



Subject Curriculum – Year 7

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	Students will become familiar with a basic chronology of European history and gain an understanding of how the past is not just a case of things slowly getting better since the Stone Age. Students will also complete a depth study of the Norman Conquest in order to gain an understanding of how many modern aspects of society are influenced by the past.	Building on their understanding of Norman England and the role of the Church, students will map how important the Church and the state were in the lives of people at every level of society, especially during times of crisis and change.	Students will develop their understanding of change over time by analysing how the relationship between the Church and the state changed from c1500 onwards. This will provide further opportunity to analyse how momentous changes in society in the past have affected the modern world.
Programme of Study	<p>HT1</p> <p>Topic 1: Chronology</p> <ol style="list-style-type: none"> 1. What is history? 2. What is a historian? 3. What is chronology? 4. How do we investigate the past? 5. Did the Romans have the best toilets in history? <p>Topic 2: Norman England</p> <ol style="list-style-type: none"> 1. What was England like before 1066? 2. Who had the most significant claim to the throne in 1066? 3. Did King Harold win the Battle of Stamford Bridge due to luck or skill? 4. Why did William win the Battle of Hastings? <p>HT2</p> <ol style="list-style-type: none"> 5. What can historical sources tell us about the Battle of Hastings? 6. What does historical evidence teach us about the Harrying of the North? 7. How did the feudal system help William to control England? 8. How did Motte and Bailey castles help William to control England? 9. Did the Domesday Book strengthen William's control over England? 10. What can Durham Cathedral tell us about the Normans and the Church? 	<p>HT3</p> <p>Topic 3: The Middle Ages</p> <ol style="list-style-type: none"> 1. Who was Henry II? 2. Was King John a good or a bad king? 3. What were the consequences of the Magna Carta? 4. What can sources tell us about Medieval life? 5. What was Public Health like? 6. What caused the Black Death? 7. What were the beliefs and attempted remedies for the Black Death? <p>HT4</p> <ol style="list-style-type: none"> 8. What were the consequences of the Black Death? 9. What can Wharram Percy tell us about the effects of the Black Death on England? 10. What were the events of the Peasants' Revolt? 11. Was the Peasants' Revolt a success or failure? 	<p>HT5</p> <p>Topic 4: The Tudors</p> <ol style="list-style-type: none"> 1. What were the Wars of the Roses? 2. Who was the first Tudor king? 3. How did Henry VIII become king? 4. What can sources tell us about why Henry VIII wanted a divorce? 5. Why did Henry VIII become a Protestant? 6. Why did Henry VIII dissolve the monasteries? 7. What was the Pilgrimage of Grace? <p>HT6</p> <ol style="list-style-type: none"> 8. What sort of monarch was Edward VI? 9. Does Mary Tudor deserve the nickname 'Bloody Mary'? 10. What sort of monarch was Elizabeth I? 11. Was Elizabeth lucky to defeat the Spanish Armada?
Key Assessments	Four assessment points including two low stakes retrieval quizzes: Key Words and knowledge quiz. (AP1 and 3). A Proof of Progress (POP) task that builds on pupils understanding of Interpretations/ sources. (AP2). One end of unit assessment that assesses pupils understanding of knowledge across the entire topic testing their understanding of disciplinary and substantive knowledge. (AP4)	Four assessment points including two low stakes retrieval quizzes: Key Words and knowledge quiz. (AP1 and 3). A Proof of Progress (POP) task that builds on pupils understanding of Interpretations/ sources. (AP2). One end of unit assessment that assesses pupils understanding of knowledge across the entire topic testing their understanding of disciplinary and substantive knowledge. (AP4)	Four assessment points including two low stakes retrieval quizzes: Key Words and knowledge quiz. (AP1 and 3). A Proof of Progress (POP) task that builds on pupils understanding of Interpretations/ sources. (AP2). One end of unit assessment that assesses pupils understanding of knowledge across the entire topic testing their understanding of disciplinary and substantive knowledge. (AP4)

Key Skills

- Analysis of interpretations
- Analysis of primary and secondary sources
- Analysis of a location as a case study of a historical event or development
- Second order concepts including explanations of cause, consequence, change and continuity

