

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

History 5 Year Curriculum Summary

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	1. Basic Historical Skills /Britain Before 1066	2. The Norman Conquest	3. Medieval Kingship 4. The Importance of Religion in the Middle Ages	5. Ordinary Lives in the Middle Ages	6. The Tudors	7. The Stuarts
Core Knowledge:	<p>We introduce skills of: chronology including key terms, cause and consequence, evaluation of historical sources through an investigation, change and continuity, diversity.</p> <ul style="list-style-type: none"> Iron Age – Maiden Castle skeletons Britain before 1066- Iron age, Roman, Saxon, Norman. 	<ul style="list-style-type: none"> Features of Medieval Kingship. Medieval France and Normandy. The power and influence of the Church and Pope. Medieval Warfare. The impact of the Norman Conquest: This will include looking at Norman castles, the feudal system and the Domesday book. The long- term impact of the Norman Conquest on England (and therefore English history), including the influence of French culture, language, law, customs. 	<p>3. Medieval Kingship- what was kingship like after 1066?</p> <ul style="list-style-type: none"> What were important qualities of a medieval king? An understanding of the Norman and Plantagenet Family tree The relationship between King and the barons Interpretations of King John <p>4. Religion</p> <ul style="list-style-type: none"> The centrality of the Church in the Middle Ages? The main beliefs of the Church in the Middle Ages. How Doom Painting were used. The lives of monks and nuns. How people tried to ensure a place in heaven: Pilgrimage, Indulgence, obedience, becoming a monk or nun. 	<ul style="list-style-type: none"> What was it like to live in the Middle Ages? Key features. Life in a Medieval Village: the types of people who lived there and their lives. Aspects of Medieval Life – leisure, farming, freedom, crime and punishment. The Black Death: causes, symptoms, explanations and remedies. Impact. The Peasants Revolt 1381: causes, main events, outcome and consequences 	<ul style="list-style-type: none"> An overview of the Tudor monarchs Henry VIII Edward VI Lady Jane Grey Mary Elizabeth <p>This will enable study of important events and developments such as the English Reformation and the Spanish Armada.</p> <ul style="list-style-type: none"> Different interpretations of the monarchs will be examined and there are frequent opportunities to evaluate the rich source material of Tudor portraits. <p>Ordinary life in Tudor Times – food, houses, the poor, medicine, leisure and education.</p>	<p>An overview of the Stuart monarchs</p> <ul style="list-style-type: none"> James I including the witch hunting craze and the Gunpowder Plot Charles I including the causes of the English Civil War, it's battles, course and the execution of the monarch. The Interregnum: change and continuity and events in Ireland. Charles II: the Restoration, the Plague and the Great Fire James II and the Glorious Revolution William and Mary Anne and the end of

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

						<p>the Stuart line.</p> <ul style="list-style-type: none"> An examination of how royal power changed over the period. <p>The lives of ordinary people including the role of women and treatment of the poor.</p> <p>There is huge scope to examine different interpretations of events and personalities. Source evaluation skills will be honed through the rich source material of the period.</p>
Assessment	<p>Baseline Assessment</p> <p>QWC: Which invader made the biggest difference to life in Britain? (Iron Age, Roman, Saxon, Norman)</p> <p>20 Question Quiz</p>	<p>QWC: How far did the Normans Change England?</p> <p>25 question quiz</p>	<p><u>Medieval Kingship</u></p> <p>25- mark quiz (20 questions)</p> <p>'King John was the worst medieval king'. How far do you agree with this statement?</p> <p><u>Religion in the Middle Ages</u></p> <p>11 question quiz.</p> <p>Pupils create own knowledge organiser to show what is important.</p>	<p>QWC: Was the Black Death a complete disaster?</p> <p>25 Question quiz</p>	<p>QWC: Religion was the biggest problem facing the Tudors: How far do you agree?</p> <p>Others: 'Henry VIII was the most successful Tudor monarch', how far do you agree?</p> <p>25 Question Quiz</p>	<p>QWC: James I was the most successful leader in the Stuart period? How far do you agree?</p> <p>Others:</p> <p>Was Charles I to blame for the outbreak of civil war?</p> <p>Was Oliver Cromwell a hero or villain?</p> <p>25 Question Quiz</p>
Resources:	<p>Glossary Booklet</p> <p>Knowledge Organiser</p> <p>Teacher power point</p>	<p>Glossary Booklet</p> <p>Knowledge Organiser</p>	<p>Glossary Booklet</p> <p>Knowledge Organiser</p>	<p>Glossary Booklet</p> <p>Knowledge Organiser</p>	<p>Glossary Booklet</p> <p>Knowledge Organiser</p>	<p>Glossary Booklet</p> <p>Knowledge Organiser</p>

