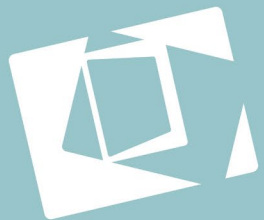
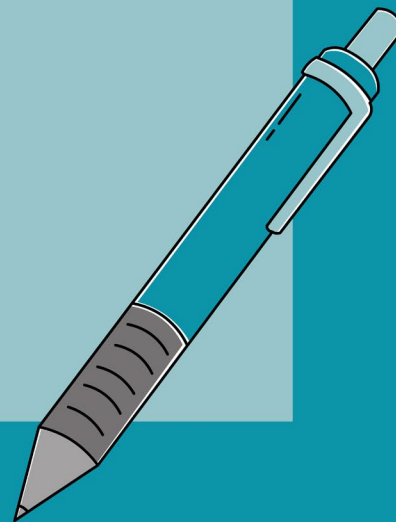


HISTORY
CURRICULUM
OVERVIEW



Manchester
Communication
Academy



History

Year 7	Autumn 1	Autumn 2
Topic name	What can archaeology tell us about the make-up of pre-1066 England?	How far did the Normans bring a 'truckload of trouble'?
Declarative Knowledge	Origin of different ancient peoples of the British Isles- Romans, Saxons and Vikings and cultural diversity. Analysis of the concept of 'history' and its uses and abuses.	Students study the claims to the English throne in 1066. The lead up to and the events of the Battle of Hastings and how its effects changed English society.
Procedural knowledge	Demonstrating understanding of chronology. Infer meaning/come to decisions through source analysis.	Demonstrating understanding of change and continuity, historical interpretations through the work of Simon Schama and Marc Morris and using evidence.
Assessment/Outcomes	Baseline 'big test' to assess knowledge of origin of different ancient peoples of the British Isles. Also tested on chronological awareness, use of sources to infer meaning and the ability to write fluently about the uses and abuses of history.	Small test: 'How far did the Normans bring a truckload of trouble?' alongside opportunities to test contemporary source analysis skills.
Prior knowledge	Understanding of chronology and the use of evidence to teach us about the past across topics studied at primary school. At our main feeder school these topic areas examine in Y3 the Stone Age and Iron Age, Ancient Egypt and Ancient Greece. Y4 students look at the Anglo-Saxons and Scots, Communication Over Time and the Vikings. Y5 covers Early Islamic Civilisation, The Industrial Revolution in Manchester and finally Y6 covers Crime and Punishment, Wartime in Britain (WW11) and Wartime Abroad (WW11).	Students have demonstrated their knowledge of the different peoples who lived in/moved to the British Isles/England pre-1066. This helps to see England as a historically diverse country and put the Norman Conquest in context.

<p>Future learning</p>	<p>Knowledge in this unit serves as a springboard to the Norman Conquest and it also provides an understanding of the changeable political climate as context for our key theme in year 7 'Power and Society'.</p>	<p>This unit provides insight into how government/society worked and how power was distributed in medieval England and therefore helps to set the scene for our next topic; the Peasants Revolt and the wider concept of 'Power and Society'. This is further developed across the rest of year when looking at power inside and outside of Europe. This unit also provides foundational knowledge of how power shifts during the medieval period and later how this leads to religion being used to wield power in the English Reformation.</p>
<p>Why is this being studied?</p>	<p>National Curriculum- the development of Church, state and society in Medieval Britain 1066-1509. This unit also provides a foundational understanding of the beginning of medieval England and is the first of our 'Power and Society' schemes for year 7. It is also the first in our chronologically planned units of work across KS3, which develops students understanding of depth and breadth over time.</p>	<p>National Curriculum- the development of Church, state and society in Medieval Britain 1066-1509. This unit puts the forthcoming years of the medieval period in context for our students and helps them to understand that England has always been a country of diverse people and each group of people leaves a legacy behind that is still tangible today.</p>

