

Curriculum Overview – History

	Year 7	Year 8	Year 9	Year 10	Year 11
Unit 1	<p>Students study the concept of chronology and historical period.</p> <p>Students begin their chronological understanding studying the Norman conquests and Norman period</p> <p>Students learn the historical concepts of interpretation and causation. This is studied the defeat of the Battle of Hastings and death of King Harold.</p>	<p>Students continue with chronology, studying the deterioration of relations between England and Spain under Elizabeth, then Stuarts and the English Civil War with reference to local history.</p> <p>Students study the concepts of parliament, religion and power. This links to previous study of origins of parliament</p> <p>Students study the historical concepts of causation and interpretation with the start and end of the civil war.</p>	<p>Students continue the chronological study through the Edwardian era, with a focus on pre-war society, womens suffrage, and Liberal reforms are introduced as a stepping stone for future units on British Health at GCSE.</p> <p>Students build on their disciplinary knowledge of historical concepts like parliament, power, society, public health.</p> <p>Students build on their procedural knowledge of source handling, historical explanations and interpretations of womens suffrage and the causes of liberal reforms.</p>	<p>Students begin their chronological understanding of the History of Germany 1890-1945. Students start with the declarative knowledge on Kaiser Germany, Weimar Germany and finally Nazi Germany. With each time period. PLCs from the AQA 8145 HC syllabus are used as guidance for all 4 units. Procedural knowledge is then woven into the lessons with a focus on the different requirements for the 6 questions stems in the Germany unit. Students build on their prior understanding of historical concepts like interpretation, causation, consequences, source handling.</p>	<p>Students begin their unit on Elizabethan England 1568-1603 with an introduction to the family background of Elizabeth I and her early years as Queen from 1558. Lessons focus on the declarative knowledge of the problems Elizabeth faced as Monarch, Elizabethan society and culture and the Historical Environment topic which changes each year. Procedural knowledge is woven into the lessons with a focus on the 4 different question stems. Students build on their prior understanding of historical concepts like change and continuity, interpretation, causation, consequences, source handling.</p>
Unit 2	<p>Students widen their knowledge of period focusing on the Medieval period and social and religious history. Reference is made during this unit of evidence in local area. This builds upon the previous chronological understanding</p> <p>Students grow knowledge of the period with a focus on religion and medicine of the period. This links to year 9 and GCSE content.</p> <p>Students learn the historical concepts of source handling and revisit interpretations. This is done with a focus on Medieval Judaism and the Crusades.</p>	<p>Students study the reign of Oliver Cromwell. This continues their chronological study of English history.</p> <p>Students study parliament and society, like the Elizabeth unit.</p> <p>Students learn the historical concept of interpretation and source handling skills of Cromwell and his rule.</p>	<p>Students study the key events of WW1. Linking with year 8 units on Empire, with the role of Empire soldiers and a case study of Walter Tull.</p> <p>Students build on their disciplinary knowledge of historical concepts like parliament, government, power, society, public health. This links with GCSE content.</p> <p>Students build on their procedural knowledge of source handling, historical explanations, significance and interpretations.</p>	<p>Unit 2 for GCSE History is Conflict and Tension between the East and the West 1945-1972. Students start with the chronological understanding declarative knowledge of the origins of the Cold War 1945-1949, moving on to the 1950s, 1960s, and Détente. Procedural knowledge is then woven into the lessons with a focus on the different requirements for the 4 question stems in the 'Cold War' unit. Students build on their prior understanding of historical concepts like interpretation,</p>	<p>The final unit of the GCSE is British Health: Health and the people 1000- to the present day. Students begin with chronological understanding of the impact of ancient medicine on medieval medicine. Within each time period there is a focus on Medicine, Surgery and Public Health and awareness of the role of 7 themes. Science, religion, individuals, chance, war, Government, communication. These factors are part of the procedural knowledge for Q4. There are 4 questions stems.</p>

				causation, consequences, source handling.	
Unit 3	<p>Students continue their chronological understanding of the Medieval period looking at the turbulent period of King Henry II and King John</p> <p>Students study the concept of power and parliament.</p> <p>Students continue to learn the historical concepts of interpretation and source handling. This is done by a judgement on King John.</p>	<p>Students continue chronological study with Restoration of the monarch, Stuart society, the Glorious Revolution and start of the Hanoverian era.</p> <p>Students study the Black Death, Fire of London and Act of Union. This links to Medieval unit and plague as well as future units on medicine through the ages to link in with GCSE content.</p> <p>Students study the concept of sources with the Fire of London</p>	<p>Students learn about the impact of WW1, the interwar era, causes and main events of WW2.</p> <p>Students build on their disciplinary knowledge of historical concepts like parliament, power, society, public health, causes and consequences.</p> <p>Students build on their procedural knowledge of source handling, historical explanations and interpretations.</p>		
Unit 4	<p>Students continue to develop chronological understanding, learning the War of the Roses, the beginnings of the Tudor period, Henry VII to Mary I.</p> <p>Students study the concept of power, war, rebellion, religion, reformation, dissolution of the monasteries and parliament.</p> <p>Students learn the historical concepts of significance and causation. This is seen with Henry VIII and break with Rome.</p>	<p>Students deepen knowledge of period and chronology looking at origins of British Empire with different case studies.</p> <p>Students look at concept of empire, foreign conflict and historical controversy. This is seen in Elizabethan units.</p> <p>Students learn the concept of interpretation and source handling with the study of Cecil Rhodes</p>	<p>Students develop their chronological understanding of the ancient origins of antisemitism and the escalation of persecution of Jewish people through to the Final Solution and the Holocaust.</p> <p>Students build on their disciplinary knowledge of historical concepts like parliament, power, society, causes and consequences, prejudice, persecution, antisemitism.</p> <p>Students build on their procedural knowledge of source handling, historical explanations and interpretations.</p>		
Unit 5	<p>Students develop chronological understanding by studying Elizabeth and the Elizabethan period.</p>	<p>Students widen knowledge of period looking at the empire and growth of slavery through</p>	<p>Students develop their chronological understanding of the impact of WW2 on the state of post war Britain. The</p>		

	<p>Students continue to learn about power and parliament. This relates to Year 11 Elizabethan unit</p> <p>Students learn about historical explanation. This is with “should Elizabeth kill Mary.?”.</p>	<p>the 19th century in the British Empire and then into the USA.</p> <p>Students study concepts of controversy, trade and empire</p> <p>Students are assessed on knowledge of period.</p> <p>Students develop chronological understanding looking at the post antebellum period and Civil Rights in USA moving through to the 20th Century.</p> <p>Students study the concept of rights, society and protest. Students learn the concept of historical explanation with the Jim Crow Laws as well as causation.</p>	<p>creation of the Welfare State, Windrush Generation and the impact of migration in the creation of a multi-cultural modern Britain.</p> <p>Students build on their disciplinary knowledge of historical concepts like parliament, empire, NHS, power, society, public health.</p> <p>Students build on their procedural knowledge of source handling, historical explanations and interpretations.</p>		
Unit 6	<p>Students develop chronological understanding by studying foreign issues with Elizabeth’s reign.</p> <p>Students study monarchy and international conflict.</p> <p>Students revisit historical causation with the end of the Spanish Armada.</p>	<p>Students develop their chronological understanding of the industrialisation of Britain 1750-1900.</p> <p>Students study population, trade, economy, change and impact of industrialisation.</p> <p>Students build on their procedural knowledge of source handling, historical explanations and interpretations.</p>			

