



History Curriculum Overview Plan



Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 3/4 subject curriculum intent

Students study British and international history to help them **understand why the world and our society is the way it is today**. We explore British values such as democracy, law and liberty, encouraging students to take a **broad and balanced view** of historical people and events. We encourage **analysis and evaluation** through second order concepts such as change and continuity, similarity and difference, cause and consequence and significance. A variety of primary and secondary sources are used and students are enabled to challenge and consider provenance of sources, making them more **critical of information they read and hear** in our multimedia modern world. Exam skills are embedded and developed from the start of KS3, with the development of detailed extended writing a particular focus. Through study of History, students consider **British values of democracy, the rule of law, liberty, respect and tolerance**, understanding their development and what happens when they are not embraced.

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Who were the English?	How did William establish control of England?	What was life like in Medieval England?	Who held the power in Medieval England?	What was life like in Imperial China?	How was society affected by the Tudors?
	Core knowledge from this topic	<p>Students will know:</p> <ul style="list-style-type: none"> Why was there a Roman settlement near Atherstone. How hat making led to the development of Atherstone in the 19th century. The ball game has medieval origins Architecture, street names and maps can show the history of a place Understanding key themes, vocabulary, and the significance of historical events before 1066, including migration and societal change. Cheddar man was a hunter-gatherer, who would have had features like those of sub-Saharan African descent. Definitions of AD and BC and ability to plot different time periods in chronological order, mapping the chronology of Cheddar man. Roman Empire was very diverse. Territorial expansion of Romans was vast (spread across Europe). 	<p>Students will know:</p> <ul style="list-style-type: none"> Edward the Confessor died in January 1066 There were 3 main claimants for the throne: Harold Godwinson, William of Normandy and Harald Hardrada Harold Godwinson defeated Hardrada at the Battle of Stamford Bridge William won at the Battle of Hastings in October 1066 William won due to a combination of better army, better tactics, Harold's mistakes and luck. The Bayeux Tapestry is a useful source, showing William's side of the story and information about weapons, tactics and techniques of the time. After the Battle of Hastings William had to consolidate his power to control England. The Feudal system organised society and enabled William to control all of England by giving out land and power to his followers. Castles developed from a motte and bailey style to the 	<p>Students will know:</p> <ul style="list-style-type: none"> The Domesday book is a giant survey of England which allowed William to assess the wealth of the country for tax purposes. Medieval life was dominated by farming The church was the focal point of village life and doom paintings show medieval beliefs about heaven, hell and purgatory. The development of towns and villages, including Feudal system/castles (<i>if chosen in Cycle 2</i>) An understanding of the Medieval Legal System/punishments (William-John) Power of the Medieval Church Doom Paintings/monasteries/local study if applicable e.g. MCA St. Edmund Lives of ordinary peasants The Black Death and its impact on England, e.g. social, economic and political Impact of the Feudal System 	<p>Students will know:</p> <ul style="list-style-type: none"> The role of medieval monarchs Stephen and Matilda – who had the right to the throne? Link to female rights Henry II – church reforms, murder of Thomas Becket, the role of Eleanor of Aquitaine King John – the causes and contents of the Magna Carta Simon de Montfort and the First Parliament The causes, events and consequences of the Peasants' Revolt 	<p>Students will know:</p> <ul style="list-style-type: none"> Emperor Qin united the warring states to form China. He used a mixture of violent suppression and legislation to unify China The Great Wall was built over centuries. Emperor Qin connected older parts of the wall. The Ming Dynasty expanded and fortified it in the 16th century. Emperor Qin's power and beliefs are shown by the Terracotta Army, discovered in his tomb There were 2000 characters in the Chinese alphabet and calligraphy is the method of writing Different religious beliefs flourished in China, including Buddhism, Daoism and ancestor worship. Islam and Christianity arrived with travelers and traders. Women were not treated as equals. Female babies could be rejected and their feet were bound to keep them small and attractive. Chinese medicine was advanced compared to European. They discovered 	<p>Students will know:</p> <ul style="list-style-type: none"> The Wars of the Roses were a struggle for power between the families of York and Lancaster. The Wars of the Roses ended with the Battle of Bosworth in 1485, when Henry Tudor defeated Richard III. Henry VIII created the Church of England in 1533-4, because of political, economic and religious reasons. The dissolution of the monasteries had major financial benefits for Henry VIII. Reports of misbehaviour in the monasteries were used as an excuse to close them down. Catholics and Protestants are both Christians but there are differences in beliefs, such as the role of the priest, the language of worship and the decoration of churches. Edward VI and his advisers were Protestant and made further changes. He tried to pass the throne to his cousin Lady Jane Grey, who was queen for nine days. Mary I is known as 'Bloody Mary'. Although she is famous for burning almost 300 Protestants, this may not



