









## Key Stage 3 Curriculum Journey:

The curriculum in History at KS3 will ensure students appreciate the character and sequence of different historical periods in British history; they will learn how to analyse, interpret and evaluate source material

### THE YEAR 7 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	<b>Anglo-Saxons and Medieval Control</b> What are the causes and consequences of war? Why has democracy developed?	<b>Medieval Control</b> What are the causes and consequences of war? Why has democracy developed?	<b>Medieval Society</b> How big were the revolutions? What happened to social inequality? How did power and influence change?	<b>Medieval Society</b> How did power and influence change? What happened to social inequality?	<b>Tudors</b> How big were the revolutions? How did power and influence change?	<b>Tudors</b> How big were the revolutions? How did power and influence change? What happened to social inequality?
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> <li>understanding the different groups and the impacts of the Viking invasions</li> <li>understanding some causes of William's victory at Hastings and the consequences of the victory</li> </ul>	<ul style="list-style-type: none"> <li>understanding the consequences of the methods used to control the population</li> <li>understanding the causes and consequences of the development of parliament and wars</li> </ul>	<ul style="list-style-type: none"> <li>understanding life in villages and towns - continuity and change</li> <li>understanding the significance of the power and influence of the Church</li> </ul>	<ul style="list-style-type: none"> <li>understanding of the causes and consequences of the crusades</li> <li>understanding of the causes and consequences of the Black Death</li> <li>understanding the causes and consequences of the Peasants Revolt</li> </ul>	<ul style="list-style-type: none"> <li>understand the causes and consequences of the break with Rome</li> <li>understand the similarities and differences between Catholic and protestant religions</li> <li>understand the church changes created by Edward</li> </ul>	<ul style="list-style-type: none"> <li>understand the problems faced by Mary and the way she tried to solve them - causes and consequence, similarities</li> <li>understand the problems faced by Elizabeth and the ways she tried to mitigate them - cause and consequence, similarities</li> </ul>
Core Knowledge and skills	<ul style="list-style-type: none"> <li>explaining the different groups and being able to use examples to support</li> </ul>	<ul style="list-style-type: none"> <li>explaining how castles and other methods of control using evidence</li> </ul>	<ul style="list-style-type: none"> <li>explaining and using evidence to support ideas about life in villages and towns -</li> </ul>	<ul style="list-style-type: none"> <li>explaining the causes and consequences of the Crusades</li> </ul>	<ul style="list-style-type: none"> <li>explain the causes of the Break with Rome - significance, causes and consequence</li> </ul>	<ul style="list-style-type: none"> <li>explain the reason Mary is seen as Bloody - cause and consequence, contrast, connections</li> </ul>



	<ul style="list-style-type: none"> <li>changes created by them</li> <li>using evidence to support causes, and consequences of William's victory at Hastings</li> </ul>	<ul style="list-style-type: none"> <li>using evidence to explain the development of parliament and the causes and consequences of foreign wars</li> </ul>	<ul style="list-style-type: none"> <li>cause and continuity, continuity and change</li> <li>using evidence to support reasons for the Church's control and impact - significance</li> </ul>	<ul style="list-style-type: none"> <li>explaining and using evidence to support the causes and consequences of the Black Death and Peasants Revolt</li> </ul>	<ul style="list-style-type: none"> <li>explain why and how Edward changed the Church - cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>explain the problems faced by Elizabeth and the ways she tried to mitigate them - cause and consequence, similarities</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>linking the different groups and justifying the impact of the changes of by the Viking invasions</li> <li>explaining causes and consequences of William's victory</li> </ul>	<ul style="list-style-type: none"> <li>evaluating the significance of methods of control</li> <li>evaluating the development of parliament and foreign wars</li> </ul>	<ul style="list-style-type: none"> <li>evaluating life in towns and villages - change and continuity</li> <li>evaluating the power of the Church - significance</li> </ul>	<ul style="list-style-type: none"> <li>evaluating the causes and consequences of the Crusades</li> <li>evaluating the causes and consequences of the Black Death and Peasants Revolt</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the reasons for the Break with Roma and the consequences of it - significance and consequences</li> <li>evaluate the changes created by Edward in the Church - significance, contrast, similarities</li> </ul>	<ul style="list-style-type: none"> <li>evaluate Mary's reputation - cause and consequence, trends, difference</li> <li>evaluate Elizabeth's success at mitigating the problems she faced - cause and consequence, significance, difference</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>contextualising the different groups and the significance of the changes they caused</li> <li>linking and contextualising the causes and consequences of William's victory</li> </ul>	<ul style="list-style-type: none"> <li>contextualising the methods of control and foreign wars</li> </ul>	<ul style="list-style-type: none"> <li>contextualising life in towns and villages - change and continuity</li> <li>contextualising the power of the Church - significance</li> </ul>	<ul style="list-style-type: none"> <li>contextualising the causes and consequences of the Crusades</li> <li>contextualising the causes and consequences of the Black Death and the Peasants' Revolt</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the break with Rome and its consequences - causes and consequence, similarities, significance</li> <li>contextualise the changes created by Edward - causes and consequences, significance</li> </ul>	<ul style="list-style-type: none"> <li>contextualise Mary's reputation - significance, trends, differences and similarities</li> <li>contextualise the issues facing Elizabeth and reach a supported judgement about her success - cause and consequence, trends, significance, difference and similarities</li> </ul>
<b>Note on Structure and Sequencing</b>	<p>The history curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: democracy and empire, power and influence (government, monarchy and religion), revolution and change, social inequality and reform, war and its effects. The main historical debates are explored around changing ideologies and viewpoints over time: ownership, nationalism, cultural and social identity.</p>					
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>building and securing chronological understanding</li> <li>making connections between events</li> <li>think critically</li> <li>weigh evidence</li> <li>develop perspective</li> <li>make judgements</li> <li>understand the process of change and diversity of societies</li> <li>all lessons are historical enquiries</li> </ul>					



	<ul style="list-style-type: none"> <li>writing structured long and short answers</li> </ul>					
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>reading for meaning and to support comprehension when exploring William's battle at Hastings</li> <li>develop writing by explain about the causes and consequences of war</li> </ul>	<ul style="list-style-type: none"> <li>reading and responding to extracts explaining why William won the battle of Hastings</li> <li>develop skills in explaining critically, using evidence to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>reading about Medieval life</li> <li>develop skills in writing fluently, creating an extended response</li> <li>learn subject and topic specific vocabulary such as continuity and cause</li> </ul>	<ul style="list-style-type: none"> <li>reading and understanding about life in Medieval Britain</li> <li>write accurately when describing and explaining</li> <li>Make deductions and explain their significance</li> </ul>	<ul style="list-style-type: none"> <li>reading explanations about how power shifted to the Tudors</li> <li>write accurately when explaining source usefulness and explaining inference</li> </ul>	<ul style="list-style-type: none"> <li>read accurately and for detail about the reign of Mary and Elizabeth</li> <li>write and extended narrative focus on describing and explaining</li> <li>Make detailed inferences</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Understand and appreciate how democracy in Britain was formed</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the significance of democracy and how it developed</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the role of religion and the Church in society</li> </ul>	<ul style="list-style-type: none"> <li>Understand the impact of change in society – focus on the economic and demographic patterns of change</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect that the Tudors had on English culture</li> </ul>	<ul style="list-style-type: none"> <li>understanding how social inequality developed</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Opportunities to express their understanding of past traditions</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence in discussion and group work</li> </ul>	<ul style="list-style-type: none"> <li>Reflect and consider the role of religion and the influence of the Church in History</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in empathy and understanding when exploring life in Medieval Britain</li> </ul>	<ul style="list-style-type: none"> <li>Empathy for the different approaches to religion</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on how the reigns of Mary and Elizabeth have contributed to our cultural heritage</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Understanding of how democracy was formed</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that democracy is a privilege that was fought for by previous generations</li> </ul>	<ul style="list-style-type: none"> <li>Recognise social reform and how this has partly led to the equality that we enjoy today.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the rule of law as it applied in Medieval Britain and how it is different and similar today</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance for different religions and religious attitudes and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Understand how Elizabeth overcame the problems and challenges associated with her reign. How this reflects the wider shared values of resilience, duty and peace.</li> </ul>









