

KS3 History Curriculum Mapping

| Year 7 | | | | | | |
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| Term | Autumn (1) | Autumn (2) | Spring (1) | Spring (2) | Summer (1) | Summer (2) |
| Topic(s)/ Subjects(s) | Topic: The Making of the UK (NC Reference: F) Key Question: How was the UK created? | Topic: The Norman Conquest (NC Reference: A) Key Question: How did the Normans conquer England? | Topic: The Crusades (NC Reference: A) Key Question: What were the Crusades? | Topic: Castles Key Question: Why were castles built? | Topic: The Kingdom of Benin (NC Reference: G) Key Question: Why was the Kingdom of Benin significant? | Topic: My Link With The Past (NC Reference: E) Key Question: How has my local area changed over time? |
| Knowledge and skills (Content) | Lessons and Key Questions: <ol style="list-style-type: none"> What is History? Who were the first Britons? What did the Romans do for us? Who were the Anglo-Saxons? Was Alfred Great? How did the UK become one country? Assessment (Knowledge/skills test) <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: To develop chronological understanding.</p> | Lessons and Key Questions: <ol style="list-style-type: none"> Who should be king? What happened in the Battle of Stamford Bridge? What happened in the Battle of Hastings? Why did William Win? (Assessment) What was the Bayeux Tapestry? What was the Impact of the Norman Conquest? Was William a War Criminal? <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: To introduce concepts of causation and basic historical interpretation. To develop extended writing skills.</p> | Lessons and Key Questions: <ol style="list-style-type: none"> How important was the Church? What was the Islamic World? Why was Jerusalem such an Important City? Why did People go on Crusade? What happened on the Third Crusade? Richard and Saladin: Who was Greater? What did the Crusades do for us? Assessment - Test <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: To develop source analysis skills by beginning to consider provenance. To develop understanding of cause and consequence.</p> | Lessons and Key Questions: <ol style="list-style-type: none"> Why were Castles Built? Why were Motte and Bailey Castles Built in the 1000s? Why were Stone Keep Castles built in the 1100s? Why did Edward I Build Castles in Wales? Is Stokesay Really a Castle? Do We Agree with Marc Morris? <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: To develop a basic understanding of historiography and assessing historical interpretations. To develop understanding of continuity and change over time.</p> | Lessons and Key Questions: <ol style="list-style-type: none"> Why Study Benin? What was Life Like in Benin? What was Benin's Golden Age? Why are there Arguments about the Benin Bronzes? <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: Similarity and difference is addressed.</p> | Lessons and Key Questions: <ol style="list-style-type: none"> What is local History? Why is Congleton called Beartown? How do we research local History? <p>Disciplinary knowledge: To develop independent research and reading skills.</p> |
| Assessment | End-of-unit test covering the unit's content, chronology skills, and basic source analysis skills. | Interpretation essay on why the Normans won the Battle of Hastings. | End-of-unit test based on this unit's content. For the first time there are also some questions based on content from past units. | Assessed on the summer SAS exam | Assessed on the summer SAS exam | No formal assessment (due to proximity to SAS exam). Completed projects can be assessed informally. |
| Cross Curricular Links | Links to the first Y7 Geography which covers basic human features of the UK. | Provides in-depth context for Y10 study of impact of Norman Conquest and links to Y13 NEA topic. | This supports the Y7 RE curriculum which introduces the basics of Christianity, Islam and Judaism. This unit looks at the historical interactions between | This builds on the lesson on the impact of the Norman Conquest earlier in Y7. It provides contextual knowledge for coverage of castles in Y10 (one lesson) and Y13 (NEA). | This unit provides contextual support to Y8 units on the slave trade and British Empire, and the Y10/11 Migration and Empires Unit, as well as context for studies of Nigeria in | This unit develops a basic knowledge of the local area which provides background for local history topics covered in years 8 and 9. |

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| | | | these religions - it builds on what students have learnt in RE and provides context for RE units later in Y7. | | Geography. | |