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		<ul style="list-style-type: none"> ● Enslaved population of Empire/ economic migration. ● Spreading religion. ● The role of the historian in piecing together information about the past. ● An artefact is an object made or modified by a person. ● When the Romans left Britain, Angles, Saxons and Jutes arrive as raiders and settlers. ● Tribal warrior elites established the 'Heptarchy' - seven kingdoms of Anglo-Saxon Britain- change from Roman leadership. ● Geographical origins – there was less land in Norway and Denmark, leading to Vikings to look elsewhere. ● English appeal – England had a lot of resources such as salt, silver, iron and lead ● Vikings as raiders / invaders (including conflict with Anglo-Saxons) – Lindisfarne ● Methods of raiding/military prowess ● Transition towards settlement ● Viking culture (Jorvik) - Daneland ● Impact on England – Danelaw, blending of Anglo-Saxons and Vikings culture by 11th Century ● Geographical origins – there was less and less land in Norway and Denmark, leading to Vikings to look elsewhere. ● English appeal – England had a lot of resources such as salt, silver, iron and lead ● Vikings as raiders / invaders (including conflict with Anglo-Saxons) – Lindisfarne 	<p>concentric castles of the later medieval period.</p> <ul style="list-style-type: none"> ● 			<p>the circulation of the blood and a way to prevent smallpox.</p> <ul style="list-style-type: none"> ● Zheng He's voyages showed China's power and dominance but China became isolationist in the 16th century and stopped its overseas voyages. ● The Silk Road linked the East with Europe, allowing goods, people and ideas to travel. ● The painting, 'Along the River during the Qingming festival' by Zhang Zeduan shows life in China in the 11th Century 	<p>be entirely accurate and doesn't give us the full picture of her as queen.</p> <ul style="list-style-type: none"> ● Elizabeth I created the 'Religious Settlement' in 1559, making a Protestant Church of England with some compromises to allow moderate Catholics to worship in the church too. ● Elizabeth's Catholic cousin, Mary Queen of Scots, was a threat to her rule and the focal point for Catholic plots against Elizabeth. ● The Spanish Armada was sent against England in 1588. It was caused by a combination of religious, economic and political reasons. ● A combination of leadership, better technology, the weather and tactics led to the defeat of the Spanish Armada. ● The English victory was an opportunity for English Protestant propaganda and can be seen as the start of English naval supremacy. ● Religious problems continued into the Stuart era with the Gunpowder plot of 1605. ● Tudor society and lifestyles were very different to medieval, with developments in literacy, culture, food, travel, architecture, technology and fashion. (Opportunity for independent research project)
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Links to the national curriculum	The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 – the impact of migration, conquerors, raiders and settlers on Britain.	The development of Church, state and society in Medieval Britain 1066-1509	The development of Church, state and society in Medieval Britain 1066-1509 – society, economy and culture, feudalism, religion in daily life, farming, trade and towns, art, architecture and literature, Christendom, the importance of religion and the Crusades. At least one study of a significant society or issue in world history and its interconnections with other world developments.	The development of Church, state and society in Medieval Britain 1066-1509 – the struggle between Church and crown, Magna Carta and the emergence of Parliament, the Black Death and its social and economic impact, the Peasants' Revolt.	A study of a significant society or issue in world history and its interconnections with other world developments	The development of Church, state and society in Britain 1509-1745 – Wars of the Roses, Henry VII, English Reformation and Counter Reformation (Henry VIII – Mary I), Elizabethan religious settlement and conflict with Catholics (home and abroad), the first colony in America.
Previous content that this topic builds upon	New topic, may build on prior knowledge from KS2	Builds on 1066 from previous half term.	Importance of religion (Aut 2), comparisons with medieval life (Aut 2)	Importance of religion (Aut 2), comparisons with medieval life (Aut 2)	Key concepts of power, kingship and religion from Autumn term. Opportunities exist to compare and contrast developments in China with developments in England during the Middle Ages drawing on prior learning from Term 1.	Norman Conquest (Aut 1); study of Romans from KS2; links to Tudors (Spr2). Highlight issues of power and religion.
