

IDSALL SCHOOL

KS3 History Curriculum



Our vision for History

The purpose and aims of the History curriculum at Idsall School is to ensure students know how to be a functioning, questioning individual. We want them to understand the wider world around them by studying a range of history from Britain and around the world. We want to inspire curiosity and a passionate understanding of the past through enquiry-based lessons and a variety of teaching and learning styles.

Effective teaching will support pupils in imparting an in-depth knowledge and narrative of the past, as well as developing a wide range of history skills to engender a healthy scepticism of evidence, to understand how the past shapes their current environment and to examine historical issues in context of the standards of their time. Pupils will build up knowledge of how the key 'Golden Threads' run through each topic and each lesson. These Golden Threads are:

- Power – how Britain and other countries have been ruled and how this changed over time.
- Conflict – why countries, religions, groups and individuals have disagreed and how this has manifested itself in warfare over time.
- Belief – what people have believed about the world around them, including religious belief and political ideology.
- Society – how people have lived in the past, their clothes, houses and languages as well as the social structure and equality, diversity, inclusion and belonging of a variety of groups in the past.
- Economy – how Britain's and the world's economy has developed, the jobs that people have done and how money has affected social class.

Our breadth of curriculum aims to ensure the above, as well as using formal assessment to develop the skills needed to achieve the above and prepare for KS4 exams.

IDSALL SCHOOL

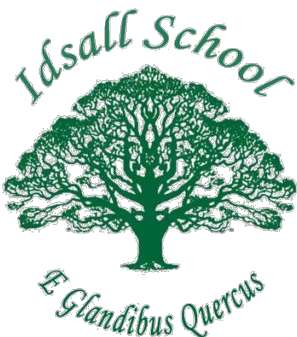


KS3 History Curriculum

We are currently upgrading our history curriculum at key stage three to make sure that it is relevant to Idsall pupils and includes the key events and concepts they will need to build up a full understanding of the past.

This means that for our current Year 8 pupils, the units studied will not match the information in this document. At Year 7 they did not study the Tudors and we have taken the decision to include this important topic at the start of Year 8.

Because of this the other units will be studied over a slightly shorter time period than the learning journeys suggest and may not include all the lessons included on the lists here. They will still be taught to a depth that will ensure that they learn the core information and powerful knowledge they require to accumulate the understanding they need to access the curriculum in Year 9, key stage 4 and key stage 5.



Year 7 History Overview

What is my Learning Journey this year?



What to expect

Content – Medieval Monarchs; Henry II and The Murder of Thomas Becket, King John and Magna Carta, Edward I and the Welsh/Scots, Who were England's Queens?

Assessment – written assessment including multiple choice and written answers.

Bigger Picture Question

How powerful were English Monarchs? Was the Church more powerful than the Crown? How did Edward conquer Wales? Did queens have any power?

Medieval Society

What to expect

Content – The medieval church, The Crusades, Medieval Towns and Villages, The spread and symptoms of the Black Death, The Peasants' Revolt.

Assessment – written assessment including multiple choice and written answers

Bigger Picture Question – What did Medieval people believe? Why was Jerusalem worth dying for? What was it like to live in Medieval Times? Was 1348 the End of the World, What was it like to live in the shadow of the Black Death? Why did peasants revolt in 1381?

What to expect

Content – The Wars of the Roses, Henry VII, Henry VIII and the Reformation, Edward, Mary and Elizabeth's changes to the Church, Elizabeth I and the Golden Age

Assessment – written assessment including multiple choice and written answers – End of Year exam

Bigger Picture Question – Why were there Wars of the Roses? How did Henry VII establish a dynasty? Why did Henry VIII break from the Catholic Church? How did the English church change under Henry's children? Why was Elizabeth a successful monarch?

Year 7

The Norman Conquest

What to expect

Content – Who were the British in 1066? Viking Settlement and Anglo Saxon Migration, Life in Anglo-Saxon Britain, What makes a good monarch, The claimants to the throne in 1066, The Battles of Stamford Bridge and Hastings, How did William control England?, Motte and bailey castles, The Feudal System, The Domesday Book.

Assessment – written assessment including multiple choice and written answers

Bigger Picture Question – Who were the British in 1066? Where did the Vikings and Anglo-Saxons come from? What was England like before the Battle of Hastings? Why was England a Battlefield in 1066? How did William take control of England?

Medieval Monarchs

The Tudors

Year 8

The Big Picture – Intent:

Year 7 begins with an overview of medieval Britain with a study of who the British were in 1066 including investigation of migration into Britain by the Vikings and the Anglo-Saxons. Students cover key skills with a particular emphasis on how historians carry out their work.

Units covered: Who were the British in 1066, The Norman Conquest, Norman Control of England, Medieval Monarchs, Medieval Society, The Tudors

Skills covered: Students will look at all of the key historical skills including chronology, historical significance, sources and evidence, inference, interpretations, cause and consequence, historical vocabulary and change and continuity.

Students arrive at Idsall having focused on history pre-1066 and some knowledge of this historical skills above. Students will build upon these skills during KS3. A chronological approach is taken at KS3, following KS2 so the units follow sequentially from pre-1066. Students will therefore develop a sense of change over time and the relative importance of events.

How can this be extended? Knowledge and understanding can be extended through Enrichment tasks such as reading of historical fiction, watching history documentaries and films.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

The year is ordered in chronological order

Overarching enquiry covering several lessons to address key historical questions (What was England like before the Battle of Hastings? What was it like to live in the shadow of the Black Death?)

One historical skill is focused on per lesson (for example causation or sources) based around the substantive knowledge taught.

Units covered: Who were the British in 1066, The Norman Conquest, Norman Control of England, Medieval Monarchs, Medieval Society, The Tudors

Core knowledge topics (from the national curriculum)

The development of church, state and society in Medieval Britain, including: The Norman Conquest; Christendom, the importance of religion and the Crusades; the struggle between Church and crown; Magna Carta and the emergence of Parliament; the English campaigns to conquer Wales and Scotland up to 1314; a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles, the development of Church, state and society in Britain 1509-1745 including: Renaissance and Reformation in Europe; the English Reformation and Counter Reformation (Henry VIII to Mary I); the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)

How are literacy skills to be developed and extended?

Literacy will be promoted throughout with the incorporation of historical key words in each lesson. Homework tasks each half term focusing on vocabulary and comprehension. Students are expected to read independently and out loud in class.

Key Summative Assessments:

Baseline assessment in Autumn term covers all skills and content taught to that point.

Half termly end of unit tests assess student learning.

End of year cumulative exam

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term:

Baseline assessment with DIRT

End of unit test with DIRT

Spring Term:

2 End of unit tests with DIRT

Summer term:

End of unit test with DIRT

Each term includes 2 literacy-based homework tasks to develop historical vocabulary and deepen learning

Impact:

By the end of year 7, students will have an understanding of what England was like before the Battle of Hastings and the causes and consequences of the Norman invasion. They will be able to identify important medieval monarchs, evaluate how powerful they were and understand who could restrict their power. Students will be able to explain what life in medieval times was like for different groups and what medieval people believed in. They will have an understanding of how the Tudor dynasty was established and protected. Students will be able to explain why Henry VIII broke away from the catholic church and how his children further changed the church in England. They will be introduced to the work of a historian and how historians go about finding out and writing about the past. Students will also be able to describe and start to explain causes and consequences in History as well as explaining the significant and chronology of events. Students will be introduced to historical interpretations and will be able to describe what they are.