| SMSC, British Values, Cultural Capital | Understanding of the composite parts of the UK and its historic roots. Introduces migration, the notion of who the English are, and the impact of different peoples on the UK. | Understanding of different perspectives. Introduces ideas of a the impact of migration to Britain (with reference to Normans and Jews). | To raise awareness of the impact of other cultures on Western Europe. To examine tensions between cultures and religions. | Raises awareness of the historical environment of the UK. | Develops understanding of different cultures in history and the impact of European culture on other countries. | To develop greater understanding of family history, the local community and its heritage. |
| CEIAG | The first lesson of this unit introduces why it is important to study History. Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. | The first lesson back after Christmas recaps why studying History is important and mentions a career linked to studying History. | Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. |
| Learning outside the classroom | Core Homework: <ul style="list-style-type: none"> Revision for Making of the UK Assessment No other homework is set for this unit as Y7 only complete English and Maths homework in their first month at CHS. | Core Homeworks: <ul style="list-style-type: none"> Revision for Hastings Assessment Scholarship Worksheet after Impact of the Normans Optional Tasks: <ul style="list-style-type: none"> Hastings Newspaper Meanwhile, Elsewhere Song Dynasty Optional Wider Reading Task: <i>Domesday Book</i> from <i>The Usborne History of Britain</i> | Core Homeworks: <ul style="list-style-type: none"> Source Analysis Importance of Jerusalem Revision for Crusades Assessment Optional Wider Reading Task: <i>The Crusades</i> from <i>The Usborne History of Britain</i> | Core Homeworks: <ul style="list-style-type: none"> Researching a castle and producing an information poster Revision for SAS Assessment Optional Wider Reading Task: <i>How to Capture a Castle</i> from <i>BBC History Magazine</i> | Core Homework <ul style="list-style-type: none"> Meanwhile, elsewhere Mali or Songhai Optional Wider Reading Task: <i>Benin: An African Kingdom</i> from <i>British Museum Website</i> Extra-Curricular: History Scholars Programme - research project (varying topics each year). | Core Homework: <ul style="list-style-type: none"> Research project on local/family history |
| Additional Subject Specific Information | Breadth study. Addresses political history. This unit also assesses students' prior knowledge and skills from KS2. It provides a framework and broad chronology for KS3 studies. | Depth study. Addresses political and military history. | Depth study. Addresses political, military and social history. This unit aims to introduce non-European history and explores interactions between different cultures. | Breadth study. Addresses military and social history. This unit allows students to engage at a deeper level with scholarship (the work of Marc Morris) and challenge historiographic interpretations. | Depth study. Addresses social and cultural history. | This unit is not always completed. As Year 7 students have just one lesson a week, bank holidays and school events can easily cause a group to miss several lessons. Therefore this unit is held in reserve for groups who do not lose lessons and who complete the rest of the Year 7 course. |

KS3 History Curriculum Mapping

| Year 8 | | | | | | |
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| Term | Autumn (1) | Autumn (2) | Spring (1) | Spring (2) | Summer (1) | Summer (2) |
| Topic(s)/ Subjects(s) | Topic: The Tudors (Elizabeth I) (NC Reference: B) Key Question: How successful was the reign of Elizabeth I? | Topic: The Civil War (NC Reference: B) Key Question: The Civil War: How did Britain become a Republic? | Topic: The Slave Trade (NC Reference: C) Key Question: How did slavery affect people's lives? | Topic: The British Empire (NC References: B/ C) Key Question: Should we be proud or ashamed of the British Empire? | Topic: The Industrial Revolution (NC Reference: C) Key Question: How far did Britain change during the Industrial Revolution? | Topic: Life in Victorian Congleton (NC References: C/E) Key Question: What was life like in Victorian Congleton? |
| Knowledge and skills (Content) | <p>Lessons and Key Questions:</p> <ol style="list-style-type: none"> Who were the Tudor Family? How did Elizabeth solve the problem of religion? Who was Mary Queen of Scots? How did Elizabeth Help the Poor? What did Elizabeth's Explorers Achieve? Why did Spain try to Invade England? Why did the Armada fail? How did Elizabeth View Herself? What was Life Like for Black Tudors? Elizabeth Assessment <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Substantive concepts: Kingdom</p> <p>Disciplinary knowledge: Source and historical interpretation skills are both developed. Sources - analysing the contents and purpose of portraits. Interpretations - using the work of historians to collect evidence to support an argument.