Key vocabulary	<ul style="list-style-type: none"> • Hunter gatherer • Agriculture • Migration • Conquest • Settlement • Empire • Diversity • Kingdom • Dark Ages • Barbarian • Civilised • Warrior • Craftsmen • Assimilation • Oppression 	<ul style="list-style-type: none"> • Invasion • Contender • Heir • Conquest • Cavalry • Fyrd • Feudal System (hierarchy) • Peasants • Knights • Barons • Monarchy • Tax 	<ul style="list-style-type: none"> • Guild • Economy • Punishment • Christendom • Crusades • Savages • Muslim • Civilisation • Holy Land 	<ul style="list-style-type: none"> • Magna Carta • Barons • Peasant • Archbishop • Parliament • The Church • Church courts • Black Death • Feudal System • Poll Tax 		<ul style="list-style-type: none"> • Reformation • Annulment • Protestant • Monasteries • Excommunication • Supremacy • Monarchy • Catholicism • Protestantism • Puritan • Dissolution • Martyr • Heretic • Colony/Colonisation • Divorce • Pope • Regent • The 'Middle Way'
Development of cultural capital	Awareness of local history and appreciation of local buildings. Opportunity for fieldwork outside of the classroom. Knowledge about 1066 - the last time Britain was successfully invaded.	Consideration of fair and unfair distribution of wealth and taxes; castles (an important part of our heritage and landscape); early challenges and development of government and democracy.	Differences between different denominations in the church; religious tolerance and what happens when it isn't there. Differences within societal hierarchy and treatment of class.	Exploring the roots of modern British society through the lens of Medieval governance, law, religion, and social hierarchy. Understanding the role of the Church in shaping moral and legal codes, including the use of Doom Paintings and monastic life. Engaging with historical environments such as castles, villages, and monasteries, helping students visualise and	Understanding of a non-European culture. Examination of the world heritage sites of the Great Wall and the Terracotta Warriors. Use of virtual exhibitions. Study of the animated version of the world-renowned painting "Along the River During the Qingming Festival" which formed China's entry in the Asia World Expo in 2010. Awareness of ancient Chinese inventions adopted by other cultures.	Differences between different denominations in the church; origins of Britain's naval pride and empire; religious tolerance and what happens when it isn't there.



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					contextualise the past. systems (e.g. legal systems, class structures, pandemics like COVID-19 vs. the Black Death). Local history opportunities (e.g. studying a local Medieval church, castle, or village) to deepen personal engagement with the past. Making connections to modern		
	Development of reading	'Black and British' by David Olusoga, 'The Story of Britain, from the Romans to the present' Roy Strong	Extract from Simon Shama 'The Norman Conquest' to agree or disagree with.	'History of Britain'. Extracts from the Anglo-Saxon Chronicles. Extract from the Domesday Book for Atherstone - showing development of language and unusual words / terms.		The Silk Roads 1421 The Year China Discovered America by Gavin Menzies 1434 The Year A Magnificent Chinese Fleet Sailed To Italy And Ignited The Renaissance by Gavin Menzies	Time Traveller's Guide (Ian Mortimer) Black Tudors
	Concepts –what will students be able to do at the end of the topic	Gathering and organising information. Make inferences from a source and start to evaluate what makes it useful. Comparison of different factors leading towards a reasoned judgement – giving an opinion with evidence of knowledge to support it.	What is a specification? Annotating designs Justification of designs Safely use hand tools and some powered tools in the workshop	What is a specification? How to design to specification. Annotating designs Justification of designs Be able to evaluate designs and make improvements	Be able to measure, cut and fold card carefully and accurately Use craft knives and measure to within 5mm	Safely and confidently use hand tools and some powered tools in the workshop	Be able to carry out a practical procedure and record, collect and interpret data in an engineering context.
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	How was power challenged in the Early Modern period?	The Industrial Revolution: Did industrialisation improve peoples' lives?	The British Empire: How was British colonialism experienced in colonies?	Transatlantic Slavery: what was the impact of the Transatlantic Slave Trade?	How did revolution shape the modern world? Civil Rights Movement	How can we tell the story of Britain's journey to democracy?
