


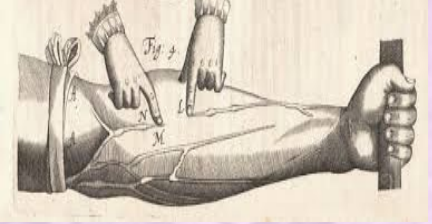



← Key Stage 2	7			8			9		Key Stage 4 →
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
At primary school you may have studied a range of historical characters, concentrating on their legacy. Also, you have been encouraged to think about what evidence is available from different time periods.	<b>The Norman Conquest</b>	<b>The Middle Ages; kings, knights and Peasants</b>	<b>The Renaissance</b> <b>Middle Ages Review</b>	<b>The Tudors</b>	<b>The Stuarts</b> <b>The Slave Trade</b>	<b>Industrial Britain</b>	<b>The First World War</b> <b>Suffragettes</b>	<b>Nazi Germany</b> <b>The Home Front</b>	<b>Modern America</b>
<b>Core Knowledge</b>	Anglo-Saxon England The succession crisis of 1066 The battle of Hastings and reasons for William's victory The impact of the conquest on Anglo-Saxon England Castles and their changing design Domesday Book	The Medieval Church Henry II and the murder of Thomas Becket King John and Magna Carta The Black Death and its impact The Peasants' Revolt of 1381	What was the Renaissance? What changed during the Renaissance? Middle ages overview	Henry VIII and his attempts to produce a male heir The impact of the Reformation Elizabeth I and the Spanish Armada The Witch hunts; who was accused and why?	The Gunpowder Plot The English Civil War Why did Parliament win the English Civil War? Why was Charles I executed? The Slave Trade Why was the Slave Trade ended in 1807?	The British Empire What impact did the Empire have? Reasons for industrialisation in the 18th and 19th centuries Working conditions in the cotton factories Living conditions in the new cities	The First World War Causes of the war Trench warfare Treaty of Versailles and its impact Achieving the vote Suffragettes	The Nazi regime and its impact Holocaust The experience of war for people living at home in Britain during World War Two	The 1920s, a boom for all in the USA Prohibition, did it work? Black Lives Matter; what was life like for black people in the USA, South Africa and the UK?
<b>Concepts</b>	Change and continuity Significance	Utility Narrative account Interpretations	Causation Significance Consequence	Narrative account Change and continuity Inference	Narrative account Interpretations Causation Utility	Inference Consequence Similarities/differences	Causation Utility Consequence Inference	Consequence Inference	Consequence Causation Similarities/differences
<b>Exemplars</b>									
<b>PROGRESSION</b>									
<b>Adaptations</b>	STEM students will study Anglo-Saxon England The succession crisis The battle of Hastings The impact of the conquest Castles Domesday book	STEM students will study The Black Death Peasants Revolt	STEM students will study the Renaissance.	STEM students to do the Reformation and the Spanish Armada	STEM students to do the Civil war and Slave Trade	STEM students to do living conditions in cities	STEM students to do the First World War and the Treaty of Versailles	STEM students to do the Nazi regime and the Holocaust	STEM students to do Civil Rights
<b>Vocabulary</b>	Feudal, Domesday, Anglo-Saxon, succession, motte and bailey, monarch, siege	Magna Carta, revolt, rebellion, baron, clergy, villein, peasant, Medieval, knight	Renaissance, anatomy, astronomy, manuscript, patron, perspective	Reformation, Catholic, Protestant, armada	Civil war, middle passage, white gold, triangular trade, abolition, Industrial Revolution	Industrial Revolution Empire, colony	Trench warfare, Suffragettes, alliance, assassination, censorship, propaganda	Dictatorship, Holocaust, Home Front, evacuation, anti-Semitism	Mass-production, capitalism, civil rights, segregation, boycott, lynch, apartheid
<b>Assessment</b>	Class based assessments such as <i>Write a narrative account analysing why castle design changed in the Middle Ages.</i>	Class based assessments such as <i>The impact of the Black Death in England was terrible. To what extent do you agree?</i>	Year 7 exam	Class based assessments such as <i>Write a narrative account analysing the main events that caused the Spanish Armada to fail.</i>	Class based assessments such as <i>Explain why the Slave trade was ended in 1807.</i>	Year 8 exam	Class based assessments such as <i>Why did the First World War break out in 1914?</i>	Class based assessments such as <i>What can you infer about Nazi attitudes to the family?</i>	Year 9 exam

