li>• Literacy skills (paragraphing etc.)</li> </ul>
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<p>How parents / carers can support</p>	<p><b>Various Websites to extend Knowledge:</b>  <a href="#">World War One - KS3 History - BBC Bitesize</a>  <a href="#">Causes of the Outbreak of First World War (spartacus-educational.com)</a>  Horrible Histories Frightful First World War</p> <p><a href="#">World War One - KS3 History - BBC Bitesize</a>  <a href="#">First World War History - Causes and events of WW1 (spartacus-educational.com)</a>  Horrible Histories Frightful First World War</p> <p><a href="#">German History - Democracy &amp; Dictatorship (spartacus-educational.com)</a>  <a href="#">Russian History (Revision) (spartacus-educational.com)</a></p>	<p><b>Various Websites to extend Knowledge:</b>  <a href="#">A summary of the Peace Settlement - The Peace Settlement - KS3 History Revision - BBC Bitesize</a>  <a href="#">World War II for Kids: Causes of WW2 (ducksters.com)</a>  <a href="#">A summary of World War Two - World War Two - KS3 History Revision - BBC Bitesize</a></p> <p><a href="#">World War II History: Battle of Britain for Kids (ducksters.com)</a>  <a href="#">World War II History: WW2 Pearl Harbor Attack for Kids (ducksters.com)</a>  <a href="#">World War II History: Battle of Stalingrad for Kids (ducksters.com)</a></p>	<p><b>Various Websites to extend Knowledge:</b>  <a href="#">Holocaust German History (spartacus-educational.com)</a>  <a href="#">World War II History: The Holocaust for Kids (ducksters.com)</a>  <a href="#">A summary of the Holocaust - The Holocaust - KS3 History Revision - BBC Bitesize</a></p> <p><a href="#">The Cold War - KS3 History - BBC Bitesize</a>  <a href="#">Cold War History (spartacus-educational.com)</a></p>	
<p><b>Autumn</b></p>		<p><b>Spring</b></p>		<p><b>Summer</b></p>
<p><b>Year 10</b></p>	<p><b>Paper 3: Option 31 Weimar and Nazi Germany (Mandatory Modern Depth Study) Length of Paper 1 hour and 20 minutes</b>  <b>Key Topic One: Weimar Germany 1918-1929</b>  <b>Key Topic Two: Hitler's Rise to power 1919-33</b></p> <p><b>The origins of the Republic, 1918–19.</b></p> <ul style="list-style-type: none"> <li>• The legacy of the First World War.</li> <li>• The abdication of the Kaiser, the armistice and revolution, 1918–19.</li> <li>• The setting up of the Weimar Republic.</li> <li>• The strengths and weaknesses of the new Constitution</li> </ul> <p><b>The early challenges to the Weimar Republic, 1919–23</b></p>	<p><b>Key Topic Three: Nazi control and dictatorship, 1933–39</b>  <b>Key topic 4: Life in Nazi Germany, 1933–39</b></p> <p><b>Early development of the Nazi Party, 1920–22</b></p> <ul style="list-style-type: none"> <li>• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li> <li>• The early growth and features of the Party.</li> </ul> <p>The Twenty-Five Point Programme. The role of the</p> <p><b>The Munich Putsch and the lean years, 1923–29</b></p> <ul style="list-style-type: none"> <li>• The reasons for, events and consequences of the Munich Putsch.</li> <li>• Reasons for limited support for the Nazi Party, 1924–28.</li> </ul>	<p><b>Paper 2: Option P4: Superpower relations and the Cold War, 1941–9</b></p> <p><b>Key Topic One: The Origins of the Cold War</b>  <b>Key topic 2: Cold War crises, 1958–70</b>  <b>Key topic 3: The end of the Cold War, 1970–91</b></p> <p><b>Early tension between East and West</b></p> <ul style="list-style-type: none"> <li>• The Grand Alliance. The outcomes of the Tehran,</li> </ul>	