	Core knowledge from this topic	<ul style="list-style-type: none"> The causes and consequences of the Gunpowder Plot The 'world turned upside down', e.g. causes of the Civil War, Royalists v Parliamentarians, execution of Charles I and the rule of Oliver Cromwell The Restoration of the Monarchy: Charles II The causes and consequences of the Glorious Revolution, including the Bill of Rights and constitutional monarchy 	<ul style="list-style-type: none"> The significance of the Agricultural Revolution, e.g. more profitable farming techniques, fertiliser and field drainage Inventions of the Industrial Revolution, e.g. canals and waterways, the water frame, cotton mills, steam engine. The impact of urban migration, e.g. growth of towns like Birmingham, Manchester and Glasgow, poor living conditions (cholera) The 'coming of the factory', e.g. dangerous working conditions, child labour. 	<ul style="list-style-type: none"> Reasons for the growth of the British Empire, from emerging empire-builder to 'the sun never sets' Choose at least two of the following to focus on: <ul style="list-style-type: none"> The Americas: life before the arrival of Europeans, impact of British settlement on indigenous peoples Australia: life before the arrival of the British, penal colony becomes settler colony, impact on the Aboriginal people. India: life before the East India Company, 1857 rebellion, British Raj, Caste System, Distant rule. Ireland: 'first colony' in Medieval England, Cromwell's conquest, 1800s Acts of Union, The Great Hunger, end of 19th century 	<ul style="list-style-type: none"> Life in the West African Kingdoms before the beginning of TAST The impact of the arrival of European traders in West Africa and the structure of the TAST The role of Britain in the TAST The impact of the TAST on West African Society The impact of the TAST on enslaved peoples The causes and events of the abolition of slavery 	<ul style="list-style-type: none"> explain how the Jim Crow laws discriminated against Black people in the USA explain the role of the Ku Klux Klan in maintaining segregation in the USA Why was Emmett Till murdered? What was the impact of Rosa Parks actions? How were Civil Rights eventually achieved? What was the impact of the work of Martin Luther King? 	<ul style="list-style-type: none"> Reasons for increasing demands for reform after 1815 and how government fear about this led to the Peterloo Massacre Reasons why the Great Reform Act was introduced in 1832 and its impact on representation The growth of Trade Unions and The Tolpuddle Martyrs Expansion of the franchise in 1867 and 1884 The position of women in the early 20th century The peaceful and radical campaigns of the NUWSS and the WSPU The government's response to these campaigns The contribution of women during WWI



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							<ul style="list-style-type: none"> Understanding why it took so long for women to gain the vote in Britain
Links to the national curriculum	<p>The development of Church, state and society in Britain, 1509-1745</p> <ul style="list-style-type: none"> The causes and events of the civil wars throughout Britain The Interregnum The Restoration, Glorious Revolution and power of Parliament 	<p>Idea, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> Britain as the first industrial nation – the impact on society 	<p>The development of Church, state and society in Britain, 1509-1745</p> <ul style="list-style-type: none"> The first colony in America and first contact with India 	<p>The development of Church, state and society in Britain, 1509-1745</p> <ul style="list-style-type: none"> The first colony in America and first contact with India <p>Idea, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> Britain’s transatlantic slave trade: its effects and eventual abolition The development of the British Empire with a depth study Ireland and Home Rule 	<p>challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Understand links to:</p> <ul style="list-style-type: none"> Slavery and Reconstruction Jim Crow laws 	<p>Idea, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> Party politics, extension of the franchise and social reform <p>Challenges for Britain, Europe and the wider world, 1901 to the present day</p> <ul style="list-style-type: none"> Women's suffrage 	
Previous content that this topic builds upon	<ul style="list-style-type: none"> Builds on Year 7 study of Tudors, Reformation and the divine right of kings Prior understanding of monarchy, religion, Parliament and rebellion Continuity from medieval struggles between Church and crown 	<ul style="list-style-type: none"> Builds on Early Modern changes to agriculture and land ownership Links to prior work on population change, power and wealth distribution Develops understanding of cause and consequence from Year 7 plague and social change 	<ul style="list-style-type: none"> Builds on previous understanding of Tudor exploration and early empire Continuity from Industrial Revolution demand for raw materials and markets Links to ideas of power, control and inequality studied earlier in Year 8 	<ul style="list-style-type: none"> Builds directly on Empire unit (Spring 1) Prior understanding of economic motives, exploitation and power Links to earlier KS3 work on inequality, religion and human rights 	<ul style="list-style-type: none"> Builds on Transatlantic Slavery and Abolition Links to ongoing themes of racism, inequality and resistance Prior knowledge of 20th century America beginning to develop 	<ul style="list-style-type: none"> Builds on Civil War, Glorious Revolution (Aut 1) Links to Industrial Revolution protest and reform Develops understanding of rights, representation and citizenship 	