Year 7	Spring 1	Spring 2
Topic name	What caused people to challenge the throne in 1381?	<ol style="list-style-type: none"> 1. What does the life of Mansa Musa reveal about Medieval Mali? 2. What travelled the Silk Roads?
Declarative Knowledge	<p>Students learn about how societal, political and economic upheaval led to the rebellion of some medieval English people in two ways:</p> <p><i>The Black Death</i> In particular they examine: Knowing what the Black Death was Differing beliefs people held about the cause of the Black Death Treatment and prevention of the Black Death. Impact the Black Death had on lives of ordinary people.</p> <p><i>Peasants' Revolt and causes</i> In particular they examine: The Statute of Labourers Work/Labour Service The poll tax John Ball and the king's advisors.</p>	<ol style="list-style-type: none"> 1. The location of Medieval Mali in relation to the UK, as well as some of its key geographical features. Learning how Mansa Musa became emperor of Mali Mansa Musa's pilgrimage to Mecca and what it reveals to us about Medieval Mali. The short term and long term legacy of Mansa Musa 2. Knowing what the Silk Roads were. Knowing why Baghdad became so 'full of wisdom'. Knowing that ideas can 'travel' and influence other countries and is itself a form of 'power'.
Procedural knowledge	<p>Demonstrating understanding of chronology. Infer meaning from sources and use knowledge gained to support that inference. Understand and articulate that historical events such as the Peasants' Revolt have causes and consequences.</p>	<p>Demonstrating understanding of significance through judging how 'remarkable' the reign of Mansa Musa was. Infer meaning from sources and use knowledge gained to support that inference. Historical interpretations of Peter Frankopan.</p>
Assessment/Outcomes	<p>'Big test' which tests knowledge of the following: Medieval attitudes towards the Black Death and the causes of the Peasant's Revolt. The above is tested through assessment of source inference and the ability to construct a fluent piece of extended writing.</p>	<p>Small tests which asks 'what does Source A reveal to us about the legacy of Mansa Musa?' Students also use their own knowledge to support this inference.</p>
Prior knowledge	<p>Origin of different ancient peoples of the British Isles- Romans, Saxons and Vikings and cultural diversity. Analysis of the concept of 'history' and its uses and abuses. Students study the claims to the English throne in 1066. The lead up to and the events of the Battle of Hastings and how its effects changed English society. Demonstrating understanding of chronology. Infer meaning/come to decisions through source analysis. Demonstrating understanding of change and continuity, historical interpretations through the work of Simon Schama and Marc Morris.</p>	<p>Origin of different ancient peoples of the British Isles. The claims for the throne in 1066, reasons for Norman victory and impact of a new ruling dynasty. Understanding of chronology. Source inference. Understanding of change and continuity. Historical interpretations of Simon Schama and Marc Morris.</p>

<p>Future learning</p>	<p>In the next unit students examine power outside of Europe by examining Medieval Mali followed by a mini enquiry focused on answering the question 'what travelled along the Silk Roads?'</p>	<p>In the next unit students examine how religion can be used to shift power in our enquiry 'What does the Armada Portrait reveal about Tudor England?'</p>
<p>Why is this being studied?</p>	<p>National Curriculum- the development of Church, state and society in Medieval Britain 1066-1509. This unit provides foundational knowledge of how power can be shifted not only by others of the same social class, but by those from outside it.</p>	<p>National Curriculum. the development of Church, state and society in Medieval Britain 1066-1509. This unit opens doors to the idea of internal power turning outward to the rest of the world. Exploration and trade are considered in this unit which provides the foundation for our year 8 learning journey which develops student understanding of empire and it's legacy.</p>

Year 7	Summer
Topic name	What does the Armada Portrait reveal about Tudor England?
Declarative Knowledge	<p>Students learn about the complex relationship between Church and power and how the impact of the Reformation reverberates throughout Tudor society impacting both institutions and individuals.</p> <p>In particular they will study:</p> <p>How the Tudors took the throne-the Battle of Bosworth.</p> <p>Brief overview of the Tudors as monarchs focusing on significant moments in each reign-Henry's divorce and subsequent marriage to Anne Boleyn, Mary I's reversal of the Reformation, Elizabeth's attempts to bring religious stability.</p> <p>An understanding of what the Reformation was and its impact on people, power and England's' position within Europe. On a local level how the parish church changed in appearance, the role of Cromwell in building Henry's personal wealth, the impact on the poor when the monasteries are closed, the impact on the monarch's power as Henry's popularity declines and England's position of power within the wider world.</p> <p>Students are exposed to the idea of 'empire' through Elizabeth I with privateers such as Raleigh seeking land, power and fortune in the later 1500s in North America.</p> <p>An understanding of life for different groups of people living within England-women, both the rich and poor and Black Tudors-focusing on John Blanke and Mary Fillis.</p> <p>These enquiries are supported by the work of David Olusoga, Miranda Kaufman and Ian Mortimer.</p>
Procedural knowledge	Demonstrating understanding of chronology, infer meaning from sources and use knowledge gained to support that inference. To describe and articulate the significance of the Reformation.
Assessment/Outcomes	Small test: 'Why was the Reformation significant?', developing source analysis skills through making inferences, determining the origin, nature and beginning to explore purpose.
Prior knowledge	Students will build upon the concepts of the growing power of the state gained from their study of the Norman Conquest and the role of the Church, which was nurtured in the earlier Spring 1 unit.
Future learning	This unit serves provides a context for the first unit studied in Year 8 about why Britain begins to colonise North America and provides a foundation into why the British Empire began and what drove its development.
Why is this being studied?	National Curriculum- the development of Church, state and society in Britain 1509-1745. This unit builds upon the concepts of 'Power and Society' established and developed in other units of work in Year 7. It allows students to more fully understand the diverse society we live in today-how Black Tudors came to be in England and how they were able to prosper through the support of the wealthy and powerful such as Katherine of Aragon and Henry VIII. Also, how shared beliefs and experiences can unite people and challenge more traditional divisive concepts. Perhaps uniquely, this scheme also enables pupils to encounter how care and attitudes towards those with disabilities, or who experience neurodiversity, have been shaped over time.

