

## HISTORY DEPARTMENT CURRICULUM OVERVIEW two

<b>Year 13</b>	
Autumn Term 1a	Term 1b
<p>The A2 component starts 2s starts with Thatcher and the 1970 victory. The Autumn term includes a depth study of Britain between 1979 -1990 including social, economic, and political and foreign policy. E.g. Impact of Miners’ Strike or Falkland war, Relations with Europe and America. Societal changes e.g. the fragmentation of traditional working class identities and the growth of individualism</p> <p>America looks at the period 1920 -1945, social, political and economic developments. E.G the domestic policies of Coolidge and Harding. Boom and bust in the 1920’s. the Cultural significance of the ‘Jazz Age’</p> <p><b>Rationale. To develop an in depth knowledge of recent British history and a wider knowledge of global history through the study of America and its engagement with the world. This runs throughout the whole A2 course.</b></p>	<p>2s then assesses the impact of Thatcher on domestic politics, society, economics and foreign policy before studying the Major years and the background to Blair and 1997. E.G from the Single European Act to the Maastricht treaty, the Poll Tax and subsequent riots, Thatcher’s downfall and John Majors premiership ( Black Wednesday) Why the Tories lost in 1997 and the impact of Blair and ideas around the ‘Third Way’ wider societal changes e.g. Rave culture, Counterculture, environmentalism</p> <p>1k looks at the Great depression era and WW2, the changing nature of society and the presidents. Roosevelts New Deal and wider developments in International relations 1933 -41. The USA and WW2</p> <p><b>Rationale. We want all students to have an in depth knowledge of recent British history and a wider knowledge of global history through the study of America and its engagement with the world. This runs throughout the whole A2 course</b></p>
Spring Term 2a	Term 2b
<p>2s Complete the course with a focus on the Blair years (social, economic, political and foreign policy)</p> <p>1K post war America (cold war, social change, Presidents and their legacy) An age of affluence? A divided Union. Domestic policies of Kennedy, Johnson and Nixon, Cold war impact including Vietnam</p> <p><b>Rationale. We want all students to have an in depth knowledge of recent British history and a wider knowledge of global history through the study of America and its engagement with the world. This runs throughout the whole A2 course</b></p>	<p>2s and 1k Summary synoptic teaching of themes continue. Time is given over to revision and completion of outstanding NEA work started at the end of Y12</p> <p><b>Rationale. We want all students to have an in depth knowledge of recent British history and a wider knowledge of global history through the study of America and its engagement with the world. This runs throughout the whole A2 course</b></p>
Summer Term 3a	Term 3b
<p>Primary focus is now revision and exam prep. NEA submissions take place before May 15<sup>th</sup></p>	
<b>Year 12</b>	
Autumn Term 1a	Term 1b
<p>Introduction to A level (2S and 1K) Post war Britain 1951 -1964. Social, political, economic and foreign policy. Was it a Golden Age of Increasing affluence? Role of women, impact of immigration foreign policy Suez - attempts to join the EEC in 1962.</p> <p>1K America in 1865, reconstruction (and its failure) conflict with native Americans. Foreign policy 1865 -77. Gilded Age deep study</p> <p><b>Rationale. During Y12 students are given the chance to study recent British history in depth and understand how cause, consequence have affected the making of modern Britain. With America students learn how the</b></p>	<p>2s development of Youth culture, wider social and political developments. Everything from the Profumo Scandal, Lady Chatterley case to Comprehensivisation of education. Changing nature of society in early 60’s The election of Labour in 1964, key personalities and interpretations of that victory.</p> <p>1k progressivism and economic and social change (1890 -1912) alongside foreign and Imperial policy</p> <p><b>Rationale. During Y12 students are given the chance to study recent British history in depth and understand how cause, consequence have affected the making of modern Britain. With America students learn how the</b></p>

country grew to become a superpower by the early C20th...The work done in y12 interleaves with that done in year 13 and synoptic links exist. We develop skills and knowledge that enable students to make progress in Y13	country grew to become a superpower by the early C20th...The work done in y12 interleaves with that done in year 13 and synoptic links exist
