



## Teign School Curriculum Overview



### History

Year	<b>Cycle 1 -12 Weeks</b> (10 weeks teaching, 1 week assessment, 1 impact week)	<b>Cycle 2 -12 Weeks</b> (10 weeks teaching, 1 week assessment, 1 impact week)	<b>Cycle 3 -12 Weeks</b> (10 weeks teaching, 1 week assessment, 1 impact week)
<b>7</b>	<p><b>Norman Conquest – Why was William able to conquer England in 1066?</b> <b>What kind of things mattered to medieval people?</b></p> <p>The Norman Conquest depth study that starts students' study introduces them to the concepts of invasion and conquest, which they will revisit throughout the year, particularly in the Pre-Columbian civilisations and migration units. Students will explore the reasons for the success of the Norman invasion with a particular focus on the key concept of cause and consequence.</p> <p>The 'What kind of things mattered to Medieval people' unit covers the issue of shared humanity. The unit helps students to see the bigger picture of the Middle Ages and helps combat the negative preconceptions they often have about the Middle Ages. There are links to the Norman conquest, the importance of religion and the migration unit.</p>	<p><b>Why are we wrong to view Pre-Columbian civilisations as uncivilised?</b> <b>In what ways did the Reformation matter to ordinary people?</b></p> <p>The Pre-Columbian Civilisations unit builds on previous work on conquest, expansion and empire. We focus on the similarities and differences between the Pre-Columbian civilisations. The choice of topic is a useful reminder that a Eurocentric view of the world is limiting and will help students appreciate that different cultures flourished on other continents before the arrival of Europeans.</p> <p>We start to bring in ideas of colonial history giving students a basis for future study of the trade in enslaved peoples and empire later in Yr8.</p> <p>The Reformation study focus on the power and changing roles of Church and Parliament. There is a specific focus on Henry VIII's break with Rome. The interplay between Church and State is crucial to understanding how Britain has developed politically up to the present day and will be revisited in the study of the English Civil War in Yr8.</p>	<p><b>Migration through time Pre400 to Present Day - Why did people migrate to Britain?</b></p> <p>Students conclude Yr7 with a thematic breadth study that provides a broad chronology from which to hang the content of the rest of their KS3 history journey. The study allows them to look back, and reprise contexts already studied, and forwards, providing the historical backdrop for units in Yrs 8 and 9. They will consider who were the Britons at different times and explore what motivated people to migrate to Britain and within the country. The study helps challenge our students' perception of the diversity of Britain throughout history, particularly important in given the relatively mono-ethnic make-up of our student body and local community.</p>


**Note: Yr 7 and 8 are the first year following a new KS3 curriculum, hence the apparent overlap between Yr8 &Y9. Yr 9 are following the legacy curriculum. In Yr8 and 9 there are five units spread across the three cycles as opposed to the six units in Yr9.**

<b>8</b>	<b>The English Civil War and Empire</b>	<b>The Transatlantic trade in Enslaved peoples and the Industrial Revolution</b>	<b>The women's suffrage movement.</b>
	<p>Students start Yr8 with a depth study of the English Civil War. The initial focus is on causation, looking at the reasons for the descent into civil war. The shifting relationships between Church, monarch and Parliament that are introduced in this unit are critical to understanding how Britain has developed politically up to the present day. Prior learning that will be revisited and used to increase understanding will focus particularly on the importance of religion and the problems caused by the divisions between Catholics and Protestants. In their study of the British Empire, students will evaluate the global role of Britain in the 19<sup>th</sup> century, critically evaluating the impact of the British Empire against Lord Curzon's assertion that it was an instrument 'for the good of humanity'. Students will build on their schema of concepts such as migration and conquest introduced in Yr7. Students will draw on prior learning of the role of religion as a justification for the establishment of empire and there will be a focus on understanding historical interpretations (focused on India) that will build on work done in Yr7 in the Pre-Columbian Civilisations unit.</p>	<p>Students follow their first proper world breadth study. Their unit spans the late 18th to mid-20th century and explores the experience of the Black Peoples of the Americas, starting with a study of the transatlantic slave trade and plantation life, through emancipation to the civil rights movement of the 20th century. The unit will revisit prior learning from the industrial revolution and empire studies, as well as their work on religion in both Yr7 and 8.</p> <p>The final in three deeply interconnected units, in order to understand how Britain was in a position to dominate world affairs, students will study the Industrial Revolution. They start by exploring the extent of change that occurred in the period 1750-1900 and then focus on the four key themes – changing labour, the role of children, living conditions and crime.</p>	<p>The last study in this cycle explores the movement to gain women the right to vote. Students start with an investigation of the situation for women prior to the 1918 Representation of the People Act in order to understand the importance of suffrage in shaping people's experiences. This is followed by an evaluation of the differing methods used to advocate for change and ask students to consider the success of these. The unit will reinforce prior learning on the role of women and revisit skills of critical source evaluation, with a particular focus on the provenance of sources.</p>