Year 7 Curriculum Overview

Autumn Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Who were the British In 1066?

1. Who lived in Britain before the before the Anglo-Saxon invasions?
2. Where did the Anglo-Saxons come from and why did they come?
3. How were the Anglo-Saxons and Viking different?
4. Were the Vikings successful at settlement?
5. What was life like in an Anglo-Saxon village?
6. What was justice like in Anglo-Saxon times?
7. What did the Anglo-Saxons believe in?
8. Who was in charge in Anglo-Saxon society?
9. Who chose the king in Anglo Saxon England?
10. How far had life changed in Britain by 1066?

Unit: The Norman Conquest

1. Who had the best chance of being the new king in 1066?
2. How did the Battle of Stamford Bridge affect Harold Godwinson's chances at Hastings?
3. Who will win - Anglo-Saxons or Normans? – Assessing the two armies
4. What was the most important reason why Harold lost and William won the Battle of Hastings
5. Why are there differing accounts of the battle of Hastings?
6. Was William was justified in using terror to subdue the Saxons?
7. Why did William build motte and bailey castles?
8. How did the Feudal system help William control England?
9. How did the Domesday book help the Normans control England?

Spring Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Medieval Monarchs

1. Who were England's medieval monarchs and were they successful?
2. Why did Henry II and Thomas Becket fall out?
3. What did the murder of Thomas Becket mean for the king?
4. Did Magna Carta really restrict King John's power?
5. How did Edward I use Castles to control Wales?
6. Was Robert the Bruce the reason why Edward I was less successful in Scotland?
7. Did England's Medieval Queens have any power?

Unit: Medieval Society

1. What was life like in a Medieval Village?
2. What was life like in a Medieval Town?
3. Why was religion so important in the Middle Ages?
4. What did medieval people believe about Heaven, Hell and Purgatory?
5. What jobs did Priests, nuns, and monks do and why were they important?
6. Why did people join the 1st Crusade?
7. What did people believe caused the Black Death?
8. What was it like living in the shadow of the Black Death?
9. How did the Black Death change Europe?
10. Why did the Peasants Revolt in 1381?

Summer Term

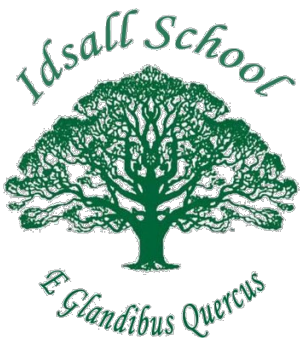
Golden Threads: Power, conflict, belief, economy, society

Unit: The Early Tudors

1. Why were there Wars of the Roses?
2. How did Henry VII establish a dynasty?
3. How did the Reformation change people's beliefs?
4. Henry VIII – Man or Monster?
5. Why did Henry VIII break from the Catholic Church?
6. Why did Henry close down the monasteries?

Unit: Elizabeth I

1. How did the English church change under Henry's children?
2. Why was Elizabeth a successful monarch?
3. Why did the Spanish Armada Fail?
4. What was Tudor society like?
5. How had life changed since Medieval times?



Year 8 History Overview

What is my Learning Journey this year?



What to expect

Content – The Agricultural Revolution , Reasons for the Industrial Revolution, Factories and Inventions including the Ironbridge, How towns changed 1750-1900, Living and working conditions, Joseph Bazalgette, Children in the Mills, Improvements to conditions.

Assessment – written assessment including multiple choice and written answers

Bigger Picture Question

– What made Britain the World's first superpower? Why did Shropshire have an important role in the industrial revolution?

Voting and Democracy

What to expect

Content – Rotten Boroughs, The Peterloo Massacre The Great Reform act, Chartists, Suffragettes

Assessment – written assessment including multiple choice and written answers

Bigger Picture Question – Why does democracy matter?, Why could some people not vote in the 1800s? Were the Suffragettes' tactics justified?

What to expect

Content – The British Empire, The Trade Triangle, Slavery, The Abolition of Slavery, America and Revolution, The American Civil War, Civil Rights Movement in America and the UK

Assessment – written assessment including multiple choice and written answers – End of Year exam

Bigger Picture Question – Why did the transatlantic slave trade exist? Why was the transatlantic slave trade so abhorrent? Who or what was responsible for the end of the Slave Trade? How far has life improved for Black people in the 20th Century?

Year 8



The Stuarts

What to expect

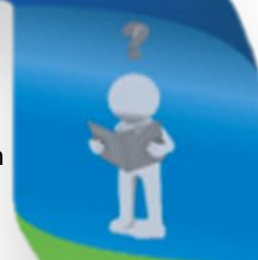
Content – Who were the British in 1600? the Pilgrim Fathers, James I and the Gunpowder Plot, Charles I and the Civil War, The execution of the king, the Republic and the Restoration, The Glorious Revolution, The Witch Craze, The Plague and the Great Fire of London.

Assessment – written assessment including multiple choice and written answers

Bigger Picture Question – Who were the British in 1600? Why did people come to and leave Britain? What does the Gunpowder plot tell us about James I and Britain? What was 'Divine Right'? How far was the king to blame for the Civil War? Why did the King lose (his head)? Why did they bring back the monarchy? What is a constitutional monarchy? How did life change over the 17th Century?



The Industrial Revolution



Empire, Slavery and its consequences

Year 9



The Big Picture – Intent:

Year 8 involves a detailed look at early modern History from the Stuarts (1600s) up until the Suffragette movement (Early 1900s) with a small part of the final unit going up to the mid-20th Century. Students cover all historical skills with a particular emphasis on source utility.

Units covered: Who were the British in 1600?, The Civil War, Industrial Revolution, Voting and Democracy, Empire and Slavery

Skills covered: Students will look at all of the key historical skills including chronology, historical significance, sources and evidence, inference, interpretations, cause and consequence, historical vocabulary and change and continuity.

Learning is being built from Year 7 and takes a largely chronological approach, with a more thematic look at the period 1750-1900. Skills are also built upon from Year 7, with a focus on utility and NOP which is more challenging. Learning also develops the understanding of key concepts studied in year 7 such as parliament, rights of people vs monarchs, social change/continuity and the role of religion.

How can this be extended? Knowledge and understanding can be extended through enrichment tasks such as reading of historical fiction, watching history documentaries and films.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

The year is ordered in chronological order, apart from the Voting and Democracy and Empire and Slavery which all address the same period 1750-1900 in a thematic way.

Overarching enquiry covering several lessons to address key historical questions (To what extent was the King to blame for the Civil War?, Why did Shropshire have an important role in the Industrial revolution?)

One historical skill is focused on per lesson (for example causation or sources) based around the substantive knowledge taught.

Units Covered: Who were the British in 1600?, The Civil War, Industrial Revolution, Voting and Democracy, Empire and Slavery

Core knowledge topics (from the national curriculum)

The development of Church, state and society in Britain 1509-1745, the first colony in America, the causes and events of the civil wars throughout Britain and the Interregnum, the Restoration, ‘Glorious Revolution’ and power of Parliament; society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature; ideas, political power, industry and empire: Britain, 1745-1901, Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform women’s suffrage, the development of the British Empire with a depth study (for example, of India) Britain’s transatlantic slave trade: its effects and its eventual abolition; a study of an aspect or site in local history dating from a period **before 1066; at least one study of a significant society or issue in world history and its interconnections with other world developments.**

Key Summative Assessments:

Half termly end of unit tests assess student learning.

