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| Subject | History |
| | Head of Department: Rosie Masson |

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| <p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p> | <p style="text-align: center;"><u>Subject purpose</u></p> <p>The purpose of the history curriculum is to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Students should be provided with both breadth and depth of understanding which becomes truly powerful when used to engage with the complex and diverse narratives which underpin the discipline of history. We also want to inspire pupils’ curiosities to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement on the past. Studying history will help students to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and their place within the modern world. Through moving through the curriculum, students should get better at the discipline of History.</p> |
| <p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> • Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. • Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. • Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. • Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes. | <p style="text-align: center;"><u>Subject principles</u></p> <ul style="list-style-type: none"> • Entitlement: All pupils will study a broad range of content from the past 1000 years. They will interact with a range of historical evidence and think about the value of that evidence in illuminating the past. Each enquiry will be underpinned by robust historical scholarship which encourages students to understand how and why interpretations of the past change over time. • Coherence: Our curriculum is chronologically sequenced with a focus on period, place, and people. This develops a coherent framework around which students can build their historical knowledge. The sequence of the curriculum is carefully considered so that it deliberately builds on and develops conceptual and disciplinary knowledge across and within distinct units and years. • Mastery: We want our pupils to be able to link new knowledge to previously taught content and understand the different ways they connect. Students are therefore required to regularly retrieve knowledge and apply it within different contexts as they move through the curriculum. • Adaptability: Teachers work within their specialisms to create strong and centralised resources which are delivered by the department, providing a high |

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| <ul style="list-style-type: none"> • Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration. • Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart. | <p>level of stretch and support to all students. At the John Roan School, we also embed the local History of London and Greenwich throughout the curriculum so that students can situate their understanding in local, national and global contexts.</p> <ul style="list-style-type: none"> • Representation: All pupils will encounter a curriculum in which they can see themselves within. Each unit of work is embedded within wider national and global contexts. Through exposure to historical scholarship, students encounter diverse narratives of the past which offer a range of diverse experiences. • Education with character: Through the curriculum, pupils are given opportunities to discuss and reflect on a range of historic issues. Within the school community, students are also provided with the opportunity to extend their learning through the remembrance and commemoration of significant events and individuals. |
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Curriculum Overview

Term 1

| | Autumn 1 | Why this? Why now? | Autumn 2 | Why this? Why now? |
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| Year 7 | Worldviews in c.1000 Enquiry question: of ‘How connected was the world in 1000?’ | <ul style="list-style-type: none"> • Why this? This unit immediately challenges Eurocentric views of history as students learn the diversity and vastness of the Christian and Islamic worlds, their seats of power and how they were connected. • Why this? It shows students how advanced the Islamic world was compared to much of Western Europe and begins to explore how ideas, materials and knowledge spread throughout the medieval world. • Why this? The conceptual focus of each enquiry is historical significance, explored through the lens of ‘revealing’, which encourages students to consider | Norman Conquest and control / Norman change and continuity Enquiry questions: How did William secure his control over England? How far did the Normans change England? | <ul style="list-style-type: none"> • Why this? This unit provides students with a foundational knowledge of one of the most seminal events in British history – the last time that England was successfully invaded and which pervades many aspects of our language and culture today, whilst the big story of this unit introduces students to themes of invasion, methods of control and key changes. • Why now? This unit is chronologically sequenced and helps students gain a secure understanding of the medieval |