</p> | <p>Lessons and Key Questions:</p> <ol style="list-style-type: none"> Who was Charles I? What Caused the Civil War? What Happened in the Civil War? How did the Civil War affect our local area? How did Charles I die? How much did Cromwell change Britain? Charles I Assessment (Optional: Cromwell's Christmas) <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: This builds on the previous unit in terms of using both sources and interpretations as part of an historical enquiry.</p> | <p>Lessons and Key Questions:</p> <ol style="list-style-type: none"> How did a taste for sugar drive the slave trade? How did somebody become enslaved? What was life like on Caribbean plantations? Did all enslaved people have the same experience? How did enslaved people protest their treatment? Did enslaved people manage to gain freedom? Why did some Britons turn against slavery? Did abolition make slaves truly free? <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: This unit includes lessons which address change and continuity (lesson 8) and similarity and difference (lesson 4).</p> | <p>Lessons and Key Questions:</p> <ol style="list-style-type: none"> Why did Britain develop an empire? How did Britain rule India? What impact did Britain have on India? Should Rhodes fall? How did the British colonise Benin? Who did the 'Lunatic Line' benefit? British Empire Assessment Why did the British Empire end? What is the legacy of the British Empire? (Empire Windrush) <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: Historiographical analysis, historical interpretations, and debate.</p> | <p>Lessons and Key Questions:</p> <ol style="list-style-type: none"> How did Britain change from 1750 to 1900? How did canals change our local area? How did railways change Britain? How did the Factory System change people's lives? Did life change for coal miners? How did life change in cities during the Industrial Revolution? What was the Peterloo Massacre? How much did protests achieve during the Industrial Revolution? <p>See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit.</p> <p>Disciplinary knowledge: Develops understanding of change over time.</p> | <p>Lessons and Key Questions:</p> <ol style="list-style-type: none"> What was life like in Victorian Congleton? What happened to the sick in Congleton? What happened to the poor in Congleton? What was the worst job in Congleton? <p>Disciplinary knowledge: Develops understanding of using sources and evidence (eg. census returns and historic maps).</p> |

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| Assessment | End-of-unit test based on this unit's content. There are also some questions based on content from past units. This assessment will also have a focus on source analysis skills. | End-of-unit test based on this unit's content with some questions on content from past units. This assessment will also have a focus on interpretation analysis skills. | Assessed as part of the essay assessment on the British Empire. | Interpretation essay: Which historian has the more accurate argument about the British Empire? | Assessed on the summer SAS exam. | Not assessed. |
| Cross Curricular Links | Provides context for Y10 Migration and Empires unit on 'Looking West' (context on British settlement in America and also on religious disputes). Provides context for Y8 English unit on An Introduction to Shakespeare and for Shakespearian studies in later years. | Provides context for Y10 Migration and Empires unit on 'Looking West' (context on British settlement in America and also on religious disputes). | Y7 Benin unit provides context as does Y7 English unit on Poetry from Around the World (Limbo). This unit provides context for Y10 unit on 'Looking West'. Provides historical context for Y9/10 studies of race relations in C20th USA. | Builds on the Y7 Benin unit. This unit provides context for Y10 Migration and Empires unit on the rise and fall of the British Empire (especially units 3 and 4). Links to Y8 RE Prejudice and Discrimination unit on Gandhi. | Provides broad context to Y11 unit on migration within Britain. This will build on some broad contextual knowledge students will have from the Y7 English Victorian Crime unit. Also provides context for Y9 English unit on Gothic fiction. | Builds on the previous unit on the Industrial Revolution and considers the social impact. Also provides context for Y9 English unit on Gothic fiction. |
