

# EYFS – reception

## Curriculum Overview

Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment (suggested)	Justification	Substantive Knowledge / Concepts
All about me	How have I changed since I was a baby? How do I know?	Change & Continuity  Cause & Consequence	Talk about past and present events in their own lives and lives of family members	<b>Understanding the World:</b> <b>ELG: Past and present</b> <ul style="list-style-type: none"> <li>- Talk about the lives of people around them and their roles in society.</li> <li>- - know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- - understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>- <b>ELG: People, Culture and Communities</b></li> <li>- - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- - know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>- - explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	Change Chronology Past Day, week , year Fact
All about me	Why do we wear different clothes during the year?	Cause & Consequence	Convey understanding of change through out the year through talk, pictures, drama etc		Season Calendar Order Sequence artefact
All about me	When do celebrations happen in the year? What are our favourite celebrations each year?	Change & Continuity  Cause & Consequence	Know the similarities and differences between themselves and others, among families, communities and traditions		Cause Consequence
Plop: The Owl Who Was Afraid of The Dark.	Do people think the same about things?	Interpretations	Understand people have different opinions & can explain who thinks what and why	Introducing interpretation – different people can have different opinions about something based on their experiences and what's important to them – this will lead them to interpret something (the dark) in a different way to others. Each interpretation is valid Reference must be made when discussing events/lunchtime/toys etc (people's opinions can be different when thinking about what's good and why) Explore whether this is a story or history (fact and fiction)	Interpretation Opinion evidence Fact & fiction
Toys and games	How have things changed? How do I know? Why have things changed?	Similarity & difference using evidence	Show and be able to explain change - use language of explanation	Relates to themes of childhood and change – family toys back in time – looking at chronology & finding explanations for change. Introduces themes of technological change that will be picked up in later years	Artefacts Similar Different Evidence
Toys and games	What can we learn from a picture?	Significance  Interpretations  Change & Continuity	Design equivalent for Bruegel's Children's games – describe and explain the original & their versions	Using evidence to describe the past and elicit understanding of similarity and difference between now and then. Exploration of why these changes happened & speculation as to the future	Painting Evidence Artefact

The EYFS starts with a scheme of work from the HA. This introduces historical foundations of chronology, continuity and change. Children will; begin to use historical based language, language associated with the passage of time, develop a sense of uniqueness and of belonging to a community and sense of historical enquiry, investigate comparison, contrast, similarity and difference, Build a historical narrative and sequence and a sense of chronology and duration, handle artefacts and the use of these as evidence. Children will consider how they know about changes in their lives (use of photos/being told by parents etc) – leading to Year 1 exploration of how we know about events beyond living memory.

This learning works alongside the EYFS curriculum. The HA unit 'All About Me' can be used to address many of the criteria for 'Past And Present' ELG, teachers will have to broaden their focus to address the other ELGs, particularly those for 'People, Culture and Communities'.

The addition of a bespoke unit is to introduce children to the concept of historical interpretation through the story 'The Owl Who Was Afraid Of The Dark'. This story can also be used to explore fact and fiction – that historical evidence must be based on fact (we know about you as a baby because we have evidence BUT, owls can't talk).

The suggested HA unit 'Toys and Games' links activities to the EYFS framework. The historical elements of this theme are based around the use of artefacts and changes in behaviour and technology. It also suggests using Bruegel's *Children's Games* painting as an art historical source. In anticipation of the learning for year 5 using paintings as a source, We encourage the use of adults of various ages as historical sources for this topic, introducing the idea that people may not always remember as accurately as we would like. This unit also leads into the year 1 knowledge of being able to sequence events and artefacts and year 2 of being able to identify differences between ways of life at different times.

Teachers do not have to use this theme and can choose to follow their children's interests. If they choose a different focus, they will need to be able to demonstrate the substantive and disciplinary knowledge outlined above is built into the children's learning.

Year 1						Curriculum Overview
Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts	<p>The Great Fire of London scheme from the HA is used to extend understanding of how we know about historical events beyond living memory (following from EYFS unit looking at their personal past within living memory). The events of the Great Fire have a clear chronology to further develop children's sense of sequence. This theme also looks at how sources are used to find out about the past beyond living memory as well as exploring how stories can be told from different points of view (following on from The Owl Who was Afraid of The Dark in EYFS) note history is based on 'fact' not 'fiction'.</p> <p>This unit also takes the opportunity to look in detail at a different time, focussing on dress, architecture etc to help children recognise that 'place' in history from which they can compare other times as their learning progresses. Future historical periods studied can be compared chronologically to this period. This 'visual historical chronology' is necessary to give children an image of the times they are studying, which will build up as they visit different periods.</p> <p>Continue use of artefacts through the British museum.</p> <p>Choice of which significant individuals to study is up to the school. HA materials are available for many of these. The study of a significant individual allows teachers to focus on a period, extending the children's understanding of chronology &amp; characteristic features (e.g. attitudes to gender roles etc) of the individual's time and life. Use is made of pictures, photographs, written sources, artefacts and visits outside the classroom to extend children's understanding of the variety of ways we find out about the past. Each individual studied has been chosen as they offer the chance to highlight a historical and social theme which will be built on in later years, for example the theme of exploration (Ibn Batuta) is followed up when studying the Vikings, Elizabethans and Victorians).</p> <p>When choosing which individuals to study, schools might like to consider a local person. It is important that the disciplinary concepts are broad and explore the themes as shown in this table.</p> <p>Using memorials as a form of assessment will introduce this concept of how we remember people from the past</p>
The Great Fire of London (HA) (combine with local events eg the Fire of Kingsteignton of 1890)	How do we find out about events beyond living memory?	Change & Continuity	Showing and understanding the chronology of the event – ability to explain how one thing led to another	Focus on continuing work on chronology, understanding how those sequences can be traced back to each other (one thing leading to another) Change and continuity – similarities and differences within times as well as across periods Characteristic features – how we recognise the defining features of a period or event through physical features, such as dress, architecture, transport, and the ideas that shape the period Cause and consequence – why things happened and the effect that these events then provoked – what was changed because of the fire? Counter-argument or historical interpretation – an awareness that there can be different versions of the same event, that history is about fact, bias and point of view. A small event can lead to a major unplanned result; Times in the past did not have the planning, health and safety we have today; Disasters can have some benefits in the longer term, e.g. a cleaner, safer London; Different people react differently when faced with a sudden catastrophe; Hindsight can give a much clearer picture than that faced by those living through them chaos of the event; We rely on the sources to give us the best possible picture and this event has the benefit of eyewitnesses.	Memory Source Fact Fiction Similar different	
	How was this time similar/different to today?	Cause & Consequence	- Retelling the story from different points of view in words, pictures etc. - Being able to explain the difference between this event and a fictional event from a story. - explaining the differences between then and now			
Study a variety of significant individuals. Brunel (HA) Ibn Batuta (HA) Mary Seacole (BBC) Walter Tull (HA) Sarah Forbes Bonetta (HA) Mary Anning BBC	Why is Brunel remembered?	Legacy Biography	Design a memorial - what will it say? Sequencing	Explore chronology, explore a different period – introduce the industrial revolution (Yr 6). Insight into the character of a pioneer, dealing with adversity, failure and criticism.	Biography Islam Diversity Similar Different Source Primary evidence Discovery Explorer Empire Invention Past Present Queen King	
	Why is Ibn Batuta remembered?	Exploration Non European	Memorial Sequencing	Consider the similarities and differences between his and our time; travel, culture etc. People from different cultural backgrounds. Extend understanding of chronology & culture		
	Why is Mary Seacole remembered?	Race Gender	Memorial Sequencing	Consider the similarities and differences between theirs and our time; travel, culture etc. People from different cultural backgrounds. Extend understanding of chronology & culture		
	Why is Walter Tull remembered?					
	Why is Sarah Forbes Bonetta remembered?	Race Gender Poverty (Mary Anning)	Memorial Sequencing	consider the similarities and differences between theirs and our time; travel, culture etc. People from different cultural and economic backgrounds. Extend understanding of chronology & culture		
Why is Mary Anning remembered?						