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| | | <p>what historians can learn about a ‘bigger idea’ or ‘bigger picture’ from the locations and stories explored.</p> <ul style="list-style-type: none"> • Why now? By examining the similarities and differences both within and between the empires, students are introduced to the complexity of the medieval world as well as key foundational knowledge which can be built upon throughout KS3 including the scope, practices and power of medieval Christendom and Islam, the extent and geography of global empires and trade and the origins and movement of knowledge and ideas. | | <p>period before moving to the European Renaissance later in Year 7.</p> <ul style="list-style-type: none"> • Why now? This unit examines ‘power’ as a vertical concept through an examination of medieval kingship and the Witan and the delicate power balance between them. This is explored further in the Medieval Kings unit though the story of King John and the Magna Carta, the English Civil War in Year 8 and the Suffrage unit in Year 9. |
| <p>Year 8</p> | <p>Henry VIII’s break from Rome and Religious changes under the Tudors</p> <p>Enquiry question: Why did Henry VIII break with Rome? How much religious change was there under the Tudors?</p> | <ul style="list-style-type: none"> • Why this? This unit focuses on the challenges to the Catholic Church at the beginning of the Early Modern period and where those challenges were coming from and how they ultimately came to effect English history. • Why now? The unit is focused on the vertical concept of ‘power’. The unit builds on students understanding from the Year 7 Medieval Kings unit of the precarious power balance that Kings had to maintain. This power struggle culminates in the English Reformation at the within Year 8 when huge religious upheaval led to long-lasting political changes in England and to the establishment of the Church of England. • Why now? This unit will allow students to examine the legacy of the reformation in the bitter religious divisions it created in England. This legacy is examined | <p>Elizabethan England</p> <p>How much religious change was there under the Tudors?</p> | <ul style="list-style-type: none"> • Why this? This content will allow students to engage with historical debate about whether the changes under Tudor monarchs constitute a ‘religious rollercoaster’; studying this through the lense of tudor monarchs will enable them to understand why the period was so divided religiously. • Why now? This unit will also build on students understanding of fundamental changes and continuities in religious policies of Tudor monarchs. The unit is sequenced in such a way which encourages students to think further about the ‘nature’ and ‘pace’ of change between different Tudor monarchs. • Why now? This unit encourages students to think about the nature, |

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| | | <p>further when students study the problems that Elizabeth I faced on her ascension to the throne and the consequent 'middle way' which she had to establish in religion.</p> | | <p>extent, pace of change; developing their understanding of change and continuity for further units throughout the years and year groups.</p> |
| Year 9 | <p>The Causes of the First World War</p> <p>Enquiry question: Why did WWI break out in 1914? What happened on the Western Front? What do the stories of the 'often forgotten armies' reveal about the Western Front?</p> | <ul style="list-style-type: none"> • Why this? This unit will allow students to identify what Europe was like politically, international relations, pre 1900. They will also know about the MAIN causes involved in the outbreak of WWI and form judgements on their interplay, gain an understanding of the nature of war on the Western Front and will know how the war ended, perceived and actual winners and losers, and the impact of the Treaty of Versailles. • Why this? A focus on the 'often forgotten armies', and what these reveals about the Western Front will allow students to gain an oversight of zones of conflict and where soldiers came from, which will link back to the year 8 unit on the British Empire. . • Why now? It will lay the groundwork for students to be able to consider how the legacy of the First World War lay the groundwork for the Second World War in their next unit which links to the GCSE course 'Conflict and Tension'. • Why now? This unit is sequenced around the vertical concepts of connectivity – encouraging students to see how the war became a 'global war and the interconnectedness of the Empire at this time; again, building on the work completed around Empire in | <p>The Suffrage Movement</p> <p>Enquiry question: How and why did women gain the right to vote in 1918?</p> | <ul style="list-style-type: none"> • Why this? In this unit students will study how women strove towards equal voting rights throughout the 19th century and the impact this had on how women were perceived. • Why this? This unit follows our commitment to bringing 'forgotten' voices to the forefront of the curriculum and included stories from a variety of middle, upper- and working-class women across space and time. • Why this? Why now? Students will also study how and why the electorate widened in general, including the place in society of working-class men. Links made to the voting system and protest movements at the time such as Chartism are explored further in Year 12 in the Industrialisation and the people unit. • Why now? This unit also links back to the World War One unit, as students will consider the impact of war on the role of women, and how that resulted in changed attitudes and power. • Why now? The fundamental principles of progress and protest |

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| | | <p>Year 8 and allowing students to progress to the unit on the Second World War.</p> | | <p>explored in this unit, lay the groundwork for students in Year 9 to later study the impact of Civil Rights Movement in the UK and the USA where students will study the challenges faced by Black Britons and African Americans in fighting for equality and civil rights.</p> |
| <p>Year 10</p> | <p>Conflict and Tension: The Inter-War Years 1920-1945</p> <p>Part 1: Peacemaking</p> <p>Part two: The League of Nations and international peace</p> | <ul style="list-style-type: none"> • Why this? This content requires students to think about the extent to which they achieved their aims allows students to see how the legacies of WW1 lead to differences of opinion between the Big Three about the TOV and consider how the TOV aimed to punish Germany after WW1. • Why this? Impact of the treaty and wider settlement allows students to understand the reactions of the Allies and German objections and ultimately why Germany viewed the Treaty as a Diktat. • Why this? The structure and function of the LON will allow students to understand and explain the contribution of the League to peace in the 1920s, including the successes and failures of the League. • Why now? The structure and organisation of the LON provides students with foundational knowledge to be able to explain its weaknesses and ultimate failure by the 1930s in the next half-term focus. | <p>Conflict and Tension: The Inter-War Years 1920-1945</p> <p>Part two: The League of Nations and international peace</p> <p>Part three: The origins and outbreak of the Second World War</p> | <ul style="list-style-type: none"> • Why this? This content encourages students to start to unpick the weaknesses of the League of Nations throughout the 1930s. • Why this? Students unpick the failures of the LON to stop aggression in the 1920s and 1930s and link back to how organisation/structure contributed to this, as well as the actions of its leading members such as Britain and France. • Why this? Why now? This content will require students to consider how the failure of the LON lead Hitler to break the terms of the Treaty of Versailles and the reasons why the LON and its members failed to act in the 1930s as well as a consideration of how each of these allowed Hitler to achieve his foreign policy aims. • Why now? Understanding the actions of Hitler in the 1920s and 1930s will allow students to see how tension began to escalate in Europe in the lead up to the |