Spring Term 2a	Term 2b
2s Wilson's Liberal reform agenda 1964 -1970, devaluation crisis 1967. The growing issue of trade union militancy. The extent to which economic problems persist. To what extent was the period 1951-1970 a Golden Age? 1k continuation of Gilded Age Rationale. During Y12 students are given the chance to study recent British history in depth and understand how cause, consequence have affected the making of modern Britain. With America students learn how the country grew to become a superpower by the early C20th...The work done in y12 interleaves with that done in year 13 and synoptic links exist	2s Heath to Callaghan 1970 -76 economic issues, miners' strike 72 and 74. Europe. Oil crisis and 3 day week 74 election. Wilson resigns (76) societal changes including youth culture. 1K Progressive presidents. Social, economic and foreign policy Rationale. During Y12 students are given the chance to study recent British history in depth and understand how cause, consequence have affected the making of modern Britain. With America students learn how the country grew to become a superpower by the early C20th...The work done in y12 interleaves with that done in year 13 and synoptic links exist
Summer Term 3a	Term 3b
In this term we teach the NEA course (a study of over a hundred years from 1805 to 1918) we teach the major domestic turning points in British history from the impact of the Napoleonic wars, the industrial revolution, 1832, 1867...Gladstone and Disraeli, Imperialism and jingoism and issues around Historiography. Students then develop their own line of enquiry which they work on over the summer and y13. Work is submitted in the Spring term of y13 Rationale. Students gain a wider understanding of country and place. They also are made to be independent and organised in how they approach this. Under guidance, all are allowed to follow personal areas of interest and all have to resource own sources. The skills learnt in this are invaluable to their further academic development	2s Students do a depth study on the end of consensus period 1976-79. Thatcher's 1979 and her period in office from 1979 -1981 ( wider study of society begins in Y13) 1k 1920's America role of women, black Americans, growth of cities, boom and bust. Rationale. All topics interleave with those started in y13. Topics revisited at start of Y13

Year 11	
Autumn Term 1a	Term 1b
Life in Nazi Germany 1933 -45 This is the final piece of the GCSE it is broken down into five sections taught from September till March. We cover Hitler's rise to power and consolidation of power. Reichstag fire, Enabling Act, establishment of the terror state as well as key individuals. Rationale This acts well as a final main unit as it reminds students why they opted for History. The topic lends itself to inspiring students ahead of the terminal exams. The topic also serves the obvious purpose of acting as a warning from history of the dangers of extreme ideologies and how fragile democracy and human rights are	Life in Nazi Germany 1933 -45. The focus moves onto how life was under Nazi rule for groups of Germans including the spread and impact of Nazi ideas of race, gender and of how these ideas affected different groups. We also begin to look at opposition to the Nazis Rationale This acts well as a final main unit as it reminds students why they opted for History. The topic lends itself to inspiring students ahead of the terminal exams. The topic also serves the obvious purpose of acting as a warning from history of the dangers of extreme ideologies and how fragile democracy and human rights are
Spring Term 2a	Term 2b

<p>Life in Nazi Germany 1933 -45 Germany at war. We revisit some of the key ideas e.g. Terror state, opposition and the impact of war on key groups in society. For example when studying opposition the July bomb plot and the White Rose group are studied alongside the Edelweiss Pirates. The impact of Nazi occupation of Europe is covered via looking at the Polish, French experience of occupation as well as the holocaust Rationale <b>This acts well as a final main unit as it reminds students why they opted for History. The topic lends itself to inspiring students ahead of the terminal exams. The topic also serves the obvious purpose of acting as a warning from history of the dangers of extreme ideologies and how fragile democracy and human rights are</b></p>	<p>Local history study...study of local history unit, model answers completed in class and in mock exams. The focus is on the development and use of the Gladstone works in Longton. We consider economic, geographic factors and also turning points in the sites history and its current purpose as a museum of pottery making processes <b>Rationale this is often the first exam so we teach it at the last moment as a degree of memory retention is needed to respond to the 20 or so formulaic questions. The site lends itself well to specific questions e,g turning point as we can do a lot of work on the impact of the Clean Air Act 1956 and resource this with sources.</b></p>