<b>Assessment</b>	Source inference from two areas of either Anglo-Saxons or Medieval control Explain why ...	Source inference Two features of either the Anarchy or Norman control Narrative account of either Hundred Years war or creation of parliament  4a.) Explain the causes of the Wars of the Roses. (12 marks)  <b>OR</b>  4b.) Explain why William the Conqueror won the Battle of Hastings. (12 marks)	Practice questions focusing on the skills of: <ul style="list-style-type: none"><li>• inference</li><li>• narrative</li><li>• explain</li></ul>	1A) Give two changes to the Holy Land due to the crusades. (4 marks)  1B) Give two features of living in a Medieval village. (4 marks) 2A) Write a narrative account of the murder of Thomas Becket. (8 marks)  2B) Write a narrative account of the events of the Peasants Revolt. (8 marks)  3A) What were the consequences of the Peasants' Revolt? (12 marks)  3B) What was the impact of the Church on everyday life? (12 marks)	Practice questions focusing on the skills of: <ul style="list-style-type: none"><li>• explanation</li><li>• inference</li><li>• source usefulness</li></ul>	1A) What can you learn about the reign of Elizabeth I from interpretation A?  1B) What can you learn about the reign of Queen Mary from interpretation B?  2A) Write a narrative account of the events of the Armada. 8 marks  2B) Write a narrative account of the Break with Rome. 8 marks  3a) Explain why Henry closed the monasteries. 12 marks  3b) Explain why the Armada failed. 12 marks
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## Key Stage 3 Curriculum Journey:

The curriculum in History at KS3 will ensure students appreciate the character and sequence of different historical periods in British history; they will learn how to analyse, interpret and evaluate source material

### THE YEAR 8 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
<b>Topic and learning focus</b>						
	<b>Stuarts</b>  Why has democracy developed? How big were the revolutions? What are the causes of war?	<b>Stuarts</b>  Why has democracy developed? How did power and influence change? What were the consequences of war? How big were the revolutions?	<b>Industrial Revolution Empire</b>  How did democracy develop? How did power and influence change? How big were the revolutions? What happened to social inequality?  (This topic will include a local depth study on Rugby as a railway town)	<b>WWI</b>  What were the causes and consequences of war?	<b>WWI</b>  What were the consequences of war?	<b>Rise of the dictators Nazi Germany</b>  What were the consequences of war? How big were the revolutions? What happened to social inequality?
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>Know about the Gunpowder Plot, causes and events of the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>know about the republic and restoration period - cause and consequence, trends, similarities</li> </ul>	<ul style="list-style-type: none"> <li>understand the causes and consequences of the industrial revolution</li> <li>understand the positive and negative of the British Empire</li> </ul>	<ul style="list-style-type: none"> <li>recognise the causes of WWI</li> <li>understand about conditions in the trenches - cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>understand the different views about Haig</li> <li>understand about the end of the war and the treaty of Versailles</li> </ul>	<ul style="list-style-type: none"> <li>know why this period is called the rise of the dictators - cause</li> <li>know about life in Nazi Germany - cause and consequence</li> </ul>



<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>use examples to support answers about the Gunpowder Plot, as well as the causes of the Civil War and the events of it</li> </ul>	<ul style="list-style-type: none"> <li>give evidence to support their ideas about Cromwell and key periods of the restoration - causes and consequences, trends, differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>use examples to support their answers on the key causes and consequences of the Industrial Revolution</li> <li>use evidence to support their view about the British Empire - similarities and differences, cause and consequence, significance, continuity and change</li> </ul>	<ul style="list-style-type: none"> <li>use evidence to support their answers about the causes of WWI - cause and consequence, connections</li> <li>use evidence to support their answers about trench conditions - cause and consequence, connections,</li> </ul>	<ul style="list-style-type: none"> <li>use evidence to support their views about Haig-cause</li> <li>use evidence to support views about the end of the war and the Treaty of Versailles - cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>refer to examples of dictators and where they ruled - cause and consequence</li> <li>refer to examples from life in Nazi Germany and Stalin's Russia - cause and consequence, change and continuity, similarity and difference</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>evaluate the Gunpowder plot, Causes of the Civil War and the key events of it - significance, differences</li> </ul>	<ul style="list-style-type: none"> <li>evaluate Cromwell and Key periods of the Restoration - cause and consequence, trends, similarities and differences, significance</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the key events and causes of the Industrial Revolution - significance, similarity and difference, consequences</li> <li>evaluate the British Empire - consequence, similarities and differences, continuity and change</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the causes of WWI and its significance</li> <li>students will have evidence to support their answers about trench conditions - significance, connections</li> </ul>	<ul style="list-style-type: none"> <li>evaluate Haig- cause and consequence</li> <li>evaluate the end of the war and the Treaty of Versailles - cause and consequence,</li> </ul>	<ul style="list-style-type: none"> <li>evaluate life in Russia and Germany under Stalin and Hitler - continuity and change, similarity and difference, significance</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>interpret the Gunpowder Plot, causes of the Civil War and the key events of it in terms of its context - significance, differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>interpret Cromwell and key events during the restoration period in terms of its context - significance, trends, similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>understand the context behind the Industrial Revolution - significance, similarities and differences</li> <li>explain the context of the British Empire - significance, similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the causes of WWI - significance, similarities and differences</li> <li>students will contextualise trench conditions - similarities, significance, connections</li> </ul>	<ul style="list-style-type: none"> <li>contextualise Haig - significance,</li> <li>understand the context which led to the end of the war and the Treaty of Versailles - significance, continuity and change,</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the reasons for the rise of dictators - significance, similarity and difference</li> <li>understand the contextualise of life in Russia and Germany - significance, change and continuity</li> </ul>
<b>Note on Structure and Sequencing</b>	<p>The history curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: democracy and empire, power and influence (government, monarchy and religion), revolution and change, social inequality and reform, war and its effects. The main historical debates are explored around changing ideologies and viewpoints over time: ownership, nationalism, cultural and social identity.</p>					
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>build and secure historical chronological understanding</li> <li>making connections between historical events</li> <li>develop an approach based on historical enquiries</li> </ul>					



	<ul style="list-style-type: none"> <li>● make considered judgements and frame historically valid questions</li> <li>● examine continuity and change</li> <li>● writing structured long and short answers</li> <li>● secure knowledge of British history</li> </ul>					
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>● make inferences in their reading</li> <li>● write about inference</li> <li>● practice explaining ideas in their extended writing task</li> </ul>	<ul style="list-style-type: none"> <li>● read about Cromwell</li> <li>● read source extract and make judgements from what they have read</li> </ul>	<ul style="list-style-type: none"> <li>● Develop topic-specific vocabulary related to the industrial revolution</li> <li>● Explain inferences from different source material</li> </ul>	<ul style="list-style-type: none"> <li>● Develop skills in writing extended responses: explaining, using examples, analysing and making judgements</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate and draw conclusions from what they have read</li> <li>● Develop greater fluency when making connections between ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Read source material and develop skills in oracy when giving opinions and when explaining</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>● Know about the role that the Stuarts had in the cultural history of England</li> </ul>	<ul style="list-style-type: none"> <li>● Understand about power struggles, revolution and democracy</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise the global influence of Britain during and following the industrial revolution</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise the sacrifice that individuals gave during the period of the First World War</li> </ul>	<ul style="list-style-type: none"> <li>● Understand events leading to the conclusion of the First World War and how this has laid the foundation to modern culture</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise how this period in history has shaped the modern world</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>● Opportunities to express their understanding of past traditions</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate how Britain has developed culturally as a consequence of the Civil War and the will of Parliament to hold those in power to account</li> </ul>	<ul style="list-style-type: none"> <li>● Develop confidence in discussion and group work</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate the moral dimension to history and historical events</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect on the sacrifice that previous generations made in order that we can enjoy British culture and society</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise different ideas and perspectives, and consider how these shape our own attitudes and viewpoints</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>● Appreciate how democracy has developed</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how the rule of law applies to everyone, even monarchs</li> <li>● Appreciate how democracy, and the power of parliament has been won</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate how British values, traditions and values have been exported around the world during and following the industrial revolution and the British Empire</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise the broader values of duty and sacrifice and how these ideas have shaped British values today</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise the broader values of peace and democracy, and how these ideas have shaped British values today</li> <li>● Understand that democracy was fought for by previous generations</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise the value of democracy from how power became concentrated in the hands of individuals</li> </ul>
<b>Assessment</b>	Practice inference, narrative and explain questions	1a) Give two things you can infer from Source A about the attitudes of people to the King's execution? 4 marks	1A) What 2 things can you learn from Source A about the Industrial Period (4 marks) 1B) What 2 things can you learn from Source B about	Practice explain, inference, how far questions	1A. What can we learn from Source A about life in the trenches (4 marks)  1B. what can we learn from Source B about sport during World War I? (4 marks)	Practice inference and explain questions









