

History Subject Curriculum Map

Intent – The history curriculum aims to inspire students to become well rounded and passionate historians who think critically about the world they inhabit. To effectively interact with the modern world an understanding of student's own history, and that of those around them is essential. In their study of history, they will consider a range of perspectives and develop the ability to make balanced arguments and well sustained judgements. They will develop an understanding of how our history forms our sense of identity and place in the world, and through studying a range of periods and peoples will become more empathetic and open minded. Through a knowledge rich curriculum students will gain an in depth understanding of a range of events and issues throughout history and build their historical literacy and conceptual understanding. This will ensure students can positively encounter and understand the dynamics of the modern world. Students will learn to ask thoughtful questions and develop independent, analytical thinking and a passion for learning, ensuring they complete their history education as thoughtful, academics. Throughout KS3 there are many opportunities to build a foundation of knowledge to help embed knowledge and prepare them for their continued study at GCSE, A-Level and University.

YEAR 7

Term	1	2	3	4	5	6
Content Overview (Intent)	<p>Why did William win the Battle of Hastings in 1066?</p> <p>Key Skill: Cause and Consequence</p> <p>Students will learn the history of the Norman invasion – the last invasion of the British Isles. They will learn about the context of 1066 which led to the rivalry over the English throne. They will learn about the claimants and key battles of 1066. Students will study the factors which led to Norman success at the Battle of Hastings.</p> <p>This unit includes important foundation knowledge which will be built upon throughout the rest of KS3 and 4, with themes of succession, hierarchical society and power reoccurring.</p>	<p>How did William maintain control of England?</p> <p>Key Skill: Change and Continuity</p> <p>In the second half of the unit students will learn about the ways in which William I kept control of his new kingdom and evaluate the extent to which he changed life in England. Students will look at aspects of life including power, religion, social organisation, castles and language, comparing these to before the arrival of the Normans to evaluate change and continuity. This unit includes important foundation knowledge which will be built upon throughout the rest of KS3 and 4, with themes of succession, hierarchical society and power reoccurring.</p>	<p>What was the biggest threat faced by Medieval Kings?</p> <p>Key Skill: Diversity</p> <p>Students will learn about key individuals and the religious, political and social challenges they faced, including the murder of Thomas Becket, the Magna Carta, the Black Death and the Peasants' Revolt. Key themes will include personal and political criteria for determining success for medieval rulers, the use and abuse of power by monarchs (including consultation, law and finance and taxation) and the challenges they faced from their subjects.</p> <p>This unit introduces students to topics that are revisited at KS4: significance of Church in medicine and introduction to key contextual knowledge and concepts e.g. black death, miasma and care not cure.</p>	<p>How significant were the Crusades?</p> <p>Key Skill: Significance</p> <p>This unit focuses on the relationship between Europe and the East, learning about the spread of Islam and its impact in Arabia leading to the Ottoman Empire. Students will study the impact of the clash between Christendom and Islam in the Crusades, connecting their learning to the long-term consequences and contemporary tensions between East and West. Concepts of consequence and significance will run throughout.</p> <p>KS4 links to Health and the People: Builds a foundation of an understanding of Islamic medicine</p>		
Assessment Question	<p>Assessment: Explain who had the strongest claim to the throne in 1066.</p> <p>(Completed Week 3 as in class assessment)</p>	<p>Assessment: 'Intermarriage was the main reason that William was able to maintain control after 1066'. How far do you agree? (16)</p>	<p>Assessment 1: WHOLE YEAR EXAM: 1-hour paper covering the Norman Invasion and consolidation of power (Week 1)</p>	<p>Assessment 2: 'The greatest threat to medieval Kings was peasant rebellions'. How far do you agree with this statement? (Completed Week 3 as in class assessment)</p>	<p>Assessment 1: How convincing is Interpretation A about the reasons people went on a Crusade? (Completed Week 3 as in class assessment)</p>	<p>Assessment 2: WHOLE YEAR EXAM: This will cover all content covered in Y7 and 8 (Week 3)</p>
Links to Prior Learning	N/A	<p>Social History: Knowledge of social norms of the Anglo Saxons (7:1) Political History: Knowledge of what made a successful Medieval leader (7:1)</p>	<p>Social History: Conflict between monarch and people in Medieval England (7:2) Economic History: Burden of taxation on peasants in Medieval England (links to Domesday book) (7:2) Political History: Knowledge of what made a successful Medieval leader (7:1)</p>	<p>Military History: Medieval war tactics as demonstrated at the Battle of Hastings (7:1) Political History: The precarious nature of monarchical power (as demonstrated through Magna Carta and Peasants Revolt) (7:3-4) Religious History: The power and importance of the Medieval Church (Murder of Thomas Beckett) (7:3-4)</p>		
Interleaved Topic	N/A	Why did William win the Battle of Hastings in 1066? (7:1)	How did William maintain control of England? (7:2)	Why did William win at the Battle of Hastings? (7:1) How did William maintain control of England? (7:2) What was the biggest threat faced by Medieval Kings? (7:3-4)		
Cultural Capital/British Values	<p>Supports an understanding of how Britain has influenced and been influenced by the wider world (NC) Extend: Read the Anglo-Saxon poem Beowulf and consider what it can tell us about life in Anglo-Saxon England. https://www.sparknotes.com/nofear/lit/beowulf/</p>	<p>Supports an understanding of government, including what constitutes good leadership. Supports understanding of the achievements and follies of mankind (NC) Extend: Use the Domesday Survey online to research Lambeth in the Norman period https://opendomesday.org</p>	<p>Supports an understanding of the foundations of British Law (Magna Carta), including How the law protects you and others. The Peasants Revolt also introduces the right to protest and petition. (BV) Extend: Read John Simkin's article on Becket and consider historical interpretations of Becket: does he really deserve to be venerated? https://spartacus-educational.com/EXnormans5.htm</p>	<p>Supports an understanding of the importance of Mutual Tolerance and Respect including the importance of religion, traditions, cultural heritage and preferences (BV) Extend: Read and write a book review on the historical fiction 'Crusade' by Elizabeth Laird.</p>		