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| | | | | Second World War and the failure of appeasement. |
| Year 11 | TBC – Historic Environment Sheffield Lodge Will confirm in summer II once curriculum plans firmed. | | TBC – Health and the people c.1000 to the present day Will confirm in summer II once curriculum plans firmed. | |
| Year 12 | Part 1: The Impact of Industrialisation: Britain, c. 1783-1832. Section 1: Pressure for Change, c.1783–1812 | <ul style="list-style-type: none"> • Why this? Why now? This provides students with a foundational understanding of the problems inherent in the political system and allow them to understand why pressures for parliamentary reform emerge throughout the period; starting with the period following the French Revolution. • Why this? Students will unpick the various features of the political system in 1783, including the difference between counties and boroughs and the limited nature of franchise, as well as the system of constitutional monarchy. • Why now? This will allow students to later consider how political changes, i.e. that of the Great Reform Act fundamentally altered the position of Monarch in Britain. • Why this? Students will consider the economic developments taking place in Britain from 1783; including developments in the cotton, iron and coal industries. Why now? This will allow students to consider why the period has | Part 1: The Impact of Industrialisation: Britain c. 1783-1832 Section 2: Government and a Changing Society, 1812–1832 | <ul style="list-style-type: none"> • Why this? Students will consider the political and social state of Britain upon Lord Liverpool becoming PM in 1804 – making links with Pitt’s problems in office. • Why this? Students will consider the nature of Liverpool’s government in his first administration and the second. They will also examine the radicalism in the 1820s, e.g. The Peterloo Massacre. Why now? This will allow students to unpick the historical debate around whether Lord Liverpool’s government can be considered ‘reactionary’ or ‘repressive’ and also draw comparisons between radicalism under Pitt and Liverpool and see trends in terms of government severity in response and economic conditions. • Why this? Students will consider the decision of Lord Liverpool to introduce the Corn Laws in 1815; |

been coined an 'industrial revolution' and to explain the unique economic advantages this gave Britain as one of the first industrialised nations.

- **Why this?** Students will consider state of Britain's class structure by 1783; i.e. the position of the upper and landed classes, the new 'emerging' middle classes and the labouring poor. **Why now?** By considering how industrial developments were fuelling changes to class structure from 1783; students will be able to see the increased importance of the middle classes and hence begin to see why the middle classes may have been pressures for reform.
- **Why this?** Students will consider the differences between the Whigs and Tories and also the reasons why William Pitt came to office in 1783 despite contemporary criticisms.
- **Why now?** This allows students to understand some of the problems that Pitt faced upon coming to office and Pitt's legacy as Britain's youngest Prime Minister.
- **Why this?** Students will consider the social and political impact of the French Wars on Britain; particularly Pitt's reign of Terror and the ensuing legislation that was introduced. Students will consider the economic impact that the wars had on Britain and evaluate the relative strengths and weaknesses of Pitt's wartime policy.
- **Why now?** The French Revolution provides one of the first examples of

reasons for its support and reasons for opposition.

- **Why now?** Students will revisit the Corn Laws when studying the impact of the Irish famine in the 1840s and the arguments over repeal in 1846. This links in to students considering again – the state of living standards between 1812 and 1832 and consider this debate further.
- **Why this?** Students will consider pressures for change between 1812-1832 such as methodism, early socialism, abolitionism, Luddism and pressures for parliamentary reform. **Why now?** Understanding pressures for reform between 1812 and 1832 allow students to understand why the country was considered to be on the 'brink of revolution' in 1832 and why the government finally relented with the passage of various reforms such as the Great Reform Act of 1832 and the abolition of slavery in 1833.
- **Why this?** Students will examine the events and key individuals and their role in the passage of the Great Reform Act in 1832. **Why now?** This will allow comparison with the key features of the political system in 1783 and allow students to make a judgement about how much progress had been made politically by 1832.