Key vocabulary	<p>Plot Gunpowder Treason Catholic(ism) Protestant(ism) Puritan(ism) Restoration Divisions Persecution Extremists Constitution</p>	<p>Agriculture Industrial Labour Fallow Arable Enclosure Fertiliser Urban Rural Migrated Unsanitary Exploitative</p>	<p>Privateer Empire Imperialism Colonisation/ colonialism Exploitation Settler/ settlement Penal Indigenous Aboriginal Caste system</p>	<p>Enslavement/ enslaved Imperialism Colonisation Exploitation Transatlantic Kingdom Abolition</p>	<p>Emancipation Sit in Boycott Civil Rights Lynch Segregation Discriminate Ku Klux Klan Jim Crow</p>	<p>Parliament Democracy Reform Chartism Trade Unions Suffrage Rotten Borough Constituency Ballot Suffrage Suffragette Suffragist martyr Radical Franchise Cat and Mouse Act</p>	
Development of cultural capital	<ul style="list-style-type: none"> Understanding the origins of constitutional monarchy Developing appreciation of rule of law, tolerance and limits of power Recognising the long struggle for 	<ul style="list-style-type: none"> Awareness of industrial heritage in Britain (factories, canals, mills) Empathy for working-class experiences Links to modern debates about workers’ 	<ul style="list-style-type: none"> Understanding Britain’s global legacy and contested imperial past Awareness of multiple perspectives, including indigenous experiences Encouraging critical thinking about national identity 	<ul style="list-style-type: none"> Developing empathy and moral understanding through the study of slavery Making connections to modern racism and inequality 	<ul style="list-style-type: none"> Understanding civil rights, protest and activism Awareness of the origins of modern equality movements Encouraging students to reflect on rights, 	<ul style="list-style-type: none"> Understanding the long struggle for democracy and representation in Britain Appreciation of the role of ordinary people in driving change 	



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		parliamentary democracy	rights and living standards		<ul style="list-style-type: none"> Understanding Britain's role in both exploitation and reform 	discrimination and justice	<ul style="list-style-type: none"> Making links to modern voting rights and political participation
	Development of reading	<ul style="list-style-type: none"> Extracts from The English Civil War (BBC Bitesize / simplified academic texts) Short biographies of Charles I, Cromwell 	<ul style="list-style-type: none"> Britain's Industrial Past (children's history extracts) Non-fiction case studies of child labour 	<ul style="list-style-type: none"> Extracts from Empire by Niall Ferguson (adapted) First-hand accounts from colonised peoples (age-appropriate sources) 	<ul style="list-style-type: none"> Extracts from Black and British by David Olusoga Oludah Equiano (simplified autobiography extracts) 	<ul style="list-style-type: none"> Extracts from Martin Luther King Jr speeches (short, contextualised) Young, Gifted and Black or equivalent accessible texts Age-appropriate civil rights case studies 	<ul style="list-style-type: none"> Extracts from Votes for Women (accessible non-fiction) Suffrage campaign leaflets and speeches
	Concepts –what will students be able to do at the end of the topic	<ul style="list-style-type: none"> Explain causes and consequences of political conflict Evaluate how power was challenged and limited Make reasoned judgements about significance 	<ul style="list-style-type: none"> Explain how industrialisation caused social and economic change Analyse impact on different groups Use evidence to support evaluative judgements 	<ul style="list-style-type: none"> Analyse different historical perspectives Evaluate the impact of empire on Britain and colonised peoples Make supported judgments on significance and legacy 	<ul style="list-style-type: none"> Explain how and why slavery developed and was abolished Evaluate moral, economic and political causes Use sources to understand lived experience 	<ul style="list-style-type: none"> Explain change and continuity in racial equality Evaluate the success of different protest methods Make links between past injustice and modern society 	<ul style="list-style-type: none"> Explain the development of democracy over time Evaluate the significance of reform movements Make comparisons between past and present rights
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	Topic	What makes WWI so different?	America – the rise of a superpower (1920 – 1939)	How was the Holocaust able to happen?	What was the most significant event of WW2?	Will there be a World War Three? Changing nature of conflict since WW2.	
A century of conflict - what happens when powers collide?	Core knowledge from this topic	<p>Students will know:</p> <ul style="list-style-type: none"> Long term causes of militarism, alliances, imperialism and nationalism (MAIN) led to the outbreak of WWI. The assassination of Archduke Franz Ferdinand and his wife in Sarajevo on 28th June 1914 was the spark which started the war. Men volunteered to fight for their country, in Britain and across the empire. Women were encouraged to work in munitions factories and other roles left empty by men. Propaganda posters played a large part in boosting recruitment. Conditions in the trenches were difficult and deadly, with diseases such as trench foot, risks from snipers and gas attacks, rats and lice. Soldiers from across the empire joined the British army. The West Indian Regiment is an example of how soldiers from the empire were not always treated well. 	<p>Students will know:</p> <ul style="list-style-type: none"> After WWI, America decided to follow an isolationist policy. The 1920s were 'boom' years for the United States In 1920 the 18th amendment banned the sale of alcohol, starting the prohibition era. Gangsters such as Al Capone and government corruption were problems in the 1920s. Hire-purchase and credit enabled many Americans to enjoy the 'boom' with goods such as cars and domestic appliances. 