



Curriculum Plan History

Year 7

	Autumn	Spring	Summer
Unit/Topics	<ul style="list-style-type: none"> • Introduction to History • The Romans • The Norman Conquest 	<ul style="list-style-type: none"> • The Norman Conquest • The Church • Life in the Middle Ages 	<ul style="list-style-type: none"> • Life in the Middle Ages.
Key Assessment	<ul style="list-style-type: none"> • Baseline Assessment (Chronology and Using sources) • What have the Romans done for us? (Significance) • William of Normandy essays (Cause) 	<ul style="list-style-type: none"> • William of Normandy (Consequence) • Thomas Becket report (Interpretation/Using sources) • Black Death Story (Communicating about the past/Cause ad consequence) 	<ul style="list-style-type: none"> • Peasants Revolt (Narrative account/Chronology) • Life in the Middle Ages overview project (Communicating about the past)
Why is it studied?	<p>Students new to high school history require an introduction to the key skills concepts in history at Hagley. This will allow them encounters with the richness of the past and the complexity of historical enquiry. We aim to start year 7 pupils on their journey in making sense of their own experiences and the world around them by engaging with the past. The Romans topic gives the pupils a chance to explore the origin of the Roman Empire outside of Britain and how it spread around the globe. They will study the significance it had in shaping the culture of Britain after the Roman invasion. This allows the pupils to see how many British institutions, ideals and traditions were shaped by Roman influence. The pupil's assessment focus is the significance of Roman ideas in changing Britain and assessing the impact of their invasion of Britain. This allows pupils to utilise the skills of chronology, cause and consequence and using sources assessed earlier in the year to help them analyse the significance of the Roman</p>	<p>The Normans give the pupils a grounding in the earlier parts of British history and show the impact that foreign invasion has on the people of Britain in terms of their society and culture. This also allows access to the key skills of cause and consequence, chronology and using historical sources which will be revisited throughout their teaching of history at Hagley. It is important that students understand the impact of the Norman conquest and how religion has shaped British society. By focusing on the control of the Catholic church and the impact of events of huge global significance such as the Black Death we develop the chronological understanding of the pupils focussing on the Middle Ages and the increasing threat of revolt. This allows the students a deeper understanding of the changes to Britain in the Middle Ages and further develops the skills of cause and consequence, significance and interpretation</p>	<p>Pupils focus on the social upheaval of life after the Black Death and how revolt and rebellion were a very real threat for the monarchy. Their chronological knowledge of the topic is further supported by overview project looking at the life of people in the Middle Ages</p>

	occupation. These skills will be revisited and built on further in year 8.	of key individuals in the time period.	
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Year 8

	Autumn	Spring	Summer
Unit/Topics	<ul style="list-style-type: none"> The Tudors (Monarchy) 	<ul style="list-style-type: none"> The Stuart (Monarchy) Cromwell and the Republic 	<ul style="list-style-type: none"> The Native Americans.
Key Assessment	<ul style="list-style-type: none"> Henry VII assessment (Using Evidence) Dissolution of the Monasteries Assessment (Cause and Consequence) Spanish Armada assessment (Significance, Communicating about the past) Tudor Life Magazine assessment (Communicating about the past) 	<ul style="list-style-type: none"> Gunpowder plot assessment (Communicating about the past) Cromwell assessment (Interpretation) 1500-1700 Overview task (Change and Continuity) 	<ul style="list-style-type: none"> A Guide to native American Life (Communicating about the past)
Why is it studied?	<p>Students build on the concepts of power, monarchy and the impact of religion studied in year 7 by developing their understanding of the significant change created by the leaders of our nation, and how monarchy shaped our society. By focusing on the Tudors this builds on common topics in KS2 in more depth, allowing the students a deeper understanding of the changes to British institutions such as Parliamentary democracy and introduction of Empire. The students develop their use of key concepts of cause and consequence and using evidence to communicate about the Tudor period in their assessed tasks.</p>	<p>Students focus on shaping their chronological understanding of the period by studying the Stuarts and the key events that lead to Britain becoming a republic. We revisit the concept of revolt and protest and how this leads to Civil War. This allows pupils to understand the birth of parliamentary democracy in Britain and why we have a Parliament today and ties in with British values. We build on concepts of chronology, cause and consequence and significance. Pupils also revisit the skills of Interpretation looking at Cromwell and historical opinions of role as Lord protector.</p>	<p>In the summer term the pupils get the opportunity to conduct a world study, focussing on an area of history outside Britain. We look at the culture, society and lives of native American tribes. This allows us the opportunity to study historical sources and evidence and use chronology to assess the impact of Native American society. This culminates in a project communicating their knowledge of these native American tribes and their lives and customs. These skills will be revisited and built on in year 9.</p>