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| | | 'radicalism' in Britain and allows students to see how radicalism was perceived as a threat by governments in the 18 th centuries. | | Students will revisit this over debates in the Second Reform Act in 1867 and whether Britain could be considered a democracy by 1885. |
| Year 13 | TBC - The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000 Will confirm in summer II once curriculum plans firmed. | | TBC - The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000 Will confirm in summer II once curriculum plans firmed. | |

| | Spring 1 | Why this? Why now? | Spring 2 | Why this? Why now? |
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| Year 7 | <p>Religion in the Middle Ages</p> <p>Enquiry question: How significant was the Church in the Middle Ages?</p> | <ul style="list-style-type: none"> • Why this? This unit aims to give students an overview of the power and impact of religion in the medieval period, extending the study of the vertical concept of power. • Why this? This unit is important as it will allow students to identify the structure of the Catholic Church, the impact of the church on day-to-day life, the role of monasteries in society; the significance of the Crusades and the consequences. This will further develop their ability to identify social, religious and political categorisation. • Why now? Religion has already appeared in previous units, so this should entrench and extend previous learning and give students some idea as to the change from an Anglo-Saxon pagan island to an Anglo-Norman Christian state. • Why now? An understanding of the role of the church is required, not just to better understand the medieval period, but to be able to engage with early modern history in year 8 in the unit on the English Reformation and also religion under the Tudors. • Why now? Students will develop their conceptual understanding of 'significant' and be able to apply Counsell's criterion to assess the variety of reasons why the Church was significant, developing their | <p>Medieval Mali</p> <p>Enquiry question: What does the life of Mansa Musa reveal about Medieval Mali?</p> | <ul style="list-style-type: none"> • Why this? 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. • Why this? Ideas such as trade, religion, ambition, and wealth are important cornerstones which are returned to in each lesson. The vertical concept of connectivity and power are further explored from the worldviews c.1000 unit. • Why now? Conceptually, this is students first encounter with 'empire'. It is important for them to develop this conceptual understanding, which will be built upon in year through the British Empire unit in Year 8. • Why now? The Medieval Mali unit will further explore ideas of medieval kingship, and there are opportunities to draw parallels in terms of ideas of Kingship in the subsequent unit on Medieval Kings. • Why now? This unit will allow students to develop their confidence in the second-order concept of 'significance'. |

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| | | ability to apply the criteria from the Year 7 units on Medieval Mali and also Worldviews in c.1000. | | |
| Year 8 | <p>The English Civil War</p> <p>Enquiry question: Why did Civil War break out between Charles I and Parliament?</p> | <ul style="list-style-type: none"> • Why this? This unit is important in helping students to understand that it was the Civil War which ended the notion of the divine right of kings and laid the groundwork for the modern UK parliament and monarchy. • Why this? The English Civil War unit also explores the vertical concept of power. It explores changes in power and authority, such as the strengthening of parliament and how the commonwealth briefly interrupted the system of constitutional monarchy for the only time in our national history. • Why now? It is designed to give students an outline of the events of this momentous period, understanding key themes, such as the tensions that developed between monarch and parliament which they have been following since the Baron's Revolt and the Magna Carta. It also offers students insight into the long-term consequences of the reformation they studied in unit 1. | <p>The Transatlantic Slave Trade</p> <p>Enquiry question: How have Historians disagreed about the abolition of the TAST?</p> | <ul style="list-style-type: none"> • Why this? This unit is designed to develop student knowledge and understanding of the nature and features of the transatlantic slave trade (TST). • Why this? Through this unit, students will consider how the slave trade began; the role of the British Empire, the features of the Transatlantic Slave Trade, the reasons for its abolition in 1807 and 1833 • Why this? There is a main enquiry focus on looking at a range of historians' interpretation of why slave trade ended (was abolished). • Why this? Students will learn how historians use evidence from contemporary sources to construct their views. Students will be asked to consider what historians have chosen to include and what they haven't, to consider their validity and come to their own judgement. • Why this? The unit not only provides students with 'depth' of understanding in regard to abolition but also provides 'depth' e.g. through exposing students to the wider context of the American Civil War through the story on Harriet Tubman. • Why this? Students will study the role of a variety of black |

