

Curriculum overview: History

Key Stage 2

- Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece
- A non-European society that provides contrasts with British history

Key skills/content requirements at GCSE

- Students need to have a detailed working knowledge of:
 - The People's Health 1250-2000, comprising living conditions, government responses to epidemics and public health in the periods 1250-1500, 1500-1750, 1750-1900 and 1900 to the present day
 - Elizabethan England 1580-1603 (year 10 2022/2023)
 - American Expansion 1789-1900
 - Living in Nazi Germany 1933-1945
 - Stokesay Castle (Year 10 2022/2023)
- Students should understand what sources can tell us about the past, how history is represented to different audiences (both the techniques that are used and what can be gleaned from the work of historians) and the concepts around which history is based (change, continuity, consequence, causation, diversity, similarity, difference and significance).
- They should also be able to explain what the historic environment can teach us about the past, the difficulties associated with studying this and measures taken to overcome these challenges
- There is a significant conceptual understanding required- concepts students need to master are too numerous to specify here
- Students also need to master the relevant writing skills required to clearly articulate their knowledge and understanding of the above knowledge and concepts

Curriculum Overview

Substantive knowledge principles

-It is recognized that students may have many diverse stories explaining how they have reached the place they are in in the world currently, but what unites all students is that they are citizens of Britain and schooled in their specific setting

-As a result of this, history at The DeMontfort School should be British focused and imbue students with a sense of how Britain has reached this place in the world

-For all a story of how Britain has reached its position is central to the curriculum, it is also important students have a sense of how Britain has interacted with the wider world and how elements of the wider world have also developed

-A student who ends their studies of history at the end of year 9 should have a sense of how Britain has developed from antiquity to the present day (and why important trends have developed), alongside Britain's place in the wider world

-Opportunities should be used where they appear to tell diverse stories as part of the broader British narrative

Disciplinary knowledge principles

-Students who end their studies at the end of KS3 should have engaged with and understand/ develop the following ideas:

- i. A sense of chronology- that history is built of periods with distinct features
- ii. That historians construct the past using sources of evidence which inform how they tell us about what has happened
- iii. That history is contested - that people can choose to make sense of the same event in different ways
- iv. Written communication is a central aspect of students' studies, and there should be emphasis on developing these skills
- v. That while developing disciplinary knowledge complements acquiring substantive knowledge, it should not supersede it

Year 7 aims to ground students in the world as it had developed up to the end of the 17th century from a predominantly British perspective, though this is built on in year 8 in terms of Britain's place in a global context. Students begin by studying 'big history', a low-res study of the world as it has developed from the dominance of homo sapiens around 100,000 years ago, introducing key second order concepts and erecting a framework of developments that subsequent studies can fit into. Content in this unit is supplemented by a disciplinary focus on dating systems and terminology alongside work on constructing good sentences and paragraphs.

Students then go on to look at the development of the classical world in Ancient Athens and Rome for two main reasons: 1. It is from this cultural flourishing that the renaissance, enlightenment and modern world ultimately derive, and therefore is deemed an important part of providing narrative coherence 2. It is an incredibly conceptually rich period, and affords the opportunity to develop some of the concepts introduced in light touch in unit 1 (such as monarchy, aristocracy, democracy, and government). They also carry out a short study on Iron Age Britain, before finally considering the impact the Roman invasion had on the country. A disciplinary focus is introduced within this topic where students meet the concept of sources being used by historians for evidence. At this stage, they work on taking evidence from sources, continuing the work they have done on improving their written skills, while starting to analyse the nature of continuity and change.

From here, students move on to look at the Middle Ages with a predominantly Anglocentric focus. This begins around 400 AD with the departure of the Romans from Britain and a study of Anglo-Saxon England as a discrete unit. They then study the Norman invasion and its consequences, but also how the nature of power changes in terms of Church and state across the period focusing on Henry II and King John, as well as social conditions and the impact of events such as the Black Death and Peasants' Revolt. While a focus on writing remains, this is broadened to consider how context is important to historians trying to make use of sources, as well as continuing to use second order concepts to structure enquiries.