Year 2					
Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts
The Gunpowder plot	How do we find out about events beyond living memory?  What are the problems when trying to find out about events beyond living memory?	Use of sources  Compare versions of events from the past  Balance Interpretation	Chronology and sequence. Do we really know what happened?	Understanding that two sides of a story are needed to get e true picture of events. Understanding that national events have a historical or religious basis behind them. More chronology & development of understanding of another period - similarities and differences (crime and punishment)	Church Christianity Execution Monarchy King Parliament Torture Traitor Treason  Evidence
Local history (HA)  Using your immediate environment  A local historical event (e.g. the destruction of Hallsands)	Local walk - what history can we see around us?	Use of sources (artefacts)	Maps of the locality – design one for visitors Tour guides What would you put in a local museum?	One focus on the immediate environment around the school (Church) – for the children to see the differences between buildings, looking carefully and noticing post boxes, street names, monuments etc Artefacts are not just things dug up.	Artefacts Change Past Present Local Museum  Source causation
	How do we know about this local event?  How are things different today?  How might we have done things differently?	Use of sources Visits Point of view  Causation (one thing impacting another)	Retelling the story  Is there just one point of view?  Reaching a conclusion and justifying it with evidence	To focus the local history enquiry on an event – emphasising the point that history is all around us. To see that the same disciplinary knowledge is required whether investigating an event from far away as close to home.  To understand the influence events might have on one another (causation)  Make use of local people as sources	

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The gunpowder plot has been chosen as a chance to understand the historical background to national events. This can be linked to other examples such as Divali and Christmas. This scheme also furthers children's understanding of the concept of 'church' from being just a building to an institution with different factions who do not necessarily agree – this theme will be picked up during the Elizabethans study and the Reformation in Yr 10, crime and punishment in Years 10 & 11. This scheme also looks at plot, conspiracy and the difficulties with a narrative that comes purely from one side of the story – all the plotters were executed & some claim the event was encouraged by the government as an excuse to persecute Catholics. It is very important children get early experience of questioning sources to look for balance and bias in what they hear. Children will be introduced to government systems; monarchy and parliament.

Local History:

Two sections to this; firstly looking at the environment around the school to 'notice' difference and ask questions. Local churches and graveyards are an excellent accessible place to start. Investigations here will further develop understanding of 'church' as well as opening questions around health and life expectancy -

Local History:

investigation of a significant event in the locality. This develops themes of how we find out about the past as well as introducing causation – which features in most secondary schemes; how one thing effects another (the removal of the sandbank off Hallsands resulted in the village's destruction). Local history studies should make use of local experts and visitors.

# Year 3

Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts
Stone age to Iron age (HA)	How do we find out about the pre-historic past?  How has technology changed people's lives?	Archaeological sources  Change & Continuity  Cause & consequence	Mind map  If you were Julius Caesar, would you have invaded Britain in 55BC? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?  What was 'new' about the New Stone Age? Which was better, bronze or iron?	Looking into the far past, developing understanding of the use of artefacts and archaeology. Comparison of one era and another and how technology changes people's lives. Movement of people is investigated – looking at reasons why people move from one place to another and how they have developed shelter and sustenance through time. This scheme is good for developing empathy for people of the past by looking at how they managed their day to day lives – visits to places like Kent's Cavern will enhance this. This concept extends to people from other cultures today. Comparisons can be made with other ancient cultures.	Change Artefact Agriculture Archaeology Invention BC/BCE AD/CE Migration Invasion Settlement Stone Age Bronze Age Iron Age Hunter – gatherer Religion
The Shang Dynasty (HA)	How did the Shang technology change the World? What can we tell about Shang Dynasty from one tomb?	Archaeological sources  Technological change	Mind map  How should we remember the Shang?	The Shang Dynasty is the first period of prehistoric China that has been conclusively proven to have existed by archaeological evidence, such as excavated graves and oracle bones, the oldest substantial evidence of Chinese writing. This scheme has a strong focus on technological change in a non-European culture to demonstrate these changes have happened across many cultures at many times. This scheme also looks at forms to leadership & how societies are structured and governed including the concept of slavery	Change Artefact Agriculture Archaeology BC/BCE AD/CE Gods/Goddesses Invention Slavery religion
Benin (HA)	What happened to Benin? What was life like in Benin?	Change & Continuity  Cause & consequence	Mind map  Story of Benin through Eweka	To include a culture from Africa to demonstrate the sophistication of culture from this continent. European colonisation of Africa is introduced – how cultures were treated by the empire. How kingdoms rise and decline. Another social system is explored in this scheme.	Artefact Archaeology Colony Empire Explorer Invasion religion
Ancient Egypt	How did the civilization of Egypt wax and wane?	Change & Continuity  Cause & consequence Archaeology  Chronology	Mind map	The Egyptians are studied as an example of an ancient civilisation to compare with the stone age in Britain. It looks at another form of leadership through the pharaonic system, slavery and technology. Concepts of rise and fall of empires is further explored. Belief systems and their impact on civilisations are explored as well as the rise and fall of empires.	Change Artefact Agriculture Archaeology BC/BCE AD/CE Gods/Goddesses Invention slavery

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The Stone Age to Iron Age scheme (HA) has a strong focus on the use of artefacts (as sources as there is little written (apart from Ceasar's report on Britain). Following on from Brunel, this scheme looks at technological change and how this impacts life – which will continue in studies of the industrial revolution in year 6.

Development of chronology includes the introduction of BC/BCE and AD/CE. Also the furthering of the visual chronology and understanding that people move, migrate and invade. This scheme will fit well with geographical schemes around settlement. Recommended is a visit to Kent's Cavern to continue the theme that history is all around us and development of empathy with people from other times and cultures. This unit is a useful comparison with other units on ancient history - Egyptians etc.

Non-European (this could include other cultures such as the Maya (HA) . The Shang and Benin are included to include non-European cultures. Ideas of different forms of leadership and belief are explored – which reoccur as the curriculum progresses. Technological change, following from Brunel, the Stone Age and leading to the Industrial revolution. Leadership themes are explored to show the strata of such societies which will lead into studies of the feudal system. When studying Benin the children will learn about the growth of empires and colonization which will be followed up when studying the Victorians and industrial revolution.

Egyptians compared non European culture with that of Britain. It extends understanding of forms of leadership to include the god/goddess/pharaohs and queens and the belief systems associated. Rise and fall of civilizations is further explored. Slavery is looked at in these topics and is picked up again in years 6 and 8.



Year 4					
Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts
Roman Britain	When did the Romans invade and why? Did the native Britons welcome or resist them, and why?	Sources  Continuity and change  Cause and consequence  Interpretation	Mind map  Who were the Romans, Anglo-Saxons and Vikings and why did they invade and settle in Britain?	These themes are collected together as illustrations of invasion and settlement in early Britain. These are important topics to study when helping children form a picture of how the concept of 'Britishness' has grown from a succession of invasions, settlements and migrations over many centuries – and how this process continues today. This is vital for children's understanding that this is a multicultural society, and always has been; a pivotal argument against extremism and bigotry and a clarification of British Values, human rights, inclusion and celebration of diversity.  Religious change is a feature of this topic - how beliefs can change over time as illustrated by Viking coins which feature a Thor's hammer on one face and a Christian cross on the other  Social structures, empires, rise and fall and how we know are themes continued in these topics  Leadership, from emperors to chiefs to kings is explored in these themes	Invasion Settlement Slavery Revolt Emperor Empire archaeology Artefact Causation Century Change Christianity
Anglo Saxons	How did they influence the culture of the people already here?  What made the Romans so powerful? How and when did the invaders become Christians? (There will be different answers for each set of invaders) Were there any major differences between the Anglo-Saxon and Viking invaders? What can archaeology tell us about the invaders? How are we to interpret the surviving primary sources? (They are written by one side)		How well did the Romans, Anglo-Saxons and Vikings get on with each other?		
Vikings			What was life really like in Roman, Anglo-Saxon and Viking Britain?  What did the Romans, Anglo-Saxons and Vikings leave behind?		

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The main theme for these three topics is looking at invasion and settlement of Britain. It forms a chronological continuation from the Bronze age topic which ended with the invasion of the Romans. Movement of people is explored looking at why people choose to leave their places of origin and travel elsewhere – these being push or pull journeys. In year 7, many of these themes are continued.

These three waves of invasion and settlement lead onto the Norman invasion of 1066 which is taught in year 7 – thus providing a continuum of one of the most formative periods in Britain's history.