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

Examinations:			Progress Test 1			Progress Test 2
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KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<ol style="list-style-type: none"> The British Empire and Slavery The Industrial Revolution 	<ol style="list-style-type: none"> <i>Industrial Revolution Part 2</i> <i>Working Class Protest in the 19th Century</i> 	<ol style="list-style-type: none"> <i>Female Suffrage</i> <i>World War One</i> 	5. World War One Continued	6. The Rise of the Nazis: Germany 1918-33	7. Migration to Britain
Core Knowledge:	<ol style="list-style-type: none"> <u>The British Empire and Slavery</u> <ul style="list-style-type: none"> What was the British empire? The slave trade including the triangular trade and transport of slaves to the Americas Life on plantations Slave resistance The abolition movement Post slavery 	<ol style="list-style-type: none"> <u>Industrial Revolution (cont)</u> <ul style="list-style-type: none"> Working conditions The transport revolution and its impact on life in Britain – turnpike trusts, canals and railways. <p>There are lots of opportunities to evaluate historical interpretations of these changes and to use source material to hone source skills.</p> <u>Working Class Protest</u> <ul style="list-style-type: none"> Attempts by the working classes to 	<ol style="list-style-type: none"> <u>Female Suffrage</u> <ul style="list-style-type: none"> The position of women in Victorian society Suffragists and suffragettes – aims, leaders and tactics Was Emily Davison a martyr? An evaluation of the achievements of the suffrage movement. <u>World War One</u> <ul style="list-style-type: none"> The causes 	<ul style="list-style-type: none"> An evaluation of the Battle of the Somme A world War – other fronts such as the Eastern Front and the Dardenelles. The Home Front The End of the War – why Germany lost 	<ol style="list-style-type: none"> <u>The Rise of the Nazis</u> <ul style="list-style-type: none"> The early life of Adolf Hitler The Weimar Republic – its formation, strengths and weaknesses of its constitution and early threats. The Early Nazis Party 1923 – French occupation 	<ol style="list-style-type: none"> <u>Migration to Britain</u> <ul style="list-style-type: none"> Reasons for migration to and from Britain – push and pull factors The following groups will be examined looking at why they migrated, how they were received and the impact of their arrival:

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

Examinations:			Progress Test 3			Progress Test 4
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KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1: Medicine Through Time	Summer 2: Depth Study: The People's Health c. 1250 to Present
9	1a. World War Two Causes 1b. A World War	1c. The Holocaust	2. The Cold War	3. The Cold War 4. Britain in the 1950s and 1960s.		
Core Knowledge:	1a. World War 2 Causes <ul style="list-style-type: none"> The Treaty of Versailles and the Legacy of WW1 Failure of the League of Nations. The Great Depression and the rise of extremism Hitler's foreign policy aims and actions Appeasement 	1c. The Holocaust <ul style="list-style-type: none"> The historical roots of anti – Semitism Anti- Jewish laws 1933-39 Kristallnacht The ghettos The Wannsee Conference The Final Solution – experiences across Europe 	2. The Cold War <ul style="list-style-type: none"> What was the Cold War – the situation in Europe at the end of WW2: Europe divided, Churchill's Iron Curtain speech, the Potsdam Conference. Superpower rivalry – different ideologies and 	3. The Cold War <ul style="list-style-type: none"> The United Nations The arms race Czechoslovakia The Vietnam War – why the US became involved, course and outcome. An overview from 1975 to 1991 and the 	An introduction to key themes, terms and people in Medicine and Health – pupils will study some key features of medicine and health in Ancient times including the Theory of the Four Humours, responses to disease and public health in Roman times.	Medieval Britain c. 1250 – c.1500 <ul style="list-style-type: none"> The characteristic features of medieval Britain: an overview. Living conditions: housing, food, clean water and waste. Responses to the Black Death: beliefs and actions