Year 8	Autumn
Topic name	How significant was European colonization in changing the lives of Native American peoples?
Declarative Knowledge	<ol style="list-style-type: none"> 1. Knowledge of the lifestyle and culture of different indigenous groups- Powhatan, Cherokee, Seminole 2. Definition of the concept of 'colonialism' and its origins. 3. Creation of the first English settlement- Jamestown- where, when, how? 4. Factors that changed the lives of Native American peoples- disease, killing of the buffalo, the trade in weapons, the discovery of gold. 5. Examples of Native American resistance- Battle of Little Bighorn. 6. The events and consequences of the Wounded Knee Massacre.
Procedural knowledge	Demonstrating understanding of significance, and the ability to critically analyse sources.
Assessment/Outcomes	<p>'Small test' which gives the opportunity for explicit teaching and practice of significance as an historical concept 'Why was the Gold Rush significant in changing the lives of the Native Americans in the 19th century'?</p> <p>'Big test' which tests knowledge of the following: The cultural differences between Native American tribes The development of the first English settlement The significance of the Gold Rush in changing the lives of the Native Americans. The above is tested through multiple choice questions, source analysis opportunities and the ability to construct a fluent piece of extended writing.</p>
Prior knowledge	Students have studied the concept of 'power' in year 7 and how power can affect societies in many ways. Year 7 ends with students studying a unit, which focused on the beginnings of British colonialism in the Elizabethan Age.
Future learning	In the next unit students consider the enquiry 'Why did some Africans become African Americans'? This builds on the idea of growing colonial power and how the labour of enslaved people was used to shape what was to become the British Empire.

Why is this being studied?	National Curriculum- the development of Church, state and society in Britain, 1509-1745. In this first unit of year 8, students build on that knowledge by developing the idea of growing colonial power and the effect this had on indigenous peoples. The theme of 'Empire' is the focus of year 8 learning and this unit seeks to create the foundational understanding of that concept.
-----------------------------------	---

Year 8	Spring 1	Spring 2
Topic name	Why did some African people become 'African Americans'?	Did the working class of Manchester benefit from the Industrial Revolution?
Declarative Knowledge	<ol style="list-style-type: none"> 1. Definition of the concept of 'slavery' 2. Knowledge of the Trade Triangle and the goods traded at each point. 3. Life on a plantation for enslaved people- the work that people did, the treatment they received and the contrast to life in the 'big house'. 4. The events of the Haitian Revolution and its effects 5. The role of Toussaint L'Ouverture 6. The abolitionist movement from the perspectives of Equiano, Wilberforce and Sharp 7. The impact of the abolitionist movement in ending slavery 	<ol style="list-style-type: none"> 1. Definition of the concept of 'revolution' 2. Knowledge of life in Britain pre-Industrial Revolution 3. Knowledge of how the economic landscape of Britain changed (growth in factories/mass production) 4. Housing in Manchester (Ancoats/Angel Meadow) 5. Disease- cholera and the work of Edwin Chadwick 6. Impact of improving sanitation- Anita Street case study
Procedural knowledge	Demonstrating understanding of significance, and the ability to critically analyse sources.	Demonstrating understanding of interpretation through the work of Emma Griffin. To critically analyse sources.
Assessment/Outcomes	'Small test' which gives the opportunity for further explicit teaching and mastery of significance as an historical concept 'Why was the Haitian Revolution significant in the history of African American people?'	<p>'Small test' which requires students to show how and why different historical interpretations can be made using Griffin's work as the benchmark. 'Did everyone in Manchester benefit from the Industrial Revolution?'</p> <p>'Big Test' which tests knowledge of the following: The development of the first English settlement from Autumn. The significance of the Gold Rush in changing the lives of the Native Americans from Autumn. Life for enslaved people in North America Life for rich and poor in industrial Manchester.</p>

		The above is tested through multiple choice questions, source analysis opportunities and the ability to construct a fluent piece of extended writing.
Prior knowledge	In year 8 students study the concept of 'Empire'. They will have already discovered how growing colonial power in North America affected the lives of others and how the persecution of the Native American population resulted in the large scale reduction of the indigenous population	Students will have an understanding of Britain's place in the world as a growing colonial power and will have reference points in North America and trade connections to Africa in order to be able to pinpoint Manchester's part in this history.
Future learning	In the next unit students consider the enquiry 'Did the working class of Manchester benefit from the Industrial Revolution?'. This unit brings the concept of 'empire' closer to home and allows students to understand how pivotal their own city was for fuelling the Industrial Revolution and how Manchester was directly connected to colonialism overseas. They will learn how life differed in Manchester and other industrial towns depending on who you were and your place in society.	In the next unit students will consider the enquiry 'Why did the people of Manchester gather in St Peter's Fields in August 1819?'. Students have already found out about the contrasting experiences of Mancunians in 18 th and 19 th centuries and therefore will be able to use this knowledge to appreciate why ordinary people decided to challenge authority using peaceful means on that infamous day in August.
Why is this being studied?	National Curriculum- ideas, political power, industry and empire: Britain, 1745-1901. In this second unit of year 8, students build on that knowledge by appreciating the rapid increase in the scale of colonial power and they will understand how the search for enslaved labour in other parts of the world began to plant the seeds for what would become the British Empire in years to come. They will also see that this dark part of British history shaped the world we live in and seek to change today.	National Curriculum- ideas, political power, industry and empire: Britain, 1745-1901. It is extremely important that the students of Manchester today understand how our city was forged and to know that it was created in part from the suffering and hard work of others both locally and internationally. It is also vital that they understand that different people can construct different views of the past and the creation of the Manchester we know today is an excellent example of that.

