

HISTORY CURRICULUM

Year 7

Ancient Civilisations

Content

Students are introduced to the key concepts and skills of a historian through a study of four ancient civilisations: Ancient Mesopotamia, Ancient Egypt, Ancient Greece and Ancient Rome. For each civilisation, we study how it was ruled, how people lived and what they believed. Students will develop an understanding of what makes a society civilised e.g. legal systems, organised religions and hierarchies.

Skills

Students are working on: Writing to show cause and consequence. Understanding chronological order. Describing the types of sources a historian would use and making inferences from these.

Anglo-Saxon England

Content

Year 7 now build on their study of Ancient Civilisation to look at what England was like after the departure of the Romans; what was Anglo-Saxon society like? How did it rise and fall? Our study will include three famous Anglo-Saxon kings; Offa, Alfred and Edward the Confessor, as well as the events of 1066.

Skills

Using cause and consequence consistently in their writing – this will be demonstrated in an extended piece of writing. All students should now be able to make an inference from a source, and understand the context the source was created in.

Plantagenets

Content

Students now move on to perhaps the most important dynasty in English history, and understand how civilisation continues to develop with the beginnings of democracy through parliament in England. To achieve this, we will study Stephen & Matilda, Henry II, Richard I, John and Edward II. We will then compare these English kings to the African ruler Mansa Musa and assess the importance of Eleanor of Aquitaine, mother of Richard and John.

Skills

Students are working on: Understanding multiple cause and consequence consistently in their writing. All students should now be able to make an inference from a source, while beginning to work on applying our knowledge to them based on the context and content.

Life in 14th Century England; The Black Death and the Peasants' revolt

Content

In this topic, students will encounter the turbulence of the 14th century, where England faced the trauma of the Black Death, which indirectly led to the first widespread uprising by the lowest class of society.

Skills

All students should now be working on applying their own knowledge to historical sources, and progressing to studying the importance of the sources' origin; who created the source? Why? What does this reveal to the historian? All students should also now be able to write using clear cause and consequence, while beginning to work on establishing long term vs short term causes.

Tudors & Stuarts

Content

In the last topic of year 7, students study the impact on England of the Tudor period. They become familiar with the importance of religion and the struggles for power between rulers and families. Our studies will include Henry VIII, Lady Jane Grey and Mary I, Elizabeth I and Mary, Queen of Scots.

Skills

All students should now be working on applying their own knowledge to historical sources, and progressing to studying the importance of the sources' origin; who created the source? Why? What does this reveal to the historian? All students should also now be able to write using clear cause and consequence, while beginning to work on establishing long term vs short term causes.

Year 8

English Civil War

Content

Students begin year 8 by exploring the upheaval of the English Civil War. They understand that the war had religious, political and economic causes. Students then study the events of the war, the execution of Charles I, the interregnum and Oliver Cromwell and the restoration of Charles II.

Skills

Students are continuing to work on cause and consequence within a historical narrative including long term, short term causes and trigger causes. Students are introduced to the interpretations of historians, and can summarise the opinions of historians in their own words.

Trans Atlantic Slave Trade

Content

Students will move on to studying British involvement in Slavery. This will cover history of African civilisations and the experiences of those who were involved in the Trans-Atlantic Slave Trade. They will also study the impact of slavery on Africa and Britain, as well as how it came to be abolished in 1833.

Skills

Students are developing their understanding of explaining what makes a historical event significant. Students are continuing to study interpretations and to effectively summarise the historian's opinion in their own words.

Industrial Revolution

Content

In this topic, students analyse the process of urbanisation during the Industrial Revolution, understanding why towns such as Barnsley came into being. They study working conditions in factories and mines, as well as efforts by working people to organise and improve these conditions and their lives more widely.

Skills

Students are continuing to develop their explanation of the significance of historical events. They can also explain the different experiences within a time period, for example the rich and poor or men and women. Students should now be able to paraphrase the opinion of an historian and suggest whether their view of an event or person is positive, negative or balanced. Students use these skills to demonstrate a clear understanding of the difference between sources and interpretations.

Life in Victorian Britain

Content

This topic is a case study of women in Victorian London, based on the book 'The Five' by the historian Hallie Rubenhold. The study focuses on the five likely victims of Jack the Ripper, but uses their unfortunate fame to ask questions about women's place in society, their reliance on men, treatment by those in authority and the impact of alcoholism.

