




# Curriculum Information

## History



### What I learn about in the curriculum...

Year		Topics	 How does this build on from previous learning?	The key concepts we cover
7	Autumn 1	<b>Who was Jack the Ripper?</b> We learn about chronology and how to analyse historical sources	We begin KS3 with an introductory topic that seeks to cover and reinforce all areas of our Key Concepts and bring a parity to all students in regard to their KS2 History education.	Chronology, Significance, Ordinary Lives, Change and Continuity, Beliefs, Interpretations, Power, Cultural Encounters, Cause and Consequence
	Autumn 2	<b>What did the Romans ever do for us?</b> We learn about the Roman Empire, who they worshipped and the impact they had on society that we still see today.	We chose the Romans for the starting point for our chronological investigation of history. We build students' understanding of the key concepts with work on Roman beliefs, their lives and how their power structures changed. This topic references the key concepts introduced within the prior topic.	
	Spring 1	<b>How did the Normans change Britain?</b> We learn about who the Normans were and how they changed Britain.	We chronologically move forward from the Roman Period to the Normans emphasising the importance of chronology. We build student's understanding of change and continuity across two significant power holds over the UK considering the strengths and weaknesses of both periods. We develop evaluation skills by asking students to compare and explain the better of the two systems.	
	Spring 2	<b>How did the Normans change Britain?</b> We learn about who the Normans were and how they changed Britain.		
	Summer 1	<b>How did the Crusades change Europe?</b> We look at how the Crusades changed Europe and why religion was so important	Building upon students' understanding of the powers that influenced ordinary lives and how such actions have significance in Europe. Referencing the powers of beliefs allows students to recall knowledge on Roman beliefs to better understand the changing attitudes of the time. By referring to these concepts throughout, students are better able	

	Summer 2	<p><b>Was Medieval Britain miserable?</b> We learn about King John, the problems he faced and the impact this had on the ordinary people of Britain.</p>	<p>This topic builds on the prior understanding of many of the key concepts. Power, and how conflicts between significant characters can impact history. Specifically, we look at issues regarding religion again, with the conflict between King Henry and Thomas Beckett. There is a renewed focus into castle structures, and how they have improved from old Norman designs with Crusades learnt knowledge. Lessons on the ordinary lives of Medieval towns/village folk can be referenced back to the investigations on Roman towns.</p>	
8	Autumn 1	<p><b>Were the Tudors really that terrible?</b> Beginning with The War of Roses and ending with the Golden Age of Elizabeth I, students will encounter the final kings of the House of York and the following Tudor dynasty. They will examine the turbulent religious rollercoaster that occurred throughout this period of history and consider the cultural significance of this renowned royal family.</p>	<p>The change and continuity of significant characters influencing the beliefs and ordinary lives of people is reflected upon again in the topic. With references again to how religion and conflict has shaped the nation, students better understand the core concepts of cause and consequence by comparing the reigns and actions of monarchs to those that came before.</p>	Chronology, Significance, Ordinary Lives, Change and Continuity, Beliefs, Interpretations, Power, Cultural Encounters, Cause and Consequence
	Autumn 2	<p><b>Why did the English people kill their king?</b> We examine how the hierarchy of power moved from the monarchy to a government. Pupils are introduced to Oliver Cromwell and Charles I, and will formulate their own opinions about the significance of the Wars of the Three Kingdoms by identifying change and continuity after the end of the Commonwealth.</p>	<p>Students refer back again to the concepts of significance of key characters in shaping ordinary lives and beliefs. Students reinforce again their abilities for forming their interpretations on the significance of key events, similar to work done when studying the Battle of Hastings in Year 7 Spring 1 or by identifying change and continuity in the Victorian era to modern era within our Jack the Ripper topic.</p>	
	Spring 1	<p><b>What is International Slavery?</b> We focus on the key figures of William Wilberforce and Olaudah Equiano and examine the legacy left by the slave trade</p>	<p>Student investigation into the ordinary lives of slaves allows students to better reflect on the change and continuity in comparison to the average lives of medieval peasants. Students are expected to develop understanding of the causes of slavery, similar concepts are reinforced with investigation into the reasons for the Roman invasion of Britain.</p>	