Year 8	Summer 1	Summer 2
Topic name	Why did the people of Manchester gather on St Peter's Fields in August 1819?	How different were the perspectives of the rulers and the ruled in the British Empire?
Declarative Knowledge	<ol style="list-style-type: none"> 1. Reasons for the peaceful protest in Manchester 2. The events of the Peterloo Massacre 3. The key witnesses of the event (Bamford, Hunt, Fildes, Hulton) 4. The impact of the Peterloo Massacre 5. The history of Peterloo memorials 	<ol style="list-style-type: none"> 1. Definition of the concept of 'empire' 2. Comparison of empires (time, place, scale) 3. British Empire- who, when, where, why, how? 4. India case study 5. Resistance and independence- Gandhi 6. Caribbean- Windrush Scandal 7. The legacy of Empire- how should it be remembered?
Procedural knowledge	Demonstrating understanding of interpretation through primary accounts of the Peterloo Massacre. To critically analyse sources.	Demonstrating understanding of interpretation through the work of David Olusoga. To critically analyse sources.
Assessment/Outcomes	'Small test' which gives further opportunity to show how and why different historical interpretations can be made of the same historical event. 'Peterloo should be remembered as a 'massacre'. How far do you agree?	<p>'Small test' which requires students to show how and why different historical interpretations can be made using Olusoga's work as the benchmark.</p> <p>'Big Test' which tests knowledge of the following: The development of the first English settlement from Autumn. The significance of the Gold Rush in changing the lives of the Native Americans from Autumn. Life for enslaved people in North America Examples of resistance- Haitian Revolution. Life for rich and poor in industrial Manchester, including the Peterloo Massacre. The above is tested through multiple choice questions, source analysis opportunities and the ability to construct a fluent piece of extended writing.</p>

<p>Prior knowledge</p>	<p>In year 8 students study the concept of 'Empire'. They will have already discovered how growing colonial power in North America affected the lives of others and how the persecution of the Native American population resulted in the large scale reduction of the indigenous population. Students will have an understanding of Britain's place in the world as a growing colonial power and will have reference points in North America and trade connections to Africa in order to be able to pinpoint Manchester's part in this history. Students will already understand how Manchester was a pivotal part of the Industrial Revolution but understand that this 'cottonopolis' was created at the expense of others.</p>	<p>Students now understand how the British Empire was shaped and created over time. This will provide them with a thorough understanding of the concept of 'empire' which will enable them to evaluate the history of the British Empire in particular.</p>
<p>Future learning</p>	<p>In the next unit students consider the enquiry 'How different were the perspectives of the rulers and the ruled in the British Empire'?</p>	<p>In year 9 students focus on the concepts of 'conflict and persecution' which are often direct consequences of empire. They will begin year 9 looking at how this desire for expansion resulted in the First World War when they consider the question 'Was the First World War inevitable?'</p>
<p>Why is this being studied?</p>	<p>National Curriculum- ideas, political power, industry and empire: Britain, 1745-1901. In this unit students will see that the conditions created since the beginnings of English colonisation and industrialisation created conditions which widened the gap between the rulers and the ruled. This ultimately resulted in social reform and protest, upon which much of our own society is built upon today.</p>	<p>National Curriculum- ideas, political power, industry and empire: Britain, 1745-1901 and challenges for Britain, Europe and the wider world 1901 to the present day In this unit students will start to make links between the world they see today and the physical and emotional legacy that the British Empire has left us.</p>

