



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	'History is Everywhere' followed by 'What's so special about 1066?'	What was life like in Medieval England?	What was life like in Imperial China?	How did the Tudors change England?	What makes us British?	
What is power and how is it gained and kept?	Core knowledge from this topic	<p>Students will know:</p> <ul style="list-style-type: none">Why there was a Roman settlement near Atherstone.How hat making led to the development of Atherstone in the 19th century.The ball game has medieval originsArchitecture, street names and maps can show the history of a placeEdward the Confessor died in January 1066There were 3 main claimants for the throne: Harold Godwinson, William of Normandy and Harald HardradaHarold Godwinson defeated Hardrada at the Battle of Stamford Bridge	<p>Students will know:</p> <ul style="list-style-type: none">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 concentric castles of the later medieval period.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 farmingThe church was the focal point of village life and doom	<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 ChinaThe 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 tombThere were 2000 characters in the Chinese alphabet and calligraphy is the method of writingDifferent religious beliefs flourished in China, including	<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, as a result 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.	<p>Students will know:</p> <ul style="list-style-type: none">Immigration has been important to Britain's development, from Anglo-Saxon times to the present day.Different groups of migrants have added different words, customs, technology and culture to Britain.In the medieval period, England, Ireland, Scotland and Wales were four separate countries.Wales was united with England by Henry VIIIThe accession of James I of England (James VI of Scotland) made closer links between England and Scotland but they weren't united until 1707.Ireland has a troubled history, with conflict between Catholics and Protestants, English and Irish dating back to the Tudor period.Disagreements over union and religion led to 'The Troubles' in Ireland in the 20th century, with lasting impact still today.	



History Curriculum Overview Plan

		<ul style="list-style-type: none">William won at the Battle of Hastings in October 1066William 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.	<p>paintings show medieval beliefs about heaven, hell and purgatory.</p> <ul style="list-style-type: none">The Black Death devastated Europe from 1346 – 1351, killing between 1/3 and ½ of the population.When Henry I's daughter Matilda tried to claim the throne, she was rejected by those who didn't believe a woman should rule, leading to a civil war.Thomas Becket was killed in Canterbury Cathedral in 1170, showing the struggle for power between church and monarchThere are different interpretations of King John, away from the stereotype of 'bad king'The Magna Carta was first signed in 1215 and has had lasting significance for limiting the power of the monarch and establishing basic rightsThe Peasants Revolt shows how the people could challenge medieval kings, but ultimately shows the power of the monarch.	<p>Buddhism, Daoism and ancestor worship. Islam and Christianity arrived with travellers and traders.</p> <ul style="list-style-type: none">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 the circulation of the blood and a way to prevent smallpox.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.	<ul style="list-style-type: none">Mary I is known as 'Bloody Mary'. Although she is famous for burning almost 300 Protestants, this may not be entirely accurate and doesn't give us the full picture of her as queen.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)	<ul style="list-style-type: none">Union of the four nations happened for a mixture of political and economic reasons.Devolution and independence are important issues in Wales, Scotland and Ireland today, with origins in their troubled histories.There are a number of individuals who have made a significant contribution to Britain and could be said to embody 'British Values'. (opportunity for independent research and presentation)
	Links to the national curriculum	the development of Church, state and society in Medieval Britain 1066-1509	the development of Church, state and society in Medieval Britain 1066-1509	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 Independent enquiry	the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 Independent enquiry
	Previous content that this topic builds upon	New topic, may build on prior knowledge from KS2	Builds on 1066 from previous half term.	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.	Importance of religion (Aut 2), comparisons with medieval life (Aut 2)	Norman Conquest (Aut 1); study of Romans from KS2; links to Tudors (Spr2). Highlight issues of power and religion. .
	Key vocabulary	chronological, source, evidence, fyrd, cavalry, factors, contender, heir, oath, claimant, monarch, feigned retreat	Feudal System, motte and bailey, concentric castle, villeins, peasants, Catholic, purgatory, buboes, economic, social,	Emperor, calligraphy, dynasty, Buddhism, Daoism, acupuncture, junks, economic,	Reformation, Catholic, Protestant, propaganda, Armada, heretic, recusant, succession	migration, migrants, conquest, indigenous, culture, union, devolution,