Links to Careers

- Assassins Creed and games developer
- Bookbinder
- Archaeologist

Our Lady and St. Bede Catholic Academy

Subject Curriculum – Year 8



	Autumn Term		Spring Term		Summer Term	
Big Ideas & Purpose	Students will consider the causes and consequences of some of the key events in English history in the 17 th century, and then begin to gain an understanding of how the influence of European countries, including Britain, began to spread across the world, starting with the trans-Atlantic slave trade.		Building on their understanding of changes in the 17 th century and their understanding of how the slave trade developed, students will continue their exploration of slavery by studying the life of slaves and how historians have interpreted it. Students will then compare and contrast European history with Indian history, whilst also gaining an understanding of how Britain began to expand its influence abroad following the 17 th century.		Students will complete their study of Britain's growing influence in the world after the 17 th century by completing a study on the British Empire – particularly the Empire's legacy and how interpretations of the Empire have changed depending on the context that the interpretation is created in. Students will also begin to appreciate how colonialism in the age of empires was a cause of the conflicts that were to come to define the 20 th century.	
Programme of Study	<p>HT1</p> <p>Topic 1: The 17th Century</p> <ol style="list-style-type: none"> 1. Why were they punished so harshly? 2. What were the consequences of the Newcastle Plague? 3. What was the main cause of the English Civil War? 4. Who won the English Civil War? 5. What can historical sources tell us about English Civil War surgery? 6. Was Oliver Cromwell a hero or villain? 7. Why were there witch trials in the 1600s? 	<p>HT2</p> <ol style="list-style-type: none"> 8. Story Source Scholarship 9. What caused the Great Fire of London? <p>Topic 2: Slavery</p> <ol style="list-style-type: none"> 1. Why did the slave trade exist? 2. What significant impact did the slave trade have? 3. What were conditions like on the Middle Passage? 4. What can historical sources tell us about the Middle Passage? 5. What happened at the slave auctions? 	<p>HT3</p> <ol style="list-style-type: none"> 6. What was life like as a slave? 7. What can slave narratives tell us about life on plantations? 8. Did enslaved people resist? 9. What caused Bussa's rebellion? 10. What was the most significant reason slavery was abolished? 	<p>HT4</p> <p>Topic 3: The Mughal Empire</p> <ol style="list-style-type: none"> 1. What can historical sources tell us about the Mughal Empire? 2. What significant impact did Mughal Emperors have? 3. Why was Akbar known as 'Akbar the Great'? 4. What sort of person was Aurangzeb? 5. What impact did the East India Company have on India? 6. What were the experiences of a trader in the East Indian Company? 	<p>HT5</p> <ol style="list-style-type: none"> 7. What was the most significant cause of the rebellion in India in 1857? 8. What were the events and consequences of the Indian Rebellion? 9. What role did women play in the East Indian Rebellion? <p>Topic 4: The British Empire</p> <ol style="list-style-type: none"> 1. What was the British Empire? 2. Why did Britain want an Empire? 3. Why did Roanoke fail? 4. What caused the deaths in Jamestown? 	<p>HT6</p> <ol style="list-style-type: none"> 5. What were the consequences of the Scramble for Africa? 6. What did the Victorians think of their Empire? 7. Why did the British let their empire fade away? 8. How has the British Empire been interpreted? 9. Should we say sorry for the British Empire?

Key Assessments	Four assessment points including two low stakes retrieval quizzes: Key Words and knowledge quiz. (AP1 and 3). A Proof of Progress (POP) task that builds on pupils understanding of Interpretations/ sources. (AP2). One end of unit assessment that assesses pupils understanding of knowledge across the entire topic testing their understanding of disciplinary and substantive knowledge. (AP4)	Four assessment points including two low stakes retrieval quizzes: Key Words and knowledge quiz. (AP1 and 3). A Proof of Progress (POP) task that builds on pupils understanding of Interpretations/ sources. (AP2). One end of unit assessment that assesses pupils understanding of knowledge across the entire topic testing their understanding of disciplinary and substantive knowledge. (AP4)	Four assessment points including two low stakes retrieval quizzes: Key Words and knowledge quiz. (AP1 and 3). A Proof of Progress (POP) task that builds on pupils understanding of Interpretations/ sources. (AP2). One end of unit assessment that assesses pupils understanding of knowledge across the entire topic testing their understanding of disciplinary and substantive knowledge. (AP4)
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Key Skills	<ul style="list-style-type: none"> • Analysis of interpretations • Analysis of primary and secondary sources • Second order concepts including explanations of cause, consequence, change and continuity 	Links to Careers <ul style="list-style-type: none"> • Children’s charities • Barrister • Head of Learning
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Subject Curriculum – Year 9



	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	Students will build on their contextual knowledge of the British Empire by asking why Britain was the first truly industrialised nation, and will study local and national case studies as examples of the social impact of the Industrial Revolution on Britain. Students will then combine their studies of Yr8 with what they have learned so far in Yr9 to gain an understanding of the long and short term causes of the First World War, before looking at the war itself in depth.	Students will continue to look chronologically at the 20 th century and discover the wider impact that World War One had on British and German society. Students will then complete a depth study of the Holocaust beginning with the impacts of the Weimar Constitution, an introduction to Hitler and the Nazis, ending with the influence the Nazis had on attitudes towards minorities ending with the Final Solution.	Students will build on their knowledge of how each event in the nineteenth and twentieth centuries led directly into the next major event, eventually leading to World War Two and culminating in the Holocaust. Students will then be expected to be able to draw direct links between topics from Yr8 and Yr9 that helps to explain how Europe could be plunged into such turmoil.