Year 9	Autumn 1	Autumn 2
Topic name	Was the First World War inevitable?	How did conflict change the lives of women?
Declarative Knowledge	<p>Students learn about the causes of the First World War. This is set within the context of empire building within Europe during the nineteenth century. Empires were built by for the acquisition of wealth, power and strategic importance. Key powers included Britain, France, Portugal and Spain.</p> <p>Causes are then further examined by being split into short and long-term factors to help determine their role and impact.</p> <p>Long term causes: Militarism-belief that a strong army was needed. Alliances-Triple Entente and the Triple Alliance. Imperialism-empire building and 'land grabbing'. Nationalism-extreme love/loyalty show to one's own country.</p> <p>Short term causes: The assassination of Franz Ferdinand The invasion of Belgium.</p>	<p>Students learn about different experiences of people involved in the First World War. How the First World War was different to previous wars in terms of weapons, the introduction of trenches, development of medicine, experiences of soldiers, jobs carried out by women and the role of the Home Front. Students look at how women's quest for suffrage has been affected by the war by comparing the position before the war-focusing on suffragettes and suffragists- and then looking at the impact of the 1918 Representation of the People Act.</p>
Procedural knowledge	<p>Demonstrating understanding of chronology. Infer meaning from sources to promote understanding of the long-term causes. Be able to explain causation using both long and short-term factors.</p>	<p>Source analysis-the use of inference, consideration of audience, origin and purpose. Interpretation-that there are different ideas about why women finally gained the vote. Causation-to be able to describe different factors that played a role in women gaining the vote.</p>
Assessment/Outcomes	<p>A 'small test' which asks 'Why did the world go to war in 1914?' Students produce a comprehensive written account explaining causation of the war drawing on both long and short-term causes. Procedural knowledge is also tested via multiple choice questions in the Big Test in Autumn 2.</p>	<p>A small test which asks 'Do you agree with the interpretation that WW1 led to women gaining the vote?' which asks pupils to draw upon their own knowledge and make a judgment about what led to women gaining the vote. Procedural knowledge is also tested via multiple choice questions in the Big Test in this half term. Source analysis skills are developed by tasks requiring pupils to consider audience, origin and purpose.</p>
Prior knowledge	<p>Knowledge of the concept of 'empire', an understanding of why different peoples have built empires throughout history. Knowledge that the principal reasons for the British creating an empire in the 1800s were power, trade and wealth.</p>	<p>Understanding of what the First World War was and why it would have a huge impact on people.</p>

Future learning	This unit provides a context and foundational knowledge for the next unit, which explores the impacts of the First World War on different groups of people. This largely focuses on the social and political impact on women in their quest to gain the vote. It also provides declarative knowledge essential for the unit 'How far did science change the way war was fought in the 20 th century?.	In the next unit students examine further the introduction of gas and other weapons used in the trenches and move the focus to understanding the role of science on the First World War.
Why is this being studied?	National Curriculum- challenges for Britain, Europe and the wider world 1901 to the present day. This unit draws on, and develops, the theme of power which has been interwoven in units of work from year 7. It introduces the theme of conflict-why conflicts occur and how they are dealt with and lays an essential foundation for the following units which develop further the social and political impacts of conflict.	National Curriculum-challenges for Britain, Europe and the wider world 1901 to the present day. The unit looks at some of the impacts of the First World War on different people and reflects on how conflict can bring positive change-as in the case of women gaining the vote. It acts as a stepping stone onto the next unit which begins with a focus on the First World War and the role played by science in the conflict. Chronologically, pupils are developing a firm understanding of twentieth century conflict and how it shaped society.

Year 9	Spring 1	Spring 2
Topic name	How far did science change the way that war was fought in the 20 th century?	Why is the Holocaust such a significant event?
Declarative Knowledge	<p>Students begin with learning about changes and continuities between weaponry used in the First and Second World Wars. They then go on to explain why these different types of weapons are employed, how they affect people and the impact they have on wider warfare.</p> <p>Gas introduced in WW1 in the attempt to break the stalemate, first used 1915 by the Germans. Two types developed-mustard and chlorine gas. Both had uses and drawbacks.</p> <p>Introduction to the Second World War allowing pupils to have a working knowledge of basic causes, key players and eventual outcomes.</p> <p>Development of the atomic bomb in 1945 by the USA was a result of various factors such as the bombing of Pearl Harbour, the Manhattan Project, policy of 'No surrender' and desire to end the war in the Pacific.</p>	<p>Students begin with an introduction to Jewish life in Europe before 1933 to give them a foundational understanding that Jewish people lived very different lives depending on religious beliefs, wealth and cultural and political beliefs.</p> <p>History of anti-Semitism starting from when the Romans dispersed Jewish people from Jerusalem up until the beginnings of Nazi Germany the early 1930s.</p> <p>How anti-Semitism developed in Germany through the introduction of eugenics, boycotts and the Nuremberg Laws of 1935. How these events culminated in Kristallnacht and what this meant for Jewish people in both Germany and Austria.</p> <p>Students continue with a chronological account by moving onto how the Second World War led to greater acts of anti-Semitism on a wider scale through Europe and Nazi-occupied countries.</p> <p>The unit moves onto examining the ghettos, the role of the Einsatzgruppen, the Wannsee Conference and the Final Solution. Auschwitz-Birkenau is studied in some depth as a case study.</p>