Year 9

	Autumn	Spring	Summer
Unit/Topics	<ul style="list-style-type: none"> Slavery (Empire) 19th Century Britain Jack the Ripper 	<ul style="list-style-type: none"> Titanic The First World War 	<ul style="list-style-type: none"> The Rise of Hitler World War II



<p>Key Assessment</p>	<ul style="list-style-type: none"> • Slavery assessment (Interpretation, Using Evidence) • Kidderminster Case study (Change and continuity) • Jack the Ripper assessment (Using Evidence) 	<ul style="list-style-type: none"> • Titanic Inquiry report (Using Evidence) • WW1 Trench Assessment (Using Evidence) • Treaty of Versailles Assessment (Communicating about the past) 	<ul style="list-style-type: none"> • Hitler assessment (Cause) • Hitler assessment (Consequence) • Persecution of the Jews Assessment (Consequence) • Dunkirk assessment (Chronology, Communicating about the past)
<p>Why is it studied?</p>	<p>We begin year 9 by linking back to the concepts of Empire studied in year 8. We link the Tudor concept of Empire to the beginning of the Slave Trade by European powers and its impact on world trade. This then links both chronologically and conceptually to the industrial revolution and the impact of this on Britain's trade links as well as the negative consequences on Britain's population in terms of health and living conditions. It is important that the students understand the link to our own local region, given that Hagley is on the border of the original industrial region, as highlighted by our local study of the impact of the Industrial revolution on Kidderminster. Britain at the heart of the Empire is also examined in the Jack the Ripper topic looking at the media frenzy caused by the world's first serial killer. This gives us the opportunity to revisit and develop using evidence/interpretation as well as improving chronological understanding and the concepts of cause and consequence, change and continuity.</p>	<p>Titanic allows us to develop the skills of interpretation further by looking in depth at which people were responsible for the disaster. This also develops pupils understanding of industrial era in a different way and allows the students to see how social structures that developed from the Industrial Revolution were reflected in the microcosm of the disaster and helps to link to the changing perception of British industrial and imperial domination of the world. This links to the notion of Empire looking at how alliances and militarism led to the First World War and follows chronologically, but also thematically, from the Industry and Empire topics, as it was the first fully industrial war. We focus on different aspects of the experiences of soldiers, as well as the key historical concepts of causation and using sources/evidence. This allows the students to gain a more in-depth understanding of a conflict that some observers feel is becoming a “forgotten war”, but one which links directly to the wider citizenship issue of remembrance and memorialisation. This also links directly to the topic of medicine on the Western front studied at GCSE.</p>	<p>The summer term allows us to follow on chronologically looking at the period between the wars and the political vacuum left in Germany following the abdication of the Kaiser. period. This allows the pupils to revisit concepts of political representation and different ways of running a country and directly links to topics we cover at GCSE. We also look at the impact and significance of WW2 globally. The pupils further develop their use of key concepts of cause, consequence, and chronological understanding. As a natural follow on from WW2, it is essential that the students understand the causes and impacts of the Holocaust, as one of the most significant events in human history, linking clearly to the wider themes of British values such as tolerance.</p>