History Curriculum Overview Plan

			excommunication, barons, Poll Tax	sovereign, Xi'an, Shihuangdi, voyages,			
	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.	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.	Appreciation of our multicultural island; knowledge about the different nations which make up the UK and the origins of modern issues eg devolution, Black Lives Matter	
	Development of reading	Extract from Simon Shama 'The Norman Conquest' to agree or disagree with.	Literacy homework – extract from Simon Schama '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	'Black and British' by David Olusoga, 'The Story of Britain, from the Romans to the present' Roy Strong	
	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.	Compare different interpretations of the same event and consider reasons why they differ. Explain the significance of events and compare them - long and short term. Understand the importance of religion and the crown in medieval government.	Evaluate the extent to which Imperial China could be considered a great civilisation. Compare and contrast developments in England and developments in China during the same time period and form judgements on their natures. Understand the nature of the power of the Emperors.	Describe and explain the changes within the church in this period and their implications; explain causes, events and consequences of the Spanish Armada. Independent research and presentation of findings.	Describe how modern Britain was formed and the different cultures which have influenced us. Explain issues of race, religion and struggles for power between the home nations.	
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	How was Britain changed by the 'Age of Revolution'?		Should Britain be proud of the empire?	What is the lasting impact of slavery?	How did the Americans win America?	
International power and the responsibility it brings	Core knowledge from this topic	Students will know: <ul style="list-style-type: none">● In 1750 Britain was still largely rural, with small towns, poor transport links and little medical knowledge● 18th century general elections did not represent the majority of the people. Votes were recorded in poll books and were not secret.● Richard Arkwright invented the water frame which led to the first factory at Cromford in 1762.● Other inventions, such as Stephenson's locomotive, Watt's steam engine and Davy's safety lamp, transformed the way people lived and worked.		Students will know: <ul style="list-style-type: none">● At its peak in 1901, Britain's empire included almost 25% of the world's population and it was said that the 'sun never set' on the empire.● British rule brought both advantages and disadvantages to local populations. Education, transport and trade came with a cost of a loss of liberty, culture and self-rule.	Students will know: <ul style="list-style-type: none">● Slavery has existed around the world since ancient times● Before the European slave trade reached Africa, Africa was a tribal culture with great wealth and culture.● The transatlantic slave trade saw millions of Africans transported to the Americas to work on plantations, often in terrible conditions.● The slave trade triangle describes the movement of people and goods between Africa, the Americas and Europe.	Students will know: <ul style="list-style-type: none">● America was discovered in 1492 by Christopher Columbus and it became a focus for Tudor exploration.● In the Stuart era, England established colonies in America.● By 1775 there were 13 English colonies in America.● Issues of government and taxation led to the War of Independence (1775-83) and the Declaration of Independence in 1776.	



History Curriculum Overview Plan

		<ul style="list-style-type: none">● Working conditions in the factories were dangerous and children were often employed in horrific conditions● The growth of factories led to the growth of towns such as Birmingham, Manchester and Liverpool.● There were poor living conditions in the industrial towns and diseases such as cholera were rife.● In Atherstone, the growth of the hat factories led to poor living conditions in 'yards'.● The hat industry grew as slaves on plantations in America were provided with cheap felt hats.● The American War of Independence and the French Revolution sparked a revolution in ideas about liberty and government.● The growth of towns and a middle / working class led to increased calls for male suffrage● The Peterloo Massacre of 1820 showed the fear the ruling classes had of the working class and the resistance to giving men the vote.● Lengthy campaigns by the Chartists and others led to the Reform Acts of 1832, 1867 and 1884.● Gradually conditions in the industrial towns began to improve, thanks to a variety of factors, including male suffrage, education, campaigners and Jack the Ripper.● In 1888, Jack the Ripper killed 5 women in Whitehall, sparking great media interest and drawing attention to the poor living conditions.● There were significant developments in medicine in this period, including Germ Theory, anaesthetics, antiseptics and vaccination.	<ul style="list-style-type: none">● The East India Company was set up in 1600 and grew to rule large areas of India.● The Indian Mutiny of 1857-8 was caused by a disregard for religious beliefs by the British rulers.● In the twentieth century, many countries in the British Empire gained their independence.● Gandhi was an influential figure in the fight for Indian independence, famous for his peaceful protests.● In 1947 India was given its independence, though Partition led to violence and further troubles.	<ul style="list-style-type: none">● The abolition movement led to the abolition of slavery in Britain in 1807 and in the empire in 1833.● Slavery was abolished in America at the end of the American Civil War.● Jim Crow Laws limited the freedom of African Americans and made segregation legally accepted.● The KKK terrorised African Americans and those white people who supported them.● The murder of Emmett Till in 1955 highlighted the racial problems in the south.● In December 1955 Rosa Parks refused to move seats for a white person on the bus.● She was arrested and her actions led to the Montgomery Bus Boycott which lasted a year.● Segregation in schools was challenged by Brown vs Topeka Board of Education case in 1954 and the Little Rock Nine in 1957.● Martin Luther King Jnr was an influential leader of the civil rights movement. He encouraged peaceful protests.● The 'I have a dream' speech of 1963 is one of the most famous moments of the civil rights movement.● MLK was assassinated in 1968● Malcolm X and the Black Power movement felt that change wasn't happening quickly enough and encouraged violent protests in the 1960s.● Racism was also an issue in Britain in the 1960s.● The Windrush generation is the name given to those who came to Britain from the Caribbean from 1948 to 1971.● Their citizenship was called into question due to a lack of paperwork and some were forced to leave, causing a scandal in 2018.● Cases such as Stephen Lawrence in the 1990s and the Black Lives Matter protests of 2020 show ongoing race issues in the UK.	<ul style="list-style-type: none">● Initially the United States just consisted of 13 states on the east coast of America.● The geography of America was challenging, with mountains, rivers and the Great Plains.● Native Americans lived on the Great Plains and other areas not considered habitable by the white Americans.● Native Americans had a nomadic lifestyle, following herds of buffalo which they depended on.● Their religious and cultural beliefs were often considered savage by white Christian Americans.● In 1848 gold was discovered in California, leading to the Gold Rush of 1849.● The idea of 'Manifest Destiny' persuaded Americans that it was their God-given duty to possess all of the continent of America, spreading Christianity and democracy.● The Homestead Act and Pacific Railroad Act of 1862 encouraged the spread west of white Americans.● The move west brought white Americans into conflict with Native Americans and there was a series of broken treaties and wars.● Native Americans were moved onto small reservations and their lifestyle was destroyed.● The Battle of Little Bighorn was won by the Native Americans in 1876. It is also known as Custer's Last Stand.● Sources disagree about how much responsibility Custer should take for the defeat.● By 1900 the United States spread from east to west coast.● A combination of wars, government action and white settlement had destroyed the Native American way of life.
	Links to the national curriculum	ideas, political power, industry and empire: Britain, 1745-1901 a local history study	ideas, political power, industry and empire: Britain, 1745-1901 challenges for Britain, Europe and the wider world 1901 to the present day	ideas, political power, industry and empire: Britain, 1745-1901; challenges for Britain, Europe and the wider world 1901 to the present day	A study of a significant society or issue in world history and its interconnections with other world developments
	Previous content that this topic builds upon	Builds on starting point from medieval / Tudor life to compare conditions, builds on ideas of people power from Y7 and the role of parliament.	Start of empire from Tudors topic, builds on Industrial Revolution topic from Aut1	Links to empire topic, also migration from Y7	Links to empire, slavery, migration