YEAR 8

Term	1	2	3	4	5	6
Content Overview (Intent)	<p><u>How did religion change during the Tudor Period?</u></p> <p>Key Skill: Change and continuity</p> <p>Students will study the causes of the Reformation and the establishment of the Church of England through the story of Henry VIII and his desire for a male heir to the throne. The Reformation had implications on not just the religion of the English people, but with the dissolution of the monasteries, it also affected the social provisions of health care, education and support for the vulnerable. Henry VIII's decision to found the Protestant church directly leads to the 'religious rollercoaster' of the Tudor dynasty. Students will focus on the 'religious rollercoaster', which followed Henry VIII's decision to break from Rome, looking at Edward VI, Mary I and Elizabeth I.</p>	<p><u>Was the Tudor period really a golden age?</u></p> <p>Key Skill: Diversity</p> <p>Students will study the society and culture of Elizabethan England. This will include a study of the Golden Age of Culture, including architecture, art, music and literature. They will also consider the economy, looking at the rise of the gentry, trade and exploration and the issue of poverty. Lastly they will consider threats to Elizabeth's power, including the Northern Rebellion and role of Mary Queen of Scots.</p> <p>KS4 links to Elizabeth I: This unit will provide students with contextual information on Elizabeth's background. Students will explore some of the problems caused by the Reformation, and how this impacted Elizabeth's reign. It will serve as an introduction to key contextual knowledge and concepts required for the GCSE unit on Elizabeth I e.g. the challenges faced by a female monarch, her religious settlement, the defeat of the Spanish Armada and the introduction of the Poor Law.</p>	<p><u>Why did Charles I lose his head?</u></p> <p>Key Skill: Cause and consequence</p> <p>Students will learn about the foundation of medieval kingship – Divine Right – and how this and other mistakes led to the breakdown of relations between Charles and Parliament between 1640 and 1642. The importance of conceptual themes will be re-enforced including the role of religion, economy and politics in causing the Civil War. Students will be asked to explore the long and short term causes of the Civil War and the execution of Charles I. The English civil war resulted in families fighting against families, Parliament going to war against the king and the king being found guilty of treason. This consolidates key themes of threats to power and control covered in Year 7.</p>	<p><u>What was the impact of the Trans-Atlantic Slave Trade?</u></p> <p>Key Skill: Significance</p> <p>They will then investigate the Slave Trade, looking at the triangular trade and middle passage. They will look at the human cost and the experience of the lives of slaves working on plantations. They will also investigate who benefitted from the Slave Trade in order to understand why it continued over a long period of time. They will then consider how a variety of people campaigned for its abolition- and how they were eventually successful.</p>	<p><u>How did Empire and Industrialisation change the face of Britain?</u></p> <p>Key Skill: Change and Continuity</p> <p>Students will investigate how and why the British Empire develop, including what countries were controlled at the Empire's peak. They will investigate the impact that this had on India- looking at the Indian Rebellion as a case study to gain insight into how India responded to British rule. Students will use this learning to study how the wealth from Empire was one of the factors causing an Industrial Revolution in Britain. They will study the impact of this on employment, childhood, public health and law and order.</p> <p>KS4 links to Medicine: This unit will provide students with contextual understanding about Industrial period Public Health. They will look at the problems caused by overcrowding, dirty water, poor housing, lack of sanitation and dangerous work places. They will also consider the legal frameworks put in place to improve these conditions.</p>	
Assessment Question	<p>Assessment Question: How does Interpretation A differ from Interpretation B about the causes of the Break with Rome?</p> <p>Why do Interpretation A and Interpretation B have different opinions about the causes of the Break with Rome?</p> <p>(Completed Week 3 as in class assessment)</p>	<p>Assessment Question: How useful is Source A to a historian studying the Elizabethan Golden Age? (Completed Week 3 as in class assessment)</p>	<p>Assessment Question: WHOLE YEAR EXAM: 1-hour paper covering The Crusades and The Tudors (Week 1)</p> <p>Civil War Knowledge Test (Week 5)</p>	<p>Assessment Question: Explain the significance of Triangular Slave Trade.</p> <p>(Complete Week 3 as in class assessment)</p>	<p>Assessment Question: How does Interpretation A differ from Interpretation B about the Indian Rebellion?</p> <p>Which Interpretation is more convincing about the Indian Rebellion?</p> <p>(Completed Week 3 as in class assessment)</p>	<p>Assessment Question: WHOLE YEAR EXAM: This will cover all content covered in Y7 and 8)</p> <p>(Week 3)</p>
Links to Prior Learning	<p>Religious History: The power and importance of the Medieval Church (Murder of Thomas Beckett and the Crusades) (7:3-4 and 7:5-6)</p>	<p>Social History: Knowledge of social norms of the Anglo Saxons- demonstrates changes in fashion, architecture and education after Renaissance. (7:1)</p> <p>Religious History: Context of the Reformation supports understanding of Tudor Rebellions (8:1)</p> <p>Political History: Threats to Medieval monarchs linked to threats to Tudor monarchs (similar causes) (7:3-4)</p>	<p>Economic History: Prior knowledge of taxation, and conflict it can cause (7:2 and 7:3-4)</p> <p>Military History: Understanding the reasons for the success of the Normans will allow students to evaluate why the New Model Army was victorious (7:1)</p> <p>Political History: Prior conflict between Barons and monarch and the constitutional requirements of the Magna Carta supports understanding reasons for Parliamentary concerns. (7:3-4)</p> <p>Religious History: Understanding of the tensions between Catholics and Protestants supports understanding of reasons for Parliamentary concerns (8:1)</p>	<p>Political: Understanding of British system of government will allow students to understand how abolitions campaigned (8:3)</p> <p>Religious: Understanding the importance of Christianity and the Church- will allow students to understand how many at the time justified slavery (7:3-4 and 8:1)</p>	<p>Economic: Understanding taxation will allow students to understand how the Empire generated wealth through taxation and trade (7:2 and 8:3)</p> <p>Political History: Context of Slave Trade will allow students to understand the governments attitudes to other nations and races (8:4)</p> <p>Religious: Understanding the importance of Christianity and the Church- will allow students to understand one of the reasons that the government used to justify colonisation (7:3-4 and 8:1)</p>	
Interleaved Topic	<p>What was the biggest threat faced by Medieval Kings? (7:3-4)</p> <p>How significant were the Crusades? (7:5-6)</p>	<p>Why did William win the Battle of Hastings in 1066? (7:1)</p> <p>How did religion change during the Tudor Period? (8:1)</p>	<p>How did William maintain control of England? (7:2)</p> <p>Was the Tudor period really a golden age? (8:2)</p>	<p>What was the biggest threat faced by Medieval Kings? (7: 3-4)</p> <p>Why did Charles I lose his head? (8:3)</p>	<p>How significant were the Crusades? (7:5-6)</p> <p>What was the impact of the Trans-Atlantic Slave Trade? (8:4)</p>	
Cultural Capital/British Values	<p>Supports an understanding of the importance of Mutual Tolerance and Respect, including The importance of religion, traditions, cultural heritage and preferences. (BV)</p> <p>Extra: Choose 3 original sources to read from the National Archives on the Reformation. What can a historian learn from them about the Reformation?</p> <p>https://www.nationalarchives.gov.uk/resources/the-english-reformation-c1527-1590/</p>	<p>Supports an understanding of British government. The Northern Rebellion also introduces the right to protest and petition. (BV)</p> <p>Extra: Read Eliza Rose by Lucy Worsely. How does it portray Tudor lifestyles? Is this accurate for all Tudors?</p>	<p>Supports an understanding of foundations of British government, parliament and democracy. (BV)</p> <p>Extra: Study these 3 original sources from the National Archives. What can a historian learn from them about the English Civil War? Which is the most convincing? Why?</p> <p>https://www.nationalarchives.gov.uk/education/civil-war/g1/cs1/</p>	<p>Supports an understanding of significant aspects of the history of the wider world and achievements and follies of mankind (NC)</p> <p>Allows students to investigate the legal and human rights and responsibilities underpinning society as well as the need for mutual respect and understanding (BV)</p> <p>Extra: Listen to this podcast about Harriet Tubman. Why is she so significant?</p> <p>https://www.missedinhistory.com/podcasts/harriet-tubman-the-underground-railroad-part-1.htm</p>	<p>Supports an understanding of significant aspects of the history of the wider world and achievements and follies of mankind (NC)</p> <p>Allows students to investigate the legal and human rights and responsibilities underpinning society as well as the need for mutual respect and understanding (BV)</p> <p>Extra: Read and write a book review on 'Oliver Twist' by Charles Dickens. What can you learn from it about life for children during the Industrial Revolution?</p>	