End of year cumulative exam

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term:

2 End of unit tests with DIRT

Spring Term:

2 End of unit tests with DIRT

Summer term:

End of unit test with DIRT

Each term includes 2 literacy-based homework tasks to develop historical vocabulary and deepen learning

Impact:

By the end of year 8, students will have an understanding of who the British were in 1600 and who had migrated to and from the country. They will be able to explain why the Church was important and have deeper understanding of the relationship between Church and crown. They will be able to explain why the King went to war with his own people and what happened when he lost. They will be able to explain why the monarchy was restored after the republic and what a constitutional monarchy is. They will be able to describe change and continuity in people’s belief and how they used to live in the 1600s. Students will be able to describe the reasons for the industrial revolution and the effect that it had on society. They will have an understanding of the reasons for the change in the franchise, why Britain wanted an Empire and how they benefited from their colonies. They will be able to describe the Atlantic slave trade and explain the main factors why it was abolished. They will develop source utility skills and by the end of the year will be able to explain what makes them useful to a historian for an enquiry on a topic. Students will also be able to describe and start to explain causes and consequences in History as well as explaining the significant and chronology of events. Students will develop their understanding of historical interpretations, will be able to identify their main differences and will begin to explain why they are different.

Year 8 Curriculum Overview

Autumn Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Who were the British in 1600?

1. Who held power in 1603 and how?
2. Was life fair in Stuart society?
3. Why did some people choose to leave Britain in the 1600s?
4. How did religion cause migration to Britain in the 16th and 17th centuries?
5. The Gunpowder Plot – why were men willing to kill for religion?
6. How did the failure of the Gunpowder Plot increase the king's power?

Unit: The English Civil War

1. What were the long term causes of the Civil War?
2. Why did the King and Parliament resort to war?
3. How did the two sides fight the Civil War?
4. What impact did the war have on civilians?
5. Why did Parliament win the Civil War?
6. Why did the English decide to execute their king?
7. What was the significance of the execution of Charles I?
8. How was the country governed during the Republic?
9. Why did the people want another king?

Spring Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Stuart Society and the Enlightenment

1. What was life like in Stuart England?
2. How did religion change in the 17th Century?
3. Why did the Stuarts believe in witchcraft?
4. How was the Great Plague different from the Black Death?
5. Did the Great Fire see the birth of modern London?
6. Why did the English change their king in 1688?
7. What is a 'Constitutional Monarchy'?

Unit: The Industrial Revolution

1. What made Britain the World's first superpower?
2. Why did towns grow from 1750 onwards?
3. Why did Shropshire have an important role in the industrial revolution?
4. Which Inventions caused the Industrial Revolution
5. How bad were living conditions in the Industrial Revolution?
6. How did Joseph Bazalgette improve living conditions?
7. What jobs did children have to do in the Industrial Revolution?
8. How far did working conditions improve in the 19th Century?

Summer Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Voting and Democracy

1. Why does democracy matter?
2. Why could some people not vote in the 1800s?
3. What was the Peterloo massacre?
4. When did who could vote change? – Chartists and Great Reform Acts.
5. Were the Suffragettes' tactics justified?
6. Were the Suffragettes successful
7. Why did Emily Davison die?

Unit: Empire and Slavery

1. Why did the British want an empire?
2. How did the British conquer and control their colonies?
3. Why was India the 'Jewel in the Crown'?
4. How were African Slaves captured?
5. What was life like as a slave – on the middle passage and on plantations?
6. Abolition of Slavery – who brought about the end of Slavery?
7. Why did the Americans want independence and why did they get it?
8. What was life like for black people after slavery?
9. When did Australia and Canada get independence?



Year 9 History Overview

What is my Learning Journey this year?

What to expect

Content – Dictatorship and democracy, Communism and Fascism, Rise of Hitler Terror and Propaganda, Women and Children in Nazi Germany, The Holocaust, Appeasement/Blitzkrieg.

Assessment – written assessment including multiple choice and written answers

Bigger Picture Question

– How does the Rise of Fascism happen? Why were the Nazis so intolerant? How should we commemorate the Holocaust?



What to expect

Content – The Grand Alliance, The Conferences, Ideological difference, Satellite States/Iron Curtain, Containment, FRG and GDR, NATO and Warsaw Pact, Arms Race, Hungarian Uprising.

Assessment – written assessment including multiple choice and written answers – End of Year exam

Bigger Picture Question – Why did the Cold War Start, What is the difference between Communism and Capitalism?, Why did Stalin Blockade Berlin?

Year 9



World War One

What to expect

Content – Who were the British in 1900? The causes of WW1, Trench Warfare, Weapons of WW1, The Battle of the Somme, The Home Front in WW1, The Russian Revolution, How did the War end? The Treaty of Versailles.

Assessment – written assessment including multiple choice and written answers

Bigger Picture Question – Who were the British in 1900? What caused WW1? Was the First World War a necessary war? To what extent were Lions led by Donkeys, Why were there so many casualties in WW1, How were civilians affected by WW1? Why did the Communists take over in Russia? Why did the Allies win WW1? Was the Treaty of Versailles too harsh?



Rise of the Nazis

World War Two

What to expect

Content – The Blitz the Home front, Dunkirk Pearl Harbour Operation Barbarossa, D-Day, Death of Hitler, The Atom bomb

Assessment – written assessment including multiple choice and written answers

Bigger Picture Question – What were the key moments in WW2? Was Dunkirk a Miracle? Why did the Allies win WW2? Should America have dropped the Atom Bomb?



The Start of the Cold War

Year 10



The Big Picture – Intent:

In Year 9, students take a detailed look at modern History from 1900, through both world wars and the first decade of the Cold War. Students cover all historical skills with a particular emphasis on interpretations of history and causation and consequence.

Units covered: Who were the British in 1900, World War 1, The world between the wars, the Rise of Hitler, World War 2, Cold War Origins

Skills covered: Students will look at all of the key historical skills including chronology, historical significance, sources and evidence, inference, interpretations, cause and consequence, historical vocabulary and change and continuity.

Students have been learning these skills since year 7. Skills are also built upon from Year 7, with a focus on historical interpretations as this is a more challenging concept that they can now tackle. Learning also develops the understanding of key concepts studied in year 8 such as democracy, rights of people, social change/continuity, and Empire.

How can this be extended? Knowledge and understanding can be extended through enrichment tasks such as reading of historical fiction, watching history documentaries and films.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

The year is ordered in chronological order

Overarching enquiry covering several lessons to address key historical questions (Was the First World War a necessary war?, How should we commemorate the Holocaust?, What is the difference between Communism and Capitalism?) One historical skill is focused on per lesson (for example causation or sources) based around the substantive knowledge taught.

Units covered: Who were the British in 1900, World War 1, The world between the wars, the Rise of Hitler, World War 2, Cold War Origins

Core knowledge topics (from the national curriculum)

Challenges for Britain, Europe, and the wider world 1901 to the present day; the First World War and the Peace Settlement, the Holocaust, the inter-war years: The Great Depression and the rise of dictators, the Second World War and the wartime leadership of Winston Churchill. A study of a significant society or issue in world history and its interconnections with other world developments. A European depth study which is focused on the history of a nation or group of peoples or on international relations between several nations.

Key Summative Assessments:

Half termly end of unit tests assess student learning.