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| | | | | <p>campaigners in the abolition movement, e.g. Olaudah Equiano, Toussaint Louverture and Harriet Tubman. These often ‘forgotten’ voices are brought to the forefront of discussion and require students to consider why their work may have been overshadowed by other non-black campaigners.</p> <ul style="list-style-type: none"> • Why now? The previous unit focusing on the origins, scope, development and impact of the TAST lay the foundations for this unit. By focusing on enslaved people’s experiences e.g. Olaudah Equiano – students have already begun to consider why by the late 1700s, people were beginning to question the morality of the trade. This unit exposes students to the other factors why slavery was abolished; e.g. economic actions and the role of both white and black campaigners. • Why now? The legacies of slavery and abolition are explored further in the context of Civil Rights Movement in Year 9. |
| Year 9 | <p>Causes of WW2</p> <p>Awaiting resource update from United Learning.</p> | <p>Awaiting resource update from United Learning.</p> <p>Will confirm in summer II once curriculum plans firmed.</p> | <p>Holocaust</p> <p>Enquiry question: How and why did the Holocaust happen? How did the persecution of Jewish people escalate?</p> | <ul style="list-style-type: none"> • Why this? The Holocaust is statutory content. • Why this? This unit directly challenges misconceptions that Jewish people were a homogenous group Focusing on Jewish life pre-Holocaust will allow students to understand how Jewish people were assimilated into a vast number of |

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| | | | | <p>European countries, whilst questions about 'responsibility' are explored towards the end of the unit.</p> <ul style="list-style-type: none">• Why this? Holocaust Memorial Day is the annual commemoration of the Holocaust. This unit will provide students with the contextual knowledge needed to appreciate the importance of the day and engage in its commemoration.• Why this? Through a focus on escalation across time, students will build on their ability to examine and measure the pace, impact and extent of change across time – something which has been explored in the Year 8 Religious change under the Tudors unit. This will also build their ability to write 'account' questions at GCSE the following year.• Why now? Knowledge from the end of Y9 unit 1, WWI will have built students secure understanding of the humiliation suffered at Versailles then this will allow them to attach new knowledge about blame and the exploiting of Jewish conspiracies.• Why now? Links will also be made with the Y8 U4 slave trade lesson which highlighted the resistance of enslaved-Africans to maintain their culture and identities. In this unit, students will consider how Jewish people resisted their treatment and gain a more nuanced understanding of how oppressed groups have |
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| | | | | resisted their treatment across space and time. |
| Year 10 | <p>Conflict and Tension: The Inter-War Years 1920-1945</p> <p>Part two: The League of Nations and international peace</p> <p>Part three: The origins and outbreak of the Second World War</p> | <ul style="list-style-type: none"> • Why this? This content will allow students to trace the development of tension through a study of Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. The students will consider how at each stage, international tension was increased and the terms of the Treaty of Versailles were being overturned. • Why this? Students will study the escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement. This will allow students to consider how Hitler was able to consolidate his power and balance the arguments for and against appeasement at each stage. • Why this? Students will study the outbreak of war and how this was made a possibility through the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain. • Why now? This unit chronologically covers the end of the course and will enable content will enable students to weigh the short and long-term factors that | <p>AQA: America: Opportunity and Inequality 1920-1973</p> <p>Part one: American people and the 'Boom'</p> | <ul style="list-style-type: none"> • Why this? This content allows students to understand how America's unique economic position created social and cultural opportunities in the 1920s. • Why this? This content allows students to understand how the lives of Americans were changing as a result of the Boom, emphasising the concept of 'opportunity' which is threaded throughout the course. • Why this? This content enables students to think about 'opportunity' in a more complex way that for some the benefits of the economic boom were not felt as readily in all groups in American society. • Why now? This unit focus sets the scene for students to understand the social, cultural and economic position of America in the 1920s – which allows students to understand the stark changes brought about by the depression in the next decade. This first unit also introduces students to the concept of 'inequality' that is threaded throughout the course, so they appreciate that some factors e.g. – race and gender acted as a barrier to 'opportunity' in America. |

