



History 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 chronology? 2. Who held power and control in Britain, 800BC-1100AD? <p>Topic 2: Norman England</p> <ol style="list-style-type: none"> 1. Who should have been king in 1066? 2. Why did William win the Battle of Hastings? 	<p>HT2</p> <ol style="list-style-type: none"> 3. What was the feudal system? 4. How did motte and bailey castles work? 5. What was the Domesday Book? 6. How did the Norman reform the Church? 	<p>HT3</p> <p>Topic 3: The Middle Ages</p> <ol style="list-style-type: none"> 1. Why was Henry II whipped? 2. Was King John a good or a bad king? 3. What caused the Black Death? 4. How did the Black Death spread? 5. What were the consequences of the Black Death? 	<p>HT4</p> <ol style="list-style-type: none"> 6. What happened to Wharram Percy? 7. Why were the peasants so unhappy in 1381? 8. What happened during the Peasants' Revolt? 9. Was the Peasants' Revolt a success or a failure? 	<p>HT5</p> <p>Topic 4: The Tudors and the Reformation</p> <ol style="list-style-type: none"> 1. How did the Tudors come to power? 2. What happened to the Princes in the Tower? 3. Why did Henry VIII want a divorce? 4. What was the Reformation? 	<p>HT6</p> <ol style="list-style-type: none"> 5. What was the Dissolution of the Monasteries? 6. Was the Pilgrimage of Grace a success? 7. What sort of monarchs were Edward and Mary? 8. Was Elizabethan England really a 'Golden Age'?
Key Assessments	Assessment requiring students to analyse an interpretation on the events of the Battle of Hastings.		Assessment requiring students to analyse a source on the consequences of the Black Death.		Assessment testing students' knowledge retention and requiring students to analyse a source on the signing of Magna Carta.	
Key Skills	<ul style="list-style-type: none"> • 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 		<p>Links to Careers</p> <ul style="list-style-type: none"> • Explored through discussions and study of careers involving the heritage tourism industry 			



History 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 10 th century.	
Programme of Study	<p>HT1</p> <p>Topic 1: The Seventeenth Century</p> <ol style="list-style-type: none"> Why were they punished so harshly? Why did Charles I lose his head? How did people react to the plague? What caused the Great Fire of London? Who had it worst in the seventeenth century? 	<p>HT2</p> <p>Topic 2: Slavery</p> <ol style="list-style-type: none"> Why did the slave trade exist? What were conditions like on the Middle Passage? What happened at slave auctions? 	<p>HT3</p> <ol style="list-style-type: none"> What was life like on plantations? How have plantations been interpreted by historians? What caused Bussa’s rebellion? 	<p>HT4</p> <p>Topic 3: The Mughal Empire</p> <ol style="list-style-type: none"> What was the Mughal Empire? What made Akbar, Akbar ‘the Great’? What sort of person was Aurangzeb? How did the East India Company become more powerful? Why was there a rebellion in 1857? 	<p>HT5</p> <p>Topic 4: The British Empire</p> <ol style="list-style-type: none"> Why isn’t cricket popular in China? How did the British get their empire? What did the Victorians think of their empire? 	<p>HT6</p> <ol style="list-style-type: none"> Why did the British let their empire fade away? How has the British Empire been interpreted? Should we say sorry for the British Empire?
Key Assessments	Assessment requiring students to analyse a source on the case of the Gunpowder Plotters.		Assessment requiring students to analyse a source on life on plantations for slaves.		Assessment testing students’ knowledge retention and requiring students to analyse a source on Aurangzeb becoming Mughal Emperor.	
Key Skills	<ul style="list-style-type: none"> 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 		<p>Links to Careers</p> <ul style="list-style-type: none"> Explored through the work of professional historians during various programmes of study 			



History 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 put together a grand narrative of the 20 th century by discovering the wider impact that World War One had on British and German society, eventually leading to sharper divisions between left wing and right wing political groups and the ascension of the Nazis in Germany. Students will then complete a depth study of Nazi Germany and how the Nazis maintained control over everyday life.		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.	
Programme of Study	HT1	HT2	HT3	HT4	HT5	HT6
	Topic 1: The Industrial Revolution 1. What was the Industrial Revolution? 2. What can Durham Road Cemetery tell us about nineteenth century Stockton? 3. What can police and public house data tell us about nineteenth century Middlesbrough? 4. What did people believe about cholera? 5. What can the Jack the Ripper case tell us about nineteenth century Britain? 6. How did the Industrial Revolution lead to European rivalries?	Topic 2: World War 1 1. Was World War One inevitable? 2. What was it like to live and fight in the trenches? 3. Was Haig a butcher or a hero at the Somme? 4. How did the government use propaganda and censorship? 5. How popular was DORA? 6. What was the impact of World War One on Britain?	Topic 3: Johnny Longstaff and the Interwar Years 1. Why couldn't Johnny get a job? 2. What was the Battle of Stockton? 3. Why did Johnny go to London? 4. What was the Battle of Cable Street? 5. Why did Johnny go to Spain?	Topic 4: Nazi Germany 1. How did the Nazis come to power? 2. What sort of Germany did the Nazis aim to create? 3. How did Nazi policies affect women and young people? 4. How did the Nazis use terror and propaganda? 5. What were Nazi views on minorities? 6. Were the members of Reserve Police Battalion 101 really just "ordinary men"?	Topic 5: World War 2 1. Why did World War Two break out? 2. Were rationing and evacuation a success? 3. Was Dunkirk a miracle? 4. Was the Blitz Spirit real? 5. Why did Operation Barbarossa fail? 6. How crucial was Operation Mincemeat to the outcome of the war?	Topic 6: The Holocaust 1. Was anti-Semitism unique to Nazi Germany? 2. How did the Nazis persecute minorities 1933-1939? 3. How did the failure of Operation Barbarossa affect Nazi policies towards minorities? 4. What was Auschwitz?