Skills

Students are continuing to develop their explanation of the significance of historical events by using multiple link phrases in their answers. They can also explain the different experiences within a time period, for example the rich and poor or men and women. Students should now be able to paraphrase the opinion of an historian and suggests whether their view of an event or person is positive, negative or balanced. Students will begin to develop this by applying expert knowledge to the historian's interpretation.

First World War

Content

Students study the long and short term causes of the First World War, including the assassination of Franz Ferdinand. They study the events of the war and analyse why men joined, before looking at rival interpretations of British commanders including Douglas Haig. Lastly, we study the contribution of Empire soldiers and the experiences of women during the war.

Skills

Students should now be confident enough to discuss two aspects of historical significance, and compare at least two events or developments, as well as analysing similarities and differences within a period. Students should now be able to understand why historians may have different opinions of the same event. They will also reflect back on source skills developed in year 7 and apply them to this topic.

History of voting in Britain

Content

This topic explores the development of voting rights in Britain over time. Students will study the path of working class men towards gaining the vote for all in 1918. They will also explore the women's suffrage movement as women fought to gain equality.

Skills

Students should now be confident enough to discuss two aspects of historical significance, and begin to develop their explanation to understand long term and short term significance. Students should now be able to understand why historians may have different opinions of the same event and how their experiences would impact their opinion.

British Empire

Content

Students will finish the year with a thematic study; The British Empire. This will focus on the interaction between the British Isles and the rest of the world, driven by religion and trade. Students study Empire in Ireland, North America, India, Africa and Hong Kong. They assess the lessons historians can learn from these interactions and engage in some of the modern debates regarding the legacy of empire.

Skills

Students should now be confident enough to discuss two aspects of historical significance, and begin to develop their explanation to understand long term and short term significance. Students should now be able to understand why historians may have different opinions of the same event and how their experiences would impact their opinion.

Year 9

Rise of Hitler

Content

Year 9 begins with an introduction to the condition of Germany after the First World War, followed by an analysis of how the Nazis gained and consolidated power. This includes the Reichstag Fire, Enabling Act and the Night of the Long Knives.

Skills

Students continue to progress significance skills built in year 8 by analysing political, social and economic developments. They will also develop interpretation skills by comparing two interpretations and showing how they are both convincing by applying expert knowledge.

Second World War

Content

Students continue to study the period of the Second World War by analysing how different nations have tended to different memories of the conflict. Dunkirk, the Battle of Britain, the war in the Pacific and North Africa as well as the end of the war and the atomic bombs form part of the analysis.

Skills

Students continue to progress significance skills by analysing political, social and economic developments. They will also develop interpretation skills by comparing two interpretations and showing how they are both convincing by applying expert knowledge.

The Holocaust

Content

Students now build upon their study of Nazism to study how the Nazis classified, persecuted and exterminated Jews and other minority groups. Students also consider the Jewish resistance and assess British reactions to the Holocaust.

Skills

Students should now be confident enough to discuss multiple aspects of historical significance, and compare at least two events or developments, as well as analysing similarities and differences between topics or periods. Students will build on the source skills they developed in Y7 and Y8, particularly focusing on the importance of origin e.g. When was the source published? What did people believe at that time? Students will engage with a range of sources and see how even factually incorrect sources (e.g. Nazi censored records) can still be useful to a historian to give an insight into the powers of governments.

History of the Climate Crisis

Content

Students will complete a thematic study on the history of climate crisis. We begin looking at the development of the human race, including the Agricultural Revolution, develop our understanding of

the impact of the Industrial Revolution from an environmental angle and consider our role in the modern world through the Great Acceleration.

Skills

They will build on their understanding of the work of historians by developing a view on how History plays a part in the conversation about the climate crisis. Students will use a range of sources and interpretations to build their historical claim about the history of the climate crisis.

Conflict and Tension: Peacemaking

Content

This topic is the first taken only by students who have chosen GCSE History. Here they begin to explain how the Second World War began only 21 years after the First. The Peacemaking unit covers the aims of Great Britain, France and the USA after the war and the eventual imposition of the Treaty of Versailles on Germany.