| SMSC, British Values, Cultural Capital | Greater awareness of controversies around religion and governance. Develops understanding of the past experiences of different groups of people (eg. BAME and the poor). | To develop awareness of constitutional development. | To raise awareness of moral issues surrounding slavery and racial prejudice. To provide a depth study on Black History. This unit allows for links to current issues such as Black Lives Matter. | To raise awareness of the impact of British actions around the world. To understand the legacy of empire and immigration to Britain (including Commonwealth migration and issues of racism). To provide students with context for contemporary debates on colonialism and debates such as 'Rhodes Must Fall.' | To develop understanding of the impact of urbanisation and living standards. To consider the environmental impact of historical events. | Awareness of the local historic environment and issues of social change. |
| CEIAG | The first lesson of this unit introduces why it is important to study History. Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. | The first lesson back after Christmas recaps why studying History is important and mentions a career linked to studying History. | Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. |
| Learning outside the classroom | Core Homeworks: 1. Henry VIII Scholarship Analysis 2. Essay: Impact of Religion vs. Poor Laws 3. Revision for Tudors Assessment Optional Reading Task: <i>Henry VIII</i> from Simon Sebag-Montefiore, <i>Titans of History</i> | Core Homeworks: 1. Source Analysis: World Turned Upside Down 2. Revision for Civil War Assessment Optional Research Task: Meanwhile elsewhere: 30 Years' War/Tokugawa Optional Wider Reading Task: <i>Cavaliers and Roundheads</i> from <i>The History of Britain and Ireland</i> Extra-Curricular: History Scholars Programme - House Through Time project | Core Homeworks: 1. Meanwhile, Nearby: Rookery Hall Optional Task: 1. International Slavery Museum Research Meanwhile, Elsewhere: Emancipation of the Serfs Optional Wider Reading Task: <i>The First Black Britons</i> , from Sukhdev Sandhu, BBC History Website | Core Homeworks: 1. Source Analysis Declaration of Independence 2. Shashi Tharoor on India (video and analysis) 3. Preparation for British Empire Essay Assessment Optional Wider Reading Task: <i>Was the Empire Good or Bad?</i> From <i>BBC History Magazine</i> | Core Homeworks: 1. Research Local History links to the Industrial Revolution 2. SAS Revision Optional Wider Reading Task: <i>The Industrial Revolution</i> from <i>The Oxford History of Britain and Ireland</i> | |
| Additional Subject Specific Information | Breadth study. Addresses social, political, cultural, economic and military history. The aim of this unit is to develop source skills through applying their contextual knowledge and concepts such as provenance and utility. To develop understanding of religious change. | Depth study. Addresses political and military history. This unit aims to develop further the ability to use and analyse historians' interpretations. To enhance political awareness and raise issues of authority and rebellion. | Depth study Addresses social and economic history. The intention of this unit is to develop knowledge of Britain's role in the slave trade It covers in depth the interaction between different ethnic groups and raises awareness of past inequalities. | Breadth study Addresses social, political and economic history. The intention of this unit is to develop independent thinking and interpretation skills. To enable students to reflect on a controversial historical topic and their country's role in this. To assess the impact of historical events over a long time period. | Breadth study Addresses social and economic history. This unit allows students to study technological change and the social impact of this. This is then designed to develop their understanding of how their own town has developed over many generations. | Local study Addresses social history. This unit builds on Year 7 research skills and local history knowledge. To develop analysis and transferable skills (eg. numeracy, geographical). To raise awareness of historical social differences. |

KS3 History Curriculum Mapping

| Year 9 | | | | | | |
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| Term | Autumn (1) | Autumn (2) | Spring (1) | Spring (2) | Summer (1) | Summer (2) |
| Topic(s)/ Subjects(s) | Topic: Edwardian Britain (NC Reference: D) Key Question: How fair was Edwardian Britain? | Topic: World War I (NC Reference: D) Key Questions: How did World War I affect people's lives? | Topic: The Holocaust (NC Reference: D) Key Question: What was the Holocaust? | Topic: The World at War (NC Reference: D) Key Questions: 1. Why did World War II start? 2. Was Winston Churchill a hero or a villain? 3. How did the Cold War develop? | Topic: The USA in the 1920s (NC Reference: G) Key Question: What was life like for the American people during the 'Roaring Twenties'? | |