All three of these topics should form part of a wider investigation into how the 'British' have been formed through invasion, settlement and migration from the Stone age to the present. This continuum will be referred to throughout children's secondary history learning. The Romans features the idea of revolt against a power which can follow on from the Gunpowder plot. It also picks up recurring themes of empire, rise and fall, government and social structure which can be referred back to in subsequent years. Looking at how and why the Roman army was so successful will lead into further studies of conflict.

The start of Christianity in Britain during this period is a theme that follows from previous religious studies as well as leading onto the reformation in further years.

Leadership, from emperors to chiefs to kings is explored in these themes. These will be continued in later years

Year 5					
Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts
Ancient Greece	How can we find out about the civilisation of Ancient Greece?	Continuity and change	Mind map	Ancient Greece is included, despite not chronologically, as it forms a further investigation into systems of government and how these have formed, leading onto the democracy we have in this country today. It is also a chance to look closer at an ancient culture's art and science which has been very influential on the modern European world.  A range of sources are used to find about the life and achievements. Children investigate the differences between Athens and Sparta, look at warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals.  The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games.. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.	Ancient civilisations Archaeology Artefact BC/BCE AD/CE Change Democracy Empire Gods/Goddesses Interpretation Myths and legends Parliament Slave
	Can we thank the Ancient Greeks for anything in our lives today?	Similarity and difference			
	Was life equal for all Greeks?	Sources and interpretation			
Elizabethans	What do we understand by Elizabethan times?	Continuity and change	Mind map	This scheme takes children beyond 1066. it looks at monarchy and sets the scene for the religious differences in this country. The start of Britain's place as an influential power is looked at through this topic with the starts of the British Empire as well as Britain's involvement in the slave trade. This scheme also looks at the roles and rights of women at this time.  Paintings are used as a source of evidence for this time. This is particularly as the Tudors produced masses of pictorial propaganda to legitimise their seizing of the throne from Richard 3 and the Plantagenets. Children will be supported to analyse paintings and make assertions based on evidence.	Monarchy Slavery Exploration Execution Church religion Protestant Christianity Conquest Empire King/Queen Monarchy Peasant Artefact (paintings)
	Elizabethan times: How safe was it?		How was life different from ...		
	Does the story of Sir Francis Drake tell us all we need to know about the Tudor World?		How should Francis Drake be remembered? Design a memorial		
	What was it like to live in Elizabethan times?		Picture analysis (Art History)		

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In this unit, children use a range of sources to find about the life and achievements of the Ancient Greeks. Links can be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.

The theme of systems of government is continued with the birth of an early form of democracy. and leads into the unit on power and rebellion in year 8 when monarchy and democracy collide in the English Civil War. The theme of democracy can be picked up later when looking at the rights of women (thinking back to Mary Anning and looking forwards to other forms of emancipation.

The Elizabethans leads into studies of the Tudors in years 8 and 10. to a period before the great fire and gunpowder plot. This period is visited many times in years 8 and 10 where the religious struggles, systems of rule and social themes such as crime and punishment will be revisited.

This period looks at the birth of the empire which is a theme revisited in these years – this also touches on slavery and race.

Paintings as evidence will be revisited from EYFS when children encountered Bruegel's Children's games. They will have the tools and confidence to use a painting as a historical document as they move through their historical experience.

Year 6					
Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts
<p>Victorians:</p> <p>The Victorians and the World</p>	<p>What was 'The industrial revolution' and how did it change life in Britain? Was the industrial revolution good for everyone?</p> <p>What does the Ashley enquiry tell us about the lives of some children in Victorian Britain?</p>	<p>Change &amp; Continuity</p> <p>Cause &amp; Consequence</p> <p>interpretation</p>	<p>Mind map</p>	<p>This period is studied due to the significance of the industrial revolution and the resulting changes in British society and across the world. Technological change and the movement of people from the country to the towns and cities of England is vital for understanding why Britain is the way it is today. The rapid growth of Britain's urban centres and the consequences for health and society set the scene for understanding many modern issues of deprivation, class and social division. Many of these issues directly relate to the UNHCR rights of the child and how this impacts children across the world today. This period is also one of massive global expansion resulting in the height of the British empire.</p>	<p>Colony</p> <p>Discovery</p> <p>Empire</p> <p>Global</p> <p>Interpretation</p> <p>Invention</p> <p>Queen</p> <p>Migration</p> <p>Missionary</p>
<p>The Blitz and WW2</p>	<p>How significant was the Blitz?</p> <p>World War 2: Whose War?</p> <p>What was the impact of World War 2 on people in our locality?</p> <p>How well does a fictional story tell us what it was like to be an evacuee?</p>	<p>Cause and consequence</p> <p>Significance</p> <p>Interpretation</p>	<p>Mind map</p>	<p>This scheme is taught as it introduces children to one of the most pivotal events of recent history. In this scheme the lives of children are looked at as with the Victorians, but this time in the context of how their lives were impacted by the blitz and the subsequent evacuation from cities to the countryside. This focus introduces children to propaganda, highlighted by the 'Westward Ho!' Ministry of Information film designed to encourage evacuation. The experiences of some children can be contrasted with this propaganda.</p> <p>Many of our schools are in areas that were directly affected by the mass evacuation to make way for preparation for the D Day landings – the disaster of Operation Tiger is a useful introduction to how facts may be manipulated for various reasons – this also forms an excellent local study.</p> <p>The rights of the child and the impact on women's lives are looked at through this topic as well as a possibility of face to face encounters of people who lived through these events.</p>	<p>Propaganda</p> <p>Causation</p> <p>Change</p> <p>Invasion</p> <p>Local</p> <p>Oral history</p>

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The industrial revolution and the consequences for British and global society links back to Brunel in year 1 as a driver of the technological change. The theme of technological change is traced through the primary curriculum (the Shang etc) and leads to the year 8 focus on the industrial revolution in which the social aspects of this period are also studied.

Empires have been looked at from ancient Rome in year 4. The British Empire will be fully introduced in this scheme and leads onto the year 8 focus. Society (crime and punishment) are looked at in year 11 so children will have a context for this study when looking at the inequalities apparent during the Victorian period. This focus also brings the chronology for the primary curriculum closer to the present.

The study of the Second World War, particularly the Blitz and evacuation introduces this period of history at the end of the primary curriculum. It is then followed by a major focus in year 9. children will have some of the background to why the Second World War happened along with an understanding of the effect on Britain and especially its children.

There are many opportunities for local study in this topic as well. – particularly around D Day. The invasion of Normandy also allows for further enrichment of the understanding of this concept, leading on from the invaders and settlers in year 4.

