

| Year 7: Curriculum Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| The History department aims to empower pupils to understand both their place in the world and how they fit into the story of human development and to understand what has shaped the identities of diverse peoples, groups and nations. Our curriculum is designed to help students understand the complexity of people’s lives in both the present and the past and promote inclusivity by studying the diversity and commonality of human experiences across time and place. Students also learn how the past is recorded and how accounts of the past can change in different contexts. In Year 7 students develop their chronological understanding of British history from before 1066 by studying the rise of the Roman Empire and the impact of the Romans on Britain and then move on to a study of the Anglo Saxons in England. Pupils then consolidate their knowledge of the features of power by studying the development of the Church, state and society from Norman to Tudor England, looking at a variety of monarchs and their reigns.                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Year 7 Essential Knowledge Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Schemata 1: What was the impact of the Roman Empire in the contemporary world?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Schemata 2: How did Anglo Saxon and Norman monarchs rule England?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Schemata 3: How was the power of Medieval monarchs challenged?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Composite Knowledge:</b> Pupils will understand how citizens lived in the Roman Empire and the impact this had on the world at the time and now</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>How Ancient Rome was governed and how this changed over time</li><li>How the Romans expanded and maintained their Empire</li><li>British experience of the Roman Empire- conquest, protest and local</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to confirm understanding of change and continuity and cause and effect</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>Use sources and academic texts to retrieve information relevant to the enquiry</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>Evaluation of different types of government- constitutional and absolute monarchy, republic, dictatorship and Empire</li><li>Representation within Roman society and the wider Empire</li></ul> | <p><b>Composite Knowledge:</b> Pupils will gain an understanding of life in Britain in the Anglo Saxon period and the institutions of power</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>The role of Anglo Saxon kings and the structure and hierarchy of Anglo Saxon England</li><li>What discoveries made at Sutton Hoo in the 20th century tell us about Anglo Saxon England</li><li>Why there was a contest for the English throne in 1066 and who the contenders were</li><li>Why William of Normandy won the Battle of Hastings</li><li>How the Normans consolidated their control over England</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to confirm understanding of change and continuity and cause and effect</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>Use sources such as the Bayeux tapestry to retrieve information relevant to the enquiry</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>Evaluation of factors that affected the power of the monarch in Anglo Saxon in comparison to factors that enhance and limit the power of the government now</li></ul> | <p><b>Composite Knowledge:</b> Pupils will develop their understanding of the factors and institutions that affected the power of the British monarchy in medieval England</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>The relationship between the Church and medieval monarchs</li><li>Conflict between monarchs and the barons</li><li>Conflict between monarchs and the peasants</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to confirm understanding of change and continuity and cause and effect</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>Apply developing knowledge of key features of power to a concept map</li><li>Use sources and academic texts to retrieve information relevant to the enquiry</li><li>Analyse interpretations using contextual knowledge to explain differences in view</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>Understanding the significance the Magna Carta has had on representation in British politics since 1215 and how it has even shaped the declaration of human rights</li></ul> |
| Schemata 4: Medieval life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Schemata 5: Tudors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Composite Knowledge:</b> Pupils will develop their understanding of the medieval period by studying life and events in England and in the Islamic world</p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>Life in Medieval Manchester (local)</li><li>The rise of Islam and the significance of Baghdad</li><li>The importance of the Silk Road to medieval Europe and Asia</li><li>The causes and impact of the Black Death</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>Use sources and academic texts to retrieve information relevant to the enquiry</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>recording and reliability of mortality rates</li><li>comparisons of the Black Death to other epidemics in History</li></ul>                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Composite Knowledge:</b> Pupils will develop their understanding of the factors and institutions that affected the power of the British monarchy in Tudor England</p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>Conflict between the Church and monarchs in Tudor England</li><li>The impact of the English Reformation on Tudor monarchs and the lives of English people</li><li>Challenges facing Tudor monarchs</li><li>The lives and experience of Black Tudors in England</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to confirm understanding of change and continuity and cause and effect</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>Apply increased knowledge of key features of power to develop concept map</li><li>Use sources and academic texts to retrieve information relevant to the enquiry</li><li>Analyse interpretations using contextual knowledge to explain differences in view</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>Challenges faced by Mary I and Elizabeth I as female rulers in comparison to male monarchs</li></ul>         |