110 million Americans went to the cinema each week by 1929. Jazz music became popular with the younger generation. Not everyone benefitted from the Roaring Twenties; farmers, immigrants and African Americans all struggled. The government's laissez-faire policies meant that 	<p>Students will know:</p> <ul style="list-style-type: none"> Anti-Semitism was not new in the 20th century – Jews were blamed for the Black Death in some parts of Europe and they were banned from England in the 14th century Anti-Semitic propaganda in the 1930s played on stereotypes of greed as well as fears of international conspiracies. The Nazis gradually increased their persecution of Jews throughout the 1930s. The Nuremberg Laws removed Jewish citizenship and defined Jews racially Jews were a small minority in Germany – approx. 500,000 or less than 1% of the population in 1933 The outbreak of WW2 brought larger numbers of Jews under Nazi control, with populations in Czechoslovakia, Poland and Russia. Jews were forced to live in ghettos. One of the most famous is the Warsaw ghetto in Poland. 	<p>Students will know:</p> <ul style="list-style-type: none"> Britain declared war on Germany on 3rd September 1939, following Germany's invasion of Poland. The British Expeditionary Force was quickly pushed back and was forced to evacuate from Dunkirk in May 1940. Although this was a defeat in Europe, it is often portrayed as a success due to the successful evacuation of troops. The Battle of Britain is the name given to the air attacks and battles in autumn 1940. Prime Minister Winston Churchill paid tribute to 'the few' – the brave airmen who protected Britain at this time. Germany invaded the Soviet Union in June 1941 and made good initial progress. The Russian winters and the siege at Stalingrad led to their first real defeat in January 1943. On 7th December 1941, Japan launched a surprise 	<p>Students will know:</p> <ul style="list-style-type: none"> The Cold War is the name given to the years of tension between East and West which followed WW2. At the end of WW2, Germany was divided into four and split between the Allies. Berlin was also divided. The USSR section became separate from the other 3 sections and this was formalised with the building of the Berlin Wall in 1961. The USSR was a Communist country which was feared in the capitalist USA and western Europe. The ideological differences between Communists and Capitalists and how that affects government The Cuban Missile Crisis of 1962 showed how close the world could come to nuclear war but also the reluctance of both sides to use these weapons. How the assassination of JFK shocked the world and why it was significant The space race became a focal point for competition and tension between the superpowers. The Vietnam War was highly controversial and saw the USA defeated by guerrilla warfare. How the Soviet Union collapsed and the Berlin Wall came down Why interference in Afghanistan led to the rise of Al-Qaeda. The terrorist attack of 9/11 shocked the world and showed a new enemy and a new type of warfare. How governments have faced the threat of terrorism since 2001 What makes a country powerful, using China as a case study China is a rapidly developing Communist country. 	



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	<ul style="list-style-type: none"> The Battle of the Somme began on 1st July 1916 and is the worst day in British army history with almost 20,000 killed. Interpretations of General Haig vary, with some seeing him as a hero and others as a butcher There were new weapons introduced during WWI such as the machine gun, the tank and poison gas. Germany did not lose the war outright – they agreed to sign the armistice when it became clear they couldn't continue to fight. The Big Three all wanted different things from the Paris Peace Conference. The Treaty of Versailles was a compromise which satisfied no-one. Germans and many others felt it was too harsh and could lead to problems in the future. There were wide ranging effects from WWI, including social, economic and political changes. Women were given the vote in Britain in 1918. 	<p>the stock market was not regulated</p> <ul style="list-style-type: none"> Overproduction and speculation led to an unstable economy. The boom came to an abrupt end in October 1929 with the Wall Street Crash. In 1930 more than 15 million Americans were unemployed. America had no social security system so the unemployed were destitute Many were forced to live in 'Hoovervilles' when they lost their homes Roosevelt's 'New Deal' from 1932 onwards helped to rebuild the American economy. The government began to support the unemployed and ensure recovery. In 1935 workers were given the right to form unions and campaign for better wages and conditions. Roosevelt was popular and was re-elected three times. Big businesses disliked him and felt that the government was interfering too much. The outbreak of WW2 finally ended the Great Depression 	<ul style="list-style-type: none"> The Final Solution was the plan for the systematic murder of all European Jews using gas chambers in death camps. There was Jewish resistance to the Holocaust, notably in the Warsaw ghetto and at Treblinka in 1944. The Holocaust was stopped when Germany was defeated and invaded by USSR and Allied troops. 6 million Jews were killed during the Holocaust, as well as other groups such as gypsies, homosexuals, disabled people and Communists. The Holocaust is remembered around the world with different memorials and with Holocaust Memorial Day Sadly, the Holocaust is not the only example of genocide. There was a genocide in Rwanda in 1994 and in Darfur from 2003 to the present day. The Holocaust was not the work of one man, it required the collaboration of thousands of people and bystanders who did nothing. 	