		<p>1b) Give two things you can infer from Source B about the attitudes of people to the Plague of 1665? 4 marks</p> <p>2a). How useful are sources C and D for an enquiry into the consequences of the Great Fire of London for people? 8 marks</p> <p>2b). How useful are sources E and F for an enquiry into Oliver Cromwell's character?</p> <p>3a) Write a narrative account of the Glorious Revolution. 8 marks</p> <p>3b) Write a narrative account of the events of the Armada. 8 marks</p>	<p>why Rugby developed as a town? (4 marks)</p> <p>2A) How useful is Source C to a historian investigating working in factories (8 marks)</p> <p>2B) How useful is Source D to a historian investigating the British Empire (8 marks)</p> <p>3A) Why could we say that the Empire was good for India? (12 marks)</p> <p>3B) Why could we say life improved for people in England during the Industrial Era? (12 marks)</p>		<p>2A. Describe two ways in which women contributed to the war effort. (4 marks)</p> <p>2B. Describe 2 weapons used in World War I (4 marks)</p> <p>3A. Explain why so many people joined up during WWI (12 marks)</p> <p>3B. Explain the ways the home front was affected by World War I (12 marks)</p> <p>4A. 'The arms race was the main cause of the war'. How far do you agree? Explain your answer</p> <p>4B. 'Haig was a butcher' How far do you agree with this statement?</p>	
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## Key Stage 3 Curriculum Journey:

The curriculum in History at KS3 will ensure students appreciate the character and sequence of different historical periods in British history; they will learn how to analyse, interpret and evaluate source material

### THE YEAR 9 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
<b>Topic and learning focus</b>	 <p><b>WWII:</b> What were the causes and consequences of war?</p>	 <p><b>Holocaust:</b> How did power and influence change? What were the consequences of war?</p>	 <p><b>Post '45:</b> How has democracy developed? How big were the revolutions? How did power and influence change?</p>	 <p><b>Black People of America:</b> What happened to social inequality? Why has democracy developed?</p>	 <p><b>Black People of America:</b> What happened to social inequality? Why has democracy developed?</p>	 <p><b>Medicine: WWI</b> What were the consequences of war?</p>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>understand the causes and key events of WWII - cause</li> </ul>	<ul style="list-style-type: none"> <li>recognise understand the key events of the Holocaust - causes and consequences, change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>understand the events after the end of WWII - cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>understand the key points about slavery, emancipation and the black civil rights movement - cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>understand the changes brought about by emancipation and the black civil rights movement - cause, change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>understand life in the implications for medicine of trench warfare - cause and consequence</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>use examples to support answers about causes and key event of WWI, including the Battle of Britain, Dunkirk and the dropping of the atomic bomb - cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>use examples to support answers about the Holocaust, including why we study it, the events and the causes and consequences - change and continuity, similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>use examples to answer questions about the liberalising of Britain and the Cold War - cause and consequence, change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>explain examples of the conditions slaves worked under, how and why they were emancipated - cause and consequence, change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>use examples to support their answer about the success and failures of emancipation and the black civil rights movement - change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>construct examples of how conditions, changing weapons and tactic meant changes were needed in medicine - cause and consequence, change and continuity</li> <li>use examples of changes to support their answers - change and continuity</li> </ul>



<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>evaluate the causes and key events of WWII, including Dunkirk, The Battle of Britain and the dropping of the atomic bomb - cause and consequence, significance</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the causes and key events of the Holocaust</li> <li>evaluate the reasons for studying it - significance, change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the reasons for and impact of liberalising of British culture and the impact of the Cold War - significance, change and continuity, similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the success of emancipation</li> <li>reach a judgement about the cause of emancipation - significance, change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the success of emancipation and the black civil rights movement - significance, change and continuity, similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how changes in weapons, conditions and tactics created changes in medicine - significance, change and continuity, similarity and difference</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>contextualise causes and key events of WWII and reach a supported judgement about each - significance, continuity and change</li> </ul>	<ul style="list-style-type: none"> <li>put the Holocaust into context of causes and events and reach a decision about what to do about the people involved - significance, similarities and differences, change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the liberalising of British society and the causes and events of the Cold War - significance, change and continuity, trends</li> </ul>	<ul style="list-style-type: none"> <li>interpret slavery in terms of context</li> <li>contextualise the reasons for emancipation - significance, change and continuity, contrast</li> </ul>	<ul style="list-style-type: none"> <li>put the lives of slaves after emancipation into context</li> <li>put the Black Civil Rights movement into context - significance, trends, similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>put the changes in medicine into context of the conditions, weapons and tactics - significance, similarity and difference, change and continuity</li> </ul>
<b>Note on Structure and Sequencing</b>	<p>The history curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: democracy and empire, power and influence (government, monarchy and religion), revolution and change, social inequality and reform, war and its effects. The main historical debates are explored around changing ideologies and viewpoints over time: ownership, nationalism, cultural and social identity.</p>					
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>building and securing chronological understanding</li> <li>making connections between events</li> <li>develop an approach based on historical enquiry</li> <li>secure knowledge of British and world history</li> <li>engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</li> <li>develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</li> <li>writing structured long and short answers; make relevant, structured and evidentially supported accounts</li> <li>develop an understanding of wider world history</li> <li>make historical interpretations</li> </ul>					
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>read accounts and extracts on the Second World War</li> <li>develop writing which is detailed and fluent when explaining or</li> </ul>	<ul style="list-style-type: none"> <li>develop and use topic-specific vocabulary relating to the Holocaust</li> <li>read extracts and articles about the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>develop and use topic-specific vocabulary relating the Cold War</li> <li>read and respond to accounts and interpretations of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>develop and use topic-relevant terminology such as emancipation, civil rights and activist</li> <li>select evidence, interpret and draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>read and respond to source material from the historical period of the American civil rights movement</li> <li>support explanations with examples, evidence and develop</li> </ul>	<ul style="list-style-type: none"> <li>use topic-specific vocabulary when writing and talking about weapons and medicines</li> <li>develop writing which is evaluative: synthesis and make conclusions</li> </ul>



	recounting a narrative of events		<ul style="list-style-type: none"> <li>develop more complex ways of writing about events and viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>develop skills in making and explaining inference</li> </ul>	interpretation skills when writing	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>understand events about the Second World War and how these have shaped modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>understand the Holocaust and its global influence and after effects</li> </ul>	<ul style="list-style-type: none"> <li>recognise the events of the Cold War and how these shape our attitudes, politics and ideological viewpoints today</li> </ul>	<ul style="list-style-type: none"> <li>Understand how Martin Luther King and others challenged the government and society to embrace change</li> </ul>	<ul style="list-style-type: none"> <li>Understand civil rights as a global value, and reflect on how these rights are being secured and challenged today</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate how technologies have shaped our attitudes and viewpoints today</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Reflect on those who sacrificed their lives and lived in a time of hardship</li> </ul>	<ul style="list-style-type: none"> <li>Develop a moral perspective on the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that many of the events which were a part of the Cold War have shaped our attitudes and values today</li> </ul>	<ul style="list-style-type: none"> <li>Develop a moral perspective on civil rights and equal rights. What does this mean then and now?</li> </ul>	<ul style="list-style-type: none"> <li>Consider how social and cultural change can be brought about, both historically and today.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the relationship between technology, conflict and medicine</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Appreciate that democracy was fought for by the generations which preceded us</li> <li>Understand the rule of law in war time</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and appreciate the value of equal rights for all peoples</li> <li>Reflect on what happens when cultures lose their moral values</li> <li>Appreciate the value of tolerance when learning about cultures and traditions which are different to our own</li> </ul>	<ul style="list-style-type: none"> <li>Examine how democracy has changed and adapted over time to respond to threats and conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and appreciate the value of equal rights for all peoples</li> <li>Compare our own values to that of America during the 1950s and 60s</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the value of how democracy applies to all, not just some</li> <li>Respect and tolerance for different traditions and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Consider the connection between technologies and values – how far do values change over time and what may influence them to change?</li> </ul>
<b>Assessment</b>	1A) Give two features of Germany's defeat in the Battle of Britain. (4 marks) 1B) Give two features of Hitler's defeat in Russia. (4 marks)  2A) Explain the causes of World War Two (12 marks)	Question 1: Explain two consequences of Kristallnacht OR Question 1a: Explain two consequences of the liberation of the camps  Choose either question 2 or 2a	Choose 1 question for 1, 2 and 3 1A) How useful is Source A about how the Cold War was conducted? 8 marks 1B) How useful is Source B when considering the role of the United Nations? 8 marks 2A) Explain why African Nations gained their	Practice questions on inference, explain and how far	1a) What can we learn from Source 1 about the Middle Passage? (4 marks)  1b) what can we learn from Source 2 about the slave trade in Africa?	Q1.) Describe two features of the medical evacuation system used to treat troops on the Western Front. Q2a.) How useful are sources A and B for an enquiry into the new treatments used during the First World War? Q2b.) How could you follow up source B to find out more