Year 7						Curriculum Overview
Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts	<p>In Y7, the ESW History curriculum aims to establish a critical platform for the KS3 curriculum. At a fundamental level, our Y7 curriculum is a story of migration. Students will start with a Migration Through Time unit. This will give a broad chronological sweep of the history they will delve down into over the 3 years. Recognising the lived experiences of people within our diverse communities, from stories of migration to everyday life and community. Key substantive concepts such as empire, trade and Reformation will be introduced. The unit will also build on their KS2 History studies and their Ancient History knowledge.</p> <p>The Norman Conquest &amp; impact unit teaches students about a significant period of English history and provides them with a framework of the impact of conquest. The study of power and conquest will be developed through studying the Norman conquest and the Crusades. The What kind of things mattered to Medieval people unit covers the issue of shared humanity. The Crusades enquiry It explores the interplay of political, military, economic, social, religious and cultural forces that shaped the relationship between the Islamic world, the Byzantine Empire and Latin Christendom during the period c.1070–1100. Students will identify and describe the main events of the First Crusade and should develop an understanding of the diverse lives and experiences of Muslims and Christians at that time. Comparisons will be made between Medieval England and the Islamic world.</p> <p>The Pre-Columbian Civilisations unit builds on previous work in Year 7 on conquest, expansion and empire. We build on this and focus on conquistadors like Cortes who conquered Mexico. We start to bring in ideas of colonial history and this gives students a basis for future study of the slave trade and Empire later in the curriculum.</p> <p>The study of power and the changing role of Church and Parliament will be investigated with a specific focus on Henry VIII's break with Rome. The interplay between Church and State is crucial to understand.</p>
Cycle 1A Social history Connected world	Who are 'The British'? Why did people migrate to Britain?	Change & Continuity  Cause & consequence	Mid Cycle Knowledge MCQ + Why did people migrate? (Paragraph)  (10 marks)	Clear chronological understanding. Role of factors causing migration to Britain. Britain has been shaped and influenced by the wider world, right from the earliest times. Ethnic diversity in Britain is older than we think.  Local History: Devon stories of migration – timeline. Frayer: Empire, Industrial Revolution, Migration.	Commonwealth Empire Immigration Migration European Union Reformation Trade	
Cycle 1B War & Peace  Power & Rebellion	Invaders – Why did the Normans win the Battle of Hastings? The conqueror and the conquered – What did the English think when William took control?	Cause & Consequence	'Luck was the main reason why William won the Battle of Hastings' How far do you agree? (10)	Key turning point in English history. Provides a framework of the impact of conquest e.g. Feudal system, castles, Domesday book. Build on in Year 8 & 9. Link back to migration unit. Local History: Totnes castle. Frayer: Succession, Heir, Conquest.	Inheritance Heir Danelaw Cavalry Coronation Witan Motte & Bailey	
Cycle 2A Social History	What kinds of things mattered to Medieval people?	Change & continuity	Mid Cycle Knowledge MCQ + Portrayal Exeter Cathedral 10 marks	Links to migration unit & Norman conquest. Importance of religion. Examines social and political changes. E.g. population pattern, the power of the monarchy, standards of living. Local History: Exeter Cathedral Frayer: Pilgrimage, Pope, Hierarchy.	Feudalism Nobility Peasants Knights Social class	
Cycle 2B War & Peace	Crusades – 'God's warriors – why risk death to defend the Church?	Interpretations  Significance  Causation	'Religious fervour was the biggest motivation for going on a crusade.' How far do you agree? (10)	Interaction (conflict) of worlds established. England, Europe, Holy Lands. Pope Urban II and reasons for the first crusade. Links to pilgrimage and Holy War. Picking up on themes of the importance of religion from Cycle 1 & 2A. Local History: Exeter Cathedral Frayer: Crusade, Pope, Holy War.	Conquest, Rebellion, Christianity, Islam, Feudalism, Monarchy, Papacy, Holy War, Society	
Cycle 3A The connected world War and peace	Why are we wrong to view Pre-Columbian civilisations as uncivilised?	Similarity & difference	Mid Cycle Knowledge MCQ + Paragraph	Tie in with Migration & Norman conquest. Links to later Year 8 scheme on Tudor exploration. Focus on conquest and impact. Trace the historical timeline of Pre-Columbian civilisations in the New World and compare to Medieval England. Analyse reasons behind the rise and fall of each civilisation. Learn about rich and varied cultures. Local History: Drake & Hawkins Frayer: Civilisation, Conquest, Empire.	Trade Empire Slavery Conquest Treaty Piracy	
Cycle 3B Power & rebellion	In what ways did the Reformation matter to ordinary people?	Significance  Interpretations  Change & Continuity	How did the Reformation affect Morebath church? (10)	A transition from medieval England to the Tudor era. Revisit royal instability, challenges to authority, role of women. Reformation - Change in power between Church and State. Significant monarchs. Link back to migration unit - Huguenots. Builds upon stability of monarchy and influence and role of the church and papacy. Local History: Morebath, Exeter Cathedral, St Nicolas' priory, Compton Castle. Frayer: Faith, Doctrine, Dynasty.	Pope Transubstantiation Clergy Reform Persecution Excommunicated Parliament	



Year 8						<h2>Curriculum Overview</h2> <p>We start Year 8 with an overview through time study. This builds on their previous study of migration through time in Year 7.</p> <p>People with mental health and disabilities have been and are still marginalised by society. This unit will unpick how the labelling and treatment of mental illness has changed over time.</p> <p>Slavery and Empire – students build on residue knowledge of conquest. They place people and their actions at the heart of the shifting sands of Empire, technology, protest, revolution, and, ultimately, power.</p> <p>The narrative of migration, including both people and ideas, is further explored through the expansion of empires, forced movement of people as part of the transatlantic slave trade, and through ideas of revolution.</p> <p>Key social changes in Britain such as the Civil War and Industrial Revolution will be analysed and tied to the thread of Empire and expansion. It builds on their understanding of monarchy from year seven by exploring the powers of monarchy and reactions and views. By exploring the English Civil war students develop their contextual knowledge of politics and power and are able to analyse the long- and short-term impacts of historical events. The prominence of women as integral and active participants in these key events will also be incorporated.</p>
Theme	Enquiries	Disciplinary / Second Order	Assessment	Justification	Substantive Knowledge / Concept	
<b>Cycle 1A</b>  <b>Social History Inclusion</b>	Asylum to Community Care – ‘How far do you agree that the introduction of pharmaceutical drugs was the reason that asylums closed down’.	Change and Continuity	<b>‘The introduction of pharmaceutical drugs was the main reason that asylums closed down’. How far do you agree?</b>	Disabled people are marginalised in society. They are entitled to have their history heard. We have a moral duty to reflect the diverse past in our classrooms and the Equality Duty Act of 2010 requires us to eliminate unlawful discrimination, harassment and victimization, advance equality of opportunity between different groups and foster good relations between different groups. Respecting the past of everyone is part of fostering this. Local History: Seale Hayne – WW1 Hospital for shell shock. Exminster Asylum. Moorhaven. Eva Luckes. Frayer: Monarchy, Government, Industrialisation	Disability Inclusion Divine Tolerance Monarch Annulled Hierarchical Great Chain of being	
<b>Cycle 1B</b> <b>The connected world</b>	Why was the world opening up to Elizabeth I and her people?	Significance	Why was the world opening up to Elizabeth and her people?	Importance of trade and expansion. Clash of empires, religious warfare, trade competition. Bring it all together. Build on Pre-Columbian civilisation unit. Give background to later study of slavery & Empire. Local History: Hawkins, Drake - statue, Sir Humphrey Gilbert, Armada. Frayer: Exploration, Empire, Trade.	Heresy Puritan Alliance Trade, Empire, Conquest,, Exploration, Navigation,	
<b>Cycle 2A</b>  <b>Power &amp; rebellion Social History</b>	In what ways was the world turned upside down in the seventeenth century?	Significance Causation	<b>‘Charles I should be blamed for the outbreak of the English Civil War ‘ How far do you agree?</b>	Explores major challenges to status quo, developing schemas of power and monarchy. Zooming into the specific challenge parliament presented to monarchy during civil war. Context given to the disagreement but focus will be on the human aspect of Civil War. The role of women in the Civil War. Local History: Dartmouth Castle. Battle of Bovey Heath. Frayer: Democracy, Republic, Monarchy.	Parliament Democracy Puritan Civil War Siege Republic	
<b>Cycle 2B</b>  <b>The connected world</b>	Britain's transatlantic slave trade. Slavery and abolition	Change & continuity	Slave Trade Source Assessment	Develops schema of migration through the exploration of forced migration, establishing the roles and actions of slaves in bringing about the end of slavery. Link back to Tudor exploration unit and Pre-Columbian civilisations. Local History: Mary Carpenter. Devon in the Slave Trade. Link back to Drake & Hawkins. Frayer: Enslavement, Trade, Rebellion.	Rebellion Revolution Petition Campaign Slavery Empire Parliament	
<b>Cycle 3A</b>  <b>The connected world Power &amp; rebellion</b>	How did the British Empire change over time?	Change & Continuity	<b>How did the British Empire change over time?</b>	Develops on themes/concepts from Year 7 on migration and Year 8 exploration especially charting the shift in power towards European Empires as well. From small beginnings in the early 1600s, Britain's empire grew to be the largest empire the world had ever known. Builds in Pre-Columbian civilisations and concept of colonisation and conquest. Local History: Link back to Hawkins. Frayer: Colony, Empire, Independence.	Colony Empire Independence Migration	
<b>Cycle 3B</b>  <b>Social History</b>	How did the Industrial Revolution transform Britain?  Votes for Women.	Significance Interpretations	‘The Industrial Revolution was Liberty's Dawn.’ Interpretations	Link back to migration unit – why did people come to Britain? Adds strand to the schema of revolution. Explores major changes in British society. Local History: Charles Babbage, Charles Kingsley. Looman Bawdon. William Pearn. Frayer: Industrial Revolution / Industrialisation, Democracy, Suffrage.	Democracy Reform Unions Political parties Election Class	