	HT1	HT2	HT3	HT4	HT5	HT6
Programme of Study	Topic 1: The Industrial Revolution <ol style="list-style-type: none"> 1. What was the Industrial Revolution? 2. Why was Britain known as the ‘Workshop of the World’? 3. What can Durham Road Cemetery tell us about 19th century Stockton? 4. What can police and public house data 	<ol style="list-style-type: none"> 6. What was Public Health like in Britain? 7. What was life like for the poor during the Industrial Revolution? 8. Why is Rubenhold’s ‘The Five’ a significant book? 9. How did transport change Britain? 10. How did industrialisation lead to tension in Europe? 	Topic 2: World War 1 <ol style="list-style-type: none"> 1. Why was there tension in Europe? 2. What was the Alliance system? 3. Why did war break out in 1914? 4. How was propaganda and censorship used in WW1? 5. What was life in the trenches like? 6. What can historical sources show us 	<ol style="list-style-type: none"> 10. What impact did war have on women? 11. What was life like for civilians during the war? 12. Why did Germany lose the war? Topic 3: The Holocaust <ol style="list-style-type: none"> 1. What were the strengths and weaknesses of the new constitution? 2. How did key events in Hitler’s life contribute to the development 	<ol style="list-style-type: none"> 5. What can historical sources show us about the treatment of minorities? 6. What was life like in Nazi Germany for women? 7. How did the lives of the German youth change? 8. How was propaganda used to target minorities? 9. How significant were the 	Topic 4: World War 2 <ol style="list-style-type: none"> 1. What caused World War Two? 2. What can historical sources tell us about life as an evacuee? 3. What were the consequences of rationing? 4. Were women impacted significantly by the war?

tell us about 19th century Middlesbrough?
5. What did people believe about cholera?

about life for soldiers in a trench?
7. Was Douglas Haig a Butcherer or a Hero?
8. What impact did DORA have on civilians?
9. What attacks did Britain suffer?

and implementation of the Holocaust?
3. Why did people vote for the Nazi party?
4. Why did the Nazis target minorities?

Nuremberg Laws and Kristallnacht in affecting the lives of Jews?
10. What was the 'Final Solution'?

5. Was Dunkirk really a miracle?
6. How did people react to The Blitz?
7. Why did Operation Barbarossa fail?

Key Assessments

Four assessment points including two low stakes retrieval quizzes: Key Words and knowledge quiz. (AP1 and 3). A Proof of Progress (POP) task that builds on pupils understanding of Interpretations/ sources. (AP2). One end of unit assessment that assesses pupils understanding of knowledge across the entire topic testing their understanding of disciplinary and substantive knowledge. (AP4)

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Key Skills

- Analysis of interpretations
- Analysis of primary and secondary sources
- Analysis of a location as a case study of a historical event or development
- Second order concepts including explanations of cause, consequence, change and continuity

Links to Careers

- Historian
- Royal Palace Communications
- Stock Market Analyst
- Marketing

Our Lady and St. Bede Catholic Academy

Subject Curriculum – Year 10



	Autumn Term		Spring Term		Summer Term	
Big Ideas & Purpose	HT1	HT2	HT3	HT4	HT5	HT6
Programme of Study	<p>Module: Germany 1890-1945</p> <p>1. What happened in Germany, 1890-1945?</p> <p>2. What was Germany like before World War One?</p>	<p>16. How effective were the Nazi policies at reducing unemployment? (AP1)</p> <p>17. How far did the Nazis improve the lives of workers?</p>	<p>Module: Conflict and Tension 1894-1918</p> <p>1. Introduction Lesson</p> <p>2. What was Europe like in 1914?</p> <p>3. What were the MAIN causes of World War One?</p>	<p>Module: Conflict and Tension 1894-1918</p> <p>10. What were conditions like in the trenches?</p> <p>11. What do sources tell us about life on the Western Front?</p>	<p>17. How significant was the War at Sea?</p> <p>18. Why did the USA join the war?</p> <p>19. Why did the Spring Offensive fail?</p> <p>20. Revision</p> <p>21. Mock</p>	