	<p>2B) Describe how the war affected people's lives at home (12 marks)</p> <p>3A) 'Dunkirk was a disaster for Britain', how far do you agree? (16 marks)</p> <p>3b) 'America was right to drop the bomb', how far do you agree? (16 marks)</p>	<p>Question 2: Explain why Jews were persecuted</p> <p>Question 2a: Explain why life was so difficult in the ghettos</p> <p>Question 3</p> <p>'Britain should have done more to help the victims of the Holocaust' How far do you agree? Question 3a 'Armed violence was the most effective form of Jewish resistance' How far do you agree?</p>	<p>independence after 1945. 12 marks</p> <p>2B) Explain the ways in which the welfare state cares for and looks after British citizens. 12 marks</p> <p>3A) How far do you agree that greater EU unity is a good thing? 16 marks</p> <p>3B) How far do you agree that the Cold War was the fault of the USSR? 16 marks</p>		<p>2a) How useful is Source 3 about life on plantations? (8 marks)</p> <p>2b) how useful is Source 4 into a slaves life after emancipation? (8 marks)</p> <p>3a) Explain the importance of the Civil Rights Movement to Blacks living in 1960's America (12 marks)</p> <p>3b) Explain the difficulties for blacks living in America after the Civil War (12 marks)</p>	<p>about the new treatments used during the First World War?</p>
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## Key Stage 4 Curriculum Journey:

The curriculum in History will ensure students study the key changes in medicine, the Cold War, and early Elizabethan history using source material and reaching judgements

### THE YEAR 10 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	Medicine: Medieval Renaissance	Medicine: Industrial modern	Cold War Causes of the Cold War 1941-1958 Cold War Crisis 1958-1970	Cold War Cold War Crisis 1958-1970 The end of the Cold War 1970 - 1991	Elizabeth I: Problems on accession to the throne Domestic and foreign threats	Elizabeth I: Domestic and foreign threats Expansion and exploration
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> <li>understand the ideas of causes, cures treatment and care available</li> <li>they will understand the differences between the renaissance and medieval period</li> </ul>	<ul style="list-style-type: none"> <li>understand the ideas of causes, cures treatment and care available</li> <li>they will understand the differences between the periods</li> </ul>	<ul style="list-style-type: none"> <li>understand the causes of the Cold War, including the Grand Alliance, Truman Doctrine and the Berlin Crisis</li> <li>understand the key events of the Cold War, including the Cuban Missile Crisis, the Berlin wall</li> </ul>	<ul style="list-style-type: none"> <li>understand the understand the Prague Spring</li> <li>understand the reasons for the end of the cold war</li> </ul>	<ul style="list-style-type: none"> <li>understand the problems faced by Elizabeth at the start of her reign, including religion and Mary, Queen of Scots</li> <li>understand the domestic and foreign threats to Elizabeth</li> </ul>	<ul style="list-style-type: none"> <li>understand the changes to society, entertainment and leisure</li> <li>understand the reasons for increased exploration</li> </ul>
Core Knowledge and skills	<ul style="list-style-type: none"> <li>analyse examples of the cures, care, treatments and causes of illness</li> <li>use examples of changes and continuity between the two periods</li> </ul>	<ul style="list-style-type: none"> <li>analyse examples of the cures, care, treatments and causes of illness</li> <li>draw on examples of changes and continuity between the periods</li> </ul>	<ul style="list-style-type: none"> <li>use examples to support their answers about the causes of the Cold War</li> <li>draw on examples to support their answers about the Cuban Missile Crisis and the building of the Berlin Wall</li> </ul>	<ul style="list-style-type: none"> <li>use examples to support their answer about the Prague Spring</li> <li>draw on examples to support answers about the end of the Cold War, including the SALT treaties and fall of the Berlin Wall</li> </ul>	<ul style="list-style-type: none"> <li>use examples to support their answers about the challenges faced by Elizabeth, including religion, Mary, Queen of Scots and the weakness of her claim to the throne</li> <li>analyse domestic threats, including the Throckmorton, Babington</li> </ul>	<ul style="list-style-type: none"> <li>analyse the reasons for changes in society</li> <li>draw on examples for reasons for increased exploration, including settlement in America and circumnavigation of the world</li> </ul>



					<p>and Ridolfi Plots against Elizabeth.</p> <ul style="list-style-type: none"> <li>● analyse reasons for increasing hostility towards Spain and the Armada</li> </ul>	
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>● evaluate the different treatments, cures, and care available and the reasons for the different beliefs in the causes of illness</li> <li>● evaluate the extent of change and continuity between the periods</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate the different treatments, cures, and care available and the reasons for the different beliefs in the causes of illness</li> <li>● evaluate the extent of change and continuity between the periods</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate the causes of the Cold war</li> <li>● evaluate the Cuban Missile Crisis and the building of the Berlin wall</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate the Prague Spring</li> <li>● evaluate the end of the Cold War, including the SALT treaties and the Fall of the Berlin Wall</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate the domestic threats to Elizabeth</li> <li>● evaluate the threat posed by Spain and the Armada</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate the changes in society</li> <li>● evaluate the reasons for increased exploration, settlement in America and circumnavigation</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>● explore the context of the different beliefs about causes, treatments, care available</li> <li>● contextualise the change and continuity between the periods</li> </ul>	<ul style="list-style-type: none"> <li>● examine the context behind the different beliefs about causes, treatments, care available</li> <li>● explore the context of the change and continuity between the periods</li> </ul>	<ul style="list-style-type: none"> <li>● contextualise the causes of the Cold War</li> <li>● contextualise the Cuban Missile Crisis and the building of the Berlin Wall</li> </ul>	<ul style="list-style-type: none"> <li>● contextualise the Prague Spring</li> <li>● contextualise the end of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>● examine the context behind the domestic and foreign threats to Elizabeth and reach and supported judgement</li> </ul>	<ul style="list-style-type: none"> <li>● contextualise the changes in society</li> <li>● evaluate the context for the reasons for increased exploration, circumnavigation and settlement in America</li> </ul>
<b>Note on Structure and Sequencing</b>	<p>The history curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: democracy and empire, power and influence (government, monarchy and religion), revolution and change, social inequality and reform, war and its effects. The main historical debates are explored around changing ideologies and viewpoints over time: ownership, nationalism, cultural and social identity.</p>					
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>● develop and extend their knowledge and understanding of the key events</li> <li>● engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</li> <li>● develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</li> <li>● develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them</li> <li>● organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</li> </ul>					



<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>• write and extended narrative focus on describing and explaining</li> <li>• make detailed inferences</li> <li>• develop skills in drawing conclusions and making judgements in own writing</li> </ul>	<ul style="list-style-type: none"> <li>• develop and use topic-specific vocabulary relating to modern medicine</li> <li>• read source material on medicine from this period</li> <li>• write responses which are coherent and structured focused on developing more sophisticated explanations</li> </ul>	<ul style="list-style-type: none"> <li>• develop and use topic-specific vocabulary relating the Cold War</li> <li>• read and respond to accounts and interpretations of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>• develop writing by explain about the causes and consequences of war</li> <li>• write accurately when explaining source usefulness and explaining inference</li> </ul>	<ul style="list-style-type: none"> <li>• reading explanations about how power shifted to the Tudors and the nature of the threats faced by Elizabeth</li> <li>• write accurately when explaining source usefulness and explaining inference</li> </ul>	<ul style="list-style-type: none"> <li>• read accurately and for detail about the reign of Elizabeth, particularly about the threats to her reign</li> <li>• write and extended narrative focus on describing and explaining</li> <li>• make detailed inferences</li> <li>• use topic-specific vocabulary such as circumnavigation and accession</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• know about the early approaches to medicine and how these were developed</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate how our knowledge of modern medicine has changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• develop and use topic-specific vocabulary relating the Cold War</li> <li>• read and respond to accounts and interpretations of the Cold War</li> <li>• develop more complex ways of writing about events and viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the effects of the end of the Cold War and how this has influenced and shaped contemporary ideological perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• understand the effect that the Tudors had on English culture</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection on how the reign of Elizabeth has been seen as a golden age and how this has contributed to our cultural heritage</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>• develop skills in empathy and understanding when exploring life in Medieval and Renaissance Britain</li> </ul>	<ul style="list-style-type: none"> <li>• develop confidence in discussion and group work</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the events of the Cold War and how these shape our attitudes, politics and ideological viewpoints today</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how cultural traditions and expectations have their roots in historical periods and events</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy for the different approaches to religion (Catholic and Protestant)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in empathy and understanding when exploring life in Tudor Britain</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>• understanding of how democracy and ideas relating to social equality were formed</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of how democracy and ideas relating to social equality have changed and developed between different historical periods</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that many of the events which were a part of the Cold War have shaped our attitudes and values today</li> </ul>	<ul style="list-style-type: none"> <li>• respect for democracy and the rule of law when compared to historical, political and social events at the time of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>• tolerance for different religions and religious attitudes and perspectives</li> <li>• examine the rule of law in Elizabethan England and how this differs from the present</li> </ul>	<ul style="list-style-type: none"> <li>• understand how Elizabeth overcame the problems and challenges associated with her reign and how this has influenced ideas of equality, freedom and democracy</li> </ul>