	Catastrophic effect of the bombs on Hiroshima and Nagasaki in terms of destruction, loss of life and casualties.	Finally, students will learn about how Jewish people resisted with a focus on the Warsaw Ghetto Uprising of 1943.
Procedural knowledge	Demonstrating understanding of chronology. Understand change and continuity by looking at similarities and differences. Use of source inference to help explain the effects of both weapons.	Source inference and consideration of audience, origin and purpose. Able to explain the significance of an event Understanding of chronology.
Assessment/Outcomes	A 'small test' which asks students to 'Identify one similarity and one difference of the effects of the weapons used in wars of the 20 th century'. Students will then use sources and their own knowledge to describe the effects of both gas and atomic weapons. Procedural knowledge and source inference is also tested in the Big Test in Spring 2 through multiple choice questions and source based question.	A 'small test' which asks students to draw on their knowledge of the unit so far to 'Explain why Kristallnacht was significant for Jews in Germany and Austria in the 1930s'. Opportunities throughout the unit to use inference and source analysis. Procedural knowledge is also tested via multiple choice questions in the Big Test in Spring 2. Source analysis skills are developed by tasks requiring pupils to consider audience, origin and purpose.
Prior knowledge	Comprehensive background knowledge of the First World War. Use of various weapons-including gas-used in the First World War. Understanding of the theme of 'conflict'.	Understanding of key events from the First World War. Understanding of persecution from the Native Americans unit. Understanding of conflict.
Future learning	This unit develops further the theme of conflict and how conflicts are shaped by science-it helps pupils to have a reference point of the Second World War, which they will refer to when they study the unit exploring the significance of the Holocaust.	This unit will help prepare students who intend to take GCSE History to have a firm foundation for the Germany in Transition unit which examines the rise of the Nazi Party from 1919-1939.

Why is this being studied?	National Curriculum- challenges for Britain, Europe and the wider world 1901 to the present day. This unit allows pupils to draw out further the theme of conflict and enables them to explore conflict on a wider-world scale with a view to taking further steps and applying this to conflicts such as the Cold War and post-war relations.	The National Curriculum states that the Holocaust must be studied. This unit aims to give pupils a better understanding of the modern world that they find themselves in, and some of the key issues/concerns that can arise when different nations enter into conflict and war. It addresses issues of prejudice and the importance of a democratic society that values and appreciates diversity.
-----------------------------------	--	---

Year 9	Summer	
Topic name	How 'cold' was the Cold War?	
Declarative Knowledge	<ol style="list-style-type: none"> 1. Definition of a 'cold war' 2. The 1st and 2nd Berlin Crisis- causes, events and consequences on foreign relations and people. 3. The Cuban Missile Crisis- causes, events and consequences on foreign relations and people. 4. The Vietnam War- causes, events and consequences on foreign relations and people. 5. End of the Cold War- Berlin Wall- causes, events and consequences on foreign relations and people. 6. Are 'cold wars' a thing of the past? Current political climate in Europe. 	
Procedural knowledge	Demonstrating understanding of chronology. Cause and consequence. Source analysis.	
Assessment/Outcomes	A 'small test' which asks students 'how cold was the Cold War'? In this students will be assessed on their understanding of chronology and causes and consequences in addition to demonstrating thorough knowledge of the events studied.	

Prior knowledge	<p>Comprehensive background knowledge of the First World War. Use of various weapons-including gas-used in the First World War. Source inference. Understanding of change and continuity. Understanding of the theme of 'conflict'. Understanding of the theme of 'persecution' Jewish life before and during the Holocaust.</p>
Future learning	<p>This unit develops further the theme of conflict and how conflicts is shaped by science. It will further provide a substantial foundational base of knowledge when studying The Development of the USA at KS4.</p>
Why is this being studied?	<p>National Curriculum- <i>at least one study of a significant society or issue in world history and its interconnections with other world developments must be included</i></p> <p>This unit allows pupils to draw out further the theme of conflict and enables them to explore conflict on a wider-world scale with a view to taking further steps and applying this to conflicts such as the Cold War and post-war relations.</p>

KS4	
Topic name	Germany in Transition
Declarative Knowledge	<p>What challenges were faced by the Weimar Republic from 1919-1923? Impact of Versailles; weaknesses of Weimar government; political instability – Spartacist, Kapp, Munich Putsch; hyperinflation; events in the Ruhr 1923</p> <p>Why were the Stresemann years considered a 'golden age'? Recovery from hyperinflation; Dawes and Young Plans; Locarno Pact; League of Nations; US investment; social and political developments</p> <p>How and why did the Weimar Republic collapse between 1929 and 1933? Social and political impact of the Depression on the Weimar Republic; Hitler's electoral appeal; role of the SA; propaganda; political extremism and scheming 1929-1932</p> <p>How did the Nazis consolidate their power between 1933 and 1934? Hitler as Chancellor; Reichstag Fire; 1933 election and Enabling Act; trade unions and political parties; Night of the Long Knives; Hitler becomes Fuhrer</p> <p>How did Nazi economic, social and racial policy affect life in Germany? Reducing unemployment; policy towards workers; women and the Three Ks; controlling education; the Hitler Youth Movement; treatment of the Jews</p> <p>What methods did the Nazis use to control Germany? Use of SS and Gestapo; control of legal system; Goebbels and propaganda; use of rallies, radio and cinema; censorship of newspapers and the arts</p> <p>What factors led to the outbreak of war in 1939?</p>