Skills

This is the first part of the GCSE Wider World Depth Study; students will be developing their cause and consequence skill in the 'Write an account' question. Students also improve their skills of source analysis.

Health and the People: Medicine Stands Still

Content

Students begin their study of British health over the past millennium in the Medieval period. They examine what Medieval people believed about causes and treatments, the influence of religion on health and Medieval surgery. Students also examine the impact of religion on the development of medicine and the impact of the Black Death.

Skills

This is the first part of the GCSE Thematic Study. Students will be developing broad overview knowledge and understanding a period of about 500 years. Students continue to build on their skills of source analysis, including analysing the origin as well as the content of sources.

USA Opportunities and Inequalities: 1920s

Content

Eventually, students will study the USA from 1920-73. Here they begin in the 1920s and analyse whether the period is best described as one of opportunity or inequality. We cover the Economic Boom, the position of women, the treatment of immigrants to the USA and the experience of African Americans.

Skills

This is the first part of the GCSE Period Study. This is a mid point between Depth and Thematic studies, so here students study an initial period of ten years in American history. Students now shift from working on source analysis to working with interpretations of historians and others looking back at the period in question.

Norman England: Conquest and Control

Content

In beginning to understand how the Normans conquered and then established themselves in England, they study the contenders to the throne in 1066, the Battles of Fulford, Stamford Bridge and Hastings, then the means William I used to keep control, including the violent Harrying of the North.

Skill

This is the first part of the GCSE British Depth Study. Students are here challenged to understand the history of the Norman Conquest, in depth. Students continue to work on using interpretations, in this case often written almost a thousand years after the event, and testing them against their own knowledge.

Year 10

Topic 1 – Norman England: Life in Norman England

Content - Having explored the Norman Conquest, students now question how far England was changed by the Conquest and how William I began to centralise power in England. Students explore Norman changes to the Feudal, Legal and Government systems, as well as changes to towns and villages.

Skill - This is the second part of the GCSE British Depth Study. Students are here challenged to understand the history of the Norman Conquest, in depth. Students continue to work on using interpretations, in this case often written almost a thousand years after the event.

Topic 2 – Health: Beginnings of Change

Content - Students move on from Medieval Health to study how British medicine slowly improved in the Early Modern period, from 1500-1750. The 17th Century Great Plague is compared to the Black Death, while the contributions of Vesalius, Pare, Harvey and Jenner are also covered.

Skill - This is the second part of the GCSE Thematic Study. Students will be developing broad overview knowledge and understanding about a period of 250 years. Students continue to build on their skills of source analysis, including analysing the origin as well as the content of sources.

Topic 3 – Conflict and Tension: League of Nations

Content - Students build on their work on the Treaty of Versailles by analysing why the League of Nations failed to maintain world peace in the 1920s and 1930s. They cover the mixed fortunes of the League in the 1920s, including the Aaland Islands and Corfu crises, before moving on to the more severe 1930s problems in Manchuria and Abyssinia.

Skill - This is the second part of the GCSE Wider World Depth Study; students will be developing knowledge and understanding of a short period involving the League of Nations' attempts at world peace. They will begin to form judgements on the main reason for the failure of the League. Students continue to build their skills of source analysis, to include political cartoons from the period.

Topic 4 – USA Opportunities and Inequalities: 1930s to Second World War

Content - This portion of the USA period study begins with the Great Depression, in stark contrast to the 'Roaring 20s.' Students explore why Roosevelt was able to defeat Hoover in the 1932 Presidential Election, before investigating whether it was Roosevelt's New Deal or the Second World War that truly ended America's decade of depression.

Skill - This is the second part of the GCSE Period Study. This is a midpoint between Depth and Thematic studies, so here students study a second period of ten years in American history. Students build on their previous work with interpretations of historians and others looking back at the period in question. They apply their judgment securely on why these interpretations are convincing.

Topic 5 – Health: A Revolution in Medicine

Content - Students build on their understanding of Renaissance and Early Modern medicine by studying the discoveries and improvements of the 19th century, most notably the greater awareness of in public health and the publication of Germ Theory. This paved the way for a revolution in ideas across dealing with disease, surgery and public health.

Skill - This is the third part of the GCSE Thematic Study. Students will be developing broad overview knowledge and understanding about the 19th century. Students continue to build on their skills of source analysis, including analysing the origin as well as the content of sources. They will begin to understand how the seven factors developed different areas of medicine and apply the knowledge learned so far.