YEAR 9

Term	1	2	3	4	5	6
Content Overview (Intent)	<p>How did one shot change the world?</p> <p>Key Skill: Cause and consequence</p> <p>Students will begin to explore the concept of causation in relation to inevitability and determinism – was World War One unavoidable? Students will investigate the long and short term factors leading to the first major modern warfare event. World War One was the first conflict to involve people from all over the world, and was a turning point in the way European countries thought about war. The exploration of key concepts, such as alliances, militarism, imperialism and nationalism help students to appreciate the complex causes which led to war. This focus on causation will consolidate student's understanding of causation from Year 8 (The Reformation and English Civil War).</p> <p>KS4 Links to Conflict and Tension: This will link with the study of WW1 that the students will complete as part of their GCSE. It will form the foundations for later study.</p>	<p>What was the impact of the War to end all Wars?</p> <p>Key Skill: Diversity</p> <p>Students will build on their contextual understanding of the causes of WW1 to explore what the experience of WW1 was like for those fighting on the front line and those at home in Britain. Students will cover why men volunteered to fight, trench warfare and key events of WW1 including the Battle of the Somme. Students will study why World war One became known as the 'war to end all wars' as it was war on a scale never seen before. New methods of fighting, such as the introduction of trench warfare, correlating with the introduction of new technology, machinery and ease of communication, meant that World War One had a long lasting impact on the World.</p> <p>KS4 Links to Conflict and Tension: This will link with the study of WW1 that the students will complete as part of their GCSE. It will form the foundations for later study.</p>	<p>What was it like to live in Nazi Germany?</p> <p>Key skill: Diversity</p> <p>Students will investigate the unique conditions in German in the 1930s and how this influenced Hitler's rise to power. They will then consider the impact that Nazi rule had on people's lives, focusing on women, children and minorities. The unit will particularly focus on the treatment of Jews in Germany and the increasing persecution which led to the 'final solution' of the Holocaust. Students will consider the social responsibility they hold to ensure that the horrors of the Holocaust are not repeated.</p>	<p>Was America the land of opportunity in the 1920s and 1930s?</p> <p>Key Skill: Change and Continuity</p> <p>This period study focuses on the development of the USA during a turbulent two decades of change. It was a period of opportunity and inequality- when some Americans lived the 'America Dream' while others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these developments and the role ideas played in bring about change. They will also look at the role of key individuals and groups shaping change and the impact of the changes the implemented.</p> <p>KS4 link to USA: Opportunity and Inequality: This will link with the study of the USA in the 20th Century that students will complete as part of their GCSE. It will form the foundations for later study.</p>		
Assessment Question	<p>Assessment Question:</p> <p>Which country was more likely to declare war in 1914: Britain or Austria-Hungary?</p>	<p>Assessment:</p> <p>How does Interpretation A differ from Interpretation B about the Battle of the Somme?</p> <p>Why do Interpretation A and Interpretation B have different opinions about the Battle of the Somme?</p> <p>(Completed Week 3)</p>	<p>Assessment 1:</p> <p>WHOLE YEAR EXAM: 1-hour paper covering Empire, industrialisation and the First World War (Week 1)</p>	<p>Assessment 2:</p> <p>Explain the significance of the Nuremburg Laws.</p>	<p>Assessment 1:</p> <p>How does Interpretation A differ from Interpretation B about the lives of women in the 1920s?</p> <p>Why does Interpretation A differ from Interpretation B about the lives of women in the 1920s?</p> <p>Which interpretation is more convincing about the lives of women in the 1920s?</p>	<p>Assessment 2:</p> <p>WHOLE YEAR EXAM: This will cover all content covered in Y7, 8 and 9 (Week 3)</p>
Links to Prior Learning	<p>Economic History: Understanding the economic benefits of Empire allows students to understand the causes of Weltpolitik (8:5-6)</p>	<p>Military history: By comparing with Medieval and Early Modern warfare (7:1 and 8:3), student will be able to appreciate the rapid change in military technology and warfare.</p> <p>Political History: Prior knowledge of British Empire (8:5-6) allows students to understand the impact war had on Commonwealth soldiers.</p>	<p>Social History: The role of women in the first WW1 and campaign for suffrage in the UK (9:2) can be used to contrast against Hitler's policies towards women.</p> <p>Military History: Understanding Germany's loss in WW1 (9:2) is used to inform Hitler's rise to power.</p> <p>Political History: Understanding the basis of democracy in the UK (8:3) can be used to contrast the dictatorship in Nazi Germany.</p>	<p>Social History: Understanding the role of contemporary women in Europe (9:2 and (9:3-4) allows great understanding of the changing role of women in USA.</p> <p>Economic History: Students will have studied the impact of Wall Street Crash in Germany (9:3-4) so can compare impact on USA.</p>		
Interleaved Topic	<p>How did Empire and Industrialisation change the face of Britain? (8:5-6)</p> <p>Why did William win the Battle of Hastings in 1066? (7:1)</p> <p>How did religion change during the Tudor Period? (8:1)</p>	<p>How did William maintain control of England? (7:2)</p> <p>Was the Tudor period really a golden age? (8:2)</p> <p>How did one shot change the world? (9:1)</p>	<p>What was the biggest threat faced by Medieval Kings? (7:3-4)</p> <p>Why did Charles I lose his head? (8:3)</p> <p>What was the impact of the War to end all Wars? (9:2)</p>	<p>How significant were the Crusades? (7:5-6)</p> <p>What was the impact of the Trans-Atlantic Slave Trade? (8:4)</p> <p>What was it like to live in Nazi Germany? (9:3-4)</p>		
Cultural Capital/British Values	<p>Supports an understanding of significant aspects of the history of the wider world and achievements and follies of mankind (NC)</p> <p>Extra: Read the different historians interpretations about the causes of the First World War. Which do you find most convincing? Why?</p> <p>https://www.johndclare.net/causesWW1_Answer1.htm</p>	<p>Supports an understanding of significant aspects of the history of the wider world and achievements and follies of mankind (NC)</p> <p>Extra: Read and write a book review of 'Private Peaceful' or 'War Horse' by Michael Morpurgo. What do these books tell us about the human experience of WW1?</p>	<p>Supports an understanding of significant aspects of the history of the wider world and achievements and follies of mankind (NC)</p> <p>Allows students to investigate the legal and human rights and responsibilities underpinning society as well as the need for mutual respect and understanding (BV)</p> <p>Extra: Visit the Holocaust Exhibition at the National War Museum (Lambeth North station). Write a reflection on your visit. What did you learn? How did you feel?</p>	<p>Supports an understanding of significant aspects of the history of the wider world and achievements and follies of mankind (NC)</p> <p>Allows students to investigate the legal and human rights and responsibilities underpinning society as well as the need for mutual respect and understanding (BV)</p> <p>Extra: Choose 5 sources from this archive. How useful are they to a historian? How can you link them to your own knowledge of the Great Depression and New Deal?</p> <p>https://www.flickr.com/photos/library_of_congress/sets/72157603671370361/</p>		