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| | | <p>contributed to the outbreak of WW2. They will consider the role of different individuals; which will require them to think about how different individuals were responsible for the outbreak of war.</p> | | |
| <p>Year 11</p> | <p>TBC – Health and the people c.1000 to the present day</p> <p>Will confirm in summer II once curriculum plans firmed.</p> | | <p>TBC – Health and the people c.1000 to the present day / revision</p> <p>Will confirm in summer II once curriculum plans firmed.</p> <p>Will confirm in summer II once curriculum plans firmed.</p> | |
| <p>Year 12</p> | <p>PART TWO: THE AGE OF REFORM: BRITAIN, 1832–1885;</p> <p>Section 1: Political Change and Social Reform, 1832–1846 (A-level only)</p> | <ul style="list-style-type: none"> • Why this? Why now? Students will consider the ideas and ideology of the Whig Party and Grey, Melbourne and who was the most effective leader, building on their work of previous PM’s. • Why this? Why now? Students will study the Tamworth Manifesto and Peel. This will enable them to understand ‘Enlightened Toryism’ and how this represented a break in Tory ideology that came before. • Why this? Why now? Students will study social reforms including; education; factory legislation; abolition of slavery and the poor law. Debating the effectiveness of the reforms and their impact on different sections of | <p>PART TWO: THE AGE OF REFORM: BRITAIN, 1832–1885;</p> <p>Section 1: Political Change and Social Reform, 1832–1846 (A-level only)</p> | <ul style="list-style-type: none"> • Why this? Why now? Students will consider the development of the political system and party realignment and use their prior knowledge to assess why political realignment was needed and the need for stronger party organisation. • Why this? Why now? Students consider the emergence of the Liberal Party and use prior knowledge to discuss common beliefs and points of difference. • Why this? Why now? Students will study Gladstone, his ministries and ideas and policies; Ireland, economy, social, political, and identify the aims and |

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| | | <p>society will enable them to consider extent of change and continuity across time.</p> <ul style="list-style-type: none"> • Why this? Why now? Students will study the causes and consequences of political reformers e.g. Chartism; Irish radicalism, the anti-poor and anti-corn Law League This will enable them to consider have the aims of the radicals changed since 1832 or 1783? • Why this? Students will consider social reform campaigners including Shaftesbury and Chadwick to establish their social background, their reasons for entering social reform, their ideas, their actions and consequent legislation. • Why this? Why now? Students will consider the Conservative response to change . Finance, administration and the economy and how the railway 'revolution' contribute to economic growth – making comparisons across time as to the factors that affected the economy. • Why this? Why now? Students will understand reasons for the repeal of the Corn Law, dealing with explanations which may include the logical extension of Peel’s free trading policies that they have a prior understanding of. • Why this? Why now? Students will consider conditions in urban Britain | | <p>successes/failures of each which will enable a comparison with the successes/ weaknesses of Disraeli.</p> <ul style="list-style-type: none"> • Why this? Why now? Students will study social campaigns; Public Health reform. Public Health topics looking at influence and significance and are given individual topics to research • Why this? Why now? Students study Chartism; pressure for parliamentary reform and consider which of the acts marked the most significant development in Britain’s political development? • Why this? Why now? Students consider the mid-Victorian boom; the ‘golden age’ of agriculture. This will enable them to make a judgement about whether the consequent period can be considered ‘Great Depression’. • Why this? Why now? Students consider industrial and transport developments and explain how each contributed to economic and social developments: railways, iron and steel, coal, construction, steamships, etc. this will enable them to compare with prior knowledge in terms of |
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| | | <p>and discuss the reasons for the lack of activity in remedying poor urban conditions thinking about the influence of Laissez faire and government policy in affecting living standards. This will enable a comparison of whether living standards worsened during the period or whether there were considerable fluctuations over time and place.</p> <ul style="list-style-type: none"> • Why this? Why now? Students will consider the reasons for the growth of Unions and other working-class movements which will enable a comparison as to the extent to which working class movements has changed in nature since the start of the period. | | <p>factors most affecting the economy.</p> <ul style="list-style-type: none"> • Why this? Why now? Students will consider prosperity and poverty in towns and countryside; regional divisions; allowing a judgement - were the variations of wealth between classes and regions over time more significant than the growing general prosperity of Britain 1846–1885? • Why this? Why now? Students will consider influences including Evangelicalism; ‘self-help’. how significant was evangelicalism and self-help in addressing social issues? To what extent was there true social mobility in this period? • Why this? Why now? Students will end the course by considering the political, economic and social condition of Britain by 1885; answering key questions such as - Why had the political system developed by evolution not revolution? Did Britain’s economic change determine political change? – allowing a comparison of themes across time. |
| Year 13 | TBC - The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000 | | TBC - The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000 | |