Year 8 begins with a study of the Renaissance, aiming to explain how thinking developed after the decline of the classical world both in Europe but also the Middle East. Next, students focus on the changing nature of power and religion across the 17th century, predominantly in Britain, but also bringing in a European dimension by considering the 30 Years' War and the Enlightenment. Students analyse how and why religion changes, the effect of this on power, and the causes of the English Civil War. The use of sources deepens in this unit, with more emphasis on how the intended audience of a source can be useful to a historian, as well as how the historical environment can help us to make sense of the past.

Year 8 then builds on year 7, as students develop knowledge and understanding of Britain and its link to the wider world through a study of the world before, during, and after empire in the age of empires (with case studies of Benin, Mughal India, and the Iroquois), including looking at how and why the legacy of the British Empire is contested, before pivoting to zoom in on why the Industrial Revolution occurred in Britain, its impact on Britain's people, towns and cities, before a look at the social and economic situations facing Britain and the world in the years before 1914.

In Year 9 study how the campaign for suffrage developed from 1815 through to 1928, interspersed with a study of WW1, the interwar years and WW2 (including the Holocaust and a study of Weimar Germany) before completing their KS3 studies by looking at the development of communism in Russia and the Cold War alongside the development of Britain post WW2, including the Windrush generation and how the British Empire developed and disbanded in the years after 1945.

Students will continue to develop important disciplinary concepts as the year progresses. As well as handling sources, interpretations, while analysing events through the prism of second order concepts, they will extend their writing skills so that they have a solid understanding of the discipline of history as well as a sense of period and Britain's history by the end of their studies.