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

	<p>1b. A World War A wide- ranging study of the War including:</p> <ul style="list-style-type: none"> • Dunkirk • The Blitz • Evacuation • The Eastern Front • Pearl Harbour and the entry of the USA • D Day • Dresden • The Atomic Bombs • The contribution of soldiers from the Carriibbean 	<p>and at Auschwitz.</p> <ul style="list-style-type: none"> • The persecution of other groups – Roma, Sinti, Gay people, Jehovah's Witnesses. • Resistance and opposition • How should the Holocaust be remembered? who bears responsibility? 	<p>viewpoints of the USA and USSR.</p> <ul style="list-style-type: none"> • The Truman Doctrine and Marshall Plan • The Berlin Blockade 1948: the division of Germany and the establishment of NATO and the Warsaw Pact. • The Korean War. • Stalin: the consequences of the death of Stalin in 1953 – de-Stalinization and the Hungarian Rising 1956. • The Berlin Wall, 1961 • The Cuban Missile Crisis 1962: Causes and Course- How close did the world come to nuclear war? • Was it a climbdown or a victory for the US? Effects of the crisis. 	<p>collapse of Communism.</p> <p>4. <u>Britain in the 50s and 60s</u></p> <ul style="list-style-type: none"> • Social changes including music, fashion, attitudes to authority and sex. • Improvements in living standards • Political protest 		<ul style="list-style-type: none"> • Approaches to public health in late medieval towns and monasteries <p><u>Early Modern Britain c. 1500 –c.1750.</u></p> <ul style="list-style-type: none"> • The Growth of Towns and other changes: an overview • Changing living conditions: housing, food, water and waste. • Responses to outbreaks of plague. • Impact of national and local government on public health. Including the gin craze.
<p>Core skills:</p>	<ul style="list-style-type: none"> • An understanding of the key features in each period. • The causes and consequences of events and developments. • The significance of people, events and developments. 	<ul style="list-style-type: none"> • An understanding of the key features of the Holocaust. • The causes and consequences of events and developments • The significance of people, 	<ul style="list-style-type: none"> • An understanding of the key features of the Cold War. • The causes and consequences of events and developments. • The significance of people, events 	<ul style="list-style-type: none"> • An understanding of the key features of health in each period. • Change and continuity across and between periods. • The causes and consequences 	<ul style="list-style-type: none"> • An understanding of the key features of each period • Change and continuity between and across periods • The causes and consequences 	<ul style="list-style-type: none"> • An understanding of the key features of health in each period. • Change and continuity across and between periods. • The causes and consequences of events and developments.

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

	<ul style="list-style-type: none"> • Interpretations of key events, personalities and developments • Source evaluation 	<p>events and developments</p> <ul style="list-style-type: none"> • Interpretations of key events and developments • Source evaluation 	<p>and developments.</p> <ul style="list-style-type: none"> • Interpretations of key events and developments. • Source evaluation 	<p>of events and developments.</p> <ul style="list-style-type: none"> • The significance of people, events and developments 	<p>of events and developments</p> <ul style="list-style-type: none"> • The significance of key developments. 	<ul style="list-style-type: none"> • The significance of people, events and developments
<p>Title of the Quality of Written Communication Task (QWC)</p>	<p><u>1a. Causes</u> QWC: "The policy of appeasement was the main cause of WW2" How far do you agree? 25-mark quiz</p> <p><u>1b. A World War</u> QWC: To what extent was America joining the war a more significant factor to Nazi defeat than the German invasion of the Soviet Union? 35 question quiz</p>	<p><u>1c. Holocaust</u> "The Holocaust happened as a result of the outbreak of WW2" How far do you agree? 25- mark quiz</p>	<p>See next column</p>	<p><u>Cold War</u> QWC: What were the consequences of American involvement in Vietnam- what did the US achieve and what did it lose? Quiz</p> <p><u>Britain in the 50s and 60s</u> The Swinging 60s: How far were social changes a positive development for Britain? Quiz</p>	<p>QWC: How much change and continuity was there between Greek and Roman medicine and health? Quiz</p>	<p>Examination Questions throughout unit.</p>
<p>Resources:</p>	<p>Glossary Booklet Knowledge Organiser</p>	<p>Glossary Booklet Knowledge Organiser</p>	<p>Glossary Booklet Knowledge Organiser</p>	<p>Glossary Booklet Knowledge Organiser</p>	<p>Glossary Text book Knowledge Organiser</p>	<p>Glossary Text book Knowledge Organiser</p>
<p>Examinations:</p>			<p>Progress Test 5</p>			<p>Progress Test 6</p>