3. How do you make use of interpretations?
4. What challenges did Kaiser Wilhelm II face?
5. What was Germany like in 1918?
6. How did the Treaty of Versailles affect Germany?
7. What were the biggest threats to the Weimar Republic?
8. How bad was 1923 for Germany?
9. How successful was Gustav Stresemann?
10. How did the Nazi Party develop in the 1920s?
11. Why didn't people vote for the Nazis, 1924-29?
12. Why did Hitler become Chancellor in 1933?
13. How did Hitler become dictator?
14. What was the Night of the Long Knives?
15. What sort of Germany did the Nazis want to create?
18. How effective were the Nazis' economic policies in preparing for WWII?
19. Why did fewer people criticize the Nazis after 1933?
20. What was childhood like in Nazi Germany?
21. POP Task (AP2)
22. In what ways were the lives of women in Germany affected by Nazi social policies?
23. How was the church affected by the rise of the Nazi's?
24. Why did the Holocaust happen?
25. Was there ever opposition?
4. What did Kaiser Wilhelm want?
5. How did the Moroccan Crises increase tension?
6. How did events in Morocco become an international crisis in 1905 and 1906.
7. How did the Balkan Crises increase tension?
8. How did the Assassination of Franz Ferdinand lead to World War One?
9. Why did the Schlieffen Plan fail?
12. How did weapons develop during World War One?
13. Is it fair to call Haig the 'Butcher of the Somme'?
14. Why was Passchendaele a disaster?
15. To what extent was poor planning the main reason for heavy losses at the Third Battle of Ypres?
16. Why was Gallipoli a failure?

Key Assessments

Regular in-class and homework's that include practice exam questions. Retrieval will include key historical skills such as source analysis.

January mock examinations:

- Example Paper 1, Part A

June mock examinations:

- Example Paper 1, Part A and B

Key Skills

- Analysis of interpretations
- Analysis of primary and secondary sources
- Analysis of a location as a case study of a historical event or development
- Second order concepts including explanations of cause, consequence, similarity, difference, change and continuity

Links to Careers

- Explored through the discussion of careers that require the skills used in History lessons – for example summarising information and being able to quickly and coherently formulate arguments required for careers in law, etc.

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Subject Curriculum – Year 11



Big Ideas & Purpose	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Programme of Study	Module: Health and the People c1000-Present Day		Module: Normen England 1066-c1100			
	<ol style="list-style-type: none">1. What were the ideas of Hippocrates and Galen?2. How were people cared for and treated in the Middle Ages?3. What were the beliefs about causes in the Middle Ages?4. How did Islam affect medieval medicine?5. What was the standard of public health in the Middle Ages?6. How good was medieval surgery?7. How did the work of Vesalius, Pare and Harvey improve understanding of surgery and anatomy?	<ol style="list-style-type: none">13. How did Edward Jenner prevent smallpox?14. How was pain conquered?15. Explain the significance of the discovery of chloroform in the development of surgery.16. What did Louis Pasteur and Robert Koch achieve?17. How was the problem of infection solved?18. How was public health improved during the Industrial Revolution?19. Why did modern medicine develop?20. How did World War One affect surgery?	<ol style="list-style-type: none">1. What was Anglo-Saxon society like?2. What were the causes of the Norman Conquest?3. Why was 1066 a time of crisis?4. How did William control England with castles?5. Why was the Feudal System & Domesday Book important?6. To what extent did the Normans change Law & Order in England?7. What was village life and why did the number of Norman towns increase?8. How did the lives of peasants and the aristocracy differ?			

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| 8. How scientific was Renaissance medicine? | 21. How did World War Two affect medicine and surgery? | 9. Who was Lanfranc and how did he change the English Church? |
| 9. How significant were the discoveries of the Renaissance? | 22. How can I use factors to understand the development of medical treatments | 10. How did education develop under the Normans? |
| 10. How did people try to deal with the Great Plague? | 23. Did public health improve 1900 – 1948? | 11. Site Study – 10% of all GCSE |
| 11. Compare the Black Death in the 1300s with the Great Plague in the 1600s. In what ways are they similar? | 24. How has medicine and treatment changed since 1950? | |
| 12. How did hospitals and surgery change in the 1700s? | | |

Key Assessments

November mock examinations:

- Example Paper 1
- Example Paper 2, Part A

Pre-public examinations:

- Example Paper 1
- Example Paper 2

Summer GCSE examinations:

- Paper 1
- Paper 2

Key Skills

- Analysis of interpretations
- Analysis of primary and secondary sources
- Analysis of a location as a case study of a historical event or development
- Second order concepts including explanations of cause, consequence, change and continuity

Links to Careers

- Explored through the discussion of careers that require the skills used in History lessons – for example summarising information and being able to quickly and coherently formulate arguments required for careers in law, etc.