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
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Year 7	The unit will begin with an introduction to chronologically themed vocabulary and concepts including decade, century, millennium, A.D., B.C. and how these ideas can be used, including why the century A.D. 1-100 is classed as the first century etc. Students will then study a unit of 'Big History'- a low resolution study of five eras in human history looking at how society was organised, what people thought about, why people moved, and how they got their 'stuff' in each	Students will go on to study a unit in classical civilisations, focusing on the nature of Athenian government, early Greek thought, the growth of the Roman Empire, Roman propaganda, the emergence of Christianity and Britain before the Romans and their impact on life Students will then complete a study of Anglo-Saxon England, beginning with the departure of the Romans, looking at the mooted Anglo-Saxon migration	The final unit will begin with a study of the succession crisis of 1066, the impact of the Norman invasion on Britain, the power of the Church in the 12th century and the effect of Henry II's attempt to grasp more control over it (culminating in the murder of Becket and the effect it had on monarchical authority), reasons for the passing of Magna Carta and the effect *this* had on monarchical authority, the organisation of a medieval manor, the role of the Church by the mid-14th century and peoples beliefs, and the causes and consequences of the Peasants' Revolt (including a case study of the Black Death)	-That generalisation is a term that we can use to describe a common but not universal phenomenon -That B.C. comes before A.D. -That there are ten years in a decade, 100 in a century, and 1000 in a millennium -That 1945 is in the 20th century etc. -That during the age of bands before 10,000 B.C., there were no borders of any kind and people were organised into groupings of 30-50, moving around nomadically -That during the age of bands before 10,000 B.C., people moved around a great deal and depended on following animals for their survival which was their primary preoccupation -That during the age of the tribe between about 10,000 B.C. and 3000 B.C. people settled down into static communities near to river and coasts with most people working in agriculture in order to survive which dominated most of their thoughts -That during the age of kingdoms between about 3000 B.C. and 1500 A.D., people started to live in larger communities that were governed by a king -That during the age of empires from about 1500 to 1945, countries built large empires by taking control of other countries and forcing their control on them -That during the age of multinational organisations, large organisations appeared that aimed to help countries get on better and multinational corporations appeared that existed in many countries -That most people worked as farmers during the age of kingdoms between about 3000 B.C. and 1500 A.D. although there were increasing specialisations and the emergence of a stratified hierarchy of importance. The harvest remained vital to their survival -That during the age of multinationals, things were produced in certain parts of the world and then transported to the parts of the world that once had empires -That during the age of kingdoms, people began to create organised religions as a way to explain things that they could not explain which unified and helped to control kingdoms -That during the age of empires, in some parts of the world people started to doubt the	1. A.D. 2. Century 3. Decade 4. Millennium 5. Generalisations 6. Nomad 7. Agriculture 8. Static settlement 9. Society 10. Stratification 11. Aristocracy 12. Empire 13. Colonisation 14. Diplomacy 15. Alliances 16. Agriculture 17. Harvest 18. Stratification 19. Tokens of value 20. Imperialism 21. Industrialisation 22. Superstitions 23. Polytheism 24. Monotheism 25. Atheism 26. Slavery 27. Migration 28. Persecution 29. Urbanisation 30. Globalisation 31. Government 32. Monarchy 33. Democracy 34. Representative democracy 35. Philosophy 36. Conquer 37. Monarchy 38. Democracy 39. Aristocracy 40. Propaganda
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				existence of God, while others came up with different ideas about how they should be governed and ruled (as in, not by kings) as well as what it means to be human -That during the age of multinationals, people had lots more free time and higher literacy rates so thought about ideas to do with life, the world, and how to enjoy themselves -That during the age of the tribe between about 10,000 B.C. and 3000 B.C. people mostly moved to create new settlements with enough land to support them as populations grew and society remained broadly equal - That during the age of kingdoms, merchants travelled round to make money but many groups within society were not allowed to move because wealthier people with more power would not allow them to, while some groups of people moved because of religious persecution - That during the age of empires, people increasingly moved from countryside to town to work in factories that were appearing in parts of the worlds with empires, while some people were forcibly removed from Africa to live as slaves - That during the age of the multinationals, people moved to escape war, for better employment opportunities and lives, and because it is easier -That the Ancient Athenians changed from a monarchy to a democracy where everyone apart from slaves and women were able to vote, a revolutionary system during the age of kings -That the Ancient Greeks developed philosophy, which involved asking themselves the big questions about human existence, with the Socratic philosophers most interested in asking questions to explain the world -That the Roman Empire expanded greatly between its founding and 100 AD, with the army essential to allowing this growth -That the success of the army made generals very powerful, and they went to war, with Augustus emerging as emperor and therefore changing Rome from proto-democracy to a monarchy once more -That the position of emperor was an imperilled one, and that accordingly Augustus and his	