	<p>Hitler's foreign policy aims; rearmament and conscription; the Rhineland 1936; Anschluss 1938; Sudetenland 1938; Nazi-Soviet pact 1939</p> <p>All the above assessed as part of AO1.</p>
Procedural knowledge	<p>Students should develop an awareness of how aspects of life in Germany in this period have been represented and interpreted (AO2/AO4). Moreover, an appreciation of how those aspects have generated wider historical debate amongst historians (AO4). They should also address the key questions in each topic area using a range of historical sources (AO3).</p>
Assessment/Outcomes	<p>Assessed through the use of 'red' questions at least once each half term. These are a selection of centralised exam style questions which enable all students to demonstrate their understanding against the assessment objectives.</p>
Prior knowledge	<p>Students have previously studied the causes of the First World War and the impact the conflict had on the lives of women in year 9. This serves as a useful foundation for students to begin their study of Germany in 1919 where students are able to see the long-term effects of the war on the people of Germany.</p>
Future learning	<p>Students will move on to their next unit, 'The Development of the USA'. This is sequenced in this way so that knowledge crossover of the Wall St Crash and the impact of the Depression worldwide can be capitalised upon for maximum retention. Students focus on the key trends and turning points that have affected the development of the USA between 1929 and 2000. Students will be required to consider the developments, events and personalities which have shaped the recent history of the USA. Further, they will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period</p>
Why is this being studied?	<p>This unit is a Non-British Depth study, which is a requirement for the GCSE Eduqas course. It is also important because it puts the statutory study of The Holocaust in further context for students as they examine Nazi racial policy and its development in the 1930s.</p>

KS4	
Topic name	The Development of the USA, 1929-2000
Declarative Knowledge	<p>Economic downturn and recovery -How was the USA affected by the Great Depression between 1929 and 1945? The impact of the Wall St. Crash; Republican attempts to deal with the crisis; life during the Depression; Roosevelt and the New Deal</p> <p>The economic impact of the Second World War and post-war developments -How had the economy of the USA changed by the 1960s? Industrial output; post-war affluence; consumerism and suburbanization; `poverty amidst plenty`</p> <p>The issue of Civil Rights 1941 - 1970 -Why was it difficult for black Americans to gain equal rights between 1941 and 1970? The contribution of black Americans to the war effort; the issue of education –Brown vs Topeka, Little Rock High; Montgomery Bus Boycott; the roles of Martin Luther King and Malcolm X; Civil Rights legislation</p> <p>Political change 1960-2000-What were the main political developments in the USA between 1960 and 2000? The domestic policies of Kennedy; Nixon and Watergate; the Reagan Years; changes under Bush Senior and Clinton</p> <p>Social change 1950-2000 -How did American society change between 1950 and 2000? Changes in music, entertainment, media and literature; changes in youth culture and student protest; the changing role of women</p> <p>Cold War rivalry- Why did relations between the USA and the USSR deteriorate between 1945 and 1973? The Truman Doctrine and containment of Communism; Berlin Crisis 1948-49; Cuban Missile Crisis; US involvement in Vietnam</p> <p>The search for world peace since 1970-What has been the USA`s role in the search for peace since 1970? Détente and attempts to limit arms; changing relations with China; changing US relations with the USSR; the fall of Communism and the end of the Cold War; US involvement in Iran, Iraq and the Gulf War</p>
Procedural knowledge	Students will focus on the key trends and turning points that have affected the development of the USA between 1929 and 2000 through the concepts of significance and change and continuity.
Assessment/Outcomes	Assessed through the use of ‘red’ questions at least once each half term. These are a selection of centralised exam style questions which enable all students to demonstrate their understanding against the assessment objectives
Prior knowledge	Students have previously studied an enquiry at KS3 entitled ‘How cold was the Cold War?’ which provides our learners with a foundational context for this unit. They have also studied ‘Why did some Africans become African Americans?’ which enables them to have a solid contextual background of enslavement before looking at the Civil Rights section within this unit.
Future learning	Students will proceed to consider our British In-Depth Study ‘The Elizabethan Age’, which also considers the importance of significance and allows students to hone their procedural knowledge of this concept further.
Why is this being studied?	This unit is a ‘Breadth Study’ and as such is a requirement of the GCSE. It also builds on the work students have undertaken in enquiries at KS3 when considering change and continuity over time.