<p><b>Assessment</b></p>	<p>Q4.) Explain why there was little change in medical understanding in the Medieval era. (12 marks) Q5.) The church meant that there was little medical progress in the middle ages. How far do you agree? (16 marks + 4 marks for SPAG) OR Q6.) Medieval people's belief that miasma was the cause of the Black Death was the reason why their attempts to stop its spread failed. How far do you agree? (16 marks + 4 marks for SPAG) Q3.) Explain one way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries. (4 marks) Q4.) Explain why there was change in medical understanding in Britain during the Renaissance. (12 marks) Q5.) There was little progress in medicine in Britain during the Renaissance period (c.1500-c.1700). How far do you agree? (16 marks + 4 marks for SPAG) OR</p>	<p>Q3) Explain one way in which people's reactions to Jenner's smallpox vaccine show similarities in attitudes towards the work of Vesalius in the Renaissance. (4 marks) Q4.) Explain why there was change in belief in the cause and prevention of disease in the industrial era. (12 marks) Q5.) The actions of individuals were the main reason for the improvements in public health in the late nineteenth century. (16 + 4 SPAG marks) How far do you agree? (16 marks + 4 marks for SPAG) OR Q6.) The developments in anaesthetics was the most important reason for improvements in surgery in the industrial era. How far do you agree? (16 marks + 4 marks for SPAG) Q4.) Explain the reasons why the NHS was created. Q5.) Alexander Fleming was the most important reason for the development of penicillin. How far do you agree? Q6.) Science and technology were the most important factors in the</p>	<p>1) Explain two consequences of the Truman Doctrine (8 marks) 2) Write a narrative account analysing the key events of the Hungarian Uprising in 1956. (8 marks) 3) Explain two of the following:  <ul style="list-style-type: none"> <li>• The importance of the formation of NATO (1949) for the development of the Cold War. (8 marks)</li> <li>• The importance of the Potsdam Conference for early Cold War tension between the USA and the Soviet Union. (8 marks)</li> <li>• The importance of the Berlin Blockade for early Cold War tension (8 marks)</li> </ul> </p>	<p>1) Explain two reasons for the building of the Berlin Wall (8 marks) 2) Write a narrative account analysing the key events of the Cuban Missile Crisis (1962). (8 marks) 3) Explain two of the following:  <ul style="list-style-type: none"> <li>• The importance of the Berlin Wall for US and USSR relations (8 marks)</li> <li>• The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union. (8 marks)</li> <li>• The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia. (8 marks)</li> </ul> <p>1) Explain 2 consequences of the Fall of the Berlin Wall (8 marks)  2) Write a narrative account of the fall of the Soviet Empire from 1989-1991 (8 marks) 3) Explain the importance of 2 of the following: (total = 16 marks)  <ul style="list-style-type: none"> <li>• The Détente of the 1970's (8 marks)</li> <li>• The Soviet invasion of Afghanistan (8 marks)</li> <li>• Reagan and Gorbachev's new thinking (8 marks)</li> </ul> </p> </p>	<p>1) Describe 2 features of Elizabeth's government (4 marks) 2) Explain why religion caused Elizabeth problems (12 marks) 3) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.' How far do you agree? Explain your answer. (16 marks)</p>	<p>Describe two features of Walsingham's spy network (4 marks) 2) Explain why Spain went to war against England (12 marks) 3) 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.' How far do you agree? Explain your answer. (16 marks)</p> <p>End of Topic assessment – Early Elizabeth 1) Describe 2 features of Elizabethan theatre (4 marks) 2) Explain why there was an increase in poverty and vagabondage (12 marks) 3) 'Drake's circumnavigation of the world was a failure'. How far do you agree with this view?</p>
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	<p>Q6.) The measures taken by the government to stop the spread of the Great Plague in 1665 were no different to those used by the medieval governments to stop the spread of the Black Death in 1348. How far do you agree? (16 marks + 4 marks for SPAG)</p>	<p>discovery of DNA. How far do you agree?</p>				
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**Key Stage 4 Curriculum Journey:**

The curriculum in History to understand and reach judgements the changes that happened in Germany between 1919 and 1939, using source material and interpretations

**THE YEAR 11 CURRICULUM JOURNEY**

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4 and 5
<b>Topic and learning focus</b>				
	<b>Weimar and Nazi Germany</b>	<b>Weimar and Nazi Germany</b>	<b>Weimar and Nazi Germany</b>	<b>Medicine Revision</b>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>understand the weakness of the Weimar</li> <li>to understand the importance of Stresemann and the changes that occurred under him</li> <li>to understand how the Nazi's rose to power</li> </ul>	<ul style="list-style-type: none"> <li>understand the key people, events and groups that helped the Nazi's gain power. These include the Munich Putsch, the depression and the SA</li> <li>understand how Hitler created a dictatorship these include his control of justice, the police state and the media</li> </ul>	<ul style="list-style-type: none"> <li>understand how the Nazi's controlled education, family life and their actions towards minority groups</li> </ul>	<ul style="list-style-type: none"> <li>understand the key people, events, changes and continuity</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>understand and use examples to support the weaknesses of the Weimar</li> <li>use examples to show the improvement Stresemann created</li> <li>show examples of how life improved under Stresemann</li> <li>use examples of how the Nazi's rose to power</li> </ul>	<ul style="list-style-type: none"> <li>draw on examples for the key events, people and groups that helped the Nazi's gain power These include the Munich Putsch, the depression and the SA</li> <li>use examples to support ways Hitler created a dictatorship these include his control of justice, the police state and the media</li> </ul>	<ul style="list-style-type: none"> <li>use examples to support ideas about the Nazi control of education, family life and their attitude towards minority groups</li> </ul>	<ul style="list-style-type: none"> <li>use examples to explain change and continuity</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>evaluate the weaknesses of the Weimar</li> <li>evaluate the importance of Stresemann</li> <li>evaluate the idea of a Golden Age</li> <li>evaluate how the Nazi's rose to power</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the importance of the different people, events and groups that helped the Nazi's take power These include the Munich Putsch, the depression and the SA</li> <li>evaluate the ways Hitler used to create a dictatorship these include his control of justice, the police state and the media</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the Nazi control of family life and education and their actions towards minority groups</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the extent of change and continuity</li> </ul>



<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>contextualise the weaknesses of the Weimar</li> <li>contextualise the importance of Stresemann</li> <li>contextualise the Golden Age idea</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the different people, groups and events that helped the Nazi's gain power These include the Munich Putsch, the depression and the SA</li> <li>contextualise the ways Hitler used to create a dictatorship. these include his control of justice, the police state and the media</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the Nazi actions towards family and education and minority groups</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the extent of change and continuity</li> </ul>
<b>Note on Structure and Sequencing</b>	<p>The history curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: democracy and empire, power and influence (government, monarchy and religion), revolution and change, social inequality and reform, war and its effects. The main historical debates are explored around changing ideologies and viewpoints over time: ownership, nationalism, cultural and social identity.</p>			
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>develop and extend their knowledge and understanding of the key events</li> <li>engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</li> <li>develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</li> <li>develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</li> </ul>			
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>read accounts and extracts on the Second World War</li> <li>develop writing which is detailed and fluent when explaining or recounting a narrative of events</li> <li>secure skills in making inferences from source material</li> </ul>	<ul style="list-style-type: none"> <li>write sustained and extended responses explaining, evaluating and interpreting events, causes and consequences</li> <li>read case study accounts of life at this time</li> </ul>	<ul style="list-style-type: none"> <li>analyse historical texts and make considered interpretations</li> <li>use topic-specific vocabulary to write about life in Nazi Germany</li> <li>read articles and extracts on how the Nazi's secured their grip on power</li> </ul>	<ul style="list-style-type: none"> <li>use topic-specific vocabulary when writing and talking about weapons and medicines</li> <li>develop writing which is evaluative: synthesis and make conclusions</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>understanding of how people impose their views and ideology on others</li> <li>understanding of different political views</li> </ul>	<ul style="list-style-type: none"> <li>understand events about the Second World War and how these have shaped modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>understand how people can be manipulated by the media</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate how technologies have shaped our attitudes and viewpoints today</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Consider the effects of extreme political and ideological views</li> <li>Recognise that many of the events which were a part of the Second World War have shaped our attitudes and values today</li> </ul>	<ul style="list-style-type: none"> <li>Develop a moral perspective on decisions and actions taken in a time of war</li> </ul>	<ul style="list-style-type: none"> <li>Consider how social and cultural change can be brought about, both historically and today.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the relationship between technology, conflict and medicine</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Appreciate that democracy is a privilege that was fought for by previous generations</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on what happens when cultures lose their moral values</li> <li>Understand the rule of law in war time</li> </ul>	<ul style="list-style-type: none"> <li>Examine how democracy has changed and adapted over time to respond to threats and conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Consider the connection between technologies and values – how far do values change over time and what may influence them to change?</li> </ul>