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				followers used techniques such as propaganda to keep control -That the Romans and Greeks were polytheistic, as were many of the people that they conquered, whose gods they would sometimes merge with their own (as in Britain), with Christianity emerging as a cult in the first century AD -That in Iron Age Britain, people lived in small kingdoms in round houses, with low quality roads, and spoke Celtic -That the Romans transformed Britain by creating straight roads, making them pay taxes to the emperor, redeveloping urban centres, and introducing new foods -That when Edward the Confessor died in 1066, Harald Hardrada, William of Normandy, and Harold Godwinson all vied for the throne -That William became king of England because he was able to win the Battle of Hastings because the Norman cavalry feint broke the Saxon shield wall -That the Normans faced significant rebellions in the first five years of William's reign but these ended with the 100,000 deaths in the 'Harrying of the North' -That the Normans created a new language, changed the aristocracy, and built lots of castles -That the Church was very powerful because it determined what happened to people's souls -That the Church was incredibly powerful and outside the control of the monarchy -That Henry II tried to bring the Church under his control by appointing Thomas Becket as Archbishop of Canterbury -That Becket refused to do as Henry wished, leading to Henry having him murdered and having to serve penance on the floor of Canterbury Cathedral -That Henry II's failed attempt to take control of the Church in the 1170s meant the Church and monarchy -That the Normans brought with them a Feudal System, and that by 1215, by losing land and upsetting the pope, King John had alienated the barons -That John was forced to seal the Magna Carta which meant that running the country became a partnership between monarch and barons	
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				-That Magna Carta meant that the king had to summon the barons/ aristocracy/ nobility together in a parliament to ask them for taxes -That we use Middle Ages or medieval period to refer to the period between the ancient world and the new one (500-1500) -That most peasants simply farmed on land owned by a Lord of the Manor, with the whole Feudal System depending on farming bringing in money -That serfs had to work a certain number of days for the Lord of the Manor and lacked freedom -That peasants and serfs were absolutely integral to the functioning of the Feudal System -That the Church played a vital social role -That the Church helped people to get to heaven by reducing their time in purgatory through penance -That the Church taught that hearing the Last Rites was important in helping people to reach heaven -That in the Middle Ages, people believed disease was spread through miasma and sent by God as a form of punishment -That people believed miasma would cause the Four Humours to fall out of balance and the way to cure them was by rebalancing them -That the Black Death reached England in 1348 and spread rapidly from village to village so that it had left by 1349 -That the Black Death killed up to 60% of the population and wrought so much devastation that women were required to read the Last Rites -That the Black Death meant the Feudal System weakened as peasants could try to find more money on other manors which meant manors could not operate -That peasants protested the government's attempts to restrict wages with the Peasants' Revolt -That the government stopped attempting to restrict wages after the Peasants' revolt, meaning that the Feudal System broke down and the peasant class stopped existing	
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Year 8	Students will study: The Renaissance including how Greek thought developed, the impact of the Church, and then the causes of (and why in Italy) the Renaissance The development of religion and the monarchy in the 16th century, looking at the reasons for religious change in England under Henry VIII and Edward VI and then the Marian Restoration, culminating in the Elizabethan Settlement and a study of what the historic environment (Harvington Hall) can teach us about the 16th century.	Religious division at the start of the 17th century, the nature of tension between the monarch and Parliament, and how this erupted into war in 1642. Students will also study the 30 Years' War and its origins, the course of the English Civil War, its culmination, Charles' execution, the Interregnum, Restoration, and emergence of the Enlightenment Students will look at the reasons for European expansion after the late 15th century, what people living in pre-colonial Benin (the Edo), North East America (the Iroquois), and India under the Mughals experienced, how the British Empire expanded in the 17th century, leading to changes in America and Benin, the experience of those native people transported, before completing a case study on the impact of empire in Britain, Benin, America and India	Students will complete the year with a study of the Industrial Revolution – why it began in Britain, what shaped it, and how it developed as well as how it changed Britain and Kidderminster	That philosophy first developed in ancient Greece and developed with Socrates That