


# History Curriculum Plan 2023-2024


Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>What is history? Applying the concepts: Ancient Greece (pre-1066) Chronology Significance Cause and effect Change and continuity Analysing sources</p> <p>Who should be king? Norman Conquest Battles of Hastings 1066</p>	<p>How do the Normans control England and Wales? Castles and the Tower of London: how do castles evolve from Motte and Bailey to Concentric Feudal System – what is the hierarchy of rule in England Domesday Book – how does this affect ordinary people (local focus)</p>	<p>How should we remember the 14<sup>th</sup> Century The role of the Church Black Death and impact on the people Peasants' Revolt 1381 Improvements in health and medicine Everyday life for ordinary people: women, children, the poor, foreigners</p>	<p>How did the Silk Roads shape our world? Difference between thematic/ chronological studies Importance of the Crusades What and why is it called the Silk Road Fables – Age of Wisdom Ordinary People Genghis Khan</p>	<p>Thematic study: How important was Ipswich to the history of Britain? Change and continuity- Timeline of key events Sutton Hoo/ Bury St Edmunds/ Colchester Growth of Ipswich from Anglo Saxon times Importance of Thomas Wolsey Matthew Hopkins and the Witchfinders The Industrial Revolution and its impact on Ipswich: docks, industry, transport Local history sites - Blackfriars/ St Stephens Church/ Christchurch Mansion Stoke High and the Mammoth</p>	
Assessment Method	KO check	End of unit - Assessment	Assessment week	End of unit - Assessment	KO check	Assessment week
Opportunities	<p><b>CEIAG</b> – Students consider the skills used in history such as constructing an argument, source analysis and literacy skills that could be used for further study or transferred to a range of careers.</p> <p><b>SMSC</b> – Students work in pairs/ groups; students consider changes in society, migration, role of the Church. Students analyse the impact of cultural changes that have occurred over time in Britain.</p> <p><b>British Values</b> – Students reflect on the origins of the rule of law in the UK, consider the role of the Church and state and historical debates on these issues.</p> <p><b>Enrichment</b> – Students have a wide variety of reading material to enhance their understanding of key ideas in history, Colchester trip (tbc July 2023)</p> <p><b>E-safety</b> – Use of computers, following school ICT policies and procedures.</p>					
8	Was Henry VIII a terrible tyrant?	How powerful were early modern rulers?	Did Britain need the Slave Trade?	Industrial Britain East India Company	Civil Rights American Civil War	Thematic study: Disability through time

Key: **CEIAG** **SMSC** **Enrichment** **British Values** **E-safety**



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	<p>How did the Tudor dynasty begin? Henry VIII and his early years Life in Tudor England Women in Tudor England Reformation – What is it and why? Henry VIII wives and children Decline of Henry VIII</p>	<p>How did Elizabeth become queen? Problem in the reign of Elizabeth How do we solve a problem like Mary? Spanish Armada Was the Elizabethan era a golden age? James I and witchcraft Charles I, Cromwell, Civil War and its impact</p>	<p>Origins of slavery and introduction to the Atlantic Slave Trade Benin Empire – Life before slavery Experience of the Middle Passage Plantations, Jobs, and runaways Underground Railroad Rebellions</p>	<p>Industrial Revolution and its impact British experience of slavery Abolition in Britain Success of Victorian England</p>	<p>KKK, Jim Crow and Segregation Key figures and events in the Civil Rights movement: Rosa Parks, MLK and Emmett Till, Greensboroug h Sit in</p>	<p>Timeline and chronological skills Medieval Tudor Industrial WWI/ WWII Modern views</p>
<b>Assessment Method</b>	<b>KO check – Written Assessment</b>	<b>End of unit - Assessment</b>	<b>Assessment week</b>	<b>End of unit - Assessment</b>	<b>KO check</b>	<b>Assessment week</b>
 <b>Opportunities</b>	<p><b>CEAIG – Students develop communication and literacy skills in history and consider how these could be transferred to further study and transferred to a range of careers.</b></p> <p><b>SMSC – Students work in pairs/ groups; students analyse changes in society, and discuss the moral debate on slavery, with students considering a range of historical views on these issues.</b></p> <p><b>British Values – Students reflect on the origins of the rule of law in the UK, importance of individual liberty and respect for other people and their views being able develop w balanced opinions.</b></p> <p><b>Enrichment – Students have a wide variety of reading material to enhance their understanding of key ideas in history. Possible trip to Felixstowe (tbc. July 2023)</b></p> <p><b>E-safety – Use of computers, following school ICT policies and procedures.</b></p>					
<b>9</b>	<p>Was WWI inevitable? Introduction to the concept of war – can it ever be ‘just’? Causes of WWI Recruitment and conscription</p>	<p>What was the impact of WWI? Role of Suffragettes/women Role of Empire soldiers</p>	<p>How did Hitler come to Power and the impact of WWII? Origins and rise of Nazi Party</p>	<p>What was the Holocaust? Origins of anti-Semitism in Europe Hitler’s hatred of the Jews Persecution of the Jews in Germany: boycott,</p>	<p>What happened to Jews in Europe during WWII? Case study: Anne Frank</p>	<p>Thematic study: Who migrated to Britain and why? Impact through time of immigration to the British Isles</p>