<b>Assessment</b>	<p>1. Interpretations 2 and 3 on pages 34 and 36. They give different views of the attitudes towards women in Weimar Germany. What's the main difference between these views? Explain your answer, using detail from both interpretations. 4 marks</p> <p>2. Study Source B (page 28) and Source F (page 31). How useful are Source B and Source F for an enquiry into the recovery of the Weimar Republic between 1923 and 1929?</p> <p>Explain your answer, using Source B, Source F and your own knowledge of the historical context. (8 marks)</p> <p>3. Explain Stresemann's strategies in dealing with the recovery of the Weimar Republic 1924-1929. (12 marks)</p> <p>Study Interpretations 1 and 2. They give different views about the way Hitler came to power. What is the main difference between these views? Explain your answer, using details from both interpretations (4 marks)</p> <p>Question 3c. Suggest one reason why Interpretations 1 and 2 give different views about Hitler's rise to power. You may use Sources C and D to help explain your answer. (4 marks)</p> <p>Question 3d. How far do you agree with interpretation 1 about the way Hitler came to power? Explain your answer, using both interpretations and your own knowledge of the historical context. (16+4 marks)</p>	<p>3(a) How useful are sources B and C for an enquiry into attitudes of young people towards the Hitler Youth movement?</p> <p>Give 2 things you can infer from Source A about opposition to the Nazi's (4 marks)</p> <p>2. Explain how Hitler was able to increase his control over Germany between 1933-1939. (12 marks)</p> <p>3. How useful are sources B and C for an enquiry into Nazi attitudes to the Arts.</p> <p>Explain your answer, using Sources B and C and your own knowledge of the historical context. (8marks)</p>	<p>Explain your answer, using Sources B and C and your own knowledge of the historical context (8 marks)</p> <p>3(b) Study interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement. What is the main difference between the views? Explain your answer using details from both interpretations. (4 marks)</p> <p>3 (c) Suggest one reason why interpretation 1 and 2 give different views about the Hitler Youth. You may use Sources B and C to help you (4 marks)</p> <p>3 (d) How far do you agree with interpretation 2 about young people's attitudes towards the Hitler Youth? Explain your answer, using both interpretations and your own knowledge of the historical context. (16 marks + 4 SPAG)</p>	<p>A range of questions on comparing and contrasting medicine across time. Questions will include responding to source extracts.</p>
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## Key Stage 5 Curriculum Journey:

The curriculum in History enable students to critically use evidence and source material to support their own judgements and develop a deep and sophisticated perspective of historical study

### THE YEAR 12 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
<b>Topic and learning focus</b>	 USA 1952-1963 Britain 1918-1931	 USA 1962-1972 Britain 1931-1945	 USA 1972-1980 Britain 1945-1964	 USA 1980-1992 Britain 1964-1979	 Revision Thatcher 1979-1997	 Henry VII problems with the succession Start coursework
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>understand the conformity and challenges to that conformity that existed in the USA</li> <li>understand the events and causes of the events to the start of the Black Civil Rights movement</li> <li>understand the New Frontier</li> <li>understand the political, social and economic changes in Britain</li> </ul>	<ul style="list-style-type: none"> <li>understand the fracturing of the Civil Rights movement within the USA</li> <li>understand the different types of protest and the success and failures of them within the USA</li> <li>understand Johnsons Great Society within the USA</li> <li>to understand the main changes in Britain during this time</li> </ul>	<ul style="list-style-type: none"> <li>understand the political disenchantment in the USA</li> <li>understand the economic and social changes within the USA</li> <li>understand the economic and political changes within Britain</li> </ul>	<ul style="list-style-type: none"> <li>understand the political rise of the right and the religious implication of it within the USA</li> <li>understand the rising importance of minority groups, especially women within the USA</li> <li>understand the changes and challenges within Britain</li> </ul>	<ul style="list-style-type: none"> <li>review understanding of the social, political and economic changes within the USA</li> <li>understand the events under Margret Thatcher</li> <li>understand the different interpretations of Thatcher</li> </ul>	<ul style="list-style-type: none"> <li>understand some of the problems faced by Henry VII when he took the throne and how he tried to solve them</li> <li>understand the key content and skills elements of the coursework</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>explain and support with examples, the conformity and challenges to that</li> </ul>	<ul style="list-style-type: none"> <li>explain the role of protest and the different types of protest within the USA</li> </ul>	<ul style="list-style-type: none"> <li>explain and support the political disenchantment within the USA</li> </ul>	<ul style="list-style-type: none"> <li>explain views about the political rise of the right and the religious implications of it within the USA</li> </ul>	<ul style="list-style-type: none"> <li>explain using evidence the key events of the social, economic and political changes within the USA</li> </ul>	<ul style="list-style-type: none"> <li>explain using evidence some of the problems faced by Henry VII when he took the throne and</li> </ul>



	<ul style="list-style-type: none"> <li>conformity within the USA</li> <li>understand the events of and reasons for the start of the Civil rights movement and use examples to support</li> <li>use evidence to support the idea of the New Frontier</li> <li>justify the changes with evidence</li> </ul>	<ul style="list-style-type: none"> <li>justify the idea of the New Society using evidence within the USA</li> <li>support the changes and challenges in Britain using evidence</li> </ul>	<ul style="list-style-type: none"> <li>explain, with support the economic and social changes within the USA</li> <li>justify with support the changes and challenges within Britain</li> </ul>	<ul style="list-style-type: none"> <li>justify the reasons for and results of the rise in importance of minority groups within the USA</li> <li>justify with examples the challenges and changes within Britain</li> </ul>	<ul style="list-style-type: none"> <li>use evidence for the different interpretations of Thatcher</li> </ul>	<ul style="list-style-type: none"> <li>the measures he used to mitigate them</li> <li>understand the requirements of the coursework and start to gather evidence</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>evaluate and analyse the conformity and challenges</li> <li>evaluate the New Frontier</li> <li>evaluate and analyse the changes in Britain</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and analyse the different types of protest</li> <li>evaluate and analyse the Great Society</li> <li>evaluate and analyse the changes and challenges in Britain</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the e</li> <li>political disenchantment</li> <li>evaluate and analyse the social and economic changes</li> <li>evaluate and analyse the changes and challenges within Britain</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the political rise of the right and the religious implications within the USA</li> <li>evaluate the rise of minority groups within the USA</li> <li>evaluate the changes and challenges within Britain</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the key events and people in the USA topic</li> <li>evaluate the interpretations of Thatcher</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the problems facing Henry VII and his actions to mitigate them</li> <li>gather papers and information to answer the coursework question</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>contextualise the causes and events of the Black Civil rights movement and the extent to which the conformity existed</li> <li>contextualise the New Frontier</li> <li>contextualise the changes that occurred in Britain</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the changes to the role of protests and the successes and failures of them</li> <li>contextualise the Great society</li> <li>contextualise the changes and challenges within Britain</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the political disenchantment</li> <li>contextualise the economic and social changes within the USA</li> <li>contextualise the changes and challenges within Britain</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the rise of the right and the political implications in the USA</li> <li>contextualise the rise of importance of minority groups within the USA</li> <li>contextualise the changes and challenges within Britain</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the key events, people and changes within the topic</li> <li>contextualise the interpretations of Thatcher</li> </ul>	<ul style="list-style-type: none"> <li>contextualise the problems facing Henry VII and his actions</li> <li>gather papers and evidence to create supported and evaluative answer to the course work question</li> </ul>
<b>Note on Structure and Sequencing</b>	<p>The history curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: democracy and empire, power and influence (government, monarchy and religion), revolution and change, social inequality and reform, war and its effects. The main historical debates are explored around changing ideologies and viewpoints over time: ownership, nationalism, cultural and social identity.</p>					