Stoicism was the most prominent of several schools of thinking in ancient Greece and involved people accepting the world as it was without complaining That Greek philosophy encouraged curiosity in the world around them and led to cultural and scientific developments That the growth of the Church in the years after the fall of Rome stifled intellectual curiosity That the Arab world continued to ask questions about the world and made significant intellectual breakthroughs at the same time as the Church was dominating in western Europe That the House of Knowledge was a key part of the Arabic/ Islamic intellectual tradition That Renaissance thinkers sought answers and tried to find new ways of expressing themselves, often with reference to classical civilisations That Leonardo da Vinci is an example of a Renaissance polymath That humanists such as Poggio Bracciolini initiated the search for answers based on classical scholars which helped set the stage for the Renaissance That the printing press helped speed up the spread of ideas That the decline and fall of Constantinople meant that more classical texts came to Italy That Florence's banking industry helped fund the spread of Renaissance ideas That Italy's trade network made it easier for ideas to spread around That western explorers like da Vinci and Columbus were inspired by Renaissance thinking to look for new routes to the Far East That Renaissance thinking led to explosions of magnificent artwork like Michelangelo and da Vinci such as the Sistine Chapel and Mona Lisa That Renaissance thinking led some people such as Copernicus to challenge the idea of the Earth being at the centre of the universe That humanists called for Bibles to be printed in the vernacular	Stoicism Philosophy Christendom Arab world Renaissance Humanist Byzantine Empire Printing press Vernacular Doctrine of discovery New World Church Protestant Catholic Transubstantiation Purgatory Sin Puritan Calvinist Presbyterian Arminian Parliament Aristocracy Monarchy Divine Right of Kings Royal prerogative Parliamentary privilege Taxation Foreign policy Civil War Tyranny Archbishop of Canterbury Rebellion Army Battle General Infantry Cavalry Treason Trial Republic Settlement Agriculture Industry Industrial Revolution Government Aristocracy Parliament
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				That the Renaissance led to a rethinking of the way people approached religion and led to them challenging the authority of the Church That the Church was central to people's everyday lives That the Church had seven key teaching sacraments of which the Eucharist was the most important That Martin Luther's primary criticism was the selling of indulgences That Henry VIII had not had a son by 1527 and this weakened the Tudor dynasty That Henry VIII needed a divorce by 1533 and did so and then broke from papal domination of the English Church in 1534 That the Church in England still followed largely Catholic practices and retained belief in transubstantiation though Henry and Cromwell had dissolved the monasteries That Edward VI's Church had a belief in predestination and was the most 'Protestant' that it would ever be That Mary undid all her father's and brother's reforms and returned England to state of monastic free Catholicism That the Elizabethan Settlement retained an Episcopalian structure, eschewed transubstantiation but retained church decorations That Elizabeth hounded Catholics fearing rebellion That Humphrey Pakington rebuilt Harvington Hall to befit his status as a gentleman That Harvington had secret hides built to enable the Pakingtons to hear masses in secret That an absolute monarch had absolute power That Henry II had been forced to cede power to the Church That King John had been forced to cede power to the barons as part of the Magna Carta That the king had been forced to allow the creation of a Parliament That by 1485, the king was only able to raise taxation by using Parliament That the Church was vital in delivering people to heaven That church buildings and priests were highly decorated	Population Domestic system Factory system Mass production Urbanisation Industrialisation Germ theory Scientific method
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				The Church organised many festivals and provided most people's social lives That the Church was responsible for cleansing people of sin so they could enter heaven by serving penance That the Church helped people to reach heaven by allowing them to participate in the miracle of transubstantiation That the purchase of indulgences could cleanse people of sin That Martin Luther protested against the Church for its greed and corruption That Henry VIII began the Reformation but still considered himself Catholic That Protestants like Thomas Cromwell and Cranmer emerged That Edward VI made the Church in England very Protestant by removing decorations and denying transubstantiation That Mary reversed Edward's changes That the Elizabethan Settlement calmed things down, but people were divided in terms of their beliefs by the time she died Different types of Christianity- That Christianity existed as a spectrum ranging from Catholicism to Presbyterianism That James I and Parliament argued but managed to get on That Charles believed in the Divine Right of Kings That Parliament angered Charles by impinging on his Royal Prerogative before 1629 which resulted in the murder of the Duke of Buckingham That Charles angered Parliament by marrying a French Catholic called Henrietta Maria and listening to her for advice That Charles angered Parliament by dissolving Parliament and failing to recall them between 1629 and 1640 by introducing Catholic leaning reforms and illegal taxation in the form of Ship Money The period 1629-1640 was known as the '11 Year Tyranny' That Charles angered Parliament by making William Laud Archbishop of Canterbury in 1633 That Charles was forced to recall Parliament in 1640 because he had run out of money	