End of year cumulative exam

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term:

2 End of unit tests with DIRT

Spring Term:

2 End of unit tests with DIRT

Summer term:

End of unit test with DIRT

Each term includes 2 literacy-based homework tasks to develop historical vocabulary and deepen learning

Impact:

By the end of year 9, students will have a full chronological view of history from the Anglo Saxons to the start of the Cold War. They will have a confident understanding of what makes a source useful and how historians can have different interpretations of the same subject or event. They will be able to explain who the British were in 1900 and who had migrated to and from the British Isles. They will be able to evaluate how far the First World War was a necessary war and to what extent Lions were led by Donkeys. Pupils will understand the rapid development of weaponry and how devastating that could be. They will begin to understand the differences between dictatorship and democracy, communism and capitalism and how extreme ideologies such as communism and fascism can lead to revolution and huge social change. Pupils will be able to explain why the Nazis were so intolerant, leading on to an understanding, as much as anyone can, of the horrors of the Holocaust. And how we commemorate it. Students will be able to explain key moments in WW2 and how the end of WW2 led to the start of the Cold War. They will understand how the Cold War developed between 1945 and 1956.

Year 9 Curriculum Overview

Autumn Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Who were the British in 1900?

1. To what extent did social class matter in 1900?
2. Who ran the country in 1900 and how had this changed by 1911?
3. Why did people migrate to the colonies?
4. Why did people migrate from the colonies?
5. How has life changed since 1900?

Unit: World War One

1. What were the long term and short term causes of WW1 were.
2. Should Britain have gone to war in 1914?
3. How did they make men join up/why did men want to join up/is conscription justified?
4. How dangerous was life in the Trenches?
5. Which WW1 weapons were the most powerful and effective?
6. What injuries and treatments were there in WW1?
7. Battle of the Somme – why was the first day so disastrous?
8. The Home Front – What role did women have?
9. Did all men want to fight? – the Christmas Truce and Conscientious objectors.
10. How did the war end and why did Germany lose?
11. How unfair was the Treaty of Versailles?

Spring Term

Golden Threads: Power, conflict, belief, economy, society

Unit: The World between the Wars

1. Why did the Russians kill their king?
2. What is the difference between Democracy and Dictatorship?
3. What is the difference between Communism and Fascism?
4. How did the extremist dictators come to power?
5. Boom and Bust in the USA – What was like in the ‘Roaring 20s’?
6. How did the Wall Street crash affect the world?

Unit: The Rise of the Nazis

1. Who were the Nazis and why were they so intolerant?
2. What was the Munich Putsch and why did it fail?
3. How did Hitler become leader of Germany?
4. How did Hitler use terror and propaganda to control Germany?
5. What was life like for different groups in Nazi Germany?
6. Why was the Holocaust allowed to happen?
7. How should we commemorate the Holocaust?

Summer Term

Golden Threads: Power, conflict, belief, economy, society

Unit: World War 2

1. Why did the British allow Hitler to ignore the Treaty of Versailles?
2. How did Hitler conquer Western Europe so quickly?
3. What was life like on the Home Front?
4. Was there really a ‘Blitz Spirit’?
5. Was Dunkirk a defeat or a victory?
6. Why did the Japanese attack Pearl Harbor
7. Was the attack on Pearl Harbor a mistake in the long run?
8. Why did Germany lose WW2?
9. Did Hitler really kill himself?
10. Why did the Americans drop atomic bombs on Japan?

Unit: Cold War Origins

1. Why did the British and the Americans join an alliance with Stalin?
2. What was decided at the conferences at the end of WW2?
3. Why did the Cold War Start?
4. What is the difference between Communism and Capitalism?
5. Why did Churchill say an Iron Curtain had descended upon Europe?
6. Why did Stalin Blockade Berlin?
7. What was the significance of NATO?
8. Why did the Hungarians rise up against communism?

IDSALL SCHOOL

KS4 History Curriculum



Our vision for History

The purpose and aims of the History curriculum at Idsall School is to ensure students know how to be a functioning, questioning individual. We want them to understand the wider world around them by studying a range of history from Britain and around the world. We want to inspire curiosity and a passionate understanding of the past through enquiry-based lessons and a variety of teaching and learning styles.

Effective teaching will support pupils in imparting an in-depth knowledge and narrative of the past, as well as developing a wide range of history skills to engender a healthy scepticism of evidence, to understand how the past shapes their current environment and to examine historical issues in context of the standards of their time. Pupils will build up knowledge of how the key 'Golden Threads' run through each topic and each lesson. These Golden Threads are:

- Power – how Britain and other countries have been ruled and how this changed over time.
- Conflict – why countries, religions, groups and individuals have disagreed and how this has manifested itself in warfare over time.
- Belief – what people have believed about the world around them, including religious belief and political ideology.
- Society – how people have lived in the past, their clothes, houses and languages as well as the social structure and equality, diversity, inclusion and belonging of a variety of groups in the past.
- Economy – how Britain's and the world's economy has developed, the jobs that people have done and how money has affected social class.

Our breadth of curriculum aims to ensure the above, as well as using GCSE style exam questions as formal assessment to develop the skills needed to achieve the above and prepare for GCSE exams.



KS4 History Overview

What is my Learning Journey this year?



From
Y9



The Cold War (Paper 2)

What to expect

Content – The Building of The Berlin Wall, The Cuban Missile Crisis, The Prague Spring, The Brezhnev Doctrine, Treaties of the 1960s, Détente, Carter Doctrine, Olympic boycotts, SDI/Star Wars, Afghanistan, Glasnost and Perestroika, Fall of the Berlin Wall, Collapse of USSR

Assessment – written assessments on Hungarian Uprising, Berlin Wall, Cuban Missile Crisis and the Afghanistan invasion

Bigger Picture Question – What was Brain Drain? How did the Berlin wall affect relations between the USA and USSR? How did the Cuban Missile Crisis lead to Détente? Why did Détente end? What caused the end of the Cold War?



Medicine and Treatment (Paper 1)

Content – Ideas about causes of disease from 1250-present, attempts to prevent disease from 1250-present, attempts to treat disease from 1250-present, Case studies including: The Black Death, William Harvey, Jenner's Vaccination, the development of penicillin, treatment on the Western front

Assessment – written assessments on Galen's influence, Renaissance improvement of medicine, John Snow, and the difference between ideas of cause of disease

Bigger Picture Question – When was the key turning point in medicine?



Weimar and Nazi Germany (Paper 3)

What to expect

Content – The Weimar Republic, 1919-33, Hitler's rise to power, 1919-33, Nazi Control and Dictatorship 1933-19, life in Nazi Germany 1933,39

Assessment – written assessments on Treaty of Versailles, Weimar's Problems, Hitler's rise, Nazi Dictatorship and life in Nazi Germany

Bigger Picture Question – What were the main threats to the Weimar Republic? How did Hitler rise to power? How did the Nazis use terror and propaganda to control Germany? What was life like for different groups in Nazi Germany?



What to expect

Content – Anglo-Saxon England and the Norman Conquest, 1060–66, William I in power: securing the kingdom, 1066–87, Norman England, 1066–88

Assessment – written assessment on Anglo Saxon England, The Norman Invasion, William I in control and Norman England
Bigger Picture Question – Who wanted to rule England in 1066? How did William extend his power? What was life like in Norman England?