Key Assessments

Assessment requiring students to analyse a source on cholera epidemics in the 19th century.

Assessment requiring students to analyse an interpretation of the events of the Battle of the Somme.

Assessment testing students' knowledge retention and requiring students to analyse a source on Nazi persecution of minorities.

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 work of professional historians and the ethical questions facing museum curators when putting exhibitions together
- Explored through the work of authors of historical fiction and the dilemmas they face when deciding which aspects of history to include and exclude in their stories
- 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



History Curriculum – Year 10

	Autumn Term			Spring Term		Summer Term		
Big Ideas & Purpose	HT1	HT2	HT3	HT4	HT5	HT6		
	Module: Germany 1890-1945			Module: Conflict and Tension 1894-1918				
Programme of Study	<ol style="list-style-type: none"> 1. What was Germany like before World War One? 2. What was Germany like in 1918? 3. How did the Treaty of Versailles affect Germany? 4. What were the biggest threats to the Weimar Republic? 5. How bad was 1923 for Germany? 6. How successful was Gustav Stresemann? 	<ol style="list-style-type: none"> 7. How did the Nazi Party develop in the 1920s? 8. Why didn't people vote for the Nazis 1924-29? 9. How did Hitler become Chancellor? 10. How did Hitler become dictator? 11. What was the Night of the Long Knives? 12. What sort of Germany did the Nazis want to create? 	<ol style="list-style-type: none"> 13. What sort of Germany did the Nazis want to create? 14. How far did the Nazis solve Germany's economic problems? 15. Why did fewer people criticise the Nazis after 1933? 16. Was Henry Metelmann's experience of growing up in Nazi Germany typical? 17. How were women and the Church affected by the rise of the Nazis? 18. Why did the Holocaust happen? 	<ol style="list-style-type: none"> 1. What was Europe like in 1914? 2. What were the main causes of World War One? 3. What did Kaiser Wilhelm II want? 4. How did the Moroccan and Balkan Crises increase tension? 5. How did the assassination of Franz Ferdinand lead to World War One? 6. Why did the Schlieffen Plan fail? 	<ol style="list-style-type: none"> 7. What was life like on the Western Front? 8. How did weapons develop during World War One? 9. Is it fair to call Haig the 'Butcher of the Somme'? 10. Why was Passchendaele a disaster? 11. Why was Gallipoli a failure? 	<ol style="list-style-type: none"> 12. How significant was the War at Sea? 13. Why did the Spring Offensive fail? 		
Key Assessments	Regular in-class practice exam questions			January mock examinations: <ul style="list-style-type: none"> • Example Paper 1, Part A 		June mock examinations: <ul style="list-style-type: none"> • Example Paper 1 		
Key Skills	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 				



History Curriculum – Year 11

	Autumn Term		Spring Term		Summer Term	
Big Ideas & Purpose	HT1	HT2	HT3	HT4	HT5	HT6
Programme of Study	<p>Module: Health and the People c1000-Present Day</p> <ol style="list-style-type: none"> 1. What were the ideas of Hippocrates and Galen? 2. Was there any medical progress in the Middle Ages? 3. How did Islam affect medieval medicine? 4. What was the standard of public health in the Middle Ages? 5. How good was medieval surgery? 6. What was the impact of the Renaissance? 7. How scientific was Renaissance medicine? 8. How did people try to deal with the Great Plague? 	<ol style="list-style-type: none"> 9. How did hospitals and surgery change in the 18th century? 10. How did Edward Jenner prevent smallpox? 11. How was pain conquered? 12. What did Louis Pasteur and Robert Koch achieve? 13. How was the problem of infection solved? 14. How was public health improved in the nineteenth century? 15. Why did modern medicine develop? 16. How did World War One affect surgery? 17. Did public health improve 1900-1948? 	<ol style="list-style-type: none"> 18. How did World War Two affect medicine and surgery? 19. How has medicine and treatment changed since 1950? <p>Module: Norman England 1066-c1100</p> <ol style="list-style-type: none"> 1. What was Anglo-Saxon society like? 2. Why was there a succession crisis in 1066? 3. What happened at Stamford Bridge and Hastings? 4. How did William control English society? 5. How did the Normans change law and order? 	<ol style="list-style-type: none"> 6. How did towns and villages change under the Normans? 7. How did life for the peasants and aristocracy change under the Normans? 8. How did the Normans reform the Church? 		
Key Assessments	November mock examinations: <ul style="list-style-type: none"> • Example Paper 1 • Example Paper 2, Part A 		Pre-public examinations: <ul style="list-style-type: none"> • Example Paper 1 • Example Paper 2 		Summer GCSE examinations: <ul style="list-style-type: none"> • Paper 1 • Paper 2 	
Key Skills	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 		