Year 10

	Autumn	Spring	Summer
Unit/Topics	<ul style="list-style-type: none"> MEDICINE: c1250–c1500: Medicine in medieval England c1500–c1700: The Medical Renaissance in England 	<ul style="list-style-type: none"> c1700–c1900: Medicine in eighteenth and nineteenth century Britain c1900–present: Medicine in modern Britain The British sector of the Western Front, 1914–18: surgery and treatment 	<ul style="list-style-type: none"> GERMANY: The origins of the Weimar Republic, 1918–1919 The early challenges to the Weimar Republic, 1919–23 The recovery of the Republic, 1924–29 Changes in society, 1924–29 Early development of the Nazi Party, 1920–22 The Munich Putsch and the lean years, 1923–29 The growth in support for the Nazis, 1929–32 How Hitler became Chancellor, 1932–33 The creation of a dictatorship, 1933–34 The police state. Controlling and influencing attitudes Opposition, resistance and conformity Nazi policies towards women Nazi policies towards the young Employment and living standards The persecution of minorities
Key Assessment	<ul style="list-style-type: none"> 1250-1500 Change/Continuity Essay (12 marks). Renaissance Change/Continuity essay (12 marks) 	<ul style="list-style-type: none"> Nightingale Essay Change/Continuity and Significance. Plague change and continuity question. (4 Marks) c1700-c1900' Change /Continuity essay (16 marks) Gas question communicating about the past (4 marks) Chain of evacuation using sources/interpretation (8 marks) Life in the trenches ource-work follow up question, Using sources. (4 marks) Casualty clearing station sourcework question, Using 	<ul style="list-style-type: none"> Essay: Problems in the Weimar Republic from 1919 to 1923. Cause/Consequence/Significance (12 marks) Munich Putsch 1923 essay Communicating about the past/ Cause /Consequence. (12 marks.) Germany Interpretation question. (4 marks) Using sources question. Germany.(8 marks) Germany interpretations question. Using Sources/Interpretations (4 marks) Germany interpretations question. Using Sources/Interpretations (4 marks) Interpretations essay Germany. Communicating about the past/Using

	<ul style="list-style-type: none"> • The outbreak of war with Spain, 1585–88 • The Armada • Education and leisure • The problem of the poor • Exploration and voyages of discovery • Raleigh and Virginia 	<p>trade with Britain and the West Indies.</p> <ul style="list-style-type: none"> • The impact and suppression of piracy • The slave trade • The impact of slavery on the development of tobacco and rice plantations. • The impact of slavery on colonial society • Slave revolts in the Carolinas. • The problem of smuggling. • Religious revivals in the Middle Colonies and New England. • The Enlightenment • The significance of Benjamin Franklin • King George’s War 1744–48. • The French and Indian War (1754–63) • Treaty of Paris 1763 and the Proclamation Act 1763. • Opposition to the Sugar Act 1763. • Relations with the Native Americans 1763-4. • The significance of British policies. 	<p>Continental Congresses, 1774–75.</p> <ul style="list-style-type: none"> • The influence of Thomas Paine's 'Common Sense'. • The Declaration of Independence. • Key American victories: Saratoga (1777) and Yorktown (1781). • The significance of Washington’s role, British mistakes and French and Spanish involvement in the war. • The Peace of Paris, 1783, including the role of Franklin. • The significance of the Declaration of Independence for slavery. • The consequences of the war for the Native Americans. • The impact of the war on Loyalists: their resettlement in Nova Scotia and Niagara. <p>• Review and assessment of British America, 1713–83: empire and revolution</p>
<p>Key Assessment</p>	<ul style="list-style-type: none"> • Religious settlement. Communicating about the past/Significance (4 marks) • Catholic threat to Elizabeth I after 1569 essay. Communicating about the past/Cause and consequence/ Significance (12 marks). • The decline in Anglo-Spanish relations in the years 1569-85 essay. Cuase and 	<ul style="list-style-type: none"> • Explain two consequences of methods to suppress piracy between 1717 and 1718 . Consequence (8 marks) 	<ul style="list-style-type: none"> • Explain two of the following.... (16 marks) Communicating about the past/Significance/ Cause and Consequence • Mini PPE