YEAR 10

Term	1	2	3	4	5	6
Content Overview (Intent)	<p>Britain: Health and the people: c.1000 to the present day</p> <p>Students will start with a thematic study of the medicine in Britain from medieval times to the present day. This unit will give students an insight into the ways in which Britain has changed over the last 1000 years, through the lens of medical understanding and treatment. This will give students an overview of the chronology of all the historical periods they will study over the GCSE course. Students will investigate medical beliefs and factors influencing understanding, including the role of the church, government, science and technology and specific: individuals over the medieval, Renaissance, 19th century and modern periods. They will understand the limitations and advances in both medicine and technology that have led from limited knowledge to the establishment of the NHS and public healthcare today. They will critically engage with source material to assess the usefulness of sources, the significance of factors influencing the development of medicine, similarities across periods and the causes of medical change. Students will be expected to draw on second order concepts of change and continuity, cause and consequence, significance and source analysis which will help them to develop become critical thinking, academic historians.</p>			<p>Elizabethan England: c.1568-1603</p> <p>In this unit students will study Elizabeth I's reign in depth. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints. These will be events that caused both contemporary and historical controversies. Students will study the Elizabethan 'Golden Age of Culture', including living standards and fashion, growing prosperity of the gentry class, the theatre, circumnavigation and trade. Students will look at the problems Elizabeth faced including the question of religion, political threats, plots against her, Mary Queen of Scots and the Spanish Armada.</p>		<p>Conflict and Tension: The First World War, 1894-1918</p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurs, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p>
Assessment Question	<p>Explain the significance of the church on the development of medicine (8)(Week 1)</p> <p>Explain two ways in which Public Health in a Medieval town and Public Health in a Medieval monastery were similar (8) (Week 3)</p> <p>How useful is Source A to a historian studying surgery in medieval Europe? (8) (Week 5)</p>	<p>Explain two ways in which the Black Death in the fourteenth century and the Great Plague in the seventeenth century were similar (8) (Week 1)</p> <p>'The work of individuals was the main reason for the development of understanding about anatomy during the Medieval Renaissance periods. How far do you agree? (16) (Week 3)</p> <p>Explain the significance of anaesthetic on the development of surgery(8) (Week 5)</p> <p>How useful is this source to a historian studying medical understanding of cholera in the 19th Century? (8) (Week 7)</p>	<p>WHOLE YEAR EXAM: 1-hour Health paper (Week 1)</p> <p>'The government was the main reason for the improvement of Public Health by the end of the 19th Century'. How far do you agree? (16) (Week 3)</p> <p>Explain the significance of war and technology on the development of medicine (8) (Week 5)</p>	<p>How convincing is Interpretation A about Elizabeth's decision not to marry? (8) (Week 2)</p> <p>Write an account of the failure of the Earl of Essex's rebellion (8) (Week 4)</p> <p>Explain the importance of the Poor Law of 1601 (8) (Week 6)</p>	<p>How convincing is Interpretation A about exploration in the Elizabethan period? (8) (Week 1)</p> <p>Explain the importance of the execution of Mary Queen of Scots (8) (Week 3)</p> <p>Write an account of the failure of the Spanish attempt to invade England in 1588 (8) (Week 5)</p>	<p>Source A supports the Triple Entente. How do you know? (4) (Week 1)</p> <p>WHOLE YEAR EXAM: 2-hour Paper 2 (Week 3)</p> <p>Write an account of how events in Morocco in 1911 became an international crisis (8) (Week5)</p> <p>The main reason for the outbreak of war in 1914 was the alliance system'. How far do you agree? (16) (Week 7)</p>
Links to Prior Learning	<p>This is a chronological British study- so the chronological British centric nature of KS3 will support students contextual understanding throughout this study. For example: Social: Understanding living conditions during the Industrial Revolution (8:5-6) will support with understanding the poor Public Health of that era. Economic: Knowledge of the growing wealth of the Gentry during the Tudor period (8:2) will help with understanding of medical improvements during the Renaissance period. Military: Study of WW1 and the horrific nature of injuries (9:2) will allow students to appreciate why the war helped medical treatments. Religious History: Understanding the importance of the Medieval Church (7:3-4) will give context for the religious medical treatments of this era.</p>			<p>Students study of the Reformation and Tudor lifestyles (8:1-2) will support throughout. For example: Social: Study of lifestyles (8:2) will support with understanding of the Golden Age of Culture Economic: Study of lifestyles (8:2) will allow them to appreciate the issues of poverty Elizabeth faced Religious: Knowledge of the Reformation (8:1) will allow them to understanding the issue of religion that Elizabeth faced.</p>		<p>Students study of the Causes and Events of WW1 (9:1-2) will support throughout</p>
Interleaved Topic	N/A	Recap Medieval medicine	Recap Renaissance Medicine	Recap Industrial Medicine	Recap Modern Medicine	Recap Elizabeth
Cultural Capital/British Values	<p>Allows students to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world (NC) Supports an understanding in the role of the government in protecting the health of citizens. (BV)</p> <p>Extra Reading: -The History of Medicine in 100 Facts (more of a humorous read), Caroline Rance - Blood and Guts: A Short History of Medicine, Roy Porter - The Scourging Angel: The Black Death in the British Isles, Benedict Gummer</p>			<p>Supports an understanding of the importance of Mutual Tolerance and Respect, including The importance of religion, traditions, cultural heritage and preferences. (BV) Supports an understanding of British government. The Northern Rebellion also introduces the right to protest and petition. (BV)</p> <p>Extra Reading - Alison Weir's <i>Elizabeth the Queen</i> - Elizabeth I by <i>David Starkey and Susan Doran</i> - Elizabeth and Mary: Cousins, Rivals, Queens by Jane Dunn</p>		<p>Supports an understanding of significant aspects of the history of the wider world and achievements and follies of mankind (NC)</p> <p>Extra Reading: -Rites of Spring: the Great War and the Birth of the Modern Age by <i>Modris Eksteins</i> -Visit the Imperial War Museum</p>