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

KS4 GSCE Exam Board: OCR	Autumn 1: Thematic Study: The People's Health c.1250 to Present	Autumn 2: Depth Study: The Norman Conquest 1065 - 1087	Spring 1: Depth Study: The Norman Conquest 1065-1087	Spring 2: History Around Us – A case study of Kenilworth Castle	Summer 1: History Around Us – A case study of Kenilworth Castle	Summer 2: Period Study: The Making of America 1789-1900
10						
Core Knowledge:	<p><u>Industrial Britain, c.1750-c.1900</u></p> <ul style="list-style-type: none"> Industrialisation, the growth of major cities: an overview. Urban living conditions: housing, food, water and waste. Responses to cholera epidemics. Public health reform including the Public Health Acts. <p><u>Britain since c. 1900</u></p>	<p><u>England on the Eve of Conquest</u></p> <ul style="list-style-type: none"> The nature, structure and diversity of late Anglo - Saxon society. Religion in late Anglo Saxon England. Anglo Saxon culture: buildings, art and literature. <p><u>Invasion and victory</u></p> <ul style="list-style-type: none"> Norman society, culture and 	<p><u>Castles</u></p> <ul style="list-style-type: none"> Pre-Conquest fortifications and the first Norman castles in England. Distribution and design of Norman castles to 1087. The purpose and function of Norman castles in England. <p><u>Conquest and Control</u></p> <ul style="list-style-type: none"> Domesday Book 	<ul style="list-style-type: none"> a. The reasons for the location of KC b. When and why KC was first created c. The ways in which the site has changed over time d. How KC has been used throughout its history 	<ul style="list-style-type: none"> h. Significance of key features of KC – keep, Leicester's Building, mere. i. Importance of KC nationally and locally j. Typicality of KC k. What KC reveals about life and attitudes. l. How its physical remains can prompt questions about the past. 	<p><u>America's expansion, 1789-1838</u></p> <ul style="list-style-type: none"> How and why the USA expanded, from 1789 to 1838. The expansion of southern cotton plantations and of slavery, 1793 –1838. The removal of indigenous people from the east, 1830-38. <p><u>The West 1839 – 1860</u></p>

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

	<ul style="list-style-type: none"> • Economic, political, social and cultural change: an overview. • Living conditions and lifestyles: housing, food, air quality and inactivity. • Responses to Spanish Influenza and AIDS. • Growing government involvement in public health. 	<p>warfare pre – 1066.</p> <ul style="list-style-type: none"> • The succession crisis 1066. • The battles of Fulford, Stamford Bridge and Hastings. <p><u>Resistance and Response</u></p> <ul style="list-style-type: none"> • First uprisings against Norman rule in west and Mercia. • Northern resistance and the Harrying of the North. • Hereward's rebellion and the end of resistance. 	<ul style="list-style-type: none"> • Social structure of Norman England – changes in landownership and the elite. • Changes and continuities: language, laws and Church. 	<p>e. The diversity of activities and people associated with KC</p> <p>f. The reasons for the changes to KC and its uses.</p> <p>g. Significant times in KC's history: the Great siege of 1266 and the visit of Queen Elizabeth in 1585</p> <p>FIELD VISIT TO KENILWORTH CASTLE</p>	<p>m. How the physical remains can inform artistic reconstructions and other interpretations.</p> <p>n. The challenges and benefits of studying the historic environment.</p>	<ul style="list-style-type: none"> • The culture of the Plains Indians – a case study of the Lakota. • Journeys of early migrants to California and Oregon; the Mormon settlement of Utah. • The California and Pikes Peak gold rushes. <p><u>Civil War and Reconstruction 1861 –77</u></p> <ul style="list-style-type: none"> • Divisions over slavery and the causes of the Civil War. • The African American experience of the Civil War. • Reconstruction and continuing limitations to African American liberty.
Core skills:	<ul style="list-style-type: none"> • An understanding of the key features of each period 	<ul style="list-style-type: none"> • Identify and describe the main features of these societies and 	<ul style="list-style-type: none"> • As in previous column 	<p>Incorporated in the above.</p>	<p>As in previous column</p>	<ul style="list-style-type: none"> • Identify, describe and explain events and