<ul style="list-style-type: none"> <li>• Reasons for the early unpopularity of the Republic, including:</li> <li>• The 'stab in the back' theory and the key terms of the Treaty of Versailles.</li> <li>• Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>• The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> </ul> <p><b>The recovery of the Republic, 1924–29</b></p> <ul style="list-style-type: none"> <li>• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young</li> <li>• Plans and American loans and investment.</li> <li>• The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> </ul> <p><b>Changes in society, 1924–29</b></p> <ul style="list-style-type: none"> <li>• Changes in the standard of living, including wages, housing, unemployment insurance.</li> <li>• Changes in the position of women in work, politics and leisure.</li> </ul> <p>Cultural changes: developments in architecture, art and the cinema</p> <p><b>Early development of the Nazi Party, 1920–22</b></p> <ul style="list-style-type: none"> <li>• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li> <li>• The early growth and features of the Party.</li> <li>• The Twenty-Five Point Programme. The role of the SA.</li> </ul> <p><b>The Munich Putsch and the lean years, 1923–29</b></p>	<ul style="list-style-type: none"> <li>• Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.</li> </ul> <p><b>The growth in support for the Nazis, 1929–32</b></p> <ul style="list-style-type: none"> <li>• The growth of unemployment – its causes and impact.</li> <li>• The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li> <li>• Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> </ul> <p><b>How Hitler became Chancellor, 1932–33</b></p> <ul style="list-style-type: none"> <li>• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li> <li>• The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul> <p><b>Nazi policies towards women</b></p> <ul style="list-style-type: none"> <li>• Nazi views on women and the family.</li> <li>• Nazi policies towards women, including marriage and family, employment and appearance.</li> </ul> <p><b>Nazi policies towards the young</b></p>	<p>Yalta and Potsdam conferences.</p> <ul style="list-style-type: none"> <li>• The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.</li> <li>• 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.</li> </ul> <p><b>The development of the Cold War</b></p> <ul style="list-style-type: none"> <li>• The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.</li> <li>• The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).</li> <li>• 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.</li> </ul> <p><b>The Cold War intensifies</b></p> <ul style="list-style-type: none"> <li>• The significance of the arms race. The</li> </ul>
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<ul style="list-style-type: none"> <li>• The reasons for, events and consequences of the Munich Putsch.</li> <li>• Reasons for limited support for the Nazi Party, 1924–28.</li> <li>• Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.</li> </ul> <p><b>The growth in support for the Nazis, 1929–32</b></p> <ul style="list-style-type: none"> <li>• The growth of unemployment – its causes and impact.</li> <li>• The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li> </ul> <p>Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</p> <p><b>How Hitler became Chancellor, 1932–33</b></p> <ul style="list-style-type: none"> <li>• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li> <li>• The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul>	<ul style="list-style-type: none"> <li>• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li> <li>• Nazi control of the young through education, including the curriculum and teachers</li> </ul> <p><b>Employment and living standards</b></p> <ul style="list-style-type: none"> <li>• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li> <li>• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li> </ul> <p><b>The persecution of minorities</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities.</li> </ul> <p>The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</p>	<p>formation of the Warsaw Pact.</p> <ul style="list-style-type: none"> <li>• Events in 1956 leading to the Hungarian Uprising, and Khrushchev’s response. The international reaction to the Soviet invasion of Hungary.</li> </ul> <p><b>Increased tension between East and West</b></p> <ul style="list-style-type: none"> <li>• The refugee problem in Berlin, Khrushchev’s Berlin ultimatum (1958), and the summit meetings of 1959–61.</li> <li>• 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.</li> </ul> <p><b>Cold War crises</b></p> <ul style="list-style-type: none"> <li>• The construction of the Berlin Wall, 1961.</li> <li>• The events of the Cuban Missile Crisis.</li> <li>• The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.</li> </ul>
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			<p><b>Reaction to crisis</b></p> <ul style="list-style-type: none"><li>• Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.</li><li>• 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).</li><li>• International reaction to Soviet measures in Czechoslovakia.</li></ul> <p><b>Attempts to reduce tension between East and West</b></p> <ul style="list-style-type: none"><li>• Détente in the 1970s, SALT 1, Helsinki, and SALT 2.</li><li>• The significance of Reagan and Gorbachev's changing attitudes.</li><li>• Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).</li></ul> <p><b>Flashpoints</b></p> <ul style="list-style-type: none"><li>• The significance of the Soviet invasion of</li></ul>
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			<p>Afghanistan, the Carter Doctrine and the Olympic boycotts.</p> <ul style="list-style-type: none"> <li>• Reagan and the 'Second Cold War', the Strategic Defence Initiative.</li> </ul> <p><b>The collapse of Soviet control of Eastern Europe</b></p> <ul style="list-style-type: none"> <li>• The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.</li> <li>• 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</li> </ul>
Why?	<ul style="list-style-type: none"> <li>• Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy</li> </ul> <p>Links to Humanities intent with Investigating and forming judgements and Question and challenge statements</p>	<ul style="list-style-type: none"> <li>• Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy</li> </ul> <p>Links to Humanities intent with Investigating and forming judgements and Question and challenge statements</p>	<ul style="list-style-type: none"> <li>• Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy</li> </ul> <p>Links to Humanities intent with Investigating and forming judgements and Question and challenge statements</p>
How parents / carers can support	<ul style="list-style-type: none"> <li>• Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39 (Pearson, 2016)</li> <li>• Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook (Pearson, 2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39 (Pearson, 2016)</li> <li>• Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook (Pearson, 2017)</li> </ul>	