	<p>consequence/Communicating about the past (16 marks)</p> <ul style="list-style-type: none"> Spanish Armada 1588 essay. Cause/Consequence/ Significance (12 marks). Poor Relief exam question. Communicating about the past. (4marks) Virginia 1585-86 essay was a failure. Cause and consequence/Significance/Communicating about the past (12 marks) MINI PPE 	<ul style="list-style-type: none"> Narrative account question 1739-40. Communicating about the past/Chronology (8marks) Explain two consequences for ...of... Consequence . Ben Franklin.(8 marks) Explain two consequences for ...of... Consequence . French-Indian War.(8 marks) 	
<p>Why is it studied?</p>	<p>By KS4 our pupils are experience in the key concepts and skills needed to be a successful historian at GCSE. The modules chosen by the department reflect and build upon the concepts and skills which the students have experience of in KS3 such as war, power, monarchy and ordinary people. All students have studied Elizabeth I briefly in KS3. They have experience of the key concepts of religion, empire and war. The key skills of change and continuity, cause and consequence and significance have been revisited throughout KS3 as have the source analysis and interpretation skill needed for the exam. These skills plus chronological understanding are vital for success in the exam and revisited throughout KS4. These skills are also the basis of the skills required at A 'level showing progression on our 'learning journey' for 7 years.</p>	<p>By KS4 our pupils are experience in the key concepts and skills needed to be a successful historian at GCSE. The modules chosen by the department reflect those concepts which the students have experience of in KS3 The topic of British America links directly on chronologically from the expansion of the Elizabethan empire to Virginia, studied earlier in the year. The key skills of change and continuity, cause and consequence and significance have been revisited throughout KS3 as have the source analysis and interpretation skill needed for the exam. These skills plus chronological understanding are vital for success in the exam and revisited throughout KS4. These skills are also</p>	<p>By KS4 our pupils are experience in the key concepts and skills needed to be a successful historian at GCSE. The modules chosen by the department reflect those concepts which the students have experience of in KS3 The topic of British America links directly on chronologically from the expansion of the Elizabethan empire to Virginia, studied earlier in the year. The idea if revolution and revolt and protest has been studied in both year 7 and year 8 and will be an important part of the Russia A 'Level syllabus. The key skills of change and continuity, cause and consequence and significance have been revisited throughout KS3 as have the source analysis and interpretation skill needed for the exam. These skills plus chronological</p>



		the basis of the skills required at A 'level showing progression on our 'learning journey' for 7 years.	understanding are vital for success in the exam and revisited throughout KS4. These skills are also the basis of the skills required at A 'level showing progression on our 'learning journey' for 7 years.
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Year 12/13 (3 topics over 2 years)

Why is it studied?	<p>The A' Level topics were chosen to compliment the skills and specialisms of the History department. At A' Level all students are experienced in the key history skills needed to succeed in the subject. We simply adapt and hone these skills to fit into the specification of the exams. These skills include essay writing skills, source analysis and thematic study depth study of. Students are offered topics that allow them to gain knowledge of a variety of time periods as well as key concepts in British and European history. Concepts such as Invasion, War, Politics, Revolution and Religion give students a firm grasp of concepts which still impact on the world around them. It is our aim that by studying the past and these concepts we can help the students become the informed, well-rounded adults that society needs. The module of the topic-based essay allows the students to develop skills required at higher education such as essay writing, independent research, and referencing. This is the culmination of a 7-year rich encounter with the past.</p>
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A LEVEL TOPIC	Anglo-Saxon and Norman England 1035-1107	Russia 1894-1941	Popular Culture and the Witchcraze of the 16th and 17th Centuries.
Key Assessment	<ul style="list-style-type: none"> • "How Stable was England in 1035?" Communicating about 	<ul style="list-style-type: none"> • Politics knowledge review (18 marks) 	<ul style="list-style-type: none"> • Autumn 1: A thematic essay question based on