| Knowledge and skills (Content) | Lessons and Key Questions: <ol style="list-style-type: none"> Was Edwardian Britain good for everyone? Why did People Board the Titanic? Did the class system cause deaths on the Titanic? Who Was To Blame for the Sinking of the Titanic? How Widespread was Poverty? What were the Liberal Welfare Reforms? How did Workers Try to Improve Their Lives? What was life like for Edwardian women? Who were the Suffragettes and the Suffragists? Why does Elizabeth Wolstenholme-Elmy have a road in Congleton named after her? Who was Emily Davison? How did BAME People Contribute to Edwardian Britain? See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit. Disciplinary knowledge: The enquiry question addresses the concept of continuity and change. Causation is covered in the lessons on Titanic. | Lessons and Key Questions: <ol style="list-style-type: none"> What Caused WWI? How did one man cause WWI? Why did people join up? What was life like in the trenches? What Happened in The Battle of the Somme? Was Haig the 'Butcher of the Somme'? How did Technology Develop in WWI? Why was it Called a World War? How did WWI Affect Britain? How did WWI Affect Congleton? How did WWI Affect Women in Britain? How did WWI end? See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit. Disciplinary knowledge: Cause and consequence are covered at the start of the unit. The lessons on the Somme develop skills of using and evaluating historical interpretations. | Lessons and Key Questions: <ol style="list-style-type: none"> What prejudice did Jews face before the Holocaust? Who was Hitler? Who did the Nazis see as enemies? How did the Jews fight back? What was the Final Solution? Who was responsible for the Holocaust? See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit. Disciplinary knowledge: The earlier lessons of this unit address aspects of causation. | Lessons and Key Questions: Part 1: World War II <ol style="list-style-type: none"> What caused WWII? What was Appeasement? What causes wars? (assessment) Part 2: Was Churchill a hero or a villain? <ol style="list-style-type: none"> How did Churchill become Prime Minister? How did Churchill lead Britain to victory in WWII? Was Churchill responsible for the attack on Dresden? Was Churchill responsible for the Bengal Famine? Was Churchill a hero or a villain? Part 3: How did the Cold War develop? <ol style="list-style-type: none"> How did the Cold War develop after WWII? What happened in the Space Race? What happened in the Nuclear Arms Race? How close did the USA and the USSR come to a 'hot' war? How did the Cold War end? See appendix for the knowledge organiser which includes the core substantive knowledge delivered in this unit. Disciplinary knowledge: Causation is covered on the causes of WWII and the assessment. Cold War focuses on the consequences of Hiroshima/WWII. | Lessons and Key Questions: <ol style="list-style-type: none"> Who were the Americans? What were Republican government policies? How did Henry Ford change America? Why was there a consumer boom? Who remained poor in the 1920s? How did women's lives change? How did popular culture change in the 1920s? What were the problems caused by Prohibition? Who was Al Capone? What were the Jim Crow Laws? Who were the KKK? What was The Red Scare? Why were Sacco and Vanzetti executed? Why did the Stock Market Boom in the 1920s? Why did Wall Street crash? See appendix for the revision guide which includes the core substantive knowledge delivered in this unit. Disciplinary knowledge: Students consider issues of similarity and difference when looking at the experiences of different groups of people in the 1920s. Other concepts including historical significance, causation and consequence are covered in aspects of individual lessons. | |
| Assessment | End-of-unit test based on this unit's content. There are also some questions based on content from past Y7/8 units. Knowledge recall, extended writing and source skills are all covered on this test. | End-of-unit based on this unit's content. There are also some questions based on content from previous units. This assessment will also have a focus on interpretation analysis skills. | None (all formative). | Assessment essay: What causes wars? (this will require students to draw off their knowledge from across KS3 of what causes war and conflict). | Content on the USA is assessed on the second part of the summer SAS exam. Students complete three questions, all broadly in a GCSE style, to help ensure a smooth transition into Y10. | |

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| Cross Curricular Links | Provides historical context to Y10 English study of <i>An Inspector Calls</i> by covering themes such as social class and political issues. Lesson on Black Edwardians is at the end of the unit so that it falls in Black History Month. | This will build on contextual knowledge from Y8 English lessons (War Poetry - Dulce et Decorum Est). Timed to coincide with Remembrance Day. | Corresponds with Y9 RE unit on the Holocaust and timed to coincide with Holocaust Memorial Day. | Provides historical context for Y10 War in Asia units (particularly when studying the causes of the Korean and Vietnam wars). | Taught at the same time as Y9 English unit on <i>The Hate U Give</i> . Lessons on Jim Crow Laws and the KKK provide historical context of racism in the USA for when English students are studying the above novel and making links to the wider Black Lives Matter movement. | |