	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Core Knowledge</b>	<p><b>Anglo-Saxon and Norman England c1060-88</b></p>  <p>Anglo-Saxon England and the Norman Conquest, 1060–66</p> <p>William I in power: securing the kingdom, 1066–87</p> <p>Norman England, 1066–88</p>	<p><b>Medicine in Britain c1250-present</b></p> <p>c1250–c1500: Medicine in medieval England                      c1500–c1700: The Medical Renaissance in England                      c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</p> <p>Ideas about the cause of disease and illness</p> <p>Approaches to prevention and treatment                      Case studies</p> <p>Black Death                      William Harvey                      The Great Plague of London                      Edward Jenner                      John Snow</p> 	<p><b>Medicine in Britain c1250-present</b></p> <p><b>The British sector of the Western Front, 1914–18: injuries</b></p> <p>c1900–present: Medicine in modern Britain</p> <p>Ideas about the cause of disease and illness</p> <p>Approaches to prevention and treatment                      Case studies</p> <p>The discovery of Penicillin                      The modern battles against disease</p> <p>The Western Front                      Trench conditions                      Injuries and treatments                      Sources available to the historian</p>	<p><b>The USA conflict at home and aboard 1954-1975</b></p> <p>The development of the civil rights movement, 1954–60</p> <p>Protest, progress and radicalism, 1960–75</p> <p>US involvement in the Vietnam War, 1954–75</p> <p>Reactions to, and the end of, US involvement in Vietnam, 1964–75</p>	<p><b>The American West c1835-</b></p> <p>The early settlement of the West, c1835–c1862</p> <p>Development of the plains, c1862–c1876</p> <p>Conflicts and conquest, c1876–c1895</p>	<p><b>Revision</b></p> <p>Exams</p>
<b>Concepts</b>	<p>Key features</p> <p>Similarity, difference, change, continuity, causation or consequence.</p>	<p>Similarity or difference over time.                      The process of change over time.</p>	<p>Similarity or difference over time.                      The process of change over time</p> <p>Key features, usefulness, using sources to asking questions of the past</p>	<p>Inference                      Causation                      Usefulness                      Interpretations</p>	<p>Consequence                      Sequencing                      Significance</p>	<p>All skills and knowledge tested across the three exam papers</p>
<b>Exemplars</b>	<p>‘The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.’                      How far do you agree?</p>	<p>Explain why the role of the Church in medicine decreased in importance in the years c1250–c1700.</p>	<p>Describe two features of the effects of poison gas attacks on soldiers.</p>	<p>Explain why there was progress in the civil rights movement in the years 1961–65.</p>	<p>Write a narrative account analysing the ways in which the cattle industry grew in the years 1865–74.</p> 	
<b>Vocabulary</b>	<p>Feudal(ism), demesne, fyrd, hierarchy, homage, housecarl, itinerant kingship, motte and bailey, papacy, sheriff, thegn, Welsh Marches, Witan, writ.</p>	<p>Diagnosis, observation, epidemic, pandemic, purging, bleeding, miasma, supernatural, physician, apothecary, circulation, dissection, inoculation, vaccination</p>	<p>Microbe, anaesthetics, antiseptics, cholera, laissez-faire, genetics, DNA, penicillin, antibiotics, radiotherapy, chemotherapy. Trench foot, trench fever, RAMC, FANY, Thomas splint, evacuation, shrapnel, casualty clearing stations</p>	<p>Boycott, communism, discrimination, Dixiecrat, doctrine, domino theory, guerrilla, napalm, picket, segregation, sit-in, strategic, tactics, warfare.</p>	<p>Claim, corral, dry farming, federal, frontier, Ghost Dance, homesteader, Manifest Destiny, marshal, nomadic, railroad, ranch, reservation, rustling, sheriff, vigilante.</p> 	
<b>Assessment</b>	<p>Paper 2                      Demonstrate knowledge, explain and analyse historical events</p>	<p>Paper 1                      Demonstrate knowledge, explain and analyse historical events. Analyse, evaluate and use sources</p>	<p>Paper 1                      Demonstrate knowledge, explain and analyse historical events. Analyse, evaluate and use sources.</p>	<p>Paper 3                      Demonstrate knowledge, explain and analyse historical events. Analyse, evaluate and use sources. Analyse, evaluate and make substantiated judgements about interpretations</p>	<p>Paper 2                      Demonstrate knowledge, explain and analyse historical events</p> 	



History is fascinating in its own right, ranging from the poignant to the gruesome and the everyday to the bizarre. By studying history, we can appreciate the story of our own country and its place within the wider history of the world. History is an impressive subject to have on a CV as it teaches the skills of explanation and analysis. The high level skills taught at GCSE History are transferable to any other subject or career and this is recognised by colleges, universities and employers.