<p>attack on American troops at Pearl Harbor, bringing the USA into the war.</p> <ul style="list-style-type: none"> The D-Day landings of June 1944 were a joint effort by British, American and Canadian troops and marked 'the beginning of the end' of the war. The war in Europe ended in May 1945 with the invasion of Germany and Hitler's suicide. The USA dropped the first atomic bomb on the Japanese city of Hiroshima on 6th August 1945. A second bomb dropped on Nagasaki on the 9th August led to the end of WW2. 	<ul style="list-style-type: none"> Mao Zedong came to power in 1949 after a bitter civil war How Mao Zedong followed the Russian model to share land and increase productivity The problems with Mao's government and the 'Cultural Revolution' How China has modernised since Mao's death in 1976 In 2010 China overtook Japan to become the world's second largest economy
Links to the national curriculum	challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Compulsory study of the Holocaust	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day
Previous content that this topic builds upon	Empire and industrial revolution from Y8	Making of America (Y8), previous topic on WWI	Y7 medieval England, WWI, civil rights movement	Previous topics from Y9	America topics, WW2, civil rights
Key vocabulary	Militarism, alliances, imperialism, nationalism, assassination, propaganda, conscription, No Man's Land, blockade, abdication, armistice, suffrage,	Isolationist, prohibition, speakeasy, speculation, over-production, laissez-faire, Depression, Hooverville, 'New Deal', Republican, Democrat	Anti-Semitism, propaganda, persecution, ghetto, Final Solution, concentration camp, genocide, resistance, bystander, perpetrator, Zyklon B	turning point, BEF, evacuation, strategic, Spitfire, resistance, internment, surrender, Blitzkrieg, Luftwaffe, atomic,	Capitalism, communism, MAD, nuclear deterrent, Red Scare, dictatorship, Sputnik, terrorism, guerrilla, repression,
Development of cultural capital	Increasing knowledge of WWI and reasons for national commemoration on 11th	Understanding of a society which still has a great impact on our lives, understanding of economy and how it	Awareness of significant world events, how genocides happen and responsibility of bystanders.	Cultural awareness of significant moments in 20 th century history, opportunities for local	Understanding of major powers in our modern world and how they developed. Recognising the historical origins of modern issues. Evaluating systems of government.



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		November. Opportunity for trip to National Memorial Arboretum.	works, issues facing governments.			
	Development of reading	'The Making of Modern Britain' Andrew Marr	Extract from 'The Great Gatsby' by F. Scott Fitzgerald	'Night' by Elie Wiesel	Articles / extracts from 'History' magazine.	
	Concepts –what will students be able to do at the end of the topic	Describe, explain and evaluate causes of the war; build on work with interpretations to evaluate which is more convincing; describe conditions for the soldiers on the Western Front; evaluate the effects of the war.	Explain impacts of events on different groups of people, evaluate the importance of government, compare Hoover with Roosevelt	Explain how and why the Holocaust was able to happen. Create an appropriate memorial to the Holocaust.	Compare and evaluate different events; evaluate what makes an event significant, make links between different events and consider long and short term impact when making a judgement.	Make comparisons between different governments in different countries and times; evaluate different systems of government, recognising advantages and disadvantages and showing detailed knowledge through examples given; make links between historical events and modern news stories.
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1 Summer Term 2
Year 10	Topic	Germany 1890 - 1945, Democracy and Dictatorship		Health and the People		Elizabethan England
	Core knowledge from this topic	<p>Students will know:</p> <p>Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.</p> <p>• Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</p> <p>• Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</p> <p>the impact of the Depression on Germany: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal. • The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor. •</p> <p>The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.</p> <p>The experiences of Germans under the Nazis • Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; • Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. • Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo;</p> <p>the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.</p>		<p>Students will know:</p> <p>Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.</p> <p>The beginnings of change The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</p> <p>Students will know:</p> <p>The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.</p> <p>Modern medicine Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health,</p>		<p>Students will know:</p> <p>Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.</p> <p>Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.</p> <p>Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.</p> <p>Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada</p> <p>A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.</p> <p>The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.</p> <p>English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh</p>



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			poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.				