YEAR 11

Term	1	2	3	4	5	6	
Content Overview (Intent)	<p>Britain: Health and the people: c.1000 to the present day</p> <p>Students will start with a thematic study of the medicine in Britain from medieval times to the present day. This unit will give students an insight into the ways in which Britain has changed over the last 1000 years, through the lens of medical understanding and treatment. This will give students an overview of the chronology of all the historical periods they will study over the GCSE course. Students will investigate medical beliefs and factors influencing understanding, including the role of the church, government, science and technology and specific: individuals over the medieval, Renaissance, 19th century and modern periods. They will understand the limitations and advances in both medicine and technology that have led from limited knowledge to the establishment of the NHS and public healthcare today. They will critically engage with source material to assess the usefulness of sources, the significance of factors influencing the development of medicine, similarities across periods and the causes of medical change. Students will be expected to draw on second order concepts of change and continuity, cause and consequence, significance and source analysis which will help them to develop become critical thinking, academic historians.</p>		<p>Elizabethan England: c.1568-1603</p> <p>In this unit students will study Elizabeth I's reign in depth. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints. These will be events that caused both contemporary and historical controversies. Students will study the Elizabethan 'Golden Age of Culture', including living standards and fashion, growing prosperity of the gentry class, the theatre, circumnavigation and trade. Students will look at the problems Elizabeth faced including the question of religion, political threats, plots against her, Mary Queen of Scots and the Spanish Armada.</p>		<p>Revision of all content and Public Exams</p> <p>Having completed the GCSE course, students will revise all content covered and focus on frequent practice of exam questions under timed conditions. This will consolidate their understanding and enable them to feel confident in their GCSE exam.</p>		
Assessment Question	<p>How useful is Source A to a historian studying surgery in medieval Europe? (8) (Week 1)</p> <p>Explain the significance of the work of William Harvey (8) (Week 3)</p> <p>Explain two ways in which the Black Death in the fourteenth century and the Great Plague in the seventeenth century were similar (8) (Week 5)</p>	<p>'The work of individuals was the main reason for the development of understanding about anatomy during the Medieval Renaissance periods. How far do you agree? (16) (Week 2)</p> <p>WHOLE YEAR EXAM: Paper 1 2-hours (USA and WW1), Paper 1 1-hour (Health) (Week 4)</p> <p>How useful is this source to a historian studying medical understanding of cholera in the 19th Century? (8) (Week 6)</p> <p>'The government was the main reason for the improvement of Public Health by the end of the 19th Century'. How far do you agree? (16) (Week 8)</p>	<p>Explain the significance of war and technology on the development of medicine (8) (Week 2)</p>	<p>How convincing is Interpretation A about Elizabeth's decision not to marry? (8) (Week 4)</p> <p>Write an account of the failure of the Earl of Essex's rebellion (8) (Week 6)</p>	<p>WHOLE YEAR EXAM: Full Paper 1 and 2 (Week 2)</p> <p>How convincing is Interpretation A about exploration in the Elizabethan period? (8) (Week 4)</p> <p>Explain the importance of the execution of Mary Queen of Scots (8) (Week 6)</p>	<p>Write an account of the failure of the Spanish attempt to invade England in 1588 (8) (Week 1)</p>	<p>Weekly assessment and feedback based on the needs and demands of the particular class.</p>
Links to Prior Learning	<p>This is a chronological British study- so the chronological British centric nature of KS3 will support students contextual understanding throughout this study. For example:</p> <p>Social: Understanding living conditions during the Industrial Revolution (8:5-6) will support with understanding the poor Public Health of that era.</p> <p>Economic: Knowledge of the growing wealth of the Gentry during the Tudor period (8:2) will help with understanding of medical improvements during the Renaissance period.</p> <p>Military: Study of WW1 and the horrific nature of injuries (9:2) will allow students to appreciate why the war helped medical treatments.</p> <p>Religious History: Understanding the importance of the Medieval Church (7:3-4) will give context for the religious medical treatments of this era.</p>		<p>Students study of the Reformation and Tudor lifestyles (8:1-2) will support throughout. For example:</p> <p>Social: Study of lifestyles (8:2) will support with understanding of the Golden Age of Culture</p> <p>Economic: Study of lifestyles (8:2) will allow them to appreciate the issues of poverty Elizabeth faced</p> <p>Religious: Knowledge of the Reformation (8:1) will allow them to understanding the issue of religion that Elizabeth faced.</p>		<p>All previous content from KS4 will be recapped</p>		
Interleaved Topic	WW1	USA	WW1	Health	USA	ALL	
Cultural Capital/British Values	<p>Allows students to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world (NC)</p> <p>Supports an understanding in the role of the government in protecting the health of citizens. (BV)</p> <p>Extra Reading:</p> <ul style="list-style-type: none"> -The History of Medicine in 100 Facts (more of a humorous read), Caroline Rance - Blood and Guts: A Short History of Medicine, Roy Porter - The Scourging Angel: The Black Death in the British Isles, Benedict Gummer 		<p>Supports an understanding of the importance of Mutual Tolerance and Respect, including The importance of religion, traditions, cultural heritage and preferences. (BV)</p> <p>Supports an understanding of British government. The Northern Rebellion also introduces the right to protest and petition. (BV)</p> <p>Extra Reading</p> <ul style="list-style-type: none"> - Alison Weir's <i>Elizabeth the Queen</i> - <i>Elizabeth I by David Starkey and Susan Doran</i> - <i>Elizabeth and Mary: Cousins, Rivals, Queens</i> by Jane Dunn 		<p>Supports an understanding of the importance of Mutual Tolerance and Respect, including The importance of religion, traditions, cultural heritage and preferences. (BV)</p> <p>Supports an understanding of British government. The Northern Rebellion also introduces the right to protest and petition. (BV)</p>		