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	Stalemate – conditions in trenches Was Haig the ‘Butcher of the Somme’? Main battles – the Somme Censorship and propaganda Naval Race	Russia leaving WWI/ USA joins Armistice Paris Peace Conference and the terms of the Treaty of Versailles Who was Hitler?	Hitler’s leadership and becoming Chancellor Communism v capitalism Nazi – Soviet Pact Causes of WWII  <b>Did ‘Britain’ win WWII?</b> Battle of Britain Life on the Home Front – the Blitz D-Day/ VE Day Use of atom bomb on Japan and end of WWII	Nuremberg Laws, Kristallnacht	Escalation of persecution: use of ghettos and concentration camps, The Final Solution – Case study: Auschwitz	Normans, African, Irish, and Jewish Treatment of migrants Jewish York massacre, Black Tudors Irish Liverpool and London Windrush
<b>Assessment Method</b>	<b>KO check</b>	<b>End of unit - Assessment</b>	<b>Assessment week</b>	<b>End of unit - Assessment</b>	<b>KO check</b>	<b>Assessment week</b>
 <b>Opportunities</b>	<p><b>CEIAG – Students consider GCSE options including history and the opportunities the subject brings to future careers and further study whilst developing their skills in the subject.</b></p> <p><b>SMSC – Students work in pairs/ groups; students consider the significance of individuals on the past, debate moral and ethical issues, and consider the impact of history on modern Britain.</b></p> <p><b>British Values – Students reflect on the role of right and wrong, the importance of liberty and tolerance of other people regardless of faith or beliefs.</b></p> <p><b>Enrichment – Students have a wide variety of reading material to enhance their understanding of key ideas in history. Possible trip to Normandy (tbc. 6-9 April 2022)</b></p> <p><b>E-safety – Use of computers, following school ICT policies and procedures.</b></p>					
<b>10</b>	<u>Crime and punishment through time, c1000-present day</u>	Crime, punishment and law enforcement from	Case study: Whitechapel, c1870-1900: Crime,	Early Elizabethan England, 1558-1588 Queen, government, and religion, 1558-69	Challenges to Elizabeth from home and	Elizabethan society in the Age of Exploration: Education and leisure The problem of the poor