Topic 6 – Norman England: Norman Church

Content - Students build on their understanding of how the Norman conquest changed life in England by studying the changes made to the Church. Students will understand how church leadership, monasticism, architecture and the papal relationship affected the practices and beliefs of the country.

Skill - This is the third part of the GCSE British Depth Study. Students are here challenged to understand the history of the Norman Conquest, in depth. Students continue to work on using interpretations, in this case often written almost a thousand years after the event, and that are now. They will also look at the importance of these events and how the change the lives of people in Britain.

Topic 7 – USA Opportunities and Inequalities: Post-War USA

Content - This section of the USA period study spans from the end of the Second World War to 1973. Students consider whether the American Dream of the Post War period was a reality or an illusion, by studying the experience of women and African Americans, and by investigating the USA's evolving reaction to Communism.

Skill - This is the third and final part of the GCSE Period Study. This is a mid point between Depth and Thematic studies, so here students study a third period of American history. Students build on their previous work with interpretations of historians and others looking back at the period in question. They apply their judgment securely on why these interpretations are convincing, linking to detailed expert knowledge. Students will be able to examine the impact key events in American history had on the lives of people living at the time.

Year 11

Norman England: Historic Environment

Content

This is a case study unit which changes each year, but is linked to an aspect of Norman England and focuses on a specific historic site such as a castle, battlefield or monastery. Students consider the location, function, structure and design of the site, as well as its links to culture, individuals or events.

Skills

This unit is linked to the GCSE British Depth Study, but tests a unique set of skills. Here, students are provided with a pack of information they will be able to refer to, from memory, in their exam. They therefore need to work through the information, identifying key facts and form ideas on arguments they may be able to use in a persuasive historical essay.

Health: Modern Medicine

Content

Students continue with their analysis of British health by studying the 20th and 21st centuries. In the 20th, progress moves to penicillin and the contrast between the impact of the two world wars and the reforming 1945 Labour government, including the foundation of the NHS. This then helps students evaluate current advancements and issues in dealing with disease, surgery and public health.

Skills

This is the fourth and final part of the GCSE Thematic Study. Students will be developing broad overview knowledge and understanding about a period of about 200 years. Students continue to build on their skills of source analysis, including analysing the origin as well as the content of sources. They are expected to make clear links between the health reforms of the 20th Century and health in the 21st Century. Students will also be able to analyse the similarities between time periods.

Conflict and Tension: Road to World War Two

Content

The final element of new learning before beginning GCSE revision centres on the actions of Hitler, and those who interacted with him, between 1934 and 1939. Looking at the causes of the Second World War, this unit includes the Remilitarisation of the Rhineland, Anschluss with Austria, Czechoslovakia and the Munich Agreement and the Nazi-Soviet Pact.

Skills

This is the third and final part of the GCSE Wider World Depth Study; students will be developing knowledge and understanding of a short period involving Hitler's actions in Europe and the causes of the Second World War. Students continue to build their skills of source analysis, to include political cartoons from the period and opinions of the key figures in the debate on appeasement. They will develop judgement skills by examining the main event and individual that led to the outbreak of WWII.

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Skills

This is the second part of the GCSE British Depth Study. Students are here challenged to understand the history of the Norman Conquest, in depth. Students continue to work on using interpretations, in this case often written almost a thousand years after the event.

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Students move on from Medieval Health to study how British medicine slowly improved in the Early Modern period, from 1500-1750. The 17th Century Great Plague is compared to the Black Death, while the contributions of Vesalius, Pare, Harvey and Jenner are also covered.

Skills

This is the second part of the GCSE Thematic Study. Students will be developing broad overview knowledge and understanding about a period of 250 years. Students continue to build on their skills of source analysis, including analysing the origin as well as the content of sources.

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Skills

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Skills

This is the second part of the GCSE Period Study. This is a midpoint between Depth and Thematic studies, so here students study a second period of ten years in American history. Students build on their previous work with interpretations of historians and others looking back at the period in question. They apply their judgment securely on why these interpretations are convincing.

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Skill

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expert knowledge. Students will be able to examine the impact key events in American history had on the lives of people living at the time.