<p>Summer Term 3a</p>	<p>Term 3b</p>
<p>Complete local history study. Frequent in-house testing of topics from the whole GCSE. Detailed revision of course from y9 to present <b>Rationale. In house testing has shown areas of strength and weakness. Focus is on weaker areas to start and later more individual in class support is given</b></p>	<p>Revision activities (dependent on when exam falls)</p>
<p><b>Year 10</b></p>	
<p>Autumn Term 1a</p>	<p>Term 1b</p>
<p>Crime and punishment 1250 -1500. Introduction to GCSE and topics covered. The focus is on slowly starting our GCSE study. In this term we look at the key characteristics of life in medieval Britain and how these affect crimes, law enforcements and punishments. With a focus on the 13,14<sup>th</sup> and 15<sup>th</sup> C Crime and punishment. This term starts with a continuation of the medieval period 1250 -1500 the focus now is on law enforcement and punishments. Students look in detail in how law was enforced, the court system, the differences between town and country. Punishments for both minor and serious crimes <b>Rationale this allows for a detailed introduction to GCSE and an overview of how the GCSE is broken down over the three years plus a detailed look at medieval society and common crimes and new crimes, law enforcement will also be covered this allows us to consider second order concepts such as cause and consequence, change and continuity</b></p> <p><u>Crime and Punishment Early Modern 1500 -1750</u> Major religious social, political changes in this period, the changing nature of crime (vagrancy, witchcraft, moral crimes) Enforcement of law, changes to court system <b>Rationale by this stage students have an understanding of the demands of GCSE and can use</b></p>	<p><u>Crime and Punishment Early Modern 1500 -1750</u> Major religious social, political changes in this period, the changing nature of crime (vagrancy, witchcraft, moral crimes) Enforcement of law, changes to court system. Impact of the Bloody Code <b>Rationale by this stage students have an understanding of the demands of GCSE and can use their gained knowledge to compare and contrast these two time periods</b></p> <p>Crime and punishment. Industrial Britain 1750 -1900 The enlightenment, Urbanisation and political change (overview) Crimes and criminals in industrial Britain (focus on increased crime 1800 -1850) development of the police force. Changes in punishments (prisons, transportation) <b>Rationale this period is heavy on detail, students will now be better able to retain knowledge. We will also be able to better compare this time period with earlier ones to build a good synoptic overview of taught topics</b></p>

<p>their gained knowledge to compare and contrast these two time periods</p>	
<p>Spring Term 2a</p> <p>Crime and punishment. The enlightenment, Urbanisation and political change (overview) Crimes and criminals in industrial Britain (focus on increased crime 1800 -1850) development of the police force. Changes in punishments (prisons, transportation <b>Rationale this period is heavy on detail, students will now be better able to retain knowledge. We will also be able to better compare this time period with earlier ones to build a good synoptic overview of taught topics</b></p> <p>Crime and Punishment C20th the focus here is on the rapid and detailed changes across the C20th aside from specific knowledge it allows for good summary compare and contrast questions with earlier periods studied <b>Rationale this unit is more familiar to students and allows them to fully understand the changing nature of crime and impact of technologies. The course can then conclude with students showing a good understanding of the course and the ability to compare and contrast across it.</b></p>	<p>Term 2b</p> <p>Norman Conquest 1065 -1087.The focus this term is an introduction to the topic. We start by learning in some detail what Life was like in Anglo Saxon England and answer questions such as ‘to what extent was Anglo Saxon England a Golden Age for Women’ we then look at William and his power base in Normandy before looking in detail at the succession crisis including the battles of 1066. <b>Rationale this allows students to build decent contextual knowledge of Saxon England and Norman France. This allows students to better understand what happens in 1066 and the claims of each but also how the events of 1066 created a ‘ground zero’ for Saxon England.