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	<p>Crime, punishment, and law enforcement in Medieval and early modern England c1000–c1700</p> <p>How and why has crime and punishment changed in 1000 years:</p> <p>Definitions of crime and change and continuity from the Anglo-Saxon period, through the Norman period and early modern England and the influence of the Church</p>	<p>c1700 – the present day</p> <p>Changing definitions of crime and attitudes to punishment, including the prison system</p> <p>The development of law enforcement and the new police force</p> <p>The 20<sup>th</sup> C: the end of capital punishment and new laws/types of punishment</p>	<p>policing and the inner city</p> <p>Life in Whitechapel towards the end of the 19<sup>th</sup> C – context, tensions, living conditions</p> <p>Police organisation and investigation techniques – Jack the Ripper murders</p>	<p>The situation on Elizabeth’s accession</p> <p>The ‘settlement’ of religion and challenges to the Religious Settlement</p> <p>The problem of Mary, Queen of Scots</p>	<p>abroad, 1569-88</p> <p>Plots and revolts at home</p> <p>Relations with Spain</p> <p>Outbreak of war with Spain, 1585-88</p> <p>The Spanish Armada</p>	<p>Exploration and voyages of discovery – Raleigh and Virginia</p>
Assess Method	GCSE exam questions	GCSE exam questions	Assessment week	GCSE exam questions	GCSE exam questions	PPE Assessment week
 Opportunities	<p><b>CEIAG</b> – Students review the skills needed in GCSE history and the opportunities the subject brings to future careers and further study whilst developing their skills in the subject.</p> <p><b>SMSC</b> – Students work in pairs/ groups; students investigate changes in society through a study of crime and punishment including ethical debates. Students analyse Elizabethan Britain and the changes that occurred.</p> <p><b>British Values</b> – Students gain knowledge on the role law, Church and the changing nature of crime, policing, and impact on British society today. Students consider British history over 1000 years and the changes seen.</p> <p><b>Enrichment</b> – Students have a wide variety of reading material to enhance their understanding of key ideas in history.</p> <p><b>E-safety</b> – Use of computers, following school ICT policies and procedures.</p>					
11	<u>Weimar and Nazi Germany</u> <u>1918-39 Germany</u>	Hitler’s rise to power, 1919-33 and Nazi control and dictatorship	Life in Nazi Germany, 1933-39 How did Nazi policies affect	<u>Superpower relations and the Cold War 1941-91</u> The origins of the Cold War:	Continue crises of the Cold War, 1958-70 and	

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	<p><b>The Weimar Republic, 1918-29</b></p> <p>How did the terms of the Treaty of Versailles affect Germany?</p> <p>Origins of the new Republic</p> <p>Challenges to the new Republic from left and right</p> <p>Changes in society 1924-29</p>	<p>How did the National Socialist Party develop – 1920-29?</p> <p>The Wall St Crash, unemployment, and growth of support for the Nazi Party – 1929-33</p> <p>Creation of a dictatorship, 1933-34</p> <p>Control, conformity, opposition, and resistance under the Nazi Party</p>	<p>women and the young?</p> <p>How did Hitler reduce unemployment and what was the standard of living like?</p> <p>The persecution of minorities</p>	<p>Early tensions between the East and West, 1941-47</p> <p>Development of the Cold War, 1947-49</p> <p>How did the Cold War Intensify – 1949-58</p> <p><b>Crises of the Cold War 1958-1970</b></p> <p>Berlin Crisis, the Cuban Missile Crisis, Prague Spring</p>	<p><b>the end of the Cold War, 1970-91</b></p> <p>Soviet invasion of Czechoslovakia</p> <p>Détente, 1970s</p> <p>Flashpoints 1980s</p> <p>Fall of the Berlin Wall</p> <p>End of Soviet control in Eastern Europe 1991</p>	
<b>Assessment Method</b>	GCSE exam questions	PPE/ GCSE exam questions	GCSE exam questions	PPE/ GCSE exam questions	GCSE exam questions	GCSE exams
 <b>Opportunities</b>	<p><b>CEIAG</b> – Students continue to develop and audit the skills used in history such as constructing an argument, source analysis and literacy skills that could be transferred to further study and a range of careers.</p> <p><b>SMSC</b> – Students work in pairs/ groups; students consider impact of politics on everyday lives in Britain and modern world depth study considering ethics and moral issues raised through studying these historical periods.</p> <p><b>Enrichment</b> – Students have a wide variety of reading material to enhance their understanding of key ideas in history.</p> <p><b>British Values</b> – Students reflect on the origins of the rule of law in the UK, consider the role of the Church and state, role of individual liberty and mutual respect for the views of others.</p> <p><b>E-safety</b> – Use of computers, following school ICT policies and procedures.</p>					