	Spring 2	<p><b>How did Britain become the first industrialised nation?</b></p> <p>We learn about the Industrial Revolution and to what extent it revolutionised not only industry, but also British society and our place in the world. We study local history by asking why the Black Country played a vital role in powering this revolution.</p>	<p>The changing nature of British society, for better or worse, is first introduced in the Jack the Ripper topic. The ideas that economic advancement can have moral, environmental issues is also brought up within the previous slavery topic, as well as the impact on ordinary lives due to these changes.</p> <p>Investigation into the historical concept of ordinary lives has been built up from work on lives in the Medieval topic, as well as the treatment of slaves. Students can better reflect on the change and continuity of these historical period.</p>	
	Summer 1	<p><b>How did Britain become the first industrialised nation?</b></p> <p>We learn about the Industrial Revolution and to what extent it revolutionised not only industry, but also British society and our place in the world. We study local history by asking why the Black Country played a vital role in powering this revolution.</p>	<p>The changing nature of British society, for better or worse, is first introduced in the Jack the Ripper topic. The ideas that economic advancement can have moral, environmental issues is also brought up within the previous slavery topic, as well as the impact on ordinary lives due to these changes.</p> <p>Investigation into the historical concept of ordinary lives has been built up from work on lives in the Medieval topic, as well as the treatment of slaves. Students can better reflect on the change and continuity of these historical period.</p>	
	Summer 2	<p><b>How was the modern America created?</b></p> <p>This unit looks at the creation of modern America and enables pupils to understand the contrasting experiences of white settlers and Native Americans. We learn about the Founding Fathers and analyse historical sources to compare the Wild West to Britain.</p>	<p>Understanding the causes for Westward expansion requires a reinforced understanding of the historical concept regarding causes and consequences, which has been developed in similar manners through investigation of the Crusading Knights or Roman Britain.</p> <p>The impact of Westward expansion and its legacy builds upon similar concepts regarding the legacy of slavery in America.</p> <p>Comparing the Wild West to Victorian Britain requires previous understanding on Britain that has been built up since Year 7.</p>	
9	Autumn 1	<p><b>What impact have women had on history?</b></p> <p>We track the lives of women from Ancient Rome right through to the Feminism movement, focusing on exceptional women too.</p>	<p>The developing progression of women's equality requires referential knowledge on many historical periods, as well as a developed understanding on interpretations regarding significant characters.</p> <p>Understanding of to changes in the Victorian period helps build upon previous work on the Industrial period.</p>	Chronology, Significance, Ordinary Lives, Change and Continuity, Beliefs, Interpretations, Power, Cultural Encounters, Cause and Consequence
	Autumn 2	<p><b>What impact have women had on history?</b></p> <p>We track the lives of women from Ancient Rome right through to the Feminism movement, focusing on exceptional women too.</p>		

	Spring 1	<p><b>What happened during World War One?</b> We learn about the causes of the Great War and what life was like for a British soldier</p>	<p>Understanding the causes of the First World War required similar conceptual understanding of causes that has been developed since Year 7 with the causes of the Crusades. Work on interpretation and source analysis of soldier conditions relies on a developed knowledge of sources which is first introduced in the Jack the Ripper topic and is built up through investigatory work throughout the majority of other topics as well.</p>	
	Spring 2	<p><b>What caused the rise of Fascism?</b> We learn about how the Nazis used propaganda and Hitler's rise to power</p>	<p>The Rise of Fascism topic requires extensive understanding of the end of the First World War and is well linked as a follow-on topic both chronologically and in requirement of similar historical concepts.</p>	
	Summer 1	<p><b>What happened during World War Two?</b> We focus on key events such as the Battle of Britain, D-Day and Pearl Harbour.</p>	<p>The previous topic on fascism is a crucial springboard into understanding the impact of Hitler and the Second World War on the world. It requires a full understanding of the steps taken by Hitler to commence a military conflict before beginning to investigate similar military components as have been introduced in detail in the previous studies on the First World War.</p>	
	Summer 2	<p><b>What was life like in Post War Europe?</b> We learn about what life was like following the war.</p>	<p>The struggles of the post war world require an understanding of the suffering caused by the Second World War, which is developed in the prior topic Understanding the changing of peoples' lives compares well to the changes seen in the Industrial period, as well as the changes studied in the relevant time periods of our thematic study on women's history.</p>	
10	Autumn 1	<p><b>Changes in Health and Medicine in Britain: c500 to the present day.</b></p>	<p>Understanding of the broad attitudes toward ordinary life, beliefs and the change and continuity throughout History is required when looking at history through a medical lens. Students will already understand the changing progression of society from the Medieval era to Modern day, such prior learning will set the foundation for the GCSE knowledge taught and examination techniques required for the assessments.</p>	<p>Chronology, Significance, Ordinary Lives, Change and Continuity, Beliefs, Interpretations, Power, Cultural Encounters, Cause and Consequence</p>
	Autumn 2	<p><b>Changes in Health and Medicine in Britain: c500 to the present day.</b></p>		
	Spring 1	<p><b>Changes in Health and Medicine in Britain: c500 to the present day.</b></p>		