</b></p> <p>Norman Conquest 1065 -1087. The main focus here is an investigation to how William imposed his power was it via brutal slaughter or more peaceful means (we do case studies on Exeter, Hereward and the harrying of the North. This logically moves onto a study of castle building and the key question of whether they represented military fortresses or status symbols. <b>Rationale Students get the opportunity to do a lot of source work around these topics and learn how to better work with interpretations etc. as per the exam. It also enables students to consider how William sometimes struggled to consolidate his power and debates around he achieved this</b></p>
<p>Summer Term 3a</p> <p>Norman Conquest 1065 – 1087.The main focus of this term is considering the impact of the Norman conquest on England by 1087. A key question is the extent to which William had created a ‘new England’ through his consolidation of power. The work touches on earlier areas studied e.g. castle building. <b>Rationale this allows us to compare and contrast what was taught across the course. E.g. was anything of Anglo Saxon England left by 1087 or had William fulfilled his aims?</b></p> <p>Making of America this 1789-1900. The main focus is on understanding the establishment of America its political institutions and constitutional practices. We also begin to explore the issues likely to cause conflict) <b>Rationale this gives students the basics e.g. (an understanding of the constitution) This allows them to make better sense of what then is taught</b></p>	<p>Term 3b</p> <p>Making of America this 1789-1900. The main focus this term is the impact and causes of westward expansion. We also do a detailed look into the Civil war period and the experiences of black Americans. We then consider reconstruction. <b>Rationale this builds upon topics taught Students get to better understand how the expansion of America led to key moments in its history e.g. Civil War or the ending of slavery</b></p> <p>Making of America this 1789-1900. This term is spent finishing the American course. Main focus is the American Indian Wars before looking at the position of each group between 1877 -1900. <b>Rationale this allows us to summarise the whole America course through the experience of Black Americans, Indigenous people and White settlers (including later immigrants)</b></p>

Year 9	
Autumn Term 1a	Term 1b
<p>Two minutes silence in a century of screams Focus of the world at the start of the Twentieth century before moving onto the long and short term causes of WW1 and its outbreak</p> <p><b>Rationale this study allows students to move on chronologically from y8's study of the industrial period and it also allows them to contrast how much change occurred in a short space of time. Studying the causes of WW1 allows us to consider new concepts such as nationalism and take a wider (less British) focused view of global events</b></p>	<p>Two minutes silence in a century of screams We start by studying the horrors of trench warfare and the experiences of soldiers, this can be done through a mixture of media's including film, accounts, poetry etc. We can also consider life on the home front via looking at the impact of D.O.R.A on ordinary life. We then consider the end of WW1 via debates surrounding the Treaty of Versailles and the League of nations</p> <p><b>Rationale. Lots of scope within this for source work and to question the value of differing sources. We will also be able to focus on how big events impacted ordinary people before returning to the politics of the T.O.V and debates surrounding it and the establishment of the L.O.N. Students will then have a comprehensive understanding of the first two decades of the C20th</b></p>
Spring Term 2a	Term 2b
<p>All that Jazz!</p> <p>We now focus on the growth of America as a world power (1920's) we start with why America emerged strengthened by WW1 before looking at the development of American cities and the growth of key industries e.g. Ford. We will also investigate aspects of American culture / society via music, fashion, cinema and its global impact. We should also teach (for contrast) the impact of the Russian Revolution and Communism as a rival to American capitalism</p> <p><b>Rationale to understand the rest of the C20th students need to have good contextual knowledge of America's importance this study will also allow us to deliver both social and economic history and set the scene for other key events and future tensions</b></p>	<p>Brother can you spare a dime?