| Year 7 Final Composite Knowledge End Point                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>How Ancient Rome was structured</li><li>How Rome became an empire</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <ul style="list-style-type: none"><li>• How medieval monarchs used and extended their power</li><li>• Challenges to the power of medieval monarchs</li><li>• How Tudor monarchs used and extended their power</li><li>• Challenges to the power of Tudor monarchs</li><li>• How to identify relevant causation factors and evidence these</li><li>• How to use sources to retrieve information relevant to the enquiry</li><li>• Apply knowledge on the key features of power to develop concept map demonstrating knowledge from the Anglo Saxon, Medieval and Tudor era</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Year 8: Curriculum Intent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>The History department aims to empower pupils to understand both their place in the world and how they fit into the story of human development and to understand what has shaped the identities of diverse peoples, groups and nations. Our curriculum is designed to help students understand the complexity of people’s lives in both the present and the past and promote inclusivity by studying the diversity and commonality of human experiences across time and place. Students also learn how the past is recorded and how accounts of the past can change in different contexts. In Year 8 students continue to deepen their understanding of the features of power. Pupils begin by looking at challenges faced by Stuart monarchs and the increasing power of parliament. Pupils then look at the changing world in the modern period, focusing on issues of industrialisation, representation, slavery and empire. Pupils can then apply this understanding to the long term factors that led to WW1 and a study of the key events and features of the war.</p>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Year 8 Essential Knowledge Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Schemata 1: How did Stuart power diminish over time?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Schemata 2: How did the experiences of British people change in the late 18<sup>th</sup> to early 20<sup>th</sup> century?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Schemata 3: What were the experiences of those involved in the slave trade and its abolition?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Composite Knowledge:</b> Pupils will develop their understanding of how the power of monarchy and other institutions declined in the 17<sup>th</sup> century</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>• Challenges faced by Stuart monarchs- Parliament, Church, protest, economic</li><li>• England as a monarchy and as a Republic</li><li>• Increasing power of Parliament over time</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Sequence events chronologically to confirm understanding of change and continuity of who held power and what factors affected this</li><li>• Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>• Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>• Use sources to retrieve information relevant to the enquiry</li><li>• Analyse interpretations using contextual knowledge to explain differences in view</li><li>• Apply enhanced knowledge of key features of power in the Stuart era to develop concept map</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>• 17<sup>th</sup> century views- belief on regicide and superstition</li><li>• Constitutional monarchy and comparisons to government today</li></ul> | <p><b>Composite Knowledge:</b> Pupils will understand the impact of the Industrial Revolution and the struggle for the vote on British society</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>• Factors that led to the Industrial Revolution</li><li>• Changes to people’s way of work and living</li><li>• Local study: living conditions, machines, transport with a Manchester focus</li><li>• Problems with democracy and the fight for male suffrage in the 1800s</li><li>• The women’s suffrage movement in the late 19<sup>th</sup> and early 20<sup>th</sup> century</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Describe key features of the time period</li><li>• explain change and continuity across the period of industrialisation</li><li>• Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>• Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>• Use sources/ academic texts to retrieve information relevant to the enquiry</li><li>• Analyse interpretations using knowledge of the time in which it was produced to understand and explain differences in view</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>• How institutions of British power changed as a result of modernisation</li></ul> | <p><b>Composite Knowledge:</b> Pupils will gain an understanding of the processes of the Transatlantic slave trade and why this was made illegal in Britain from 1807.</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>• Medieval African kingdoms with a focus on Mansa Musa and Mali.</li><li>• How the Transatlantic slave trade operated</li><li>• The experiences of enslaved peoples</li><li>• How the abolitionists fought to end slavery</li><li>• How and why the Transatlantic slave trade ended in 1807 and the ownership of slaves by 1833</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Sequence events chronologically to confirm understanding of change and continuity and cause and effect</li><li>• Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>• Use sources/ academic texts to retrieve information relevant to the enquiry</li><li>• Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>• The use of social darwinism as an attempt to justify enslaving people for profit</li><li>• Origins of institutional racism in Britain</li></ul> |