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				Parliament tried to restrict Charles' power- That they tried to take responsibility for educating his children and choosing his ministers in the 19 Propositions That Charles declared war on Parliament in 1642 Interregnum- That the period between 1649 and 1660 was known as the Interregnum and Cromwell was Lord Protector from 1653-58 Restoration- That the monarchy was restored in 1660 under Charles II That Columbus and da Gama heralded a new age of discovery and that the doctrine of discovery justified European colonial expansion into the east and New World That people living in pre-colonial civilisations had different ideas about government (not just simple monarchies), God, and how society was structured so it is not true to say 'people' generally lived in monarchical societies with the remnants of the Feudal System and were Christian That the Middle Passage was a horrific experience and that the practice of slavery was justified by the development of racial theories to explain African and black inferiority That the British empire continued to develop into the 18th century and expanded into India which brought Britain considerable wealth That the establishment of a British/ English Empire brought considerable changes at home and abroad- that it sparked the Industrial Revolution in England, that it led to Africans being captured by African kings and sold into slavery, that it transformed America as they worked on plantations, and helped to create a religiously divided Ireland Agricultural Revolution- That the Agricultural Revolution increased yields in farming based on Norfolk Four Field System and selective breeding which resulted in migration into cities Domestic System- That the Domestic System was slow and cumbersome for production of cloth prior to 1750 and was based in people's homes Factory System- That the Factory System changed the production of textiles so that it was quicker, cheaper and efficient Child labour- That child labour was cheap, small children could do simple tasks in	
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				confined spaces that the factories required and were often exploited by the factory owners Impact of railways- That the railways made it easier to travel and this meant the emergence of new leisure pursuits and GMT but also increase pollution Conditions in towns- That urbanisation led to chronic overcrowding and worsening conditions and poor public health	
Year 9	Students will study: The development of suffrage from the start of the 19th century through to the present day, focusing on the revolts of the 1810s, Peterloo, the 1832 Reform Act, Chartist movement, Reform Acts, suffragettes and suffragists	Students will study the development of religious thought in the 16th century in greater depth than previously at KS3 Anglo-Saxon England from the departure of the Romans through to the eve of the Norman invasion	The development of the American colonies from the 16th century through to the declaration of independence Germany from 1871 to 1933 – from independence, the growth of the power of the Kaiser, through to Weimar Germany and the election of the Nazis and Hitler's appointment as Chancellor	Students will retain: Reasons for displeasure ahead of 1819 The causes and consequences of the Peterloo massacre The reasons for and impact of the Great Reform Act The impact of the Chartists and their actions Reasons for reform in the 19th century relating to the 1867 and 1884 First wave feminism- the actions and arguments of the Suffragists The actions and effects of the Suffragettes The reasons for and passing of the 1918 Reform Act That Calvinism was the dominant doctrinal position by the late 16th century That England was religiously divided by the late 16th century and the divide was bridged by the Elizabethan Settlement That England was united by Aethelstan That England had a history of Viking invasions	Franchise Representation Parliament Rotten Borough Industrialisation Constituency Recession Massacre Authorities Cavalry Corn Laws Reform society Suffrage Chartists Suffragettes Suffragists Agriculture
Year 10	People's Health c.1250–c.1500 • The characteristic features of medieval Britain: an overview • Living conditions: housing, food, clean water and waste. • Responses to the Black Death: beliefs and actions • Approaches to public health in late-medieval towns and monasteries Early Modern Britain c.1500–c.1750 • Cultural, social and economic change including the growth of towns: an overview	Elizabeth and government Issue: The power of the queen • Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex • Elizabeth and her parliaments including opposition from Puritans • Elizabeth and her people including local government and propaganda Catholics Issue: The nature and extent of a Catholic threat • The enforcement of Elizabeth's religious settlement after 1580	America's expansion 1789–1838 • How and why the USA expanded, from 1789 to 1838 • The expansion of southern cotton plantations and of slavery, 1793–1838 • The removal of indigenous people from the east, 1830–1838 The West 1839–1860 • The culture of the Plains Indians including a case study of the Lakota Sioux • The journeys of the early migrants to California and Oregon; the Mormon	See columns 1-3 for relevant portable content-specified portable content sits alongside broader topic content	Manor Harvest Church Guilds Local government National government Astrology Peasants Aristocracy Four Humours Holy Days Famine Monasteries Pestilence Miasma Markets The Black Death