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| | Will confirm in summer II once curriculum plans firmed. | | Will confirm in summer II once curriculum plans firmed. | |
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Term 2

| | Summer I | Why this? Why now? | Summer II | Why this? Why now? |
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| Year 7 | <p>Challenges to Medieval Monarchs</p> <p>Enquiry question: What was the greatest threat to Medieval Monarchs?</p> | <ul style="list-style-type: none"> • Why this? 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. • Why this? This unit will allow students to confidently identify what makes a powerful monarch; the challenge to the monarchy from the church; the rich and the poor. • Why this? They should be able to confidently identify those challenges and specific examples and be able to analyse the consequences for the individual monarch and the monarchy as institution. • Why this? Students will start to take a more analytical approach to interpretations, looking at how and why interpretation of King John may have changed over time. • Why this? This unit considers the vertical concept of power and how power changed – through a study of Magna Carta and its implications for Kingship. • Why now? Students should develop a more nuanced understanding of the power of the monarch, building on the work that they began in the medieval monarch’s unit, that he did not necessarily wield absolute power and had to compete with a variety of influences. • Why now? In the religion in medieval England unit, students started to consider the precarious power balance between Monarch and Church and what specific prerogative’s and | <p>The Renaissance</p> <p>Enquiry question: Was the Renaissance a Revolution in thinking?</p> | <ul style="list-style-type: none"> • Why this? Why now? 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. • Why this? The unit touches on the way Europe came through its dark ages or rediscover learning and science, looking past the controlling dogma of the Church. • Why this? Why now? Conceptually, students will touch on ideas of medicine, empire, trade and colonisation – themes that are embedded within later units, e.g. British Empire within Year 8 and also the Year 11 Health and the people unit as well as the Elizabethan England unit where legacies of the renaissance are explored within more detail. |

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| | | <p>privileges both had. In this unit, they will be able to apply this to understanding how religion represented a threat to Kings at this period. This will be further explored in Year 8 through an examination of Henry VIII's religious reformation and relationship with the Catholic Church and Charles I in the Civil War Unit.</p> | | |
| <p>Year 8</p> | <p>The Industrial Revolution</p> <p>Awaiting resource update from United Learning</p> <p>Will confirm in summer II once curriculum plans firmed.</p> | | <p>The British Empire</p> <p>Enquiry question: How did different people experience the British Empire?</p> | <ul style="list-style-type: none"> • Why this? This unit is designed to develop students' knowledge and understanding of the British Empire, focusing on the experience of the indigenous populations who were colonised by the British. • Why this? The aim of this unit is to show how the British Empire meant different things in different places and these places were spread across the globe and were not homogenous in nature; focusing on the experienced of the indigenous people who lived in the countries that were colonised by the British. • Why now? This links to students studying the origins and the impact of the Transatlantic Slave Trade earlier in Year 8. This unit shows Britain was able to use its military and economic power to take over huge amounts of land. • Why now? This unit links to the Medieval Mali unit from Year 7 where students were first introduced to the terms 'empire and colonialisation' in this unit; students will consider what |

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| | | | | <p>‘empire’ meant to those who had been colonised.</p> <ul style="list-style-type: none"> • Why now? Link forwards to WW1 and imperialism as a cause of WW1 – the rivalry between Great Powers was played out in the scramble before rivalry came to a head in Europe in 1914. |
| <p>Year 9</p> | <p>The Civil Rights Movement / Revision</p> <p>How did Black people campaign for equality in Britain and what changed?</p> <p>How successful were Black people’s campaigns?</p> | <ul style="list-style-type: none"> • Why this? This unit of work emphasis the experiences of Black people living in Britain, the period focus is post-war up to the 1970s. • Why this? It explores the barriers faced in society, the systemic prejudice in key institutions such as education and the police and importantly focuses on the actions of Black people to campaign for local issues; bringing marginalised voices and often forefront of the curriculum. • Why this? We explore different methods of grassroots activism and women’s voices from the book ‘Heart of the Race’. Connections and contrasts can also be made with current protest movements such as the Black Lives Matters Movement. • Why now? The content of this unit focuses mainly on the controllable for Black people and doesn’t focus on Powell and the riots, this content is picked up in more detail in the Post-War British unit. • Why now? This unit explores the vertical concepts of power and identity in more detail which have previously been explored in units such as the Abolition Movement and the Suffrage Movement in Year 9. • Why now? This unit will provide some contextual knowledge for the GCSE unit | <p>Post-War Britain</p> <p>Enquiry question: To what extent did British society change across this time period?</p> | <ul style="list-style-type: none"> • Why this? Why now? This unit is designed to develop students’ knowledge and understanding about the key features of Post-War Britain. In unit 6 we examine the consequences of Windrush and mass migration both at the time and retrospectively, this unit builds on this. • Why this? By the end of this unit, students will understand how the Second World War impacted British people’s lives, the significance of the NHS in improving healthcare, why immigrants moved to Britain after 1945, their experiences and contributions in Britain and how women’s lives changed in post-war Britain. • Why this? Some historians have called this time period the ‘Age of Consensus’, because of the policy agreements between the Labour and Conservative parties during this time before its dismantlement under Thatcherism. Many of the acts of the Labour government elected in 1945, for example the creation of the NHS, |

