

# The Samworth Church Academy

## Curriculum Journey: History

### Year 7

Autumn	<p><i>How Civilised Were the Romans?</i> Roman Empire, conquering Britain. <i>Was Simon Schama right?</i> Did the Battle of Hastings cause a change that replaced one kind of England for another?</p>
Spring	<p><i>Challenges faced by medieval monarchs</i> Study monarchs from William II to Henry VII, comparing challenges they faced. <i>Were medieval women 'pawns to be used by their fathers'?</i> Study medieval women - wives and daughters of kings.</p>
Summer	<p><i>Why did Henry VIII break from Rome?</i> Students will study the Wars of the Roses that put the Tudor family in power in England. Students will then study Henry's reign, and the eventual break from the Catholic Church.</p>

### Year 8

Autumn	<p><i>Religion in Tudor England</i> The Tudor reign of England and the various changes to religion. <i>What caused the English Civil War?</i> Long term tensions between the King and government and the short term trigger events.</p>
Spring	<p><i>Empires</i> How England established itself as a global power. <i>Slave Trade</i> How the slave trade began and the impact the slave trade had on Britain, Africa and the Americas.</p>
Summer	<p><i>Industrial Revolution</i> Interlinking previous units to see how the British Empire and the Slave Trade resulted in an industrial revolution and how the revolution impacted the people of Britain.</p>

### Year 9

Autumn	<p><i>The First World War</i> Was WWI inevitable? Students will use contemporary WWI sources to gain an understanding of life for soldier. <i>Dictatorship Growth</i> Dictatorship growth in the 20th Century.</p>
Spring	<p><i>Causes of WWII</i> Different interpretations of the causes of <i>Cold War</i> Consequences of various events/actions on the relationship between the Soviet Union and USA between 1945-1990</p>
Summer	<p><i>Migration to Britain</i> This unit gives students an overall understanding of the reasons different peoples migrated to Britain from the Romans to present day.</p>

### Year 10

Autumn	<p><i>Medicine through Time</i> Change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods.</p>
Spring	<p><i>Anglo-Saxon and Norman Conquest</i> Substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.</p>
Summer	<p><i>Weimar and Nazi Germany 1918-1939</i> The depth study focuses on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. For Weimar and Nazi Germany, this includes political, military, economic, religious and social aspects.</p>

### Year 11

Autumn	<p><i>Superpower Relations and the Cold War 1941-1991</i> The focus is on a substantial and coherent medium time span of at least 50 years following the unfolding narrative of substantial developments and issues associated with the period.</p>
Spring	<p><i>Cold War Revision</i></p>
Summer	<p><i>Examination Period</i></p>

**GCSE**



**A Level**

### Year 12

Whole Term	<p><i>Britain Transformed 1918-1997</i> Looking at the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918-79.</p> <p><i>The USA: Conformity and Challenge 1955-92</i> study in depth of the USA in the years 1955-92, from post-1945 affluence, through racial and political protests in the 1960s, to the rise of right-wing groups in the 1980s and the development of bitter divisions between Democrats and Republicans.</p>
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### Year 13

Autumn and Spring	<p><i>What caused the Russian Revolution October 1917?</i> Understanding the nature and purpose of the work of the historian. Explain and evaluate the interpretations of three historians analysing what caused the October 1917 Revolution, and form a judgement of their own.</p> <p><i>Lancastrians, Yorkists and Henry VII 1399-1509</i> 'Aspects in breadth' focuses on long-term changes and contextualise the 'Aspects in depth', which focus in detail on key episodes.</p>
Summer	<p><i>Examination Period</i></p>

# Full Overview

## History

### Year 7

Autumn	Spring	Summer
<p><b>How civilised were the Romans?</b> Students will study the Roman empire, including how the Romans conquered Britain and the impact that this had.</p> <p><b>Was Simon Schama right - was 'one kind of England annihilated by the Battle of Hastings, and another set up in it's place'?</b> Students will study the Norman conquest of Britain. They will use their knowledge of the changes that occurred and the continuity between Anglo-Saxon and Norman England to evaluate Simon Schama's interpretation.</p>	<p><b>What challenges were faced by medieval monarchs?</b> Students will study various monarchs from William II to Henry VII. They will compare the similarities and differences between the challenges and assess what posed the greatest challenge to medieval monarchs.</p> <p><b>Were medieval women 'pawns to be used by their fathers'?</b> Students will study medieval women - wives and daughters of kings - and assess to what extent they were used as political tools, and how they were able to challenge their traditional roles. They will use this to evaluate the accuracy of Kelsey Lee-Wilson's interpretation.</p>	<p><b>Why did Henry VIII break from Rome?</b> Students will study the Wars of the Roses that put the Tudor family in power in England. Students will then study Henry's reign, and the eventual break from the Catholic Church, analysing the financial, personal and religious reasons for the separation.</p>

# Full Overview

## History

### Year 8

Autumn	Spring	Summer
<p><b>Why did life in Tudor England feel like being on a religious rollercoaster?</b> Students will study the Tudor reign of England and the various changes to religion, comparing similarities and differences between the religious policies.</p> <p><b>What caused the English Civil War?</b> Students will study the key concept of causation, and will learn the long term tensions between the King and government and the short term trigger events. Students will then study key features of the Civil War, leading up to the execution of the King and the commonwealth.</p>	<p><b>What did it take to create and maintain an empire?</b> Students will study how England established itself as a global power. This will enable students to understand how Britain began to shape and be shaped by the world.</p> <p><b>What was the impact of the slave trade?</b> Interlinking with the empire unit, students will study how the slave trade began and the impact the slave trade had on Britain, Africa and the Americas.</p>	<p><b>How did the empire and slavery contribute to the industrial revolution?</b> Students will gain an understand of how events link together. From looking at the British empire and the growth of the slave trade, students will see how these contributed to the development of industrial Britain. Students will also study the affects of the industrial revolution on people in Britain. This will give students an understanding of how Britain came to be the way it is now.</p>