| SMSC, British Values, Cultural Capital | Introduces social class, civil rights, equality, feminism and extension of the franchise. Looks at political issues such as the role of government, the origins of the Welfare State, and working-class politics and trade unionism. Also considers the experiences of different groups (including BAME) in society and the challenges they faced. This can be compared to current issues. | Students will have increased awareness of the causes of conflict. They will have greater awareness of how different people were affected by war, including women, and people from around the world. They will also develop understanding of how the war affected their own community, thus adding significance to contemporary events such as Remembrance Day. | To raise awareness of anti-Semitic persecution and the dangers of extreme right-wing political ideologies. | To understand the impact of war and moral issues surrounding issues like nuclear technology. To develop a greater understanding of the background to current tension between Russia and the West. To develop understanding of the debates around historical figures such as Churchill which have emerged in recent years (linking to debates over statues). | This unit allows all students to study in depth topics such as Black history and issues of racism and discrimination (eg. looking at US immigration laws, Jim Crow Laws, the KKK etc.). It also allows for the study of women's history in a different context (thus linking to the lessons on Edwardian women at the start of Y9). It also allows for discussion of social differences with regards to poverty and privilege. | |
| CEIAG | The first lesson of this unit introduces why it is important to study History. Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. | The first lesson back after Christmas recaps why studying History is important and mentions a career linked to studying History. | Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. | Displays around the History area on the benefits/uses of studying History. |
| Learning outside the classroom | Core Homeworks: 1. Essay: Who was to blame for the sinking of the Titanic? 2. Source Analysis. Experience of Difference Classes 3. Revision for Edwardians Assessment Optional Wider Reading Task: <i>The Power of the Hunger Strike (Suffragettes)</i> from <i>BBC History Magazine</i> | Core Homeworks: 1. Scholarship Analysis: Causes of WWI 2. Revision for WWI Assessment Optional Task: 1. Meanwhile Elsewhere Easter Rising/Russian Revolution. Optional Wider Reading Task: <i>Was World War I Worth it?</i> from <i>BBC History Magazine</i> Extra-Curricular: History Scholars Programme - House Through Time project | Core Homeworks: 1. 'And later' on Rwandan Genocide. Optional Tasks: 1. Auschwitz virtual tour 2. Watch Holocaust Survivor videos Optional Wider Reading: <i>Anne Frank</i> from Simon Sebag-Montefiore, <i>Titans of History</i> | Core Homeworks: 1. Scholarship/Source Analysis on Dresden 2. Revision for WWII Essay 3. Conflicts of the Cold War Essay Optional Wider Reading Task: <i>What was the Worst Year in Britain?</i> from <i>BBC History Magazine</i> | Core Homeworks: 1. Interpretation analysis task on Flappers 2. Revision for SAS exam Optional Wider Reading Task: <i>Al Capone</i> from Simon Sebag-Montefiore, <i>Titans of History</i> | |
| Additional Subject Specific Information | Depth study Addresses social and political history. Study of Titanic covers the class system and the origins of feminism and universal suffrage. This enables students to engage with social change over time. | Breadth study Addresses political, military and social history. This unit aims to bring home to students the enormous impact of war, both on soldiers and those at home. | Depth study Addresses social history. This unit intends to develop awareness of the historic persecution of minority groups (including anti-Semitism) and the dangers of extreme political ideologies. | Breadth study Addresses military, political, economic and social history. This unit focuses on particular aspects of this period and aims to engage students in significant debates. It also provides students with important context for current debates (eg. over statues and the war in Ukraine). | Breadth study Addresses political, economic, social and cultural history. GCSE content is taught in the last term of Y9 but to all students. This unit allows all students to study a non-European topic in depth, thus also supporting the NC aim of a significant study in world history. | |