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| | | <p>‘America: Opportunity and Inequality’ which focuses heavily on the US Civil Rights Movement. This unit will allow students to understand what is meant by the term ‘civil rights’.</p> <ul style="list-style-type: none"> • Why now? In unit 6, Post-war Britain, we explore significant moments of social protest for different groups, and we consider how far progress was made. | | <p>nationalisation and the creation of the Welfare State, were kept by the Conservative governments of the 1950’s and 1960’s. Nonetheless, this era of consensus in politics was not uniform, and there were a stark number of social and cultural changes during this time which this unit aims to explore.</p> <ul style="list-style-type: none"> • Why now? In the WW1 unit, students studied how the lives of women were impacted by the outbreak of the First World War. Through this unit, students will consider to what extent the Second World War lead to more changes for women. • Why now? In the Civil Rights Unit, students considered the place of Black people in Britain and this unit provides further contextual grounding on the difficulties faced by non-white people in Britain. experience and Britain across time |
| Year 10 | <p>AQA: America: Opportunity and Inequality 1920-1973</p> <p>Part two: Bust – Americans' experiences of the Depression and New Deal</p> | <ul style="list-style-type: none"> • Why this? This content allows students to understand the stark contrast as a decade that the 1930s was compared to the 1920s and how the Great Depression created political demands for change and ultimately lead to the failure of Hoover in the 1932 election as well as an emphasis on ‘rugged individualism’ which helps students understand the fundamental differences between Republicans and Democrats. | <p>AQA: America: Opportunity and Inequality 1920-1973</p> <p>Part three: Post-war America</p> | <ul style="list-style-type: none"> • Why this? This content allows students to study post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television. They will consider to what extent social/ cultural developments contributed to the idea of the ‘American dream’ and how achievable this was. |

- **Why this?** This content allows students to assess the relative successes of the New Deal in dealing with the Great Depression and how the Great Depression lead to developments in popular culture through an emphasis on ‘escapism’. A focus on the New Deal also allows students to further understand the place of women and African Americans in society by the 1930s. Links are made between the economic impact of WW2 and the New Deal; again, allowing students to consider its successes in addressing the Great Depression
- **Why now?** This unit follows chronologically from the onset of the Great Depression to the post-war period. Links are made between the New Deal v. WW2 in solving the Great Depression whilst students are also required to think about the impact of WW2 not just economically but socially; setting the scene for the next unit which begins with a focus on the extent to which the ‘American Dream’ was achievable in Post-War America.

- **Why now?** This content will allow students to draw links between popular culture and to what extent this had developed since the 1920s.
- **Why this?** This content will allow students to study racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968. This will encourage them to consider how much progress was made, the role of key individuals and make a judgement on what were the most significant developments and who was most responsible for them.
- **Why this?** This content will allow students to consider America and the ‘Great Society’: the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment. Throughout they will consider how presidents/ popular movements contributed to social change.
- **Why now?** This content chronologically covers the end of the course and will allow students to make a final

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| | | | | judgement on to what extent America was a land of opportunity and inequality by 1973. |
| Year 11 | Revision Will confirm later in 2022 – when curriculum plans firmed. | | Revision Will confirm later in 2022 – when curriculum plans firmed. | |
| Year 12 | TBC - The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000 Will confirm later in 2022 – when curriculum plans firmed. | | TBC - The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000 Will confirm later in 2022 – when curriculum plans firmed. | |
| Year 13 | Revision Will confirm later in 2022 – when curriculum plans firmed. | | Revision Will confirm later in 2022 – when curriculum plans firmed. | |