	Spring 2	<b>Austerity, Affluence and Discontent: Britain 1951-1979</b>	<p>Previous study on the nature of Post-War Britain gives a starting foundation for the more complex knowledge and historical concepts taught in this topic.</p> <p>An understanding of the changing nature of women's equality, as taught in Year 9 helps better develop an appreciation of the key area of women's lives changing within the period.</p>	
	Summer 1	<b>Austerity, Affluence and Discontent: Britain 1951-1979</b>		
	Summer 2	<b>Austerity, Affluence and Discontent: Britain 1951-1979</b>		
11	Autumn 1	<b>The Development of Germany 1919-1991</b>	<p>Prior learning on the impact of the First World War on Germany's economic and political structure, as well as the causes of Germany's descent into fascism is built on within this topic, as is the changing lives of Germans under Nazi rule and during the Second World War.</p> <p>An understanding on post-war Germany and the nature of the Cold War is also touched on in previous topics and is useful in helping to enhance initial investigation into post-ww2 Germany and the growing changes between East and West Germany.</p>	<p>Chronology, Significance, Ordinary Lives, Change and Continuity, Beliefs, Interpretations, Power, Cultural Encounters, Cause and Consequence</p>
	Autumn 2	<b>The Development of Germany 1919-1991</b>		
	Spring 1	<b>The Crusades, c. 1095-1149</b>	<p>Previous learning in Year 7 on the Crusades is useful in allowing students to better develop their understanding of historical concepts that are thus further expanded on within the topic.</p>	
	Spring 2	<b>The Crusades, c. 1095-1149</b>		

## Information

### Key Stage 3

- Students are regularly assessed on key subject knowledge, subject specific skills and our core concepts. This includes the ability to recall and apply key historical vocabulary.
- Students are also assessed on extended writing skills which assess student's ability to assess, evaluate and justify during independent extended written pieces.
- KS3 is assessed through both formative and summative assessment.
- Students begin every lesson with a 'do now' retrieval activity which assesses prior knowledge through low stake quizzing and recall tasks.
- Teachers constantly assess student progress via live marking in lessons and address any misconceptions that students have.
- Students in year 7 and 8 also take part in regular diagnostic quizzes which involves students answering 10 multiple choice questions based on current and prior knowledge.
- Students also complete three formal assessments throughout the academic year which involves both short answer knowledge questions and extended writing tasks.
- Informal assessment occurs every lesson
- Three formal assessments every year
- Regular diagnostic quizzing in year 7 and 8.

### Key Stage 4

Title of course studied: Eduqas GCSE History

Course Content and assessment information:

- The Crusades
- Development of Germany 1919-1991
- Austerity, Affluence and Discontent
- Changes in Health and medicine in Britain c.500 to the Present Day

Assessment

[https://www.eduqas.co.uk/qualifications/history-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/history-gcse/#tab_overview)

Qualification Information

Ways to Support your Child in this subject

- Encourage your child to revisit knowledge taught in class on a regular basis.
- Make use of the knowledge organisers available to them.
- Websites such as BBC Bitesize can be used to support learning and provide some wider reading around the subject.
- Complete homework on time and to a good standard.
- At GCSE complete past papers under timed conditions. These can be accessed from the Eduqas website or from their classroom teacher.
- Prepare a revision plan early including making flashcards and revision materials from the very beginning of the course.