</p> <p>Students should be taught the background to the Wall Street Crash and its impact on America. This should then be linked to its global impact</p> <p><b>Rationale this allows students to gain an increasingly sophisticated view of economics and how events have an impact beyond one country. Lots of scope to analyse economic data and consider the impact of the crash on ordinary people and politics</b></p> <p>We're marching to a faster pace.</p> <p>We now link the era of the Great Depression to the rise of Hitler in Germany. We start by revisiting the Treaty of Versailles and look at life in Weimar Germany and Hitler's early experiences before linking everything back to the Great Depression and use this to explain how this allowed the Nazis to take power.</p> <p><b>Rationale lots of opportunities exist to make clear and detailed links with everything studied to date. Students will see how major moments in C20th history are deeply interconnected alongside developing a growing sophisticated understanding of cause and consequence</b></p>
Summer Term 3a	Term 3b
<p>If you tolerate this then your children will be next</p> <p>The era of WW2 will be split into two parts the first will focus on key moments, The Blitz, Operation Barbarossa and why America entered the war. <b>Rationale this will teach students key moments and reinforce the idea that this was a global conflict. Lots of scope for source work and to look at propaganda both on the home front but also in Soviet Russia and Nazi Germany</b></p>	<p>A hard rain is 'gonna' to fall</p> <p>The use of Atomic weapons will be investigated via debates around the 'rights and wrongs of Hiroshima The Cold War era shall be investigated via looking the superpower struggles between America and Soviet Russia. <b>Rationale this will allow students to consider 'big moral questions' and allow them to develop a greater understanding of the post war world. These topics allow for some real deep debates and serious thinking</b></p>

Secondly, we will turn to look at Nazi antisemitism and the holocaust <b>Rationale this study is crucial for all students and allows us to understand the dangers of rhetoric and mans capacity for evil, we can also use our links to the Holocaust educational trust for resources e.g. possible speakers / visits</b>	We then briefly look at the American civil rights movement before completing a detailed investigation into the assassination of JFK <b>Rationale lots of scope for students to consider differing viewpoints, accounts and source material</b>
<b>Year 8</b>	
<b>Autumn Term 1a</b>	<b>Term 1b</b>
<p>Accidental Tudor Monarchs Focus on Henry VIII and Elizabeth. Study of the Tudors through portraiture, personalities. Case study of the dissolution of the Monasteries and Elizabethan Poor. Renaissance (art and Science) students learn what is meant by the term and key people associated with this period and their significance to art and science</p> <p><b>Rationale we will teach the Tudor monarchs through focusing on both monarchs into which we weave the stories of other Tudor monarchs and key figures. The case study of Dissolution of the Monasteries and later the Poor law will allow students to have a detailed knowledge of the impact of decisions on society and the changes bought about. The study of the renaissance will allow students to understand the wider changes happening in Europe and the ideas shaping this change</b></p>	<p>Terrorism and Civil war Guy Fawkes ...We will study the context of religious changes that led to the gunpowder plot, this will include the growing power of Puritans, the history of recent anti catholic measures (interleaving with that taught under Tudor Monarchs) we will also look at James 1'st (history and beliefs) the plot itself will be investigated via a variety of sources and media. Much of the evidence will be formally discussed before students present formal presentations / debates. <b>Rationale this study will develop a wide contextual basis upon which to consider the events of the gunpowder plot. The topic allows us to build upon knowledge learnt in 1a. the topic also leads to a structure formal debate where students have to marshal evidence and present arguments</b></p> <p>Charles, Civil war and Cromwell. This is taught by staff and students are tasks with creating a narrative account which they can recall in detail. <b>Rationale. To teach the students the importance of memory and its link to knowledge. The topic is to be taught relatively quickly and time given over to strategies that allow the students to develop recall skills.</b></p>