	• Changing living conditions: housing, food, clean water and waste • Responses to outbreaks of plague including national plague orders and local reactions • The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660–1751 - Industrial Britain, c.1750–c.1900 • Industrialisation, the growth of major cities and political change: an overview • Urban living conditions in the early nineteenth century: housing, food, clean water and waste • Responses to cholera epidemics • Public health reform in the nineteenth century including the Public Health Acts and local initiatives - Britain since c. 1900 • Economic, political, social and cultural change: an overview • Living conditions and lifestyles: housing, food, air quality and inactivity • Responses to Spanish Influenza and AIDS • Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles	• Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network • Mary Queen of Scots, the Armada and war with Spain - Daily lives - Issue: The nature and dynamics of Elizabethan society • The contrasting lives of rich, middling and poor Elizabethans • Family life: husbands and wives, parents and children, wider kinship • Poverty: its causes, Elizabethan explanations and responses - Popular culture - Issue: “Merry England”? • Theatres and their opponents • The Puritan attack on popular pastimes • The persecution of witches - The wider world - Issue: The nature and significance of England’s connections with the wider world • Imperial ambition: the motives and achievements of Elizabethan adventurers • Roanoke: England’s attempt at an American colony • Trade with the east, including first contacts with India	settlement of Utah • The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859) - Civil War and Reconstruction 1861–1877 • Divisions over slavery and the causes of the Civil War • The African American experience of the Civil War, 1861–1865 • Reconstruction and continuing limitations to African American liberty - Settlement and conflict on the Plains 1861–1877 • The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the Plains • The Indian Wars including Little Crow’s War (1862), Red Cloud’s War (1865–1868) and the Great Sioux War (1876–1877) - American cultures 1877–1900 • Changes to the Plains Indians’ way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration		Epidemic Renaissance Urbanisation Parliament New World Reformation Protestant Catholic Preindustrial National policy Isolation Town Councils Feudal system Urbanisation Industrial revolution Waste disposal Public health Epidemics Government Parliament Laissez faire Working class Franchise Civic pride Settlers 13 colonies Founding Fathers States Federal Constitution Congress Supreme Court Frontiersman Territory Plantation Infrastructure Nomad(ic) Tribes Bands Warrior societies Manifest destiny Polygamy Town boosters Industrialised Abolitionist Republican Party Secede Reconstruction Contraband Cattle drives
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					Permanent Indian Frontier Reservations Dry farming Reservation agents Redeemer governments Corporations
Year 11	Students will study: • Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 Control and Opposition, 1933–1939 • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups Changing Lives, 1933–1939 • Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews Germany in War • The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945 Occupation • The contrasting nature of Nazi rule in eastern and western Europe	Students will study Stokesay Castle: a) The reasons for the location of the site within its surroundings b) When and why people first created the site c) The ways in which the site has changed over time d) How the site has been used throughout its history e) The diversity of activities and people associated with the site f) The reasons for changes to the site and to the way it was used g) Significant times in the site's past: peak activity, major developments, turning points h) The significance of specific features in the physical remains at the site i) The importance of the whole site either locally or nationally, as appropriate j) The typicality of the site based on a comparison with other similar sites k) What the site reveals about everyday life, attitudes and values in particular periods of history l) How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries m) How the physical remains can inform artistic reconstructions and other interpretations of the site n) The challenges and benefits of studying the historic environment		See columns 1 and 2 for relevant portable content- portable content sits alongside broader topics	1. Democracy 2. Hierarchy 3. Kingdom 4. Trade 5. Taxation 6. Church 7. Catholic 8. Corruption 9. Simony 10. Pluralism 11. Culture 1. Monastery 2. Catholic 3. Romanesque 4. Deathbed 5. Rebellion 6. Exiled 7. Sub-Regulus 8. Taxation 9. Disbanded 10. Invasion 11. Tactics 12. Discipline 1. Army 2. Loyalty 3. Submission 4. Rebellion 5. Rebels 6. Negotiation 7. Besiege 8. Surrender 9. Coronation 10. Taxation 11. Lay waste 12. Invasion 13. Pope 14. Archbishop 1. Iron Age 2. Roman Period 3. Anglo-Saxon Period 4. Propaganda 5. Traditional View