# Year 9

Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts
<b>Cycle 1A</b>  <b>War &amp; Peace</b>	Two bullets and twenty million deaths. Why did a murder lead to war in 1914?	Cause & consequence  Significance	'The assassination of Archduke Franz Ferdinand was the most important cause of World War One.' How far do you agree?	Draws together the various worlds explored throughout the curriculum to explore their repeated collision in the 20 <sup>th</sup> century and setting the scene for the later exploration of ideologies. Picks up on a number of themes from Year 8 to establish nature of democracy in Britain and the impact the growing franchise had on class in Britain, with agency and actions of specific groups driving the narrative. Forgotten voices of WW1. <b>Local History: Union Street Riot. War Graves, VAD, Seale Hayne.</b> Frayer: Ally, Propaganda, Nationalism.	Empire Nationalism Treaty Imperialism Alliances Militarism
<b>Cycle 1B</b>  <b>War &amp; Peace</b>	'Are we making a good peace?' Did the Paris Peace conference make a sensible settlement?	Interpretations  Significance	T of V source / Interpretations. 'The biggest reason the T of V was hated was article 231.'	Fits in with later scheme on the rise of Hitler and links back to WW2 turning points scheme. Legacy of the Treaty of Versailles. Was the Weimar Republic doomed from the start? <b>Local History: ?</b> Frayer: Appeasement, Diktat, Golden Age.	Treaty Alliance Nationalism Empire State Trade
<b>Cycle 2A</b>  <b>Power</b>	'Evil minds and evil times.' How did Hitler become Fuhrer? Life in Nazi Germany.	Interpretations  Cause & consequence	Why did Hitler rise to power?	Interwar period. Develops the schema of ideology. Provide context for understanding the current state of the World. Links to earlier concepts of power. How did Nazism become mainstream? When did German democracy die? <b>Local History: WW2 Home Front &amp; Blitz. Slapton Sands.</b> Frayer: Aryan, Dictatorship, Hyperinflation. Lebensraum.	Technology Alliance Empire Invasion Occupation
<b>Cycle 2B</b>  <b>War &amp; Peace</b>	The world dissolved in flames. How did the Allies win the Second World War?	Significance	'The attack on Pearl Harbor was the most important turning point in World War Two.' How far do you agree?	Appeasement. Key turning points in World History. Impact of atomic bomb – moral arguments. <b>Local History: Home Front, Women's roles.</b> Frayer:	Parliament Ideology Elections Propaganda Police State
<b>Cycle 3A</b>  <b>War &amp; Peace</b>  <b>Social history</b>	'The greatest crime in the history of the world.' Why is it so important to remember the Holocaust?	Cause & Consequence	Source Question Empathy	Legal requirement - Agency of individuals in all positions in society in the Holocaust. Builds on the previous theme to explore the impact of ideologies and again question ideas of progress in the 20 <sup>th</sup> century. <b>Local History: Voices of the Holocaust.</b> Frayer: Liberation, Dictatorship.	Anti-Semitism Persecution Genocide Police State Migration
<b>Cycle 3B</b>  <b>Power &amp; rebellion</b>  <b>Connected world</b>	'The work of Martin Luther King was the most important factor in the success of the Civil Rights movement.' How far do you agree?	Change & Continuity  Significance	The work of Martin Luther King was the most important factor in the success of the Civil Rights movement.' How far do you agree?	Picks up the narrative of Year 8 theme 3 and Year 9 Theme 2 but aims to challenge simplistic narratives and misconceptions of racial tension as being solely a US issue by putting race into a wider global context in the 20 <sup>th</sup> century. How the Black power movement helped to create social change. Link to bottom up approach to bringing about change – migration through empire and legacies of the slave trade covered in Year 8. Links to Votes for Women campaigning. <b>Local History: Harry Simpson. Bristol Bus Boycott.</b> Frayer: Civil Rights, Racism,	Civil Rights Segregation Emancipation Legislation Protest Racism Apartheid Repression

## Curriculum Overview

Driving the Year 9 curriculum is the question of power, peace and warfare.

The idea of power is further explored through the analysis of the increasing franchise in Britain. It ties in to the migration of ideas.

Students will be challenged to characterise the nature of the 20th century itself.

The Year 9 curriculum intends to draw together many of the strands sown throughout Year 7 & 8,

This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies. Learners should be able to identify and describe the main features of the period and should develop an understanding of the diverse lives and experiences of people during this traumatic time. Learners will not be required to demonstrate an understanding of the events of the Second World War other than ones which relate directly to the identified issues.

# Year 10

Theme	Enquiry questions	Disciplinary /Second Order Concept	Assessment	Justification	Substantive Knowledge / Concepts
Cycle 1A	Paper 2 -. Spain and the New World Topic 1 – Spain reaches the New World.	Narrative Consequence Importance		The context in which Spain began to establish an empire in the Americas. Students should understand the importance of religion as a factor for Spanish expansion, shown from the start in the personal motives of Queen Isabella, as well as other factors including the desire for land and wealth, and rivalry with Portugal. Students should understand that Columbus's first voyage illustrated both the danger and the profits to be found in the 'New World' and led to the Spanish claim of authority over the Americas. His later voyages established several themes of this period study: the quest for gold, the role of religion, the treatment of the natives by the Spanish, and the attempts to exert the authority of the Spanish crown. Students should be aware that the Spanish Empire expanded rapidly through a number of settlements and conquests in a short period but some significant milestones have been identified which introduced a new perspective, such as Balboa reaching the Pacific and the voyage of Magellan.	Imperial, annexation, encomienda, colony, settlement, expedition, sponsorship, monopoly, Pope, Christian, Catholic, missionary, Caribbean, natives
Cycle 1B	Paper 2 - Spain and the New World Topic 2 – The conquistadors, 1513-1528.	Narrative Consequence Importance		Students should understand that Cortes's conquest of the Aztec Empire was a major event, which showed what could be done by a conquistador. They should be aware of the dramatic narrative of events, for example, the massacre at Cholula, the treatment of Montezuma, the 'Night of Tears' and the capture of Tenochtitlan. They should also examine the consequences of the conquest from the perspective of the natives and the Spanish.	Tainos, Caribs, Tlaxcalans, Tenochtitlan, Montezuma, Huayna Capac, Atahualpa, Huascar, Cajamarca, Cuzco.
Cycle 2A	Paper 2 - Spain and the New World Topic 3 – The Spanish Empire, c1528-1555 Henry VIII & His Ministers	Narrative Consequence Importance  Key Features Causation Significance		<p>The story of Pizarro's conquest of Peru provides an interesting parallel and also includes more cases of betrayal, murder and battles. Students should consider the significance of the expansion of the Spanish Empire into Bolivia and Mexico and the effects of the development of empire on both the Americas and Spain. They should understand the key issues of the religious conversion and enslavement of the natives, the development of the encomienda, the effect of the treasure on Spain's economy and the development of an administration for this part of the Spanish Empire and all important consequences of the work of the conquistadors and the policies of the Spanish monarchs.</p> <p>Henry's relationship with his Chief Minister Cardinal Wolsey. Features of English life in 1509 - structure of society, the features of society in villages and towns, and the importance of the wool and cloth trade. Key features of Henry VIII's accession and rule Reasons for Wolsey's rise to power, and his importance in government. Wide-ranging legal and financial reforms. Financial policies had mixed success. Wolsey's foreign policy was successful until 1520 – Treaty of London 1518 and the Field of the Cloth of Gold 1520 – but for most of the 1520s England had less success in Europe. Reasons for growing opposition to Wolsey in the 1520s, and why he fell from power so dramatically in 1529.</p>	Dynasty Renaissance Divine Right Enclosure Privy Council
Cycle 2B	Paper 2 - Henry VIII & His Ministers	Key Features Causation Significance		Cromwell's rule as Chief Minister in the 1530s. His handling of the king's four marriages -securing the annulment of Catherine of Aragon's marriage, and his role in the downfall of Anne Boleyn. How far the marriage to Anne of Cleves was influenced by foreign policy issues, and the extent to which this contributed to Cromwell's fall from power in 1540. Major reforms which Cromwell carried out - centralising royal power in London, improving government finances, and laying the foundations of an impartial and professional civil service. Cromwell's skilful management of Commons and Lords, and the significance of the increased use of parliament.	Holy Roman Empire, diplomacy, annulment, papacy, Council of the North, civil service, administrative, centralisation, Lords and Commons, Exchequer,
Cycle 3A	Paper 2 - Henry VIII & His Ministers	Key Features Causation Significance		<p>The making of the English Reformation and its impact on national life. Break with Rome in the 1530s. Importance of the annulment in this process, and other reasons - long-term problems with the English Church. The importance of the Reformation Parliament in carrying out the king's wishes and of the political effects of religious change, for example the treason laws. Opposition to religious change - key individuals such as Elizabeth Barton, John Fisher and Thomas More. The extent to which the English Church was changed by the Reformation. The many different functions carried out by the monasteries, and the extent to which their dissolution affected the lives of the English people - an increase in poverty and vagabondage. The dissolution of the monasteries saw a massive increase in the crown's wealth.</p> <p>The rebels who joined the Pilgrimage of Grace in 1536 did so for a variety of reasons - opposition to changes to their religious practices, concern about issues such as enclosure, and the effects of monastic closures on people's lives. Different reasons for the rebellion's failure, and its significance for Henry VIII in Church doctrine and practices. The extent to which the Pilgrimage of Grace contributed to the fall of Cromwell in 1540.</p>	Excommunication, factions at court, pilgrimage, rebellion, local rights, supremacy, treason.
Cycle 3B	Paper 1 - Crime & Punishment Time  1000-1500 Crime and Punishment in Anglo Saxon and Medieval England	Change & Continuity Causation Significance Key Features Utility Follow Up		<p>Crimes against the person, property and authority, including poaching as an example of 'social' crime</p> <ul style="list-style-type: none"> <li>• Changing definitions of crime as a result of the Norman Conquest</li> <li>• The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable.</li> <li>• The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment.</li> <li>• The use and end of the Saxon Wergild.</li> <li>• Case studies - the influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.</li> </ul>	Treason King's Peace Wergild Oath Retribution Deterrent Poaching Sanctuary

