



HISTORY CURRICULUM PLAN

BIG IDEAS:

In this subject we aim to help students build a sound chronology of history through a knowledge rich curriculum that supports students to understand key themes and concepts such as government, religion, conflict and society. Through the curriculum, students will be encouraged to see the patterns that the past creates, analysing how the themes and concepts mean different things at different times. In doing so, students can better explain the world around them today while developing skills that help them to communicate their explanations, arguments and judgements of the past. Students are also encouraged to examine historic evidence critically, using their knowledge to examine evidence for usefulness and in historical enquiry.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 7	<p>Development of Church, State and Society 1066-1509</p> <p>“Nothing changed in the Medieval Period”. How far do you agree?</p> <p>Students explore medieval society from the social structure to the importance of religious beliefs, considering if events such as the signing of the Magna Carta and the Black Death really led to significant change in the period. Their knowledge of the period is also tested and built upon through a local case study based on Arundel Castle.</p>	<p>Development of Church, State and Society 1509-1745</p> <p>How similar were ‘witches’ in early modern England and why were they perceived to be witches in the first place?</p> <p>Concentrating on three case studies of those accused of witchcraft in the period (Anne Boleyn, the Pendle Witches, Prince Rupert and his dog, Boy), students use primary sources to consider how social perceptions of witchcraft were created in the context of religious change during the Reformation in Europe and England (including the Counter Reformation) and the period of conflict leading up to, and during, the English Civil War.</p>	<p>Ideas, Political Power, industry and empire 1745-1901</p> <p>How did developments in the British Empire affect Brighton?</p> <p>Students explore the development and extent of the British empire (including the impact it had across the world) with a particular focus on India and the Carribean, making links between the Industrial Revolution and the development of the Translantic slave trade. Throughout their studies, students are also challenged to connect this learning to Brighton, looking carefully at how places in the city help to tell the story of Britains’ development in the 18th and 19th Centuries.</p>			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

<p>Yr 8</p>	<p>How has peoples' representation increased over time? (pre 1066 - current day)</p> <p>Starting from Anglo Saxon England to the present day, students will explore how (and how far) political representation has increased within the political system of Britain. This includes exploring the success of political activists such as the Chartists and the womens' suffrage movement.</p>	<p>Challenges for Britain, Europe and the Wider World 1901 - present day</p> <p>What were the causes of WW1? What was it like to fight on the Western Front?</p> <p>The causes of the First World War are explored with students asked to question interpretations and formulate their own argument and judgement about why the war broke out in 1914. Students' knowledge of the fighting on the Western Front is deepened through an independent research project that challenges students to write a historically accurate short story.</p>	<p>Challenges for Britain, Europe and the Wider World 1901 - present day</p> <p>How useful is Anne Frank's diary as evidence of the Holocaust?</p> <p>How significant The events of the Holocaust are investigated in the context of the rise of the Hitler and against the backdrop of the Second World War, including Britain's role in the war and response to the Holocaust. To develop source skills, Anne Frank's diary is evaluated as a source of historical evidence.</p>	<p>Challenges for Britain, Europe and the Wider World 1901 - present day</p> <p>How significant are the WW2 Battles of Imphal and Kohima?</p> <p>Students develop their understanding of historical significance through the lense of the Battle of Imphal and Kohima. The students can build on their understanding of the British Empire to help them understand what happened in the South East Asian theatre of World War 2, measuring the Battles' overall significance as a historical event.</p>	<p>Challenges for Britain, Europe and the Wider World 1901 - present day</p> <p>What were the causes of 9/11? What were the consequences?</p> <p>Students' knowledge of 20th Century history is deepened through this depth study. Beginning with the events of 9/11, the students go on to analyse the causes of it, developing an appreciation that they are rooted in the key events of the 20th Century including events and outcomes of the Second World War and the Cold War. This leads students to develop an understanding of the reasons for the growing conflict in the Middle East between Israel and Palestine, the interests and involvement of the USSR and the USA and the growth of extremism which culminated 9/11. Year 8 history concludes with an exploration of the repercussions of 9/11, including the 'War on Terror', changing social attitudes and experiences of air travel.</p>
<p>Wider/Super Curriculum</p>	<ul style="list-style-type: none"> ● Black History month 	<ul style="list-style-type: none"> ● WW1 Remembrance 	<ul style="list-style-type: none"> ● Holocaust Memorial Day 	<ul style="list-style-type: none"> ● Super Curriculum offer 	<ul style="list-style-type: none"> ● Castle Attack! (Enrichment Week)