	<p>the past/Forming an argument/Sustaining an argument/Cause and consequence</p> <ul style="list-style-type: none"> • “To what extent do you agree that Edward was an effective king?” Communicating about the past/Forming an argument/Sustaining an argument/Cause and consequence • “Harold’s mistakes were the biggest reason why William won at Hastings in 1066.” How far do you agree? Communicating about the past/Forming an argument/Sustaining an argument/Cause and consequence • “William changed little in the area of courts and administration.” – How far do you agree? Communicating about the past/Forming an argument/Sustaining an argument/Cause and consequence • “Using the sources in their historical context, how far do they agree that the greatest challenge to Rufus came from his brother Robert?” Communicating about the past/Forming an argument/Sustaining an argument/Cause and consequence/Source analysis • “Using the sources in their historical context, how far do they agree that Rufus had no interest in the Church apart from profit?” Communicating about the past/Forming an argument/Sustaining an 	<ul style="list-style-type: none"> • How successfully did Nicholas II deal with the threats that faced the tsarist regime before January 1905? (20 marks) • How stable was Russia in the period from 1906 to the outbreak of the First World War? [20] • WW1 test • Which of the following factors was a greater threat to Tsardom in the period 1914–1917? (i)The influence of Rasputin (ii) The impact of the First World War. Explain your answer with reference to both (i) and (ii). 10 marks • YEAR 12 MOCK EXAM • ‘The Bolsheviks were able to win the civil war due to the failure of foreign intervention.’ How far do you agree with this statement?(20) • Which of the following had the greater consequence for the Soviet people?(i)Collectivisation.- (ii)Industrialisation.Explain your answer with reference to both i) and ii) (10 Marks) • Stalin Test • PPE 	<p>popular culture in the 16th and 17th centuries, linked to Section B of the OCR A-Level History Unit 3 exam - (Communicating about the Past).</p> <ul style="list-style-type: none"> • Autumn 2: A knowledge test based on the persecution of witches in the 16th and 17th centuries, to support Section B of the OCR A-Level History Unit 3 exam - (Chronology). • Spring 1: A thematic essay question based on the nature of persecutions for witchcraft in the 16th and 17th centuries, to support Section B of the OCR A-Level History Unit 3 exam - (Communicating about the Past). • Spring 2: A knowledge test based on the response of authorities to witchcraft accusations in the 16th and 17th centuries, to support Section B of the OCR A-Level History Unit 3 exam - (Chronology). • Summer 1: An interpretations-based essay on the Southern German witch craze, to support Section A of OCR A-Level History Unit 3 exam - (Using Evidence).
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	<p>argument/Cause and consequence/ Source analysis</p> <ul style="list-style-type: none"> • PPE 		<ul style="list-style-type: none"> • Summer 2: A knowledge test based on Matthew Hopkins' witch hunt, to support Section A of the OCR A-Level History Unit 3 exam - (Chronology). • Autumn 1: A knowledge test based on the Salem Witch Trials, to support Section A of the OCR A-Level History Unit 3 exam - (Chronology). • Autumn 2: A thematic essay question based on the persecution of witches in the 16th and 17th centuries, linked to Section B of the OCR A-Level History Unit 3 exam - (Communicating about the Past). • Spring 1: An interpretations-based essay on Matthew Hopkins' witch-hunt, to support Section A of OCR A-Level History Unit 3 exam - (Using Evidence). • Spring 2: A knowledge test based on the geography of witch trials, to support Section A of the OCR A-Level History Unit 3 exam - (Chronology). • Summer 1: Walking talk mock for the OCR A-Level History Unit 3 - (Communicating about the Past).
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