The Anglo-Saxons and Normans (Paper 2)

On to A
level



The Big Picture – Intent:

Students cover three GCSE topics, and cover all the skills for paper 1 and paper 2. Paper 1 - Medicine in Britain c1250-present The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Paper 2, part 1 - Superpower relations and the Cold War, 1941–91

Units covered: Cold War Crises, The End of the Cold War, Medieval Medicine, Renaissance Medicine, Industrial Revolution Medicine, Modern Medicine, Britain’s role on the Western Front.

Skills covered: Students will look at causation and consequence, importance and historical narratives in the Cold War Unit as well as change and continuity within Medicine, source analysis skills including utility and choosing a relevant source to follow up an enquiry

How does this link with their previous learning? Students began the introduction to the Cold War by covering first unit of the GCSE in Y9. The skills are all skills that students have begun to grow from years 7-9 including the GCSE question wording which features in all KS3 assessments.

How can this be extended? Knowledge and understanding can be extended through enrichment tasks such as reading of historical fiction, watching history documentaries and films.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

The Cold War unit continues from the end of year 9. The Medicine Unit is chronological and final unit of Britain on the Western Front unit leads directly into the Germany Unit in Y11 in chronological terms.

Overarching enquiry covering several lessons to address key historical questions (What did people believe about disease during the medical renaissance?)

Units covered: Cold War Crises, The End of the Cold War, Medieval Medicine, Renaissance Medicine, Industrial Revolution Medicine, Modern Medicine, Britain’s role on the Western Front.

How are literacy skills to be developed and extended?

Literacy will be promoted throughout with the incorporation of historical key words in each lesson. Homework tasks each half term focusing on vocabulary and comprehension. Students are expected to read independently and out loud in class.

Key Summative Assessments:

Baseline assessment in Autumn term covers all skills and content taught to that point.

Twice half termly tests assess student learning.

End of year cumulative exam

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term:

4 Assessments on: Hungarian Uprising, Berlin Wall, Cuban Missile Crisis and the Afghanistan invasion with DIRT

Spring Term:

4 Assessments on Galen’s influence, Renaissance improvement of medicine, John Snow, and the difference between ideas of cause of disease with DIRT

Summer term:

3 Assessments on effects of gas attack, utility of sources and follow up question with DIRT

Impact:

By the end of the year students in year 10 Students will have a detailed knowledge of the Superpower relations in the Cold War, being able to recall specific facts/examples and why events are historically important, their order chronologically as well as how they link together and how some events led to others. Students will have a confident understanding of the changes and continuities throughout Medicine since 1250. They will be able to comment on why historical sources are useful, and how to follow a source up.

Year 10 Curriculum Overview

Autumn Term

Golden Threads: Power, conflict, belief, economy, society

Unit: The Cold War – Topic 2 (Cold War crises, 1958–70)

1. Why did so many people leave East Berlin in the 1950s?
2. Why was the Berlin Wall built and what were the consequences?
3. Why did the Bay of Pigs incident happen and why did it fail?
4. What did the Cuban Missile Crisis mean for the Cold War?
5. Why did the Czechs rise up against communism?
6. How did the Prague Spring end?
7. The Brezhnev Doctrine – what were the consequences of the Prague Spring?
8. Did the Treaties of the 1960s ease the tension?

Unit: The Cold War – Topic 3 (The end of the Cold War, 1970–91)

1. How far did Détente ease tension?
2. Were SALT 1, Helsinki, SALT 2 successful?
3. Why did the Soviets invade Afghanistan?
4. What was the Carter Doctrine and was it the end of Détente?
5. Olympic boycotts – did they escalate the second cold war?
6. How effective would SDI/Star Wars have been, and did it change the relationship between the USA and USSR?
7. Reagan and Gorbachev – Friends or foes and why did Gorbachev have a disadvantage?
8. What did the INF Treaty ban and was it the beginning of the end of the Cold War?
9. What did Gorbachev think Glasnost and Perestroika would achieve?
10. Was the fall of the Berlin Wall a violent revolution and was it by accident?
11. Collapse of USSR and Warsaw Pact – how did the Cold War end?

Spring Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Medicine 1250-1750

1. What did medieval people think caused disease?
2. What did medieval people do to prevent disease?
3. What treatments did they use in the middle ages?
4. What factors affected medieval medicine?
5. How did the Black death demonstrate the ineffective nature of medieval medicine?
6. What did renaissance people think caused disease?
7. What did renaissance people do to prevent disease?
8. What treatments did they use between 1500 and 1700?
9. What factors affected renaissance medicine?
10. How did William Harvey improve medical knowledge?
11. How did the Great Plague demonstrate the ineffective nature of renaissance medicine?

Unit: Medicine 1750-Present

1. What did people think caused disease between 1700 and 1900?
2. What did people do to prevent disease between 1700 and 1900?
3. What treatments did they use between 1700 and 1900?
4. What factors affected Industrial revolution medicine?
5. How did Edward Jenner improve prevention of infectious disease?
6. How did John Snow improve prevention of infectious disease?
7. What did people think caused disease after 1900?
8. What did people do to prevent disease after 1900?
9. What treatments did they develop after 1900?
10. What factors affect modern medicine?
11. How did Fleming, Florey and Chain improve treatment of disease?
12. How the use of science and technology help fight Lung Cancer?

Summer Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Medicine on the Western front in WW1

1. How did the Trench System work
2. How did the terrain affect treatment on the Western Front?
3. What were the main conditions, illnesses and injuries on the Western Front?
4. What roles did the RAMC, FANY and VAD nurses have on treatment on the Western Front?
5. What new medical techniques were developed on the Western front

Unit: Weimar and Nazi Germany, 1918–39 - Key topic 1: The Weimar Republic 1918–29

1. What was the legacy of the First World War?
2. What were the strengths and weaknesses of the Weimar Constitution?
3. How was the Republic challenged 1919-1920?
Challenges from the Left.
4. Why was the Treaty of Versailles so unpopular in Germany?
5. How serious was the challenge from the Kapp Putsch?
6. Why was 1923 a year of crisis for the Republic?
7. How far did the economy recover under Stresemann 1924-29?
8. How did Stresemann improve foreign relations?
9. What changes took place in German society 1924-29?
10. Was this the 'Golden Age' of Weimar? Was this the 'Golden Age' of Weimar?

The Big Picture – Intent:

Students cover two GCSE topics, and cover all the remaining skills for paper 2 and new skills for paper 3. Paper 3 - Weimar and Nazi Germany, 1918–39

Paper 2, part 2 - Anglo-Saxon and Norman England, c1060–88Intent:

Units covered: The Weimar Republic, Hitler’s rise to power, Nazi Control and Dictatorship, Life in Nazi Germany, Anglo-Saxon England and the Norman Conquest, William I in Power and Norman England 1066-88

Skills covered: Students will look at Causation, historical importance, source analysis skills (including utility and inference) and lastly dissection of interpretations including how and why they differ.

How does this link with their previous learning? Continues on chronologically from the end of the Medicine on the Western Front unit. Anglo-Saxon England is a stand-alone topic which allows them to revisit the knowledge of medieval England from the medicine topic and from KS3.

How can this be extended? Knowledge and understanding can be extended through enrichment tasks such as reading of historical fiction, watching history documentaries and films.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

The Germany Unit in Y11 follows on from Medicine and lasts up until Christmas. The Anglo Saxon Unit will be studied after Christmas but sufficient time will be set aside to revisit the knowledge and skills from Y10.