<p>Yr 9</p>	<p align="center">EDEXCEL 9-1 Anglo Saxon and Norman England, 1060-88</p> <p>This unit explores what England was like before the invasion of William the Conqueror in 1066. Students analyse the reasons for the 1066 succession crisis and the reasons why William won the Battle of Hastings. Following his victory, the unit evaluates the methods used to consolidate his power in newly conquered England and the extent to which Norman invasion changed England.</p>	<p align="center">EDEXCEL 9-1 Medicine in Britain, c1250- present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.</p> <p>In the first half of this unit students analyse the change and continuity of ideas about the causes of disease, treatments, public health and surgery from the middle ages to the present day. This builds on the chronology that students began to develop in KS3. In the second part of the unit, students develop their source skills and evaluate evidence that explore the injuries, treatments and nature of fighting on the Western Front.</p>
<p>Yr 10</p>	<p align="center">EDEXCEL 9-1 Medicine in Britain, c1250- present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.</p> <p>In the first half of this unit students analyse the change and continuity of ideas about the causes of disease, treatments, public health and surgery from the middle ages to the present day. This builds on the chronology that students began to develop in KS3. In the second part of the unit, students develop their source skills and evaluate evidence that explore the injuries, treatments and nature of fighting on the Western Front.</p>	<p align="center">EDEXCEL 9-1 Weimar and Nazi Germany, 1918-39</p> <p>In this unit students analyse the strengths and weaknesses of the Weimar Republic, established in Germany after WW1. They explore the growth of the NSDAP in this context and the reasons why Hitler was made Chancellor of Germany in 1933. Students develop explanations of how Hitler was able to consolidate his power in the 1930s, evaluating the lives of women, workers, children and minority groups under the Nazi dictatorship. This unit develops further students' source skills as well as students' skills of evaluating historical interpretations and independent judgement.</p>
<p>Yr 11</p>	<p align="center">EDEXCEL 9-1 Super Power Relations and the Cold War, 1941-91</p> <p>This unit explores the tensions between East and West that developed during and after the Second World War, leading to the Cold War. It explores key events of the Cold War, including the Berlin Blockade, the Prague Spring, the Cuban Missile Crisis and the Soviet invasion of Afghanistan. Students then analyse the reasons for the Cold War coming to an end with the collapse of Soviet control over eastern Europe and the fall of the Berlin Wall.</p>	<p align="center">Revision/ examinations</p>

Wider/Super Curriculum	<ul style="list-style-type: none"> • Black History month • Super Curriculum Offer 	<ul style="list-style-type: none"> • WW1 Remembrance 	<ul style="list-style-type: none"> • Holocaust Memorial Day • Super Curriculum offer 		<ul style="list-style-type: none"> • Castle Attack! (Enrichment Week)
A Level	<p>Unit 1: The Early Stuarts and the English Civil War 1603-1660 (OCR)</p> <p>In this unit, students explore the reigns of James I and Charles I in the context of growing religious tension in the three kingdoms of England, Ireland and Scotland and the growing demands by parliament to have a greater role in the government of England. In this context, students analyse the reasons for the outbreak of the English Civil Wars, the victory of parliament and the reasons for the execution of Charles I. Students explore and evaluate the overall success of the Interregnum period and the ‘rule’ of Oliver Cromwell before the Restoration in 1660 while simultaneously developing source skills.</p>	<p>Unit 2: The American Revolution 1740-1796 (OCR)</p> <p>During this unit students analyse the challenge to British hegemony in America, including the outbreak of the War of Independence and the reasons for America’s victory. Students then explore the actions taken by the Founding Fathers to build the United States of America.</p>	<p>Unit 3: Civil Rights in the USA, 1865-1992 (OCR)</p> <p>Through a close inspection of the lives of African Americans, women, Native Americans and workers, students explore how far the civil rights of each of these groups developed across the period 1865-1992. The case studies of the Gilded Age, FDR and the New Deal and Malcolm X and Black Power help students to deepen their knowledge and understanding and evaluate interpretations of the past.</p>	<p>Unit 4: Independent Essay</p> <p>Students select from list of essay titles one area to independently research and then write a 3,000-4,000 word essay, drawing upon the skills taught in other units.</p>	
Wider/Super Curriculum	Trip to the Houses of Parliament and National Gallery				