YEAR 12 Tudors

Term	1	2	3	4	5	6
Content Overview (Intent)	<p>Aspects in depth</p> <p>Topic 1: Challenging the succession, 1485–1499 The focus of the topic is on Henry VII's insecurity on attaining the throne, the steps he took to secure the throne initially and on the two major challenges he faced. Students should have knowledge of the nature of the claims made by Warbeck and Simnel and on the seriousness of the threat they posed because of foreign support from Burgundy, France, Scotland and Ireland. They should have knowledge of the ways in which the challenges were overcome. Coverage of Henry VII's domestic policy is not required, except where it impacts on the threat posed by Simnel and Warbeck.</p> <p>Topic 2: Challenging religious changes, 1533–37 The focus of the topic is on the reasons for, and impact of, the rebellion following the changes brought about by the English Reformation. Students need to understand the seriousness of the challenge presented by the rebels in Lincolnshire and in the Pilgrimage of Grace, the importance of the role of the gentry in supporting the Lincolnshire challenge, and the nature and extent of support in the north of England for the Pilgrimage. They should understand why Henry VIII at first appeared to make concessions and then adopted the traditional response. Detailed coverage of the events and legislation bringing about the Reformation is not required.</p>	<p>Topic 3: Agrarian discontent: Kett's rebellion 1549 The focus of the topic is on agrarian discontent and on the rebellion against enclosures in East Anglia led by Robert Kett. Students should understand the reasons for, and impact of, enclosure in the mid-sixteenth century. Students need to understand how the social policy of Somerset contributed to the anti-enclosure riots and the way in which the leadership of Kett turned the riots into rebellion. Students should understand how the demands of the rebels shed insight into the social and economic condition of England. They need knowledge of the main events of the rebellion as they challenged authority, and the strategy of that authority in ending the rebellion. Coverage of enclosures and anti-enclosure riots elsewhere is not required.</p> <p>Topic 4: Queen takes Queen? The revolt of the northern earls, 1569–70 The focus of the topic is on the threat posed to Elizabeth I by the presence of Mary, Queen of Scots in England and the revolt of the northern earls. Students should be aware of the problem posed by Mary, Queen of Scots as the focus of Catholic discontent and subversive plots against Elizabeth; and the crisis caused by Mary's arrival in 1568 in the north of England. Knowledge is needed of the impact this had on the court manoeuvres, including the significance of the attempts to arrange a marriage for Mary Queen of Scots, the role played by the Duke of Norfolk, and intrigue to overthrow William Cecil. Students need to understand the nature of the challenge to Elizabeth posed by the revolt of the northern earls. Students need to have knowledge of the main events of the revolt including the significance of the capture of Durham and the siege of Barnard Castle; the role of the Earls of Northumberland and Westmoreland, the Earl of Sussex and the Council of the North. They should understand the reasons for its failure, including the lack of support within and outside the north of England and the lack of specific aims. Knowledge of the plots against Elizabeth with which Mary was involved is not required.</p>	<p>Complete Topic 4 – Two weeks</p> <p>Topic 5: Troublesome Ireland: Tyrone's rebellion, 1594–1603 The focus of the topic is on the Nine Years' War in Ireland, during which Hugh O'Neill, Earl of Tyrone, orchestrated a rebellion against the English crown. Students need to have knowledge of the reason for the war, including impact of English (Protestant) attempts to extend control of Ireland to beyond the Pale. They should understand the level of support for the rebellion and the consequent danger it presented to the English crown. An understanding of the reasons why the rebellion took so long to put down, including poor handling by the English and the skill of the Irish, is required. Coverage of internal Irish politics, except insofar as they relate to the rebellion, is not required.</p> <p>Aspects in breadth</p> <p>Theme 1 – One week</p>	<p>Theme 1 Changes in governance at the centre The key element of this theme focuses on the role of the state in initiating a range of reforms in government throughout the period, and on the extent to which government became more efficient centrally. Students will need to have an understanding of changes in the nature of government and administration, including within the royal household and in the establishment and evolution of post holders. Students will also need to have a broad understanding of the changing dynamic within the relationship between crown and church, considering how the reformation was enacted by the Tudor monarchs. Students will then need to explore how this impacted upon and changed the nature of the relationship between the crown and parliament. Students should be able to explore key events in which Tudor government changed centrally and consider how far they represented turning points: the Acts of Supremacy 1534 and 1559, the Elizabethan religious settlement and the changes made to the function and membership of the Privy Council in 1540.</p> <p>Theme 2 Gaining the cooperation of the localities This key element focuses on the role of the state and on the extent to which government became more efficient through connection to, and control of, sources of power and influence in the localities. Students will need to have a broad understanding of the different groups within society that were variously affected by these changes at different periods of time within the overall period and how they were involved in governance. This will include an understanding of how the regions were governed as well as the economic and social climate within which these changes were initiated. Students will also need to develop their understanding of how the crown used patronage, grants and royal progresses to increase the cooperation of the localities. Students should, however, be able to explore key turning points in the ways in which Tudor government changed in relation to the localities, and understand the reasons why key changes were made, why they were important and what their main effects were: these include the introduction of the Tudor subsidy in 1513, the reestablishment of the Council of the North 1537, the Law in Wales Acts 1535 and 1542, the Statute of Artificers 1563 and the Act for the Relief of the Poor, 1598.</p>	<p>Revision of all Tudors content</p>	<p>Revision of all Tudors content</p>
Assessment Question	<p>Topic 1: To what extent had Henry VII secured his throne by 1487?</p> <p>Topic 1: 'The challenges from both Scotland and Burgundy in the years 1485-99 show the weakness of Henry's position on the throne'. How far do you agree with this statement?</p> <p>Topic 2: Assess the value of the PofG source for revealing the reasons for mass support for the PofG and the impact of the dissolution of the monasteries.</p> <p>Topic 2: How significant was the challenge posed by the risings of 1536-37 for the government of Henry VIII?</p>	<p>Full exam AP1 (Topic 2: How accurate is it to say that it was the dissolution of smaller monasteries in 1536 that caused the risings of 1536?)</p> <p>Topic 3: Assess the value of the source for revealing the significance of Kett's role as a leader of the rebellion and the rebel's approaches to local government. Source q TBC)</p> <p>Topic 3: Assess the value of source for revealing the problems caused by the practice of enclosure and the attitudes of those advising the government.</p> <p>Topic 3: How far do you agree that Kett's rebellion was driven by the rebel's desire for better local government?</p> <p>Topic 4: How far do you agree that the arrival of Mary, Queen of Scots in England in 1568 was the primary cause of the Northern Rising in 1569?</p> <p>Topic 4: Assess the value of the source for revealing the extent of the threat of the Northern Rising to Elizabeth's position on the throne and the approaches of her government in dealing with this threat.</p>	<p>Topic 5: How significant were the grievances of Hugh O'Neill, Earl of Tyrone, in bringing about rebellion in Ireland in 1594?</p> <p>Topic 5: Assess the value of the source for revealing the causes of the Nine Years' War in Ireland and the attitudes of the English authorities in Ireland.</p> <p>Topic 5: How accurate is it to say that it was English weaknesses that account for the long duration of Tyrone's rebellion in Ireland?</p> <p>Breadth 1: 'The key factor in extending and upholding royal authority in the years 1485-1603 was the development of institutions of central government.' How far do you agree with this statement?</p> <p>Breadth 1: How far do you agree that the key turning point in the relationship between Church and state in the 16th century was the Act of Supremacy 1559?</p>	<p>Full exam AP2 (Topic 3: How far were the growing social and economic problems of the 1540s responsible for the outbreak of Kett's rebellion in 1549?)</p> <p>Topic 5: Assess the value of the source for revealing the causes of rebellion in Ireland and the part played by Hugh O'Neill in leading this rebellion.)</p> <p>Breadth 2: How far do you agree that the introduction of the Statute of Artificers (1563) was the most significant improvement in the government of the localities 1485-1603?</p> <p>Breadth 2: To what extent do you agree that the re-establishment of the Council of the North in 1537 was the key turning point in increasing royal power in the localities in the years 1485-1601?</p>	<p>Topic 1: How accurate is it to say that Henry survived the challenges from Simnel and Warbeck because the Yorkist faction was weak and divided 1485-99?</p> <p>Topic 4: Both the PofG and Northern Rising show the weakness of the Tudor Monarchy in the North of England. How far do you agree with this statement?</p>	<p>Final internal assessment</p>
Links to Prior Learning	Content: Links to KS3 Year 8 study of the Tudors, 'How did religion change during the Tudor Period?' and 'Was the Tudor period really a golden age?' KS4 GCSE study of 'Elizabethan England, c1568–1603'					
Interleaved Topic		Topic 1 and Topic 2	Topic 3 and 4	Topic 5 and Breadth 1	Topic 1-4	
Cultural Capital/British Values	(Democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) This whole exam paper investigates the changing relationship between Church and state, state and the people – it investigates the very foundations of modern government, democracy and rule of law. It goes further in examining the role of central government versus that of the localities which is particularly pertinent for understanding how the UK functions with devolved powers in NI, Scotland and Wales. Edexcel History papers also set out to explicitly allow students to 'acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity'.					