KS4	
Topic name	The Elizabethan Age: 1558-1603
Declarative Knowledge	<p>How successful was the government of Elizabeth I? The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech</p> <p>How did life differ for the rich and poor in Elizabethan times? Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</p> <p>What were the most popular types of entertainment in Elizabethan times? The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre</p> <p>How successfully did Elizabeth deal with the problem of religion? Religious problems in 1559; aims of the Religious Settlement; the 'Middle Way', Acts of Supremacy and Uniformity; reactions to the Settlement</p> <p>Why were the Catholics such a serious threat to Elizabeth? Early toleration; excommunication in 1570; recusancy ; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots</p> <p>How much of a threat was the Spanish Armada? Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain; results of the Armada</p> <p>Why did the Puritans become an increasing threat during Elizabeth's reign? Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge</p>
Procedural knowledge	Students should develop an awareness of how aspects of life in the Elizabethan period have been represented and interpreted (AO2/AO4). Moreover, an appreciation of how those aspects have generated wider historical debate amongst historians (AO4). They should also address the key questions in each topic area using a range of historical sources (AO3).
Assessment/Outcomes	Assessed through the use of 'red' questions at least once each half term. These are a selection of centralised exam style questions which enable all students to demonstrate their understanding against the assessment objectives.
Prior knowledge	Students have previously studied enquiries entitled 'what was life like in Tudor England?' and 'what does the Armada portrait reveal about Tudor England's relationship with the wider world?' in year 7. This is a useful foundation as it allows students to understand the historical context of Elizabethan England.
Future learning	Students will move on to their next unit 'Crime and Punishment, 500-present'. This is sequenced in this way as it enables effective retention of knowledge through the study of policing and law enforcement in 'The Elizabethan Age' unit and when considering how far law and order has developed over time in our next unit. Students are also required to critically analyse sources in both units and are assessed on AO3.

Why is this being studied?

This unit is a British Depth Study, which is a requirement for the GCSE course. This unit is also important because it enables students to reflect on a period traditionally celebrated as a 'Golden Age' and therefore is an important part of English culture.

KS4	
Topic name	Crime and Punishment, 500-present
Declarative Knowledge	<p>What have been the main causes of crime over time? Problems in the medieval era: poverty, famine and warfare; the growth of economic pressures in the sixteenth century; the impact of religious change in the sixteenth and seventeenth centuries; the pressures of industrialisation and urbanisation in the eighteenth and nineteenth centuries; twentieth century pressures: changing technology, trend towards violent crime and anti-social behaviour</p> <p>How has the nature of criminal activity differed and changed over time? Common crimes in the medieval era; vagrancy, heresy and treason in the sixteenth and seventeenth centuries; the growth of smuggling and highway robbery in the eighteenth century; crimes connected with urbanisation in the nineteenth century; industrial and agrarian disorder during the Industrial Revolution; the growth of crimes in the twentieth and twenty-first centuries associated with the development of the motor car, computers, hooliganism and terrorism</p> <p>How has the responsibility of enforcing law and order changed over time? Communal and family responsibility in Saxon and medieval times; the role of manorial, church and royal courts in the later medieval period; the growth of civic and parish responsibilities in the sixteenth century; the concept of state police forces in the nineteenth century; the changing nature of policing in the twentieth and twenty-first centuries</p> <p>How effective have methods of combating crime been over time? Communal methods of combatting crime in Saxon and medieval times; the role and effectiveness of Tudor Justices of the Peace (JPs) and other parish officers; the establishment and influence of the Bow St. Runners; Peel and the setting up of the Metropolitan Police in 1829; the extension of police forces in the nineteenth century; developments in policing in the twentieth century: transport and communication, specialisation and community policing</p> <p>How have methods of punishment changed over time? The harsh nature of punishment in Saxon and medieval times; the treatment of vagabonds in Tudor times; the use of public punishment up to the nineteenth century: stocks, pillory and executions; the use of transportation from the 1770s to the 1860s; the need for prison reform: Howard, Paul and Fry; new prisons in the later nineteenth century: the silent and separate systems; alternative methods of dealing with prisoners in the twentieth century: borstals, open prisons, probation and parole, community service</p> <p>Why have attitudes to crime and punishment changed over time? The concepts of retribution and deterrence as purposes of punishment over time; the purpose of punishment in public over time, from humiliation to public execution; the concept of banishment in the eighteenth and nineteenth centuries; the use of prisons to punish and reform in the nineteenth century; changes in attitudes to punishment in the twentieth century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make restitution</p>
Procedural knowledge	Students will focus on the issues of change, continuity, significance and turning points. Students will also investigate an historic site connected with this theme, which this year is on Lincoln Gaol.
Assessment/ Outcomes	Assessed through the use of 'red' questions at least once each half term. These are a selection of centralised exam style questions which enable all students to demonstrate their understanding against the assessment objectives.
Prior knowledge	Across Key Stage 3, students have studied the concept of 'change and continuity' in the enquiries 'How far did the Normans Bring a Truckload of Trouble?' and 'How Far did Science and Warfare Change the Way War was Fought, 1914-1945'. Students have also studied 'significance' in topics such as 'Why did Some Africans Become African Americans?' and 'Why was the Holocaust such as significant event?' These enquiries have provided opportunity for students to hone their ability to practice these crucial historical concepts.
Future learning	Throughout KS4 students are given opportunities to retrieve declarative and procedural knowledge, upon completion of our four GCSE units, we enter a revision period where this knowledge is revised and retested to ensure thorough preparation for GCSE examinations.
Why is this being studied?	Crime and Punishment Through Time is a thematic study which is a requirement for the GCSE course. It is also important as it provides a context for many crucial political and legal changes across time which allows students to put modern society in perspective.