Overarching enquiry covering several lessons to address key historical questions (e.g. How well did the Weimar Republic deal with its challenges?)

Units covered: The Weimar Republic, Hitler’s rise to power, Nazi Control and Dictatorship, Life in Nazi Germany, Anglo-Saxon England and the Norman Conquest, William I in Power and Norman England 1066-88

How are literacy skills to be developed and extended?

Literacy will be promoted throughout with the incorporation of historical key words in each lesson. Homework tasks each half term focusing on vocabulary and comprehension. Students are expected to read independently and out loud in class.

Key Summative Assessments:

Baseline assessment in Autumn term covers all skills and content taught to that point.

Twice half termly tests assess student learning.

Mock exam consisting of 3 out of the 4 units

Full mock exam

Real Exams in all three papers

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term:

5 Assessments on: Treaty of Versailles, Weimar’s Problems, Hitler’s rise, Nazi Dictatorship and life in Nazi Germany with DIRT

Spring Term:

4 Assessments on Anglo Saxon England, The Norman Invasion, William I in control and Norman England with DIRT

Summer term:

Real Exams in all three papers

Impact:

The knowledge of all of 4 units on the 3 papers should be coherent by the end of the Spring Term (bringing chronology up to 1990 historically, with a depth study on Anglo Saxons and the Normans). The newest skills of historical interpretation and inference will have been learnt and applied to the Germany content.

Crucially, the retention of knowledge should have resulted in a positive improvement across the two sets of year 11 mock exams.

Year 11 Curriculum Overview

Autumn Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Weimar and Nazi Germany, 1918–39 - Key topic 2: Hitler’s rise to power, 1919–33

1. How did Hitler become involved in right wing politics?
2. What were the aims of the early Nazi Party?
3. To what extent was the Munich Putsch 1923 a failure?
4. How did the Nazi Party change during the ‘Lean Years’ 1924-29?
5. How did the Wall Street Crash help the Nazis to gain support 1929-32?
6. Why did more Germans vote for the Nazis 1929-32?
7. How did a political deal make Hitler Chancellor in 1932?

Unit: Weimar and Nazi Germany, 1918–39 Key topic 3: Nazi control and dictatorship, 1933–39

1. How did Hitler become a dictator?
2. How did Hitler use his police to control Germany?
3. How did Hitler use propaganda to control Germany?
4. How did the Nazis deal with religion?
5. How did the Nazis deal with opposition?

Unit: Weimar and Nazi Germany, 1918–39 Key topic 4: Life in Nazi Germany, 1933–39

1. What was life like for women in Nazi Germany?
2. What was life like for children in Nazi Germany?
3. What was life like for workers in Nazi Germany?
4. What was life like for minorities in Nazi Germany?
5. How did the Nazis persecute Jewish people?

Spring Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66

1. What was life like in Anglo Saxon England?
2. What was the Witan?
3. Why was there a succession crisis in 1066?
4. Why did Harold and William both think they should be king?
5. Why did William win the Battle of Hastings

Unit: Key topic 2: William I in power: securing the kingdom, 1066–87

1. How did William control England after 1066?
2. What was the Submission of the Earls?
3. What was the Harrying of the North?
4. How did William transfer land to his supporters?

Unit: Key topic 3: Norman England, 1066–88

1. How did the Feudal system work?
2. How did William change the English Church?
3. How did William change government in England?
4. What significance did Williams brother and sons have on his rule and succession?

All lessons will be Revision for exams from this point onwards

IDSALL SCHOOL

KS5 History Curriculum



Our vision for History

The purpose and aims of the History curriculum at Idsall School is to ensure students know how to be a functioning, questioning individual. We want them to understand the wider world around them by studying a range of history from Britain and around the world. We want to inspire curiosity and a passionate understanding of the past through enquiry-based lessons and a variety of teaching and learning styles.

Effective teaching will support pupils in imparting an in-depth knowledge and narrative of the past, as well as developing a wide range of history skills to engender a healthy scepticism of evidence, to understand how the past shapes their current environment and to examine historical issues in context of the standards of their time. Pupils will build up knowledge of how the key 'Golden Threads' run through each topic and each lesson. These Golden Threads are:

- Power – how Britain and other countries have been ruled and how this changed over time.
- Conflict – why countries, religions, groups and individuals have disagreed and how this has manifested itself in warfare over time.
- Belief – what people have believed about the world around them, including religious belief and political ideology.
- Society – how people have lived in the past, their clothes, houses and languages as well as the social structure and equality, diversity, inclusion and belonging of a variety of groups in the past.
- Economy – how Britain's and the world's economy has developed, the jobs that people have done and how money has affected social class.

Our breadth of curriculum aims to ensure the above, as well as using A level style exam questions as formal assessment to develop the skills needed to achieve the above and prepare for A level exams.



KS5 History Overview

What is my Learning Journey this year?



What to expect

Content – Rule of Nicholas II 1894-1905, End of Romanov Rule 1906-1917, Provisional Govt. and Opponents, Defending the Bolshevik Revolution 1917-1924

Assessment – written assessments on Tsarist government, Nicholas I and the Dumas, and the survival of Bolshevik Rule 1917-24, opposition to the Bolshevik Regime

Bigger Picture Question –

How, and how oppressively, was Russia governed before 1905?, What triggered the revolution of February 1917?, What part did Lenin and Trotsky play in the making of the October Revolution?

Public Health 1780-1939 (Paper 3)

What to expect

Content – the health of the nation, c1780–1939, The Impetus for public health reforms, Changes in public health, poverty, the people and the law, Paupers and Pauperism, 1780-1832, The Poor Law Amendment Act, 1832-47, Government, self-help and charity, 1847-80, Social and welfare reforms, 1880-1914, Depression and the Dole, 1920-39

Assessment – written assessment on Poverty, public health and the state in Britain, c1780–1939

Bigger Picture Question – Why did reforms to public health become a pressing issue from 1780?, Why did the pressure for change intensify 1780-1834? What impact did the Workhouses have? To what extent were the Liberal reforms effective?

What to expect

Content – The Malleus Maleficarum, James I's Daemonologie, The First, Second, Third and Fourth Crusades, The Crusader States, Pope Urban's speech

Assessment – written assignment of between 3,000 and 4,000 words to be submitted and is counted towards 20% of the A level

Bigger Picture Question – Why did Europeans decide to fight for the Holy land? Why did sceptical attitudes to witchcraft grow in the years 1550-1650?

The Witch Craze/The Crusades (Coursework)

On to Higher Education



From GCSE



The Stuarts (Paper 1)

What to expect

Content – The Quest for Political Stability, 1625-88, Religion: conflict and dissent, 1625–88, Social and intellectual challenge, 1625–88, Economy, trade and empire, 1625–88, How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?

Assessment – written assessments on Charles I, Republican Rule, Religion in the Interregnum, Social change 1625-88, Stuart economy, historical interpretations on England 1688-1701

Bigger Picture Question – Why did monarchical government fail in the years 1625-49?, How effectively did the Church of England evolve in conditions of conflict and revolution?, In what ways did the revolutionary events of the century affect the structure of society?, How significant was imperial expansion between 1625 and 1688 to the economy?, How significant were the revolutionary ideals in the establishment of a constitutional monarchy?

The Russian Revolution (Paper 2)



The Big Picture – Intent:

Students cover two A level topics: a breadth study on Stuart England 1625-1701 with interpretations and a depth study on Russia in Revolution 1894-1924.