YEAR 12 South Africa

Term	1	2	3	4	5	6
Content Overview (Intent)	<p>Topic 1: 1 The response to apartheid, c1948–59</p> <ol style="list-style-type: none"> 1. Life in South Africa c1948: race, segregation and discrimination; urbanisation and industrialisation, including township life; rural society; Afrikaner culture and politics; the influence of Britain. 2. Reasons for the National Party victory 1948, including the impact of the Second World War, the growth of Afrikaner nationalism, and international pressures for change. 3. Codifying and implementing apartheid, 1948–59: strengthening the National Party; apartheid laws; pass laws and education; the Tomlinson Report and Bantustans; political suppression and the Treason Trial. 4. African nationalism, 1948–59: political opposition in 1948; the revival of the African National Congress (ANC); the Youth League and the Defiance Campaign; rural resistance; the Freedom Charter; the Pan-Africanist Congress (PAC). 	<p>Topic 2: Radicalisation of resistance and the consolidation of National Party power, 1960–68</p> <ol style="list-style-type: none"> 1. Resistance to apartheid and government reaction, 1960–61: peaceful protest; the Sharpeville Massacre and its significance; the banning of political parties and the state of emergency. 2. Creating a republic, 1960–61: Verwoerd's aims; the significance of Macmillan's 'wind of change' speech; a republic established, 1960–61; leaving the Commonwealth. 3. African nationalist radicalisation, 1961–68: moves to armed struggle; the ANC and Umkhonto we Sizwe; the PAC and Poqo; the Rivonia Trial and significance for Nelson Mandela; the impact of exile and imprisonment on the ANC and PAC. <p>Strengthening 'separate development', 1961–68: economic recovery, including international investment; developing the Bantustans; diplomatic ties; Vorster's use of police powers and defence forces.</p>	<p>Topic 3: Redefining resistance and challenges to National Party power, 1968–83</p> <ol style="list-style-type: none"> 1. Black Consciousness and the Soweto uprising, including: Steve Biko and the South African Students' Organisation (SASO); the mobilisation of school children; the Soweto Uprising, its significance and suppression. The impact of the death of Steve Biko 1977. 2. The ANC re-strengthened: decline in the early 70s; internal reorganisation and external legitimacy; the role of Oliver Tambo; the global anti-apartheid movement. 3. Domestic challenges to National Party power, 1974–83, including political unrest, problems in the Bantustans, National Party division and scandal, economic pressures and the cost of defence commitments. <p>External pressures on National Party power, 1974–83, including political change in southern Africa, international condemnation and calls for economic sanctions, cultural and sporting boycotts.</p>	<p>Topic 4: The end of apartheid and the creation of the 'rainbow nation', 1984–94</p> <ol style="list-style-type: none"> 1. Revolt in the townships, 1984–87: the United Democratic Front and grassroots organisation; protest strategies; communal and government violence; government suppression. 2. Reasons for Botha's decision to negotiate, 1985–89, including the failure of Botha's 'total strategy', economic problems and the impact of international isolation, the effect of the state of emergency. 3. Negotiation and compromise, 1989–91: de Klerk's new course; the significance of Mandela's release; the unbanning of political parties; the impact of unrest and violence; the dismantling of apartheid; CODESA 1991. <p>A new political settlement, 1992–94: CODESA negotiations; nationalist divisions and communal violence; constitutional agreement and elections; the Government of National Unity; international recognition.</p>	Revise topics 1 and 2	Revise topics 3 and 4
Assessment Question	<p>How accurate is it to say that education changes made in South Africa in the 1950s were driven only by economic considerations? (20)</p> <p>How far could the historian make use of Sources 13 and 14 together to investigate the aims and underlying philosophy of the African National Congress? (20) (pg 303)</p> <p>How accurate is to say that opposition to apartheid in the years 1948–59 was largely unsuccessful? (20)</p>	<p>Full exam AP1</p> <p>How accurate is it to say that the anti-apartheid protests of the 1960s served only to strengthen the determination of the authorities to enforce apartheid? (20)</p> <p>How far could the historian use Sources 12 and 13 together to investigate opposition to apartheid in South Africa in the 1960s? (20) (Pg 323)</p> <p>To what extent was the Rivonia trial a political opportunity for the ANC? (20)</p>	<p>How accurate is it to say that the ANC made little progress in the 1970s? (20)</p> <p>How far could the historian use Sources 13 and 15 together to investigate the impact of apartheid in the 1970s? (20) (Pg 355)</p> <p>How far were domestic challenges in the years 1974–83 responsible for P.W Botha's reforming agenda? (20)</p>	<p>Full exam AP2</p> <p><i>How far did the National Party policy toward protest change in the years 1984–89? (20)</i></p> <p><i>How accurate is it to say that international pressure was the main driving force being the ending of apartheid?</i></p> <p><i>How far could the historian use Sources 16 and 17 together to investigate the problems facing those trying to create a new political settlement in South Africa in the years 1991–94? (20)</i></p>	<p>To what extent was growing African urbanisation the main reason for the implementation of apartheid legislation in the years 1948–59?</p> <p>How far could a historian make use of Source B and Source E together to investigate the reasons why apartheid was implemented in the years 1948–59?</p> <p>'Government measures effectively stifled anti-apartheid protest in the years 1961–68'. How far do you agree with this statement?</p> <p>How far could a historian make use of Source B and E in studying the reasons for the movement to an armed struggle by anti-apartheid groups in South Africa in the early 1960s?</p>	<p>To what extent was the Soweto uprising of 1976 a result of disaffection with African education?</p> <p>How far could a historian make use of Sources D and E when studying the difficulties in the CODESA negotiations in the period 1990–94?</p> <p>Final internal assessment</p>
Links to Prior Learning	GCSE USA Unit on Civil Rights. This has embedded an understanding of segregation and protests strategies used to challenge it.					
Interleaved Topic		Unit 1 South Africa	Unit 2 South Africa	Unit 3 South Africa	ALL UNITS	ALL UNITS
Cultural Capital/British Values	Democracy- How does an autocratic system differ, different types of government Supports an understanding of the importance of Mutual Tolerance and Respect, including The importance of religion, traditions, cultural heritage and preferences. (BV) Allows students to investigate the legal and human rights and responsibilities underpinning society as well as the need for mutual respect and understanding (BV) Reading works of historians to develop literacy. Access to university level texts.					