<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>● read extracts and source material on social changes in Britain and on the Civil Rights Movement in America</li> <li>● develop detailed explanations and an objective style when writing</li> </ul>	<ul style="list-style-type: none"> <li>● read and respond to extracts and case study texts on the changes and challenges of British and American society during this time period</li> <li>● develop close inference skills</li> <li>● know about and apply history-specific vocabulary when writing about source material</li> </ul>	<ul style="list-style-type: none"> <li>● read texts and source extracts on the economic and political changes in British and American history in this time period</li> <li>● in writing, develop skills in comparing across historical periods of time</li> </ul>	<ul style="list-style-type: none"> <li>● read case study texts and extracts on minority groups in Britain and America during this historical period</li> <li>● learn to be judicious in selecting information from what has been read</li> <li>● develop skills in close reading and analysis</li> </ul>	<ul style="list-style-type: none"> <li>● read and respond to differing accounts and perspectives of Margaret Thatcher's premiership</li> <li>● select and interpret key information from source material</li> <li>● develop skills in close summary writing</li> </ul>	<ul style="list-style-type: none"> <li>● read historical explanations of Henry's reign</li> <li>● write accurate summaries of reading material</li> <li>● develop skills of evaluation in writing</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>● recognise the importance of the Black Civil Rights Movement in America during the 1950s and 60s</li> </ul>	<ul style="list-style-type: none"> <li>● know about British society and political ideas during the inter-war years and during the period of the Second World War, and consider how this has influenced our attitudes today</li> </ul>	<ul style="list-style-type: none"> <li>● understand the attitudes, social and political changes in post-war Britain and how these have influenced contemporary society and culture</li> </ul>	<ul style="list-style-type: none"> <li>● understand the role of extreme groups and ideologies in America during this time period and how these ideas are still evident in modern America and how this has influenced other cultures</li> </ul>	<ul style="list-style-type: none"> <li>● understand the political ideas of Thatcherism and how these have shaped political thinking and social attitudes (such as social class, personal wealth and ownership) in modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>● understand the importance of the reign of Henry VII and how this laid the foundation for the Tudor dynasty in Britain</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>● develop a moral perspective on decisions and actions during social and cultural change</li> </ul>	<ul style="list-style-type: none"> <li>● consider how social and cultural change can be brought about, both historically and today.</li> </ul>	<ul style="list-style-type: none"> <li>● develop an understanding and an appreciation of how recent history has shaped contemporary attitudes and values</li> </ul>	<ul style="list-style-type: none"> <li>● consider the effects of extreme political and ideological views</li> </ul>	<ul style="list-style-type: none"> <li>● recognise the influence of Thatcherism on contemporary politics, economics, and on contemporary social and cultural attitudes</li> </ul>	<ul style="list-style-type: none"> <li>● appreciate how this period in British history was significant for the continuity of power</li> <li>● examine different perspectives on the challenges and successes of kingship and rule</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>● appreciate the influence of the Black Civil Rights Movement in America during the 1950s and 60s and how these have come to shape our</li> </ul>	<ul style="list-style-type: none"> <li>● explore the right to protest as an important element of freedom and democracy</li> </ul>	<ul style="list-style-type: none"> <li>● recognise the influence that social reform has had on contemporary British values</li> <li>● reflect on the different cultural and social values between America and Britain</li> </ul>	<ul style="list-style-type: none"> <li>● adopt an objective and measured view when examining extreme ideological viewpoints during this time period</li> <li>● recognise that ideological ideas, and</li> </ul>	<ul style="list-style-type: none"> <li>● examine the rule of law during this time period – how the government maintained its authority in the face of wide-spread protest</li> </ul>	<ul style="list-style-type: none"> <li>● recognise how democracy has changed over time</li> </ul>



	understanding of ideas such as equality and freedom			therefore values, change over time		
<b>Assessment</b>	<p>1. How far was 1955-63 an 'age of affluence' in America?</p> <p>2. How far could the historian make use of Sources 8 and 10 together to investigate why the struggle for Black Civil rights in the year 1956 to 1963 was so difficult? Explain your answer using both sources, the information given about these and your knowledge of the historical events.</p> <p>3. To what extent was Kennedys New Frontier thwarted by congressional opposition? (20 marks)</p> <p>How far do you agree that attitudes towards immigrants changed in the years 1919-1948?</p> <p>AP2 How accurate is it to say that a Labour government only came to power in 1924 because they were a united party between 1918-1924?</p>	<p>1. How far could the historian make use of Sources 3 and 4 together to investigate the views of black American civil rights campaigners in the years 1963-1972? Explain your answer using both sources, the information given about them and your own knowledge of the historical context.</p> <p>2. To what extent did protest and personal freedom change in the years 1963-1972?</p> <p>3. To what extent did President Johnson achieve the results he was aiming for with his Great Society Programmes?</p> <p>How far did women succeed in attaining greater personal freedoms between 1918-1945?</p> <p>AP4 - How far do you agree that the Second World War was the main reason for the changes in social welfare between 1918-1951?</p>	<p>1. Study Sources 1 and 2. How far would a historian make use of sources 1 and 2 together to investigate how far the years 1973-80 saw a crisis of political leadership?</p> <p>2. Foreign competition was the most serious economic problem facing the US economy in the years 1973-80. How far do you agree with this statement?</p> <p>3. Study sources 9 and 11. How far would a historian make use of sources 9 and 11 together to investigate how far the years 1973-80 saw an improvement in individual and civil rights in the USA?</p> <p>How far did women succeed in attaining greater personal freedoms between 1918-1945?</p> <p>AP4 - How far do you agree that the Second World War was the main reason for the changes in social welfare between 1918-1951?</p> <p>P5 - How far do you agree that, in the years 1918-79, the most significant factor improving leisure and travel was the growth of car ownership?</p> <p>AP6 - *TIMED ESSAY* To what extent did the Conservative and Labour</p>	<p>1. Study Sources 1 and 2. How far would a historian make use of sources 1 and 2 together to investigate how far the years 1973-80 saw a crisis of political leadership?</p> <p>2. Foreign competition was the most serious economic problem facing the US economy in the years 1973-80. How far do you agree with this statement?</p> <p>3. Study sources 9 and 11. How far would a historian make use of sources 9 and 11 together to investigate how far the years 1973-80 saw an improvement in individual and civil rights in the USA?</p> <p>How accurate is it to say that the Butler Act 1944 was the most important change in education in the years 1939-1979?</p> <p>AP7 - How far do you agree that the growth of liberal society 1951-79 was reflected in a change in attitudes and opinions of the wider public?</p> <p>AP9 – *TIMED ESSAY* How far do you agree that popular culture reflected changing attitudes in British society in the years 1918-79?</p>	<p>1. How far could the historian make use of sources 1 and 2 together to investigate the approach of Republican presidents towards economic policy?</p> <p>2. To what extent were the campaigns of the Religious Right successful?</p> <p>3. Chosen A type</p> <p>4. Chosen B type</p> <p>AP10 - In the light of differing interpretations, how convincing do you find the view that Thatcher's privatisation policies brought benefits to the British people?</p> <p>AP11 - In the light of differing interpretations, how convincing do you find the view that in the years 1979-89, Conservative governments succeeded in giving 'freedom of choice' (Extract 5, line 5) to the British people?</p> <p>AP12 – In the light of differing interpretations, how convincing do you find the view that the centre ground in British politics has changed as a result of the Thatcher governments (1979-90)?</p>	<p>1. To what extent had Henry VII secured his claim to the throne by 1487?</p>



## ASHLAWN SCHOOL



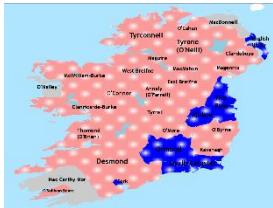


			governments in the years 1945-1979 reflect political consensus?			
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**Key Stage 5 Curriculum Journey:**

The curriculum in History enable students to critically use evidence and source material to support their own judgements and develop a deep and sophisticated perspective of historical study