	Autumn	Spring	Summer	Autumn	Spring	Summer
GCSE 5+	<p><b>Germany and West Germany, 1918–89</b></p> <p><b>The rise and fall of fascism in Italy, c1911–46</b></p>	<p><b>Germany and West Germany, 1918–89</b></p> <p><b>The rise and fall of fascism in Italy, c1911–46</b></p>	<p><b>Germany and West Germany, 1918–89</b></p> <p><b>The rise and fall of fascism in Italy, c1911–46</b></p>	<p><b>Witch hunts</b></p> <p><b>Lancastrians, Yorkists and Henry VII</b></p>	<p><b>Witch hunt</b></p> <p><b>Lancastrians, Yorkists and Henry VII</b></p>	<p><b>Revision</b></p>
Core Knowledge	<p>The Weimar Republic 1919-1933</p> <p>The Nazi dictatorship 1933-1945</p> <p>The liberal state, c1911–18</p> <p>The rise of Mussolini and the creation of a fascist dictatorship, 1919–26</p>	<p>The FRG 1949-1965</p> <p>The FRG 1965-1989</p> <p>The fascist state, 1925–40</p> <p>Challenges to, and the fall of, the fascist state, c1935–46</p>	<p>How far was Hitler’s foreign policy responsible for the Second World War?</p> <p>Challenges to, and the fall of, the fascist state, c1935–46</p>	<p>Reasons for the witch hunts, where and why</p> <p>The crises of 1399–1405</p> <p>Henry V and the conquest of France, 1413–21</p> <p>Renewed crises and challenges, c1449–61</p> <p>The Yorkists divided, 1478–85</p>	<p>Coursework based on the witch hunts</p> <p>The Yorkists divided, 1478–85</p> <p>Henry VII: seizing the throne and trying to keep it, 1485–97</p> <p>‘The Divinity which doth hedge a King’: changes in royal authority, 1399–1509</p> <p>1 Changing relationships between crown and the nobility</p> <p>2 Changes in the sinews of power</p>	<p>Revision</p> <p>Final exams</p>
Concepts	<p>Second order essay writing concepts; causation, change and continuity, significance, consequence, and similarities and differences.</p> <p>Utility</p>	<p>Second order essay writing concepts; causation, change and continuity, significance, consequence, and similarities and differences.</p> <p>Utility</p>	<p>Second order essay writing concepts; causation, change and continuity, significance, consequence, and similarities and differences.</p> <p>Utility Interpretations</p>	<p>Second order essay writing concepts; causation, change and continuity, significance, consequence, and similarities and differences.</p> <p>Value Interpretations</p>	<p>Second order essay writing concepts; causation, change and continuity, significance, consequence, and similarities and differences.</p> <p>Value Interpretations</p>	<p>All skills and knowledge tested in the final exams</p>
Exemplars	<p>To what extent were the cultural developments of the Weimar years suppressed by the Nazi regime?</p>	<p>How significant were Italy’s wartime economic problems in bringing about the collapse of Mussolini’s fascist regime in 1943?</p>	<p>In the light of differing interpretations, how convincing do you find the view that Hitler always intended to destroy the state of Poland?</p>	<p>Assess the value of the source for revealing the character of King Edward IV and the reasons for the downfall of the Duke of Clarence.</p>	<p>‘Both Henry IV and Henry VII faced rebellions in the early years of their reigns because of their violent seizure of the crown.’ How far do you agree with this statement?</p>	
Opportunities & Adaptations				<p>Students will be able to pick from three different coursework titles. They also can choose three articles to analysis.</p>		
Vocabulary	<p>Hyperinflation, mutilated victory, fascist, trasformismo, Risorgimento. Liberal, socialist, franchise, Biennio Rosso, petty bourgeoisie, squadristi, Acerbo law, authoritarian, armistice, abdicated, putsch, reparations, Kristallnacht, anti-Semitism, Holocaust, autarchy, Blitzkrieg, lander, plebiscites</p>	<p>Purge, totalitarian, economic miracle, De-Nazification, Guest-worker, Year Zero, social market economy, communist</p>	<p>Imperialism, Anschluss, appeasement, non-belligerent, social Darwinism. lebensraum</p>	<p>Deposed, usurpation, Lollard, Burgundian, protectorate, attainder,</p>	<p>Retaining, bastard feudalism, livery, maintenance, readeption, exchequer,</p>	
Assessment	<p>Essays and utility question using two sources</p>	<p>Essays and utility question using two sources</p>	<p>Essays, interpretations question and utility question using two sources</p>	<p>Essays, Value question and coursework</p>	<p>Essays, value question and coursework</p>	

What Will I Study?

As Lord Acton said “study problems, not periods”.

Paper 1: Germany and West Germany, 1918–89 - In this unit you study how the republic, set up after the First World War, was turned into a dictatorship under Hitler. Then, after the Second World War, how West Germany had to deal with the legacy of the Nazis. A special case study is based on how far Hitler was responsible for the outbreak of the Second World War.

Paper 2: The Rise and Fall of Fascism in Italy, c1911–46 - In this unit you will learn about the nature of the profound political, economic and social changes experienced by the Italian people in the years c1911–1946 and how the failure to create a stable, democratic Italian state in the early twentieth century led to the rise of Fascism and emergence of Mussolini as a leader.

Paper 3: Lancastrians, Yorkists and Henry VII, 1399–1509 - This unit focuses on Shakespeare’s Kings from his great cycle of history plays. From the Triumph of Henry V at Agincourt to the spectacular death of Richard III on the battlefield, deserted by all including his horse, the question in the background was always who should be King? Did a mad King and a bad marriage result in the blood and gore of the Wars of the Roses?

Coursework: The Witch Craze c1450-c1750 - This is a coursework unit based on the nature of the witch craze that took hold in the late sixteenth century and the changing attitudes to magic and sorcery that eventually contributed to its decline. Students study the social, economic and political aspects of the phenomenon, using case studies like Matthew Hopkins and the Salem witch hunt.