YEAR 13 Tudors

Term	1	2	3	4	5	6
Content Overview (Intent)	<p>Aspects in depth</p> <p>Topic 1: Challenging the succession, 1485–1499 The focus of the topic is on Henry VII's insecurity on attaining the throne, the steps he took to secure the throne initially and on the two major challenges he faced. Students should have knowledge of the nature of the claims made by Warbeck and Simnel and on the seriousness of the threat they posed because of foreign support from Burgundy, France, Scotland and Ireland. They should have knowledge of the ways in which the challenges were overcome. Coverage of Henry VII's domestic policy is not required, except where it impacts on the threat posed by Simnel and Warbeck.</p> <p>Topic 2: Challenging religious changes, 1533–37 The focus of the topic is on the reasons for, and impact of, the rebellion following the changes brought about by the English Reformation. Students need to understand the seriousness of the challenge presented by the rebels in Lincolnshire and in the Pilgrimage of Grace, the importance of the role of the gentry in supporting the Lincolnshire challenge, and the nature and extent of support in the north of England for the Pilgrimage. They should understand why Henry VIII at first appeared to make concessions and then adopted the traditional response. Detailed coverage of the events and legislation bringing about the Reformation is not required.</p>	<p>Topic 3: Agrarian discontent: Kett's rebellion 1549 The focus of the topic is on agrarian discontent and on the rebellion against enclosures in East Anglia led by Robert Kett. Students should understand the reasons for, and impact of, enclosure in the mid-sixteenth century. Students need to understand how the social policy of Somerset contributed to the anti-enclosure riots and the way in which the leadership of Kett turned the riots into rebellion. Students should understand how the demands of the rebels shed insight into the social and economic condition of England. They need knowledge of the main events of the rebellion as they challenged authority, and the strategy of that authority in ending the rebellion. Coverage of enclosures and anti-enclosure riots elsewhere is not required.</p> <p>Topic 4: Queen takes Queen? The revolt of the northern earls, 1569–70 The focus of the topic is on the threat posed to Elizabeth I by the presence of Mary, Queen of Scots in England and the revolt of the northern earls. Students should be aware of the problem posed by Mary, Queen of Scots as the focus of Catholic discontent and subversive plots against Elizabeth; and the crisis caused by Mary's arrival in 1568 in the north of England. Knowledge is needed of the impact this had on the court manoeuvres, including the significance of the attempts to arrange a marriage for Mary Queen of Scots, the role played by the Duke of Norfolk, and intrigue to overthrow William Cecil. Students need to understand the nature of the challenge to Elizabeth posed by the revolt of the northern earls. Students need to have knowledge of the main events of the revolt including the significance of the capture of Durham and the siege of Barnard Castle; the role of the Earls of Northumberland and Westmoreland, the Earl of Sussex and the Council of the North. They should understand the reasons for its failure, including the lack of support within and outside the north of England and the lack of specific aims. Knowledge of the plots against Elizabeth with which Mary was involved is not required.</p>	<p>Complete Topic 4 – Two weeks</p> <p>Topic 5: Troublesome Ireland: Tyrone's rebellion, 1594–1603 The focus of the topic is on the Nine Years' War in Ireland, during which Hugh O'Neill, Earl of Tyrone, orchestrated a rebellion against the English crown. Students need to have knowledge of the reason for the war, including impact of English (Protestant) attempts to extend control of Ireland to beyond the Pale. They should understand the level of support for the rebellion and the consequent danger it presented to the English crown. An understanding of the reasons why the rebellion took so long to put down, including poor handling by the English and the skill of the Irish, is required. Coverage of internal Irish politics, except insofar as they relate to the rebellion, is not required.</p> <p>Aspects in breadth</p> <p>Theme 1 – One week</p>	<p>Theme 1 Changes in governance at the centre The key element of this theme focuses on the role of the state in initiating a range of reforms in government throughout the period, and on the extent to which government became more efficient centrally. Students will need to have an understanding of changes in the nature of government and administration, including within the royal household and in the establishment and evolution of post holders. Students will also need to have a broad understanding of the changing dynamic within the relationship between crown and church, considering how the reformation was enacted by the Tudor monarchs. Students will then need to explore how this impacted upon and changed the nature of the relationship between the crown and parliament. Students should be able to explore key events in which Tudor government changed centrally and consider how far they represented turning points: the Acts of Supremacy 1534 and 1559, the Elizabethan religious settlement and the changes made to the function and membership of the Privy Council in 1540.</p> <p>Theme 2 Gaining the cooperation of the localities This key element focuses on the role of the state and on the extent to which government became more efficient through connection to, and control of, sources of power and influence in the localities. Students will need to have a broad understanding of the different groups within society that were variously affected by these changes at different periods of time within the overall period and how they were involved in governance. This will include an understanding of how the regions were governed as well as the economic and social climate within which these changes were initiated. Students will also need to develop their understanding of how the crown used patronage, grants and royal progresses to increase the cooperation of the localities. Students should, however, be able to explore key turning points in the ways in which Tudor government changed in relation to the localities, and understand the reasons why key changes were made, why they were important and what their main effects were: these include the introduction of the Tudor subsidy in 1513, the reestablishment of the Council of the North 1537, the Law in Wales Acts 1535 and 1542, the Statute of Artificers 1563 and the Act for the Relief of the Poor, 1598.</p>	<p>Revision – Tudors</p> <p>Revision – USA</p> <p>19th May Paper 1: Breadth study with interpretations</p>	<p>3rd June Paper 2: Depth Study</p> <p>10th June Paper 3: These in breadth with aspects in dept</p>
Assessment Question	<p>Topic 1: To what extent had Henry VII secured his throne by 1487?</p> <p>Topic 1: 'The challenges from both Scotland and Burgundy in the years 1485-99 show the weakness of Henry's position on the throne'. How far do you agree with this statement?</p> <p>Topic 2: Assess the value of the PofG source for revealing the reasons for mass support for the PofG and the impact of the dissolution of the monasteries.</p> <p>Topic 2: How significant was the challenge posed by the risings of 1536-37 for the government of Henry VIII?</p>	<p>Full exam AP1 <i>(Topic 2: How accurate is it to say that it was the dissolution of smaller monasteries in 1536 that caused the risings of 1536?)</i></p> <p>Topic 3: Assess the value of the source for revealing the significance of Kett's role as a leader of the rebellion and the rebel's approaches to local government. Source q TBC)</p> <p>Topic 3: Assess the value of source for revealing the problems caused by the practice of enclosure and the attitudes of those advising the government.</p> <p>Topic 3: How far do you agree that Kett's rebellion was driven by the rebel's desire for better local government?</p> <p>Topic 4: How far do you agree that the arrival of Mary, Queen of Scots in England in 1568 was the primary cause of the Northern Rising in 1569?</p> <p>Topic 4: Assess the value of the source for revealing the extent of the threat of the Northern Rising to Elizabeth's position on the throne and the approaches of her government in dealing with this threat.</p>	<p>Topic 5: How significant were the grievances of Hugh O'Neill, Earl of Tyrone, in bringing about rebellion in Ireland in 1594?</p> <p>Topic 5: Assess the value of the source for revealing the causes of the Nine Years' War in Ireland and the attitudes of the English authorities in Ireland.</p> <p>Topic 5: How accurate is it to say that it was English weaknesses that account for the long duration of Tyrone's rebellion in Ireland?</p> <p>Breadth 1: 'The key factor in extending and upholding royal authority in the years 1485-1603 was the development of institutions of central government.' How far do you agree with this statement?</p> <p>Breadth 1: How far do you agree that the key turning point in the relationship between Church and state in the 16th century was the Act of Supremacy 1559?</p>	<p>Full exam AP2 <i>(Topic 3: How far were the growing social and economic problems of the 1540s responsible for the outbreak of Kett's rebellion in 1549?)</i></p> <p>Topic 5: Assess the value of the source for revealing the causes of rebellion in Ireland and the part played by Hugh O'Neill in leading this rebellion.)</p> <p>Breadth 2: How far do you agree that the introduction of the Statute of Artificers (1563) was the most significant improvement in the government of the localities 1485-1603?</p> <p>Breadth 2: To what extent do you agree that the re-establishment of the Council of the North in 1537 was the key turning point in increasing royal power in the localities in the years 1485-1601?</p>	<p>Option of extra full assessment AP3</p> <p>Topic 1: How accurate is it to say that Henry survived the challenges from Simnel and Warbeck because the Yorkist faction was weak and divided 1485-99?</p> <p>Topic 4: Both the PofG and Northern Rising show the weakness of the Tudor Monarchy in the North of England. How far do you agree with this statement?</p>	
Links to Prior Learning	Content: Links to KS3 Year 8 study of the Tudors, 'How did religion change during the Tudor Period?' and 'Was the Tudor period really a golden age?'					
Interleaved Topic	USA Topic 1	USA Topic 2	USA Topic 3	USA Topic 4	ALL UNITS	
Cultural Capital/British Values	(Democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) This whole exam paper investigates the changing relationship between Church and state, state and the people – it investigates the very foundations of modern government, democracy and rule of law. It goes further in examining the role of central government versus that of the localities which is particularly pertinent for understanding how the UK functions with devolved powers in NI, Scotland and Wales. Edexcel History papers also set out to explicitly allow students to 'acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity'.					

YEAR 13 Coursework

Term	1	2	3	4	5	6
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Content Overview (Intent)	<p>Topic 1: The rule of Nicholas II, 1894–1905</p> <p>Topic 2: The end of Romanov rule, 1906–17</p> <p>Topic 3: The Provisional government and its opponents, February–October 1917</p>	<p>Topic 4: Consolidation of content/wider reading and historiography</p> <ol style="list-style-type: none"> 1. Revision of content studied thus far 2. Widening of reading regarding causes of the Russian revolution and causes 3. Introduction to the different historiographical interpretations of causation 4. Draft of coursework plan 	<p>Coursework completion</p>	<p>Revision South Africa</p>	
Assessment Question	<p>Working towards answering the assessment question:</p> <p>Historians have disagreed about the causes of the Russian Revolution (1917). What is your view about the cause of the Russian Revolution?</p>				
Links to Prior Learning	<p>AO3 Historiography skills from USA Regan Unit.</p>				
Interleaved Topic	South Africa Topic 1	South Africa Topic 2	South Africa Topic 3	South Africa Topic 4	ALL UNITS
Cultural Capital/British Values	<p>Democracy- How does an autocratic system differ, different types of government</p> <p>Supports an understanding of the importance of Mutual Tolerance and Respect, including The importance of religion, traditions, cultural heritage and preferences. (BV)</p> <p>Allows students to investigate the legal and human rights and responsibilities underpinning society as well as the need for mutual respect and understanding (BV)</p> <p>Reading works of historians to develop literacy. Access to university level texts.</p>				

Impact: At KS3 progress is measured through KPI's and marked (GCSE style) exam questions. At KS4 and KS5 progress is measured through regular GCSE and A-Level exam questions. Students will use knowledge organisers as homework to embed foundation knowledge which is tested in memory platforms. The outcomes of both measures will be used to inform teaching and revision, with the aim of moving students toward achieving mastery. Students will be encouraged to engage with topic specific 'Extra' tasks which will help to build cultural capital. wider contextual understanding encourage a wider literacy and inspire students to read and research around the subject they are studying in class. Levels of engagement with history will be measured by numbers of students choosing to continue studying history at GCSE and choosing to go on to study it at A-Level. Students will also use skills they develop in history to engage with the wider school community in student leadership positions, demonstrating that they understand their role and responsibility within their community and are becoming empathetic and confident individuals