9	<p><b>Women's suffrage and WWI</b></p> <p>The first study in this cycle explores the movement to gain women the right to vote. Students start with an investigation of the situation for women prior to the 1918 Representation of the People Act in order to understand the importance of suffrage in shaping people's experiences. This is followed by an evaluation of the differing methods used to advocate for change and ask students to consider the success of these. The unit will reinforce prior learning on the role of women and revisit skills of critical source evaluation, with a particular focus on the provenance of sources. The second half of the cycle focuses on the devastation of WWI: How and why Europe fell into war and the nature and impact of a new form of warfare. The unit underpins the work they will do later on the rise of the dictators and provides important contextual background for their GCSE study of life in Nazi Germany.</p>	<p><b>The Interwar years 1919-1939</b></p> <p>This unit covers European political history from the end of the First World War to the beginning of the second. Students are introduced to the concepts of different types of political system – capitalism, communism, democracy and dictatorship – evaluating their characteristics and relative strengths and weaknesses. This necessarily entails a discussion of modern British values and why they are so important. Students will explore a range of European dictatorships, providing the context for their later study at GCSE – particularly important given with an exam unit that starts in 1939 without build up.</p>	<p><b>Conflict 1939-2000</b></p> <p>The final KS3 unit aims to bring students up to date, completing the stories started in prior units. Lessons will focus on conflict in varying forms starting with a depth study World War II and the key turning points in the war. The second half of the unit focuses on how WWII helped shape the world in the second half of the 20th, with lessons on the Cold War, Vietnam and rebellion against authoritarian rule, and the September 11<sup>th</sup> terrorist attacks. Students will revisit prior learning on political systems and build on their developing understanding of concepts such as democracy and dictatorship.</p>
10	<p><b>OCR SHP B: Crime and Punishment</b></p> <p>GCSE History students follow the OCR SHP B curriculum. This starts with a breadth study of Crime and Punishment from 1250-Present day. This unit provides a useful chronological framework from which to hang further study and has excellent links to Tower of London site study. Students follow three strands across the ~1000 year period: Crime and Criminals, Punishment and Enforcement, tracing their evolution and requires students to be able to draw comparisons between time periods</p>	<p><b>OCR SHP B: Norman Conquest</b></p> <p>This unit focuses on historical interpretations through the topic of the Norman Conquest of England. Students understand that histories are constructed, changing and challengeable is developed from their introduction to this at KS3. In terms of content the unit starts with an exploration of the nature of Anglo Saxon England on the eve of the conquest and builds and understanding of the reasons for the successful invasion and longer term</p>	<p><b>OCR SHP B: The Tower of London (Site Study)/ Making of America</b></p> <p>This is a rather different study, focusing purely on one historical site and following its development from first building to present day. The unit comprises the story of both the building and the people who created and used in it. The Tower of London has been selected primarily as it is such an awesome site, but also because it draws on prior learning in both the Norman Conquest and Crime and punishment units, making the GCSE a more coherent unit of study.</p>

	and identify drivers of change and continuity.	control of England and the impact of this on the people.	
11	<b>OCR GCSE History Living Under Nazi Rule</b>	<b>OCR GCSE History Making of America</b>	
	This unit explores the experiences of the German people following the rise of the Nazis in 1939. The course explores the stories of a diverse range of people: women, youth and minorities, as well as covering the major political changes. Students will draw on prior learning of the democracy and dictatorship and both the Interwar and Post War studies will provide context.	This unit follows America from inception to emergence as a major world power. The focus is on the three peoples of what now constitutes the United States, Native Americans, Black Americans and White Americans. These three strands are followed throughout the course showing changing and disparate experiences. Students will use information from several earlier units of study but particularly including the Slavery and Civil Rights modules.	
12	<b>Edexcel History A level</b>	<b>Edexcel History A level</b>	<b>Edexcel History A level</b>
	Students follow the Edexcel specification on a linear model, studying units on Tudor Rebellions, The Nationalist Movement in India and the Search for the American Dream.	Students follow the Edexcel specification on a linear model, studying units on Tudor Rebellions, The Nationalist Movement in India and the Search for the American Dream.	Students follow the Edexcel specification on a linear model, studying units on Tudor Rebellions, The Nationalist Movement in India and the Search for the American Dream.
13			
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