# Year 11

Theme	Enquiry questions	Disciplinary /Second Order Concept	Assessment	Specification	Substantive Knowledge / Concepts
Cycle 1A	<p>Paper 1 - Crime &amp; Punishment Time</p> <p>1500-1700 Crime and punishment in Early Modern England</p> <p>1700-1900 Crime and punishment in 18th and 19th century Britain</p>	<p>Change &amp; Continuity</p> <p>Causation</p> <p>Significance</p> <p>Key Features</p> <p>Utility</p> <p>Follow Up</p>		<p>Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason.</p> <ul style="list-style-type: none"> <li>• New definitions of crime in the sixteenth century: vagabondage and witchcraft</li> </ul> <p>The role of the authorities and local communities in law enforcement, including town watchmen.</p> <ul style="list-style-type: none"> <li>• The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.</li> <li>• Case studies - Gunpowder Plotters, 1605. Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.</li> </ul> <p>Highway robbery, poaching and smuggling.</p> <ul style="list-style-type: none"> <li>• Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.</li> <li>• The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID.</li> <li>• Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of Howard and Fry.</li> <li>• Case studies - Pentonville prison in the mid nineteenth century; reasons for its construction; the strengths and weaknesses of the separate system in operation.</li> <li>• Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force</li> </ul>	<p>Transportation</p> <p>Colonies</p> <p>Bloody Code</p> <p>Rehabilitate</p> <p>Superstition</p> <p>Reform</p> <p>Penal</p> <p>Heresy</p> <p>Treason</p>
Cycle 1B	<p>1900-Present Crime and Punishment in Modern Britain</p> <p>Paper 1 - Crime &amp; Punishment Time</p> <p>Historic Environment: Whitechapel. 1870-1900:.</p>	<p>Change &amp; Continuity</p> <p>Causation</p> <p>Significance</p> <p>Key Features</p> <p>Utility</p> <p>Follow Up</p>		<p>Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling.</p> <ul style="list-style-type: none"> <li>• Changing definitions of crime, including driving offences, race crimes and drug crimes.</li> </ul> <p>of law enforcement and punishment</p> <ul style="list-style-type: none"> <li>• The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch.</li> <li>• Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention.</li> <li>• The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.</li> <li>• Case studies - The treatment of conscientious objectors in the First and Second World Wars.</li> </ul> <p>The Derek Bentley case: its significance for the abolition of the death penalty.</p> <p><b>Whitechapel, c1870–c1900: crime, policing and the inner city</b></p> <ul style="list-style-type: none"> <li>• Local context of Whitechapel and problems facing it e.g. housing, overcrowding, problems of policing, the development of investigative policing, and the national and region context of policing.</li> <li>• Key individuals – Charles Booth, Jack the Ripper, Charles Barnardo.</li> <li>• Knowledge, selection, and use of historical sources – knowledge of sources relevant to the period and issue and how to use them.</li> </ul>	<p>Hate crime</p> <p>Terrorism</p> <p>Fraud</p> <p>Conscription</p> <p>Conscientious Objectors</p> <p>Socialism</p> <p>Anarchism</p>
Cycle 2A	<p>Paper 3 - Weimar &amp; Nazi Germany</p>	<p>Inference</p> <p>Causation</p> <p>Source Utility</p> <p>Interpretations</p>		<p>2.1 Early development of the Nazi Party.</p> <p>2.2 The Munich Putsch and the lean years.</p> <p>2.3 The growth in support for the Nazis.</p> <p>2.4 How Hitler became Chancellor.</p>	<p>Kaiser</p> <p>Democracy</p> <p>Reichstag</p> <p>Coalition</p> <p>Reparations</p> <p>Propaganda</p>
Cycle 2B	<p>Paper 3 - Weimar &amp; Nazi Germany</p>	<p>Inference</p> <p>Causation</p> <p>Source Utility</p> <p>Interpretations</p>		<p>3.1 The creation of a dictatorship.</p> <p>3.2 The Police State</p> <p>3.3 Controlling &amp; influencing attitudes.</p> <p>3.4 Opposition, resistance &amp; conformity.</p> <p>4.1 Nazi policies towards women.</p> <p>4.2 Nazi policies towards the young.</p> <p>4.3 Employment &amp; Living Standards.</p> <p>4.4 Persecution</p>	<p>Fuhrer</p> <p>Police State</p> <p>Concentration camps</p> <p>Concordat</p> <p>Censorship</p> <p>Opposition</p> <p>Lebensborn</p> <p>Patriotic</p>
Cycle 3A	<p>REVISION</p>				



## Paper 2 – Spain and the New World

### **Substantive Knowledge.**

- This topic illustrates a key theme in early modern history – a clash of cultures. The lack of understanding, the conviction of being 'right', a greed for gold and the use of violence can be seen in many examples throughout history and therefore this study can support the development of religious and racial toleration. The choice of topic is also a useful reminder that a Eurocentric view of the world is limiting and students should appreciate that different cultures flourished on other continents before the arrival of Europeans.
- The specification starts with the situation in Spain and the context in which the discovery and exploration of the 'New World' took place. The period of 60 years from c1490–c1555 saw the establishment of the Spanish Empire in the Caribbean, Mexico and Peru. The story contains wealth, danger, religion, treachery, battles and murder. The role of key individuals such as Columbus, Cortes and Pizarro, and the events by which Spanish control was established are all studied as well as the impact of such events upon the native Caribs, Tainos, Aztecs and Incas.
- The final strand of the specification looks at the impact on Spain of the acquisition of this empire. A narrative framework forms the basis of the division of the specification into three Key topics but students should be aware that there is a narrative which unfolds across these artificial divisions. Consequently, students should be encouraged to see the period study as a whole rather than three separate topics.

### **Disciplinary.**

- Period studies focus on an analytical narrative of events and therefore students should appreciate the chronology of key events, while understanding that some developments overlap several events. For example, various areas were being explored at the same time, while the themes of the treatment of the natives and the attempt to impose imperial control are important at several points in the narrative.
- Within that analytical narrative, students will need to see that events do not occur in isolation but unfold as a consequence of what has gone before. For example, the discovery of gold or silver stimulated further expeditions to find 'El Dorado'.
- When discussing the significance of an event, students should be able to explain its impact and the way it changed the situation or attitudes.