**THE YEAR 13 CURRICULUM JOURNEY**

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5
<b>Topic and learning focus</b>					
	<b>Tudor Rebellions Coursework</b>	<b>Tudor Rebellions Coursework</b>	<b>Tudor Rebellions and Government Coursework</b>	<b>Changes in Tudor Government Exam Practice and Revision: Britain</b>	<b>Exam Preparation, Revision and exam practice: USA and Britain</b>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>understand the causes, events and consequences of the problems faced by Henry VII when he took the throne and from Warbeck and Simnel</li> <li>understand the causes and events of the Pilgrimage of Grace</li> <li>gather evidence for course work</li> </ul>	<ul style="list-style-type: none"> <li>understanding the causes, events, and consequences of Kett's rebellion</li> <li>understanding the causes, events, and consequences of the Northern rising</li> <li>use evidence to support coursework answer</li> </ul>	<ul style="list-style-type: none"> <li>understanding the causes, events and consequences of Tyrone's Rebellion</li> <li>changes to the Household over the period 1485-1603</li> <li>use evidence to support coursework answer</li> </ul>	<ul style="list-style-type: none"> <li>understanding the changes to the ways the Tudors ruled the country</li> <li>understanding the key ideas of each area of study in the Britain topic</li> </ul>	<ul style="list-style-type: none"> <li>understanding the key ideas in each area of the USA topic</li> <li>understanding the key ideas in each area of the Britain topic and the interpretations of Thatcher</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>justify views using evidence about the causes of the problems, and Henry VII's reaction to them</li> <li>justify views about the causes of the Pilgrimage of Grace and Henry VIII's method of dealing with it</li> <li>research papers and gather evidence for course work</li> </ul>	<ul style="list-style-type: none"> <li>justify views using evidence about the causes and reaction to Kett's rebellion</li> <li>justify views using evidence about causes and reaction to the Northern Rising</li> <li>use evidence to support coursework answer</li> </ul>	<ul style="list-style-type: none"> <li>use evidence to explore the causes, consequences and reaction to Tyrone's Rebellion</li> <li>use evidence to support the changes to the household</li> <li>use evidence to support coursework answer</li> </ul>	<ul style="list-style-type: none"> <li>justify, using evidence the ways in which the Tudors ruled the country</li> <li>justify, using evidence the political, social and economic changes to Britain</li> </ul>	<ul style="list-style-type: none"> <li>use evidence to support their views about each area of the USA topic</li> <li>use evidence to support views about each area of the Britain topic and the interpretations of Thatcher</li> </ul>



<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>explain and analyse causes of the issues faced by Henry VII and his ability to solve them</li> <li>explain and analyse the causes of, and Henry VIII's reaction to the Pilgrimage of Grace</li> <li>research papers and evidence for coursework</li> <li>decide on an answers</li> </ul>	<ul style="list-style-type: none"> <li>explain and analyse the causes and consequences of Kett's rebellion</li> <li>explain and analyse the causes and consequences of the Northern Revolt</li> <li>use evidence to support and analyse the papers in answer to the coursework question</li> </ul>	<ul style="list-style-type: none"> <li>explain and analyse the causes, consequences and events of Tyrone's Rebellion</li> <li>explain the impact of and reasons for the changes to the household</li> <li>use evidence to support and analyse the papers in answer to the coursework question</li> </ul>	<ul style="list-style-type: none"> <li>explain the ways that the Tudors changed the ways they ruled the country</li> <li>explain the political, social and economic changes to Britain</li> </ul>	<ul style="list-style-type: none"> <li>explain and analyse their views about each area of the USA topic</li> <li>explain and analyse each area of the Britain topic and Thatcher</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>contextualise the problems faced by henry VII and created a supported judgement</li> <li>contextualise the Pilgrimage of Grace and Henry VIII reaction to it</li> <li>research papers and gather evidence for course work</li> <li>decide on argument</li> </ul>	<ul style="list-style-type: none"> <li>contextualise Kett's Rebellion and the consequences of it</li> <li>contextualise the Northern Revolt of the reaction to it</li> <li>contextualise the papers and evidence in coursework answer</li> </ul>	<ul style="list-style-type: none"> <li>contextualising Tyrone's Rebellion</li> <li>contextualising the changes to the Household</li> <li>contextualise the papers and evidence in coursework answer</li> </ul>	<ul style="list-style-type: none"> <li>contextualising the ways that the Tudors ruled the country and reasons for the changes</li> <li>contextualising the political, social, and economic changes to Britain</li> </ul>	<ul style="list-style-type: none"> <li>contextualising each part of the USA topic</li> <li>contextualising each part of the Britain topic and the interpretations of Thatcher</li> </ul>
<b>Note on Structure and Sequencing</b>	<p>The history curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: democracy and empire, power and influence (government, monarchy and religion), revolution and change, social inequality and reform, war and its effects. The main historical debates are explored around changing ideologies and viewpoints over time: ownership, nationalism, cultural and social identity.</p>				
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>read extracts and source material on Henry VII and the challenges that he faced</li> <li>develop skills in planning and organising ideas</li> </ul>	<ul style="list-style-type: none"> <li>read and respond to extracts and case study texts on the changes and challenges of kingship, particularly about Kett's rebellion and the Northern Revolt</li> <li>develop close inference skills</li> <li>know about and apply history-specific vocabulary when writing about source material</li> </ul>	<ul style="list-style-type: none"> <li>read texts and source extracts on the challenges faced by English rule in Ireland and the on-going Tudor conquest of Ireland</li> <li>in writing, develop skills in comparing across historical periods of time</li> </ul>	<ul style="list-style-type: none"> <li>read case study texts and extracts on Tudor rule in Britain during this period</li> <li>learn to be judicious in selecting information from what has been read</li> <li>develop skills in close reading and analysis</li> </ul>	<ul style="list-style-type: none"> <li>read and respond to differing social and political changes in Britain and America over time</li> <li>select and interpret key information from source material</li> <li>develop skills in close summary writing</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>understand how this period in time led to the separation of British religion with the Roman Catholic faith</li> </ul>	<ul style="list-style-type: none"> <li>understand the importance of agriculture to those living in Britain at this time</li> </ul>	<ul style="list-style-type: none"> <li>appreciate that the conquest of Ireland by England pre-dates the time of the Tudors, but how this period was significant in shaping historical attitudes and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>understand the significance of Tudor rule in this period and how it lay the foundations for stable government and social change</li> </ul>	<ul style="list-style-type: none"> <li>understand the attitudes, social and political changes in post-war Britain and how these have influenced</li> </ul>



					contemporary society and culture
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>understanding of different views and ideologies of historical periods</li> <li>judging actions and evaluating the weight of different reasons</li> </ul>	<ul style="list-style-type: none"> <li>reflect on the nature of ownership and how this idea has changed over time</li> </ul>	<ul style="list-style-type: none"> <li>reflect on the nature of conquest (particularly in the successive invasions and conquests of Ireland)</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how societies and cultures have been shaped and formed over time – focus on what influences are most influential</li> </ul>	<ul style="list-style-type: none"> <li>develop a moral perspective on decisions and actions during social and cultural change</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>recognise how modern British values have part of their roots in religious and moral ideas dating back to the Tudors</li> </ul>	<ul style="list-style-type: none"> <li>appreciate that modern British values (such as democracy, the rule of law and equality) have been shaped and influenced by historical periods</li> </ul>	<ul style="list-style-type: none"> <li>appreciate how the ideas of democracy and equality have changed over time. Compare these ideas to the ideas espoused during the Tudor conquest of Ireland</li> </ul>	<ul style="list-style-type: none"> <li>recognise that democracy, equality and the rule of law have been influenced by the Tudors</li> </ul>	<ul style="list-style-type: none"> <li>recognise the influence that social reform has had on contemporary British values</li> <li>reflect on the different cultural and social values between America and Britain</li> </ul>
<b>Assessment</b>	<p>To what extent had Henry VII secured his claim to the throne by 1487?</p> <p>‘The challenge from both Scotland and Burgundy in the years 1485-99 show the weakness of Henry’s position on the throne.’ How far do you agree with this statement?</p> <p>Assess the value of Source 8 for revealing the reasons for mass support for the Pilgrimage of Grace and the impact of the Dissolution of the monasteries in 1536. Explain your answer, using the source, the information given about its origin and your own knowledge about its historical context</p> <p><b>How significant was the challenge posed by the risings of 1536-37 for the government of Henry VIII? - timed.</b></p>	<p>How far were the growing social and economic problems of the 1540’s responsible for the outbreaks of Kett’s rebellion in 1549?</p> <p>Assess the value of Source 7 for revealing the significance of Robert Kett’s role as a leader of the rebellion and the rebels’ approaches to local government in 1549. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.</p> <p>How far do you agree that the arrival of Mary, Queen of Scots in England in 1568 was the primary cause of the Northern Rising in 1569?</p> <p>Assess the value of Source 9 for revealing the extent of the threat of the Northern Rising to Elizabeth’s position on the throne and the approaches of her government to dealing with this threat. Explain your</p>	<p>Assess the value of Source 6 for revealing the causes of rebellion in Ireland and the part played by Hugh O’Neill, Earl of Tyrone, in leading this rebellion. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context</p> <p>The key factor in upholding and extending royal authority in the years 1485-1603 was the role of the Privy Council.’ How far do you agree with this claim?</p>	<p>How far do you agree that the key turning point in the relationship between Church and the state in the 16<sup>th</sup> century was the Act of Supremacy in 1559?</p> <p>How far do you agree that the introduction of the Statute of Artificers (1563) was the most significant improvement in the government of the localities in the years 1485-1603?</p>	<p>how far ... questions throughout</p> <p>how far using the sources question</p>



## ASHLAWN SCHOOL

		answer, using the source, the information given about its origin and your own knowledge about the historical context			
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