Units covered: the quest for political stability, 1625-88, Religion: conflict and dissent, 1625–88, Social and Intellectual Change, 1625-88, Economy, trade and empire, 1625-88, Historical Interpretations of the Glorious Revolution, 1699-89, Rule of Nicholas II 1894-1905, End of Romanov Rule 1906-1917, Provisional Govt. and Opponents, Defending the Bolshevik Revolution 1917-1924.

Skills covered: Own knowledge essays and how to write them (explanation and evaluation) analysing historians’ interpretations and evaluating historical sources

How does this link with their previous learning? Builds on their knowledge of the Cold War at GCSE and the Stuarts from KS3.

How can this be extended? Wider reading of the subject is expected, using the wider reading list provided in the course handbook.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary

Implementation:

The lessons will be taught Chronologically for the Russia Depth study and thematically for the Stuart England breadth study

Overarching enquiry covering several lessons to address key historical questions (e.g. Why did monarchical government fail in the years 1625-49?)

Reading and research based learning activities will be set as homework tasks to develop historical vocabulary and deepen learning

Units covered: the quest for political stability, 1625-88, Religion: conflict and dissent, 1625–88, Social and Intellectual Change, 1625-88, Economy, trade and empire, 1625-88, Historical Interpretations of the Glorious Revolution, 1699-89, Rule of Nicholas II 1894-1905, End of Romanov Rule 1906-1917, Provisional Govt. and Opponents, Defending the Bolshevik Revolution 1917-1924.

How are literacy skills to be developed and extended?

Literacy will be promoted throughout with the incorporation of historical key words in each lesson. High standards of literacy will be essential for essay writing and skills. There will be a focus on teaching and modelling written communication, forming essays and how to read historical language.

Key Summative Assessments:

Half termly end of unit tests assess student learning.

End of year cumulative exam

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term:

3 Assessment essays on: Charles I, Republican Rule and Tsarist government with DIRT

1 assessment source analysis on Nicholas I and the Dumas with DIRT

Spring Term:

4 assessment essays on: Religion in the Interregnum, Social change 1625-88, Stuart economy and the survival of Bolshevik Rule 1917-24 with DIRT

1 assessment source analysis on opposition to the Bolshevik Regime with DIRT

Summer term:

2 essay assessment, 2 historical interpretations on England 1688-1701 and 1 source analysis assessment plus mock exams in both units

Impact:

By the end of the year students in year 12 will have a detailed understanding of Stuart England from 1625-1701 and of Russia from 1894-1924. They will be confident in writing depth and breadth own knowledge essays. Students will have analysed and evaluated historians’ interpretations relating to the 4 key historical debates about how revolutionary the Glorious Revolution was. Students will be able to explain change and continuity across both time periods as well as draw out and evaluate similarities and differences. They will have also analysed and evaluated primary sources about the Russian Revolution.

Year 12 Curriculum Overview

Autumn Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Britain, 1625–1701: conflict, revolution and settlement – Theme 1: The Quest for Political Stability, 1625-88

1. What was the relationship between monarch and parliament like in 1625.
2. Why did the relationship between Charles I and parliament deteriorate between 1625-29
3. What were the key features of the personal rule 1629-40
4. Why was there was a failure to reach a settlement between king and parliament before, throughout and after the Civil War.
5. How radical the ideas of the Levellers and the Diggers were in the 1640s and 1650s?

Unit: Russia in revolution, 1894–1924 - Rule of Nicholas II 1894-1905

1. What were the key political, economic and social characteristics of Russia in 1894?
2. How much organised opposition did the Tsarist regime face before 1905 and how did the aims of the main opposition groups differ?
3. In what ways and how seriously was the Tsarist regime threatened by revolutionary activity in 1905?
4. In what ways, and how successfully, did the Tsarist regime respond to the threats it faced in 1905?

Unit: Unit: Britain, 1625–1701: conflict, revolution and settlement – Theme 1: The Quest for Political Stability, 1625-88

1. How stable was the Republic between 1649 and 1660?
2. Why was the monarchy restored in 1660?
3. What was the relationship between Charles II and parliament like?
4. Why was James II was forced from power in 1688?
5. How did the relationship between king and parliament change after the glorious revolution?

Unit: Russia in revolution, 1894–1924 - End of Romanov Rule 1906-1917

1. What political changes took place in Russia 1906-1914?
2. To what extent did Stolypin's policies of repression and reform succeed in putting the tsarist regime on a more stable footing?
3. What impact did Russia's involvement in the First World War have on the reputation of the Tsarist regime?
4. What triggered the Revolution of February 1917?

Spring Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Britain, 1625–1701: conflict, revolution and settlement - Theme 2: Religion: conflict and dissent, 1625–88

1. Did Archbishop Laud's policies threaten religious uniformity?
2. What changes were made to the church in the Interregnum?
3. Why was the Anglican Church restored under Charles II and how did it come to dominate religious life?
4. How far was puritanism rife under Charles I?
5. What did Presbyterians and the radical religious groups believe?
6. How were radicals persecuted after the restoration?
7. How much Catholic influence was there in the court of Charles I?
8. Why were Catholics not included in the toleration of dissenters under the Republic?
9. How far was there an anti-Catholic sentiment after the restoration of the monarchy?

Unit: Russia in revolution, 1894–1924 - Provisional Govt. and Opponents

1. The Creation of the Provisional Government and the Petrograd Soviet
2. What was the 'nature' of 'dual power'?
3. Who opposed the Provisional Government early-mid 1917 and why?
4. In what circumstances did Kerensky become Head of the 2nd Provisional Government and why did he fail to retain popular support?
5. What were the events of the October Revolution?

Unit: Britain, 1625–1701: conflict, revolution and settlement - Theme 3: Social and intellectual challenge, 1625–88

1. Why did the population of England rise in the period 1625-88?
2. What was impact of the growth in population on the towns and countryside?
3. How did poverty grow between 1625-88?
4. What were the Poor Laws and what action was taken against beggars and vagrants?
5. How did the social structure change between 1625 and 1688?
6. How far did the power of the Nobility change between 1625-88?
7. How did the role of the Gentry change over the 17th Century?
8. To what extent was there urbanisation and a growth of the professional and merchant classes?
9. What was the impact of religious and legal changes on the status of women?
10. What was the impact of the end of the confessional state on society?
11. What was the impact of the Royal Society on society?
12. What were the significance of the ideas of Hobbes and Locke?
13. What was the scientific revolution and the experimental method?

Unit: Russia in revolution, 1894–1924 - Defending the Bolshevik Revolution 1917-1924

1. What steps did the Bolsheviks take after the October Revolution to consolidate their hold on power?
2. What steps did the Bolsheviks take after the October Revolution to consolidate their hold on power? Ending WW1: Treaty of Brest-Litovsk
3. Why were the Bolsheviks able to defeat their domestic enemies in the Russian Civil War?
4. For what reasons and with what results did Foreign Powers intervene in Russia in the Civil War era?
5. Lenin's Economic Policies
a) State Capitalism to War Communism
6. Lenin's Economic Policies
b) War Communism to NEP

Summer Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Britain, 1625–1701: conflict, revolution and settlement - Theme 4: Economy, trade and empire, 1625–88

1. Why did agricultural techniques change in the period 1625-88?
2. What development of specialised farming took place and what was its effect on the growth of employment?
3. What was the role of capital investment in agriculture?
4. How did national markets grow 1625-88?
5. How did the cloth trade change and what impact did Protestant refugees had upon it?
6. How did London grow and what was the impact of that growth on England's economic development?
7. How did banking and insurance develop in the period 1625-88?
8. What was the significance of the Colonies in the New world on the development of England's Economy?
9. How far did the rivalry with the Dutch affect England's economy?
10. What was the Role of the East India Company?
11. How significant was the British control of triangular trade?