## Paper 2 – Henry VIII & His Ministers

### **Substantive Knowledge.**

'Divorced, beheaded, died, divorced, beheaded, survived.' This memory aid is used by many students to remind them of the fate of each of Henry VIII's six wives, but the importance of Henry VIII's reign goes far beyond the lurid tales of adultery and executions which feature in popular television depictions. In the years 1509–40,

Henry imposed dramatic changes to the political and religious life of the country, which endured long after his death, and, for a time, made England a key player on the European stage. Henry's peaceful accession in 1509 was in sharp contrast to the difficulties faced by his father. After a century of instability for the English crown, his unchallenged accession in 1509 was greeted with relief by the English people who looked forward to years of stability under a young and popular monarch. Henry's relations with his father had been distant and formal, and the new king had never been given any training on the nature of kingship and royal government. The teenage king preferred the pursuit of pleasure to that of government, and delegated many duties to Thomas Wolsey. By 1515 Wolsey was a cardinal, Archbishop of York and Lord Chancellor, and thus had the power to carry out his royal master's instructions. Despite his great influence over matters of Church and state, Wolsey was unable to meet Henry's demands for the annulment of his marriage to Catherine of Aragon. The power of the Papacy proved too strong, and the recall of the case to Rome in 1529 was soon followed by Wolsey's fall from power. Wolsey had proved to be an able royal servant, and so was his successor Cromwell in the 1530s. An able administrator and a talented manager of men, Cromwell was responsible for the religious reforms which transformed both English Catholicism and the nature of royal power.

The years 1529–36 were a period of far-reaching change in many aspects of life, and led to an almost inevitable backlash. The rebellions were quashed in 1537, but they were an important warning for Henry and Cromwell: the Pilgrimage of Grace was the largest rebellion against Tudor rule for 40 years. Apart from the final closure of the monasteries in 1539, Henry introduced no further religious changes during his reign.

This topic includes many areas of study to engage students. There are many different character studies to be made, of the king and his wives, as well as of Wolsey and Cromwell.

### **Disciplinary.**

This is one of the Paper 2 depth study options, and students taking this option will answer Question 4 on the examination paper.

- 4(a): this is compulsory and targets AO1. It focuses on describing features.
- 4(b): this is compulsory and targets AO1/AO2. It focuses on causation.
- 4(c): students have a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.

# Paper 1 – Crime & Punishment

## Substantive Knowledge.

This option comprises a thematic study, Crime and punishment in Britain c1000– present, and a study of the historic environment, Whitechapel c1870–1900: crime, policing and the inner city.

This option offers students a rewarding opportunity to engage with a variety of interesting issues within an ever-changing historical background. While the focus of the option is about the nature of change in crime, punishment and policing over time, the study of each time period brings with it an opportunity to really explore the social and political factors which have helped shape each period of history. There is also the opportunity to link in personal stories to help bring the thematic study alive, whether you choose to include stories from your local area or select them from the national archive.

Many of the topics covered still have great relevance and interest for students today, whether it be the debate about the way we should punish or help criminals within society or the role of government and the community to help bring criminals to justice. The ability to make links with modern issues and stories in the news is a great way of really engaging your students in the unit and helps to maintain interest over time.

## Disciplinary.

### **Section A Historic environment**

For the historic environment, students answer one question requiring them to describe features (AO1) and a two-part question targeting AO3 (analyse, evaluate and use sources). Question 2 uses two contemporary sources; one of them may be visual, but at least one will be written.

- Question 1: students describe features.
- Question 2 (a): students assess the usefulness of two sources for a specified enquiry, making use of their knowledge of the historical context.
- Question 2 (b): students suggest a follow-up area of investigation for the specified enquiry.

### **Section B Thematic study**

Students answer three questions for the thematic study: Question 3, Question 4 and either Question 5 or Question 6.

- Question 3: focuses on similarity or difference over time. Questions will cross sections and will normally span at least a century (and may span much longer periods).
- Question 4: focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods.
- Questions 5/6: requires a judgement and may focus any of the following: the *nature* or *extent* of change (similarity/difference or change/continuity); *patterns* of change (turning points, i.e. significance); the *process* of change (factors bringing it about, i.e. causation); or the *impact* of change (i.e. consequence). Questions will normally span at least two centuries and may span much longer periods.

## Paper 3 – Weimar & Nazi Germany

### Substantive Knowledge.

- In contrast to the proud, patriotic and celebratory mood with which Germany entered the First World War in 1914, it was a shocked and defeated Germany in 1918 that then bitterly resented its treatment by the victorious allies with the Treaty of Versailles. A new, democratic Weimar Germany was burdened with severe political and economic dislocation and by 1923 faced the humiliating invasion by the French of its industrial centre of the Ruhr. However, a mixture of Stresemann's work and more favourable international conditions allowed Weimar Germany to undergo a period known as 'the Golden Years' until the Wall Street Crash in 1929 had significant economic and thus political consequences for Weimar Germany.
- Immediately at the end of the First World War, the right wing of German politics were especially resentful at Germany's defeat, at the peace treaty and at the new democratic style of government. Hitler had become leader of the National Socialist Workers' Party. After having attempted coming to power by means of force in Munich in November 1923, Hitler determined to achieve power by democratic means. Once power had been achieved, democratic government could then be abandoned.
- The economic and political crisis in Germany during the Great Depression led to Hitler's appointment as Chancellor in 1933. Within less than two years the multiparty Weimar Germany had become a Nazi dictatorship led by the Führer. The Nazis imposed their vision of what Germany should be by a mixture of brutal means of repression, extremely effective propaganda influencing people's attitudes, and beliefs and policies which changed the role of women and encouraged the young in particular to be enthusiastic, loyal supporters of the regime. For many, the repression and control was acceptable because of benefits brought about by the Nazi dictatorship, for example the end of mass unemployment and rising living standards. Some were not convinced by these economic gains and a wide range of individuals and organisations bravely opposed the brutal dictatorship. There were also clearly identified groups that the Nazis believed had no place in their vision of society; those groups included the mentally and physically disabled, Slavs, 'gypsies', communists and Jews. Despite many of Germany's Jews having fought loyally for their country during the First World War, the Jewish population was persecuted with increasingly harsh methods. This began just two months after Hitler became Chancellor and included both laws to separate the Jews from the rest of the population as well as systematic and violent attacks on their homes, businesses and places of worship. This modern depth study offers students a fascinating analysis of how, between the First and Second World Wars, a democratic Germany became a one-party dictatorship. During this short time span students will examine various political, economic, social and cultural aspects of this change from a democratic to a one party state. The specification content is divided into four Key topics which provide a framework for teaching and understanding this option. However, these are not in isolation from one another and there is some chronological overlap between the four Key topics, which highlights the complexity and interplay of different aspects within Germany during the years 1918–39.

### Disciplinary.

- In the modern depth study, students will be assessed on all four Assessment Objectives. The questions may relate to any content specified in the four Key topic areas. Students answer three questions; question 3 is divided into four parts.
- Question 1: this targets AO3, and requires students to make inferences from one source.
- Question 2: this targets AO1/AO2, and focuses on causation.
- Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.
- Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ.
- Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.
- Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context.



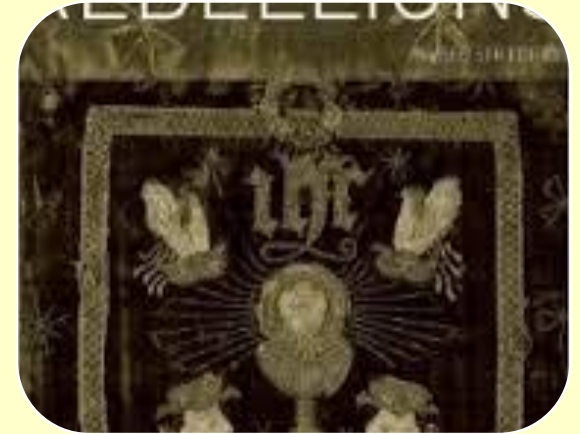
# A Level History



**Paper 1: USA  
1917-96**



**Paper 2: India  
1914-48**



**Paper 3: Tudor  
rebellions**



## In search of the American Dream: the USA, c1917–96



### Course content:

This option comprises a study of the dramatic political, economic and social transformation of the USA in the twentieth century, an era which saw the USA challenged by the consequences of political, economic and social inequalities at home while maintaining its position as a world superpower.