	Links to the national curriculum (if applicable)	NA					
	Previous content that this topic builds upon	Treaty of Versailles, WWI and WW2 (Y9)	Tudors (Y7) Medieval England (Y7) Age of Revolution (Y8)	Tudors (Y7)			
	Key vocabulary	Autocratic, Prussian, Reichstag, Bundestag, socialism, Navy Laws, militarism, armistice, abdication, Spartacists, communism, fascism, proportional representation, hyperinflation, reparations, Dawes Plan, Young Plan, Weimar, SA, SS, Gestapo, dictatorship, concentration camps, Final Solution, self-sufficient, Four-Year Plan, autobahn,	Four Humours, miasma, superstition, supernatural, flagellants, blood-letting, amputation, anatomy, Renaissance, dissection, circulation, ligatures, cauterisation, quackery, vaccination, variolation, pasteurisation, magic bullets, germ theory, cholera, laissez-faire, anaesthetic, antiseptic, aseptic, miasma antibiotic, Welfare State, obesity, 'Nanny State', alternative medicine, homeopathy, factors, pharmaceutical, Thalidomide	succession, heir, illegitimate, Privy Council, court, patronage, faction, Catholic, Protestant, recusant, Papal Bull of Excommunication, heretic, treason, Jesuit, Puritan, Great Chain of Being, gentry, nobility, propaganda, Gloriana, voyage, galleon, vagrant, deserving and undeserving poor, alms			
	Development of cultural capital	Different voting systems, impact of war on Germany (appreciation of alternative view)	Awareness of advanced nature of Arabic world compared to Europe at this time. Appreciation of NHS and how it began links to modern medicine and awareness of developments	Comparison of Elizabeth's parliament with our modern parliament and the role of the monarch. Understanding of origins of empire and our modern culture (theatre, literacy etc)			
	Development of reading	Articles from 'History' magazine and 'Hindsight'	Roy Porter 'Greatest Benefit to Mankind'	Northern Rebellion article from 'Hindsight' 'The Life of Elizabeth I' by Alison Weir			
	Concepts –what will students be able to do at the end of the topic	Compare different interpretations, explaining differences in what they say, why and evaluating which is more convincing. Answer a 12 mark 'bullet point' question, comparing two viewpoints and making a judgement with valid reasons. Explain the impact of WWI on Germany and the changes in government from 1890 – 1929.	Evaluate source usefulness, explain significance, describe medieval beliefs about disease and the treatments that resulted from them. Explain the Black Death as a case study. Describe work of key individuals from the period and explain their significance, explain change and continuity in medicine and surgery, with examples. Explain the significance of key scientists and their discoveries, explain how surgery changed and the reasons for this, as well as the reasons for opposition, describe conditions in industrial towns and explain how and why reforms happened. Explain the impact of antibiotics for modern medicine, evaluate the importance of different factors, describe how the NHS began and explain why it was needed, explain modern health concerns and reasons why people turn to alternative therapies.	Describe Elizabeth's early life and government, evaluate the problems she faced, answer 'how convincing' question, explain what was important about the rebellions against Elizabeth Explain why the Catholics were a threat and how Elizabeth's policies changed over time; evaluate the Puritan threat, describe the religious situation inherited by Elizabeth, explain why Mary Queen of Scots was such a problem and evaluate Elizabeth's handling of the situation. Evaluate the changes in society in Elizabeth's reign, explain the impact of the voyages of discovery on Elizabethan England, describe and explain how Elizabeth used portraits and propaganda, evaluate Elizabethan methods of dealing with the poor.			
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11	Topic	Conflict & Tension 1918 - 1939		Elizabethan England - Historic Environment study	Revision		
	Core knowledge from this topic	Students will know: The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations. Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states. The League of Nations: its formation and covenant; organisation;		Students will know: The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments. Students will be expected to answer a question that draws on second order concepts of			



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	<p>membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.</p> <p>Hitler's aims in foreign policy; the development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. • 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. • The outbreak of war: 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.</p>	<p>change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied. Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.</p>			
Links to the national curriculum (if applicable)	NA	NA	NA	NA	NA
Previous content that this topic builds upon	Germany unit (Y10) Rise of Hitler and Nazi Germany (Y9)	Elizabethan England units.			
Key vocabulary	peacemaking, armistice, treaty, reparations, diktat, War Guilt Clause, military, territory, covenant, assembly, commissions, disarmament, Depression, isolationist, collective security, peacekeeping powers, moral condemnation, foreign policy; Lebensraum; rearmament; disarmament; Anschluss; plebiscite; appeasement; Soviet;	Factors, change, continuity, similarity, difference, consequence plus specific vocabulary for that year's site			
Development of cultural capital	Discussions about justice. Importance of WWI. Understanding of how WWI led to WW2.	Relation of learning to a specific site. Opportunity for visit.			
Development of reading	'Peacemakers - 6 months that changed the world' Margaret Macmillan 'Causes of WW2' AJP Taylor	Lengthy written sources provided by AQA.			
Concepts –what will students be able to do at the end of the topic	Describe the terms of the Treaty in good detail, explain the differences between the Big Three, evaluate the Treaty of Versailles. Describe the League of Nations and explain its strengths and weaknesses, give examples of successes in the 1920s, explain the impact of the Great Depression, evaluate the impact of Manchuria and Abyssinia on the League of Nations. Explain the importance of different events of the 1930s; evaluate the policy of appeasement; evaluate a range of sources to understand different attitudes of the time; evaluate the role of different factors in the outbreak of war.	Use detailed evidence and examples to structure a 16 mark question, evaluating different factors relating to second order concepts. Apply knowledge from the resource booklet.			