Unit: Poverty, public health and the state in Britain, c1780–1939 - Breadth 1 The impetus for public health reforms

1. Background, Context and Overview
2. Impetus for Public Health Reforms 1780-1939: industrialisation, epidemics & state of towns
3. Increased knowledge, technology and changing attitudes

Unit: Britain, 1625–1701: conflict, revolution and settlement - Historical interpretations: How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?

1. How revolutionary was the establishment of a constitutional monarchy after the Glorious Revolution?
2. Why did the concepts of divine right and confessional state wane in popularity after 1688?
3. How important were William of Orange's wars in the context of the development of a financial revolution?

Unit: Poverty, public health and the state in Britain, c1780–1939 - Breadth 2 Changes in public health

1. Changes in Public Health 1780-1939: government intervention and legislation
2. The Liberal reforms
3. How significant was the work of Individuals in improving Public Health 1780-1939?
4. Keeping the people healthy: further measures

The Big Picture – Intent:

Students cover one A level topic which has aspects of breadth and depth: Poverty, public health and the state in Britain,

c1780–1939 as well as completing a personal study on Historical interpretations of the European Witch Craze or the Crusades for coursework.

Skills covered: Own knowledge essays and how to write them (explanation and evaluation) analysing historians’ interpretations and evaluating historical sources – for the coursework pupils will have to research a topic of their choice independently and find relevant historians and analyse their interpretations in depth.

How does this link with their previous learning? Builds on their knowledge of 18-20th Century public health covered in the GCSE medicine unit and the Stuarts that was covered in Year 8.

How can this be extended? Wider reading of the subject is expected, using the wider reading list provided in the course handbook.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

The lessons will be taught Chronologically for the Poverty, public health and the state in Britain unit. The two available topics for coursework will be introduced by the teacher at the start of the year but the rest of the time will be given over for pupils to research and write a 4000-word assignment with supervision by the teacher.

Overarching enquiry covering several lessons to address key historical questions (e.g., To what extent did Central Government control of poor relief change in the years 1847-80??)

Reading and research-based learning activities will be set as homework tasks to develop historical vocabulary and deepen learning

Units covered: The impetus for public health reforms; Changes in public health; Paupers and pauperism, 1780–1834; Less eligibility: the Poor Law Amendment Act and its impact, 1832–47; The government, self-help and charity, 1847–80; Social and welfare reforms: pressure and action, 1880–1914; Depression and the dole: poverty in the inter-war years, 1920–39; Coursework Option 1 – The European Witch Craze, 1550-1650; Coursework Option 2 – The Crusades, 1095-1195

How are literacy skills to be developed and extended?

Literacy will be promoted throughout with the incorporation of historical key words in each lesson. High standards of literacy will be essential for essay writing and skills. There will be a focus on teaching and modelling written communication, forming essays and how to read historical language.

Key Summative Assessments:

Half termly end of unit tests assess student learning.

Full mock exam

Real Exams in all three papers

Coursework internally marked but externally moderated

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term:

4 Assessment essays on: Financial considerations; Individual writers and the reforms of the Liberal governments and Booth and Rowntree with DIRT

Spring Term:

4 assessment essays on: The decline of heavy industry; Depression of the 1930s and two others with DIRT

Summer term:

Real Exams in all three papers

Impact:

By the end of the year students in year 13 will have a detailed understanding of Poverty, public health and the state in Britain, c1780–1939. They will be confident in writing depth and breadth own knowledge essays. Students will have analysed and evaluated historians’ interpretations relating to the reasons for the European Witch Craze 1550-1650 or the Crusades 1095-1195. They will be able to explain change and continuity across these time periods as well as draw out and evaluate their similarities and differences. They will have also analysed and evaluated primary sources about Poverty, public health and the state in Britain, c1780–1939.

Year 13 Curriculum Overview

Autumn Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Poverty, public health and the state in Britain, c1780–1939 – Depth 1

Paupers and pauperism, 1780–1834

1. How effective was the assistance or 'relief' given to paupers 1780-1834?
2. Why did pressure for change intensify in the years 1780-1834?
3. How did recommendations made by the Royal Commission become the 1834 'New' Poor Law?
4. What impact did the workhouse have on the lives of paupers?
5. How effective was opposition to the implementation of the Poor Law Amendment Act

Unit: Coursework – Interpretations of the reasons for the Crusades 1095-1195 or the European Witch Craze 1550-1560

1. Introduction to the units.
2. Introduction to the rubric of the coursework.
3. Decide on the 3 factors and begin to research historians who agree with these factors.
4. Decide on the 3 historians and find at least 2 other historians for supplementary reading.
5. Which historian/factor are you going to agree with?

Unit: Poverty, public health and the state in Britain, c1780–1939 - Depth 2

Less eligibility: the Poor Law Amendment Act and its impact, 1832–47

1. To what extent did central government control of poor relief change in the years 1847-1880?
2. How significant were charity and self-help in dealing with the problem of poverty 1847-1880?
3. How far did individuals develop and challenge the prevailing orthodoxy concerning poverty and poor relief?

Unit: Coursework – Interpretations of the reasons for the Crusades 1095-1195 or the European Witch Craze 1550-1560

1. Write an introduction (first draft)
2. Write an analysis of one historian (first draft)
3. Write an analysis of a second historian (first draft)
4. Write an analysis of a third historian (first draft)

Spring Term

Golden Threads: Power, conflict, belief, economy, society

Unit: Poverty, public health and the state in Britain, c1780–1939
- Depth 3 The government, self-help and charity, 1847–80

1. Context: Andover Workhouse Scandal
2. How did the role of the state develop 1847-1880 in providing poor relief?
3. How significant was Charity in dealing with problem of poverty 1847-1880?
4. How effective were Friendly Societies in dealing with the problem of poverty 1847-1880?
5. How far did individuals challenge the prevailing orthodoxy concerning poverty?

Unit: Coursework – Interpretations of the reasons for the Crusades 1095-1195 or the European Witch Craze 1550-1560

1. Write an analysis of your supplemental reading (first draft)
2. Write a conclusion (first draft)
3. Work on your final draft.
4. Complete the resource record.

Unit: Poverty, public health and the state in Britain, c1780–1939 - Depth
4 Social and welfare reforms: pressure and action, 1880–1914

1. Context: what was the political context to the poverty debate from 1880?
2. What social reforms were introduced to tackle poverty in childhood, old age & as a result of sickness & unemployment?
3. What was the impact of the reforms?
4. How persuasive were the Booth & Rowntree reports?
5. How far did the Fabian Society influence the debate on poverty?
6. How significant was the threat from the Labour Party?

Unit: Poverty, public health and the state in Britain, c1780–1939 - Depth
5 Depression and the dole: poverty in the inter-war years, 1920–39

1. What was the impact of the Depression on the British economy?
2. How effective were the Jarrow March and Hunger Marches of the 1930s?
3. How far did the government action relieve poverty in the 1930s?