	<ul style="list-style-type: none"> <li>• <a href="http://alphahistory.com">The Weimar Republic: Germany 1918-1933 (alphahistory.com)</a></li> <li>• <a href="http://spartacus-educational.com/GERweimar.htm">http://spartacus-educational.com/GERweimar.htm</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://spartacus-educational.com/GERweimar.htm">http://spartacus-educational.com/GERweimar.htm</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/</a></li> <li>• <a href="http://alphahistory.com/nazigermany/">http://alphahistory.com/nazigermany/</a></li> </ul>	
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Edexcel GCSE History (9–1) Superpower relations and the Cold War, 1941–91 (Pearson, 2016)</li> <li>• Revise Edexcel GCSE (9–1) History: Superpower relations and the Cold War Revision Guide and Workbook (Pearson, 2017)</li> <li>• BBC Bitesize: The Cold War <a href="http://www.bbc.co.uk/education/topics/z6t6fg8/resources/1">www.bbc.co.uk/education/topics/z6t6fg8/resources/1</a></li> <li>• <a href="http://www.spartacus.schoolnet.co.uk/ColdWar.htm">www.spartacus.schoolnet.co.uk/ColdWar.htm</a></li> <li>• <a href="https://gcsehistory.wordpress.com/revision-notes/">https://gcsehistory.wordpress.com/revision-notes/</a></li> </ul>	
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 11</b>	<p><b>Paper 2: Option B1: Anglo-Saxon and Norman England, c1060–88</b></p> <p>Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66</p> <p>Key topic 2: William I in power: securing the kingdom, 1066–87</p> <p>Key topic 3: Norman England, 1066–88</p> <p><b>Anglo-Saxon society</b></p> <ul style="list-style-type: none"> <li>• Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system.</li> <li>• The economy and social system. Towns and villages. The influence of the Church.</li> </ul> <p><b>The last years of Edward the Confessor and</b></p> <ul style="list-style-type: none"> <li>• The house of Godwin. Harold Godwinson’s succession as Earl of Wessex. The power of the Godwins.</li> </ul>	<p><b>Paper 3: Option 31: Medicine 1250 to present and Medical development on the Western Front</b></p> <p><b>Medicine in the medieval period 1250 – 1500.</b></p> <ul style="list-style-type: none"> <li>• The role of Galen and Hippocrates in influencing medieval medicine</li> <li>• The role of the Church in medieval society and medicine</li> <li>• The cause and reactions to the Black death.</li> </ul> <p><b>Medicine in the Renaissance</b></p> <ul style="list-style-type: none"> <li>• Change and continuity from Medieval medical practice</li> <li>• The development of anatomical Knowledge</li> <li>• The role of Harvey and Sydenham in the development of medical understanding</li> <li>• Changing reactions to the plague between the renaissance and the medieval period.</li> </ul>	<p style="text-align: center;"><b>Revision Programme</b></p> <p><b>A wide ranging revision programme during the three to four weeks before the public examinations begin</b></p>

- Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor.

**The rival claimants for the throne**

- 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 Norman invasion**

- The Battle of Hastings.
- #Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.

**Establishing control**

- 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 causes and outcomes of Anglo-Saxon resistance, 1068–71**

- 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 legacy of resistance to 1087**

**The Industrial Revolution**

- The development of Germ Theory
- Antiseptic surgery
- Vaccinations
- Public Health in 19<sup>th</sup> Century Britain
- The role of Jenner in the development of Vaccinations
- The role of John Snow in combatting Cholera.

**The Modern World**

- The development of the NHS
- Alexander Fleming and the development of penicillin
- The discovery of DNA and the Human Genome Project
- Government impact on Health

**Factors that have impacted on the development of medicine War**

- Religion
- Government
- Chance
- Individuals
- Science and technology

**The Western Front and the development of Medicine**

- The chain of evacuation
- Treatment of wounds
- Treatment of illness
- Medical development driven by war

- 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.

**Revolt of the Earls, 1075**

- Reasons for and features of the revolt.
- The defeat of the revolt and its effects.

**The feudal system and the Church**

- 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.

**Norman government**

- 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 Norman aristocracy**

- The culture and language of the Norman aristocracy.
- The career and significance of Bishop Odo.

**The End of William's reign**

	<ul style="list-style-type: none"> <li>• Character and personality of William I and his relations with Robert. Robert and revolt in Normandy (1077–80).</li> <li>• William’s death and the disputed succession. William Rufus and the defeat of Robert and Odo.</li> </ul>		
Why?	<ul style="list-style-type: none"> <li>• Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy</li> <li>• Links to Humanities intent with Investigating and forming judgements and Question and challenge statements</li> </ul>	<ul style="list-style-type: none"> <li>• Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy</li> <li>• Links to Humanities intent with Investigating and forming judgements and Question and challenge statements</li> </ul>	
How parents / carers can support	<ul style="list-style-type: none"> <li>• Edexcel GCSE History (9–1) Anglo-Saxon and Norman England, c1060–88 (Pearson, 2016)</li> <li>• Revise Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England Revision Guide and Workbook (Pearson, 2017)</li> <li>• Steward Binns, Crusade (Penguin Books, 2012)</li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zgdk4j6">https://www.bbc.co.uk/bitesize/topics/zgdk4j6</a></li> <li>• <a href="https://www.nationalarchives.gov.uk/help-with-your-research/researchguides/domesday-book/">https://www.nationalarchives.gov.uk/help-with-your-research/researchguides/domesday-book/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Edexcel GCSE History (9–1) Medicine 1250 to today (Pearson, 2016)</li> <li>• Revise Edexcel GCSE (9–1) History: Medicine 1250 to today Revision Guide and Workbook (Pearson, 2017)</li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zgdk4j6">https://www.bbc.co.uk/bitesize/topics/zgdk4j6</a></li> </ul>	