You will gain an in-depth understanding of the changing social, political and economic situation from the boom in the 1920s, to the Great Depression, through to the Cold War, Civil Rights and changing styles of presidency, before evaluating and analysing the impact of Ronald Reagan on America.

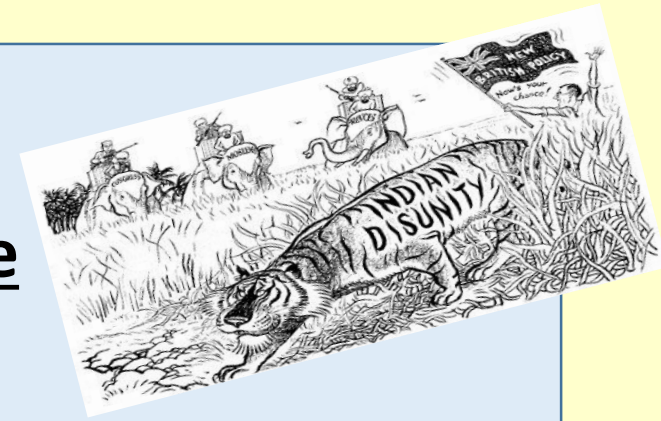


*'Give me your tired, your poor,  
Your huddled masses yearning to  
breathe free,  
The wretched refuse of your  
teeming shore.  
Send these, the homeless,  
tempest-tossed to me,  
I lift my lamp beside the golden  
door!'*





## India 1914-1947 Road to Independence



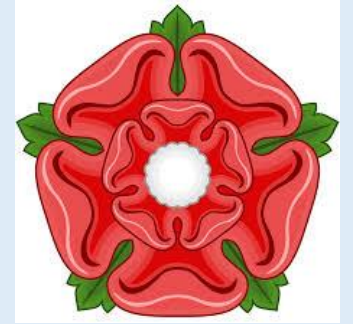
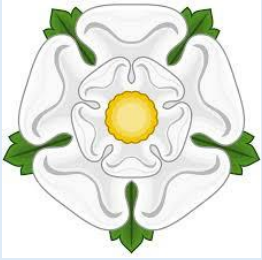
### **Course content:**

**In depth transition of the Indian Sub-continent from a colony to independence. The gaining of Indian independence influenced both the nature of civil rights campaigning and the search for national self-determination throughout the world.**

**You will gain an in-depth understanding of the changing relationship between Britain and India from the outbreak of the First World War to the achievement of independence for the Indian Sub-continent, and the reasons for this, with particular reference to Indian nationalism .**







## Rebellion and disorder under the Tudors: 1485-1603

### Course content:

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes and give you the opportunity to develop skills in analysing and evaluating source material.

Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors, and the ways in which the state gradually brought those likely to join rebellions into partnership and participation in governance and hence respectability. Despite a shaky start, the Tudors established their dynasty as one of the most powerful England has seen. They did this by providing, over time, a potentially rebellious people with what they demanded: better governance and justice.





# A Level History Paper 3: Rebellion and disorder under the Tudors: 1485-1603

Theme	Enquiry questions	Disciplinary /Second Order Concept	Assessment	Specification	Substantive Knowledge / Concepts
Breadth 1	Aspects in breath: controlling a fractious nation – changes in Tudor government, 1485 - 1603	Change and Continuity	Section C Essays - Breadth.	<ul style="list-style-type: none"> <li>Government and administration, 1485–1603: changes made to structure and function of the household (key development: reform of the Privy Council 1540); changes in the role of Secretary, establishing the post of lord lieutenant.</li> <li>Crown, church and parliament, 1485–1603: church-state relations (key developments: impact of the Reformation, including the Acts of Supremacy of 1534 and 1559, the Elizabethan religious settlement); development of the concepts of sovereignty of statute and parliamentary privilege; the extent of change in the relationship between crown and parliament.</li> </ul>	Patronage Faction Purgatory Sanctuary Anticlericalism Annulment Proclamation Puritan
Breadth 2	Aspects in breath: Gaining the co-operation of the localities	Change and Continuity	Section C Essays - Breadth.	<ul style="list-style-type: none"> <li>Involving the localities in governance, 1485–1603: relations with localities (key developments: re-establishing the Council of the North 1537, the Law in Wales Acts 1535 and 1542); increasing borough representation in the Commons over the period; impact of increasing literacy in the yeoman class; the changing role of justices of the peace (key developments: the Tudor subsidy of 1513, the Statute of Artificers 1563, the Act for the Relief of the Poor 1598).</li> <li>The crown and the country, 1485–1603: the development of a network of personal relationships by patronage, the granting of lands, titles and positions at court; the increasing use of royal progresses beyond London and the Home Counties.</li> </ul>	Parish Franchise Alms Impotent Poor JP's Subsidy Marcher regions
Depth 1	Challenging the succession, 1485 - 1499	Source skills Cause & Consequence Significance	Section A Essays – Source. Section B Essays – Depth.	<ul style="list-style-type: none"> <li>Henry Tudor's hold on the throne, 1485–87: the impact of Bosworth 1485; measures to secure his throne; the roles of the Yorkist and Lancastrian factions.</li> <li>The nature and extent of the challenges of Lambert Simnel, 1486–87, and Perkin Warbeck, 1491–99, and how they were overcome.</li> <li>The significance of support for the challengers from Burgundy, France, Scotland and Ireland.</li> </ul>	Acts of Attainder Usurper Pretender Holy Roman Empire Trade Embargo
Depth 2	Challenging religious changes, 1533 - 37	Source skills Cause & Consequence Significance	Section A Essays – Source. Section B Essays – Depth.	<ul style="list-style-type: none"> <li>The impact of Henrician religious changes, 1533–37: the break with Rome and the dissolution of the monasteries.</li> <li>The causes and impact of the Lincolnshire Rising and the Pilgrimage of Grace: aims, methods, nature of support and extent of threat.</li> <li>The role of leaders in challenge and suppression: Robert Aske and Henry Bigod; Thomas Cromwell, Henry VIII and the Duke of Norfolk; the extent of repression in 1537.</li> </ul>	Doctrine Sacrament Clergy Martial Law Enclosure
Depth 3	Agrarian discontent: Kett's rebellion 1549	Source skills Cause & Consequence Significance	Section A Essays – Source. Section B Essays – Depth.	<ul style="list-style-type: none"> <li>The social and economic reasons for rebellion: the impact of enclosures; rural discontent; the impact of the Duke of Somerset's commission on enclosures.</li> <li>The challenge posed by Kett's rebellion: its demands; extent of the threat posed.</li> <li>The role of leaders in challenge and suppression: Kett; Somerset and the Earl of Warwick; the extent of repression.</li> </ul>	Engrossing Rack-Renting Godly Commonwealth Price Index
Depth 4	Queen takes Queen? The revolt of the northern earls, 1569 - 70	Source skills Cause & Consequence Significance	Section A Essays – Source Section B Essays – Depth.	<ul style="list-style-type: none"> <li>The causes of and development of the challenge: problem posed by Mary, Queen of Scots; court politics and faction; the role of the Duke of Norfolk; economic and religious insecurities of the northern nobility; Mary's arrival in 1568.</li> <li>The main events of the revolt: the significance of the capture of Durham and the siege of Barnard Castle; the role of the northern earls; the extent of the threat to Elizabeth.</li> <li>Failure and its impact: reasons for failure; repression; implications for Catholicism and Protestantism in England.</li> </ul>	Papal Bull Jesuit Papist Anglicanism
Depth 5	Troublesome Ireland: Tyrone's rebellion, 1594 - 1603	Source skills Cause & Consequence Significance	Section A Essays – Source. Section B Essays – Depth.	<ul style="list-style-type: none"> <li>The reasons for the Nine Years' War (Tyrone's rebellion) and the significance of the support for Hugh O'Neill and Hue Roe O'Donnell from within Ireland and from Spain.</li> <li>The significance of events and individuals: the Battles of Clontibret 1595, Yellow Ford 1598, Curlew Pass 1599, and the collapse of the Munster Plantation; the roles of Henry Bagenal, Florence MacCarthy, the Earl of Essex and Lord Mountjoy.</li> <li>Reasons for the war's duration and England's eventual success, including the battle of Kinsale 1601, the late arrival of Spanish support and the siege of Dunboy; costs to the English government.</li> </ul>	The Pale Tanistry Conciliation Trained band