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

	<ul style="list-style-type: none"> • Change and continuity across and between periods. • The causes and consequences of events and developments. • The significance of people, events and developments. 	<p>develop an understanding of the diverse lives, experiences and attitudes of people of the time.</p> <ul style="list-style-type: none"> • Understand how and why different interpretations are constructed. • Be able to frame historical 				<p>developments relating to indigenous Americans, African Americans and white Americans.</p> <ul style="list-style-type: none"> • Change and continuity over time. • The cause and consequences of key events. • The significance of key people, events and developments.
ASSESSMENT	Exam questions throughout unit	Exam questions throughout unit	Exam questions throughout unit	Exam questions throughout unit	Exam questions throughout unit	Exam questions throughout unit
Resources:	Revision Guide Textbooks Knowledge Organiser.	Revision Guide Textbooks Knowledge Organiser.	Revision Guide Textbooks Knowledge Organiser.	Revision Guide Textbooks Knowledge Organiser.	Revision Guide Textbooks Knowledge Organiser.	Revision Guide Textbooks Knowledge Organiser.
Examinations :	Examination 1		Examination 2		Examination 3	

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

KS4 GSCE Exam Board: OCR	Autumn 1: Period Study: The Making of America 1789 – 1900:	Autumn 2: World Depth Study: Living Under Nazi Rule 1933 - 1945	Spring 1: World Depth Study: Living Under Nazi Rule 1933 - 1945	Spring 2: Review, Revise and Examination practice	Push an	Summer 2
11						
Core Knowledge	<p><u>Settlement and Conflict on the Plains 1861 – 77</u></p> <ul style="list-style-type: none"> The causes and nature of white exploitation of the Plains: railroads, ranches and cow towns. Homesteaders: living and farming on the Plains. The Indian Wars. <p><u>American Cultures, 1877- 1900</u></p> <ul style="list-style-type: none"> Changes to the Plain Indians' way of life – reservations and the destruction of the buffalo. The lives of African Americans. The growth of big business, cities and mass migration. 	<p><u>Dictatorship</u></p> <ul style="list-style-type: none"> Hitler and the Nazi Party in January 1933. Establishing the dictatorship, January 1933 to July 1933. Achieving total power, July 1933 to August 1934. <p><u>Control and Opposition, 1933 – 1939.</u></p> <ul style="list-style-type: none"> The machinery of terror including the SS, law courts, concentration camps and the Gestapo. Nazi propaganda. Opposition to Nazi rule from 	<p><u>Changing Lives, 1933 to 1939.</u></p> <ul style="list-style-type: none"> Work and home: impact of Nazi policies on men and women. Young people including education and youth movements. Racial policy: growing persecution of the Jews. <p><u>Germany in War 1939-1945.</u></p> <ul style="list-style-type: none"> The move to a war economy and its impact on the German people, 1939 –42. Growing opposition including from elements in the army. The impact of total war, 1943 –1945. 	<ol style="list-style-type: none"> People's Health Norman Conquest Kenilworth Castle Making of America Living Under the Nazis 	<p>The knowledge addressed will be flexible depending on teacher assessment of class need. Final work on examination technique.</p>	

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

		the Left, church leaders and youth groups.	<p><u>Occupation</u></p> <ul style="list-style-type: none"> • The contrasting nature of Nazi rule in eastern and western Europe. • The Holocaust – Einsatzgruppen, ghettos and death camps. • Responses to Nazi rule: collaboration, accommodation and resistance. 			
Core skills:	<ul style="list-style-type: none"> • Identify, describe and explain events and developments relating to indigenous Americans, African Americans and white Americans. • Change and continuity over time. • The cause and consequences of key events. • The significance of key people, events and developments. 	<ul style="list-style-type: none"> • To understand the impact of Nazi dictatorship both within Germany and across Europe. • Identify and describe the main features of the period. • Develop an understanding of the diverse lives and experiences of people. • Engage with a range of historical sources. • Understand different interpretations of aspects of 	<ul style="list-style-type: none"> • As in the previous column. 	<ul style="list-style-type: none"> • Recall of key knowledge • Practice of examination question styles 		

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT _____

		life under Nazi rule.				
ASSESSMENT	Exam questions throughout unit	Exam questions throughout unit	Exam questions throughout unit	Examination questions		
Resources:	Revision Guide Textbooks Knowledge Organiser.	Revision Guide Textbooks Knowledge Organiser.	Revision Guide Textbooks Knowledge Organiser.	Revision Guides Textbooks Knowledge Organisers Examination guides and past papers	Revision Guides Textbooks Knowledge Organisers Examination guides and past papers	
Examinations:		Mock examinations		Mock Examinations	GCSE/BTEC public examinations	GCSE/BTEC public examinations