History Curriculum Overview Plan

	Key vocabulary	industrial, inventor, rural, mortality rate, occupation, back to back houses, cholera, suffrage, economic, social	empire, colony, imperial, Britannia, sepoy, exploitation	discrimination, segregation, racism, boycott, Windrush, abolition, emancipation,	Colonist, state, independence, Manifest Destiny, tipi, scalping, counting coup, reservation, nomadic, Sioux, homestead, treaty, self-sufficient
	Development of cultural capital	Understanding of local history, appreciation of the human cost of development, discussion of whether the industrial revolution changed society for the better or not.	Understanding of Britain's imperial and colonial past, including the negative issues from that and the effect it had on Britain and the world.	Understanding of the history of events which are still in the news today, different cultures and the struggle for equality	Appreciation of a different culture, understanding of the early development of the USA, questioning what is 'civilised'
	Development of reading	'Liberty's Dawn - A People's History of the Industrial Revolution' Emma Griffin 'The Making of Modern Britain' Andrew Marr	'Empire' by Jeremy Paxman	Twelve Years a Slave; interviews with slaves 'Voices of Freedom - An oral history of the Civil Rights Movement' by S. Fayer and S. Flynn	'Black Elk Speaks' 'Bury my heart at Wounded Knee'
	Concepts –what will students be able to do at the end of the topic	Describe similarities and differences; identify differences in interpretations and explain reasons for them; evaluate the significance of events and their impact, understand how and why reform happened.	Gather evidence and make reasoned judgements, evaluate the impact of the empire.	Explain and evaluate the importance of different events; evaluate the impact, make links to current affairs.	Explain the impact of migration on a different culture, evaluate the significance of events, express an opinion with valid reasons.

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	Students will know: <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.	Students will know: <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 the stock market was not regulated• Overproduction and speculation led to an unstable economy.	Students will know: <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 Nuremburg 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.• The Final Solution was the plan for the systematic murder	Students will know: <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 attack on American troops at Pearl Harbor, bringing the USA into the war.	Students will know: <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.• 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	



History Curriculum Overview Plan

		<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.	<ul style="list-style-type: none">• 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	<p>of all European Jews using gas chambers in death camps.</p> <ul style="list-style-type: none">• 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.	<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">• 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 11 th November. Opportunity for	Understanding of a society which still has a great impact on our lives, understanding of	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.



History Curriculum Overview Plan

		trip to National Memorial Arboretum.	economy and how it works, issues facing governments.		history / research into local stories.		
	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;</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</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>	



History Curriculum Overview Plan

		opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.		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, 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		NA		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		



History Curriculum Overview Plan

	Core knowledge from this topic	Students will know: 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; 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. 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.	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 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.			
	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.			



History Curriculum Overview Plan

	Concepts –what will students be able to do at the end of the topic	<p>Describe the terms of the Treaty in good detail, explain the differences between the Big Three, evaluate the Treaty of Versailles.</p> <p>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.</p> <p>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.</p>	<p>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.</p>			
--	---	---	---	--	--	--