# Full Overview

## History

### Year 9

Autumn	Spring	Summer
<p><b>Was the First World War inevitable?</b> Students will study the long term and short term causes of the First World War. Students will gain an understanding of international powers before WWI and how and why tensions grew. Students will learn key concepts such as nationalism, alliances, militarism and imperialism, and understand how these factors link together to cause WWI.</p> <p><b>How accurate is War Game as a depiction of WWI?</b> Students will use contemporary WWI sources to gather an understanding of life for soldiers during WWI. Students will assess the utility of contemporary sources and analyse the accuracy of the film War Game. Students will develop source skills, analysis skills and practice historical writing.</p> <p><b>Why did dictatorships grow in the 20th century?</b> Students will look at similarities and differences between the growth of dictatorships in the 20th century. Students will compare events in different countries.</p>	<p><b>What caused WW2?</b> Students will study different interpretations of the causes of WW2. Students will use historical interpretations and understanding of the historical context to agree/disagree with the interpretations of different historians.</p> <p><b>Cold War</b> This unit focuses on the consequences of various events/actions on the relationship between the Soviet Union and USA between 1945-1990. Students will gain an understanding of how events interlink and how actions of one country can have worldwide impact.</p>	<p><b>Why did people migrate to Britain?</b> This unit gives students an overall understanding of the reasons different peoples migrated to Britain from the Romans to present day. Students will understand the positive impact that immigration has had on British culture, as well as the tensions that arose from immigration.</p>

# Full Overview

## History

### Year 10

Autumn	Spring	Summer
<p><b>Medicine through Time</b> This is a thematic study for the Edexcel GCSE History course. It requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.</p>	<p><b>Medicine through Time (cont.)</b></p> <p><b>Anglo-Saxon and Norman Conquest</b> This module is the depth study for Edexcel GCSE History. The depth study focuses on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. For Anglo-Saxon and Norman England, this includes political, military, economic, religious and social aspects.</p>	<p><b>Weimar and Nazi Germany 1918-1939</b> This unit is the modern depth study for Edexcel GCSE History. The depth study focuses on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. For Weimar and Nazi Germany, this includes political, military, economic, religious and social aspects. This unit will also target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They should be able to evaluate given interpretations using their own knowledge of the period.</p>

# Full Overview

## History

### Year 11

Autumn	Spring	Summer
<b>Weimar and Nazi Germany (cont.)</b>  <b>Superpower Relations and the Cold War 1941-1991</b> This is the Period Study for Edexcel GCSE History. The focus is on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. Students will be assessed on their knowledge and understanding of this time period, including consequence; significance of specified events in relation to situations and unfolding developments; and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).	<b>Complete Cold War Revision</b>	<b>Examination Period</b>

# Full Overview

## History

### Year 12

Autumn	Spring	Summer
<p><b>Britain Transformed 1918-1997</b> This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. They will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1918–79. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact Thatcher’s governments had on Britain, 1979–97.</p> <p><b>The USA: Conformity and Challenge 1955-92</b> This option comprises a study in depth of the USA in the years 1955–92, from post-1945 affluence, through racial and political protests in the 1960s, to the rise of right-wing groups in the 1980s and the development of bitter divisions between Democrats and Republicans. Students will gain an in-depth understanding of the challenges posed to the American political system by popular protests and different styles of leadership, and the effects on society of widespread economic, social and cultural change.</p> <p><i>In the twentieth century, liberal democracies came under increasing challenge from both within and without. These 2 units allow students to understand the nature, and effectiveness, of the response to these challenges. Studying two different countries allows students to develop a greater understanding of the challenges experienced by Britain and the USA, and of the contrasts and similarities in the responses.</i></p>	<p><b>Britain Transformed 1918-1997 (cont.)</b></p> <p><b>The USA: Conformity and Challenge 1955-92 (cont.)</b></p>	<p><b>Britain Transformed 1918-1997 (cont.)</b></p> <p><b>The USA: Conformity and Challenge 1955-92 (cont.)</b></p>

# Full Overview

## History

### Year 13

Autumn	Spring	Summer
<p><b>Coursework - What caused the Russian Revolution October 1917?</b> The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians analysing what caused the October 1917 Revolution, and form a judgement of their own.</p> <p><b>Lancastrians, Yorkists and Henry VII 1399-1509</b> This option comprises two parts: the 'Aspects in breadth' focuses on long-term changes and contextualise the 'Aspects in depth', which focus in detail on key episodes. Together, the breadth and depth topics explore the dramatic developments in late medieval England that centred around the personalities and political skills of a series of kings, queens and their powerful subjects, and the impact of these developments on the kingdom. Within the primarily political focus on the nature of kingship and authority in England, this option also explores the wider social and economic contexts of political struggle.</p>	<p><b>Coursework - What caused the Russian Revolution October 1917? (cont.)</b></p> <p><b>Lancastrians, Yorkists and Henry VII 1399-1509 (cont.)</b></p>	<p><b>Examination Period</b></p>