<b>Spring Term 2a</b>	<b>Term 2b</b>
<p>Trade, class and progress Enlightenment thinking overview of the ideas of key thinkers (Hobbes, Locke) link to the idea of how both are born to events studied (English Civil war (Hobbes) and greater religious freedom and new forms of government (Locke) students to understand how thinking was changing and that new ideas were linked to historical events.. <b>Rationale. Students learn how ideas, attitudes helped transform society, the impact of this change on ordinary people and wider questions</b></p>	<p>Trade, class and progress This then feeds into our study of the industrial revolution, the contribution of slavery to the industrialisation period before considering the social impact upon the period (living conditions / child Labour) this work should have a heavy source-based focus <b>Rationale. Students learn how attitudes and actions created the conditions that heralded the industrial revolution. Students also learn about our global impact and connections. The focus on living conditions and child labour allows us to contrast the experiences of different groups e.g. exploited slaves and industrial poor via the analysis of sources</b></p>
<b>Summer Term 3a</b>	<b>Term 3b</b>
<p>The shoulders of giants The focus here is on building specific knowledge of the main industrial, scientific, social developments of this period (1750-1900) key figures e.g. I.K.Brunel, or key developments (steam power) will be studied in depth. <b>Rationale. Students develop a good knowledge of key people and the impact of inventions. Students are able to use detailed contextual knowledge to argue significance</b></p>	<p>we will conclude with a case study look at Jack the Ripper (this builds upon the work done with Guy Fawkes and leads to students using multiple sources to reach conclusions <b>The final Jack the Ripper case study serves to allow students to use their knowledge of city life and technological change to investigate and work as historians with multiple sources of evidence.</b></p>
<b>Year 7</b>	
<b>Autumn Term 1a</b>	<b>Term 1b</b>

<p>What is history? Chronology and sources. These topics are taught and tested. <b>Rationale all students have the basics and language needed to access the rest of the years topics.</b> We then begin our detailed study of medieval England, topics include: England in the 1060's. The life and times of Edward the confessor, the succession crisis, competing contenders and the Battle of Hastings. <b>Rationale this draws down knowledge needed at GCSE and allows us the use the skills taught in the first 6 lessons. Students also get to understand how this is a turning point in history</b></p>	<p>A new England? The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' e.g. castle building, harrying of the north, Hereward, Feudalism and Domesday. <b>Rationale students see how each of these topics allow us to understand just how much England was transformed by events in 1066. We can then compare and contrast with the England of 1060</b></p>
<p>Spring Term 2a</p>	<p>Term 2b</p>
<p>A new England? The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' castle building, harrying of the north, Hereward, Feudalism, Domesday. <b>Rationale students see how each of these topics allow us to understand just how much England was transformed by events in 1066. We can then compare and contrast with the England of 1060 based upon the students contextual knowledge and understanding of cause and consequence</b></p>	<p>We then look at medieval religious beliefs through the eyes of the people (Church and Doom paintings) before moving onto the Crusades. <b>Rationale students understand the lives of ordinary people before studying the motives behind the crusades and debates surrounding this. This also enables us to consider the medieval world beyond Britain</b></p>
<p>Summer Term 3a</p>	<p>Term 3b</p>
<p>This term is spend doing a series of detailed investigations. Beckett and Henry, Bad king John and Magna Carta. Black Death and Peasants revolt. <b>Rationale each of these topics will see students use a range of historian skills and also introduces new concepts such as economics and politics</b></p>	<p>Medicine Crime and punishment <b>Rationale. The intention is to cover topics that allow both to draw down from GCSE ( Crime) and allow a wider world study e.g. the comparison of the Islamic and Christian world though medicine</b> Wars of the Roses <b>Rationale. This final piece provides the bridge between Y7 and Y8 giving students a secure knowledge-based start to Y8 via their knowledge of the end of the middle ages and the start of the Tudor period</b></p>