	• The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance				6. Revisionist View 7. Modern View 8. Feudal System 1. Survey 2. Manor 3. Court 4. Legitimate 5. Aristocracy 6. Feudal system 7. Society 8. Social structure 9. Curia Regis 10. Trial
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GCSE External Assessment:

History uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11). The course will be assessed through three exams at the end of the course.

SMSC in history

Humanities subjects are all heavily focussed on people and their relationships and as such, we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. Students are encouraged and directed to understanding their place in the world and society, and how the institutions, organisations and groups have emerged that shape our everyday life. Tolerance, openness and curiosity are all fostered as part of historical studies.

Spiritual development in history

History encourages the development of students' spiritual growth in a number of ways. Students are encouraged to reflect on the beliefs that drive other people to many of the most despicable acts in history and in turn reflect on their own beliefs about why and how we judge these acts. Work done on slavery and the holocaust at KS3 consolidates this and students question where views and ideas come from. In year 7 students also reflect on the significance of religion in people's lives during the Middle Ages and are encouraged to consider why religious changes during the Reformation caused such turmoil at the time.

In year 10 students consolidate their previous work on the holocaust during their study of Living in Nazi Germany and examine how people's beliefs, attitudes and actions can be influenced and manipulated by propaganda. The American expansion topic in Y10 also addresses the issue of slavery once more as well as developing an understanding of American Indian beliefs and culture.

Moral development in history

A great deal of work is done on understanding the rights and responsibilities people have as citizens, who wields power in Britain and where this power derives from. Studies of the Middle Ages in year 7 focus on the ways in which power shifted from the monarch to parliament and eventually imbued ordinary people with greater rights and power. In year nine a unit of work explicitly focuses on the development of our democratic electoral system and how different groups in society campaigned and were eventually granted the vote. This topic too examines the wider concept of equality in society and considers the development of legislation relating to equal opportunities for various groups such as LGBT.

We investigate what motivates people to act in terrible ways - from Hitler to slavery to the treatment of the Indians in America by white settlers. We also evaluate the legacy of the Generals of World War One. In so doing we challenge how important human life is and what constitutes right and wrong in peace and war.

Social development in history

Students develop an understanding of how democracy evolved and the fundamental rights we hold dear in Britain. By studying Nazi Germany, they gain an appreciation of the rights enjoyed in Britain contemporary to the period and how we have our rights that we still enjoy today. The World War One topic enables students to gain an insight into the massive impact that the war had on society at the time and in particular the disastrous consequences of the first day of the Somme. In year 8 study the Industrial Revolution and given the opportunity to reflect on the enormous economic, social and political changes that occurred during the period. In year 10 this is consolidated in the People's Health topic which has a particular focus on how the government's attitude towards the poor and most vulnerable changed dramatically throughout the 19th and 20th centuries and is indeed still evolving today.

Cultural development in history

Work done in year 7 on the emergence of the Roman empire, and in year 10 on the Norman conquest helps students to appreciate the wider world and how cultural assimilation has taken place. This is further developed when studying American expansion as students consider the clash between the beliefs and culture of white settlers and those of American Indians.