| <b>Schemata 4: What was the impact of British imperialism in the 18th-20th century?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Schemata 5: WW1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Composite Knowledge:</b> Pupils will gain an understanding of why Britain wanted an empire and study how specific colonies and peoples were treated</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>• How Britain gained an empire and why this benefited the government of the time</li><li>• The discovery of New Zealand and treatment of the Maori</li><li>• Transportation and the colonisation of Australia</li><li>• The Scramble for Africa</li><li>• The Opium trade and colonisation of Hong Kong</li><li>• British rule in India</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>• identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>• Use sources/ academic texts to retrieve information relevant to the enquiry</li><li>• Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>• Legacy issues of race, class and migration as a result of the British Empire</li></ul>                                                                                                         | <p><b>Composite Knowledge:</b> Pupils will gain an understanding of the events and consequences of WW1 and the long and short term impacts of this</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>• Long and short term factors leading to the declaration of war</li><li>• How the war was fought</li><li>• How the state increased its power and the effect this had on the war effort</li><li>• The events and impact of the battle of the Somme</li><li>• The contributions of the Commonwealth to the war effort</li><li>• The impact of WW1 on Europe</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Sequence events chronologically to confirm understanding of change and continuity and cause and effect</li><li>• Identify appropriate long term and short term causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>• identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>• Use sources/ academic texts to retrieve information relevant to the enquiry</li><li>• Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view</li></ul>                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Year 8 Final Composite Knowledge End Point</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |
| <ul style="list-style-type: none"><li>How and why the power of the monarchy had declined by the end of the 17th century</li><li>The impact of industrialisation on Britain, including a local study on Manchester</li><li>The fight for electoral reform and representation of both men and women throughout the 19th and 20th centuries</li><li>Why and how Britain became involved in the Transatlantic slave trade and empire building and the impact of this in Britain and its colonies</li><li>How and why WW1 broke out and how the war was fought</li><li>Identify relevant causation factors and evidence these</li><li>Analyse sources and academic texts to retrieve information relevant to the enquiry</li><li>identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>Analyse interpretations of key events using knowledge of the time in which it was produced to understand differences in view</li><li>Apply Stuart knowledge to develop power concept map</li><li>Apply Y8 knowledge to a concept map focused on the modernising world</li></ul> |                                                                                                                                                                                             |

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| <b>Year 9: Curriculum Intent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| The History department aims to empower pupils to understand both their place in the world and how they fit into the story of human development and to understand what has shaped the identities of diverse peoples, groups and nations. Our curriculum is designed to help students understand the complexity of people’s lives in both the present and the past and promote inclusivity by studying the diversity and commonality of human experiences across time and place. Students also learn how the past is recorded and how accounts of the past can change in different contexts. Pupils begin Year 9 by applying their knowledge of the Industrial Revolution to a study of why Jack the Ripper’s crimes remain unsolved. Pupils then begin to consider the international political climate following WW1 and study how countries gain and use their power in the aftermath of this, leading directly to WW2. Pupils will look at how at the end of WW2 the tension between the post war superpowers, the USA and USSR, leads to an ideological split between the capitalist west and the communist east, known as the Cold War and how this escalates. Pupils will finally study changes to Britain and its empire in the aftermath of WW2 and consider the long term implications for this. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Year 9 Essential Knowledge Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Schemata 1: Why has Jack the Ripper never been caught?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Schemata 2: How far did WW1 lead to WW2?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Schemata 3: How did Hitler gain and consolidate power in Germany?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Composite Knowledge:</b> Pupils use the context of Whitechapel in the 1800s and knowledge of Jack the Ripper’s crimes to assess why he has never been caught</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>Context of Whitechapel in the 1800s</li><li>Profile of the victims and suspects</li><li>Problems of evidence- letters and the media</li><li>Challenges of the Met Police in the context of the time period</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>Use sources/ academic texts to retrieve information relevant to the enquiry</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>Characterisation of Jack the Ripper’s victims as drunks and prostitutes and their lack of value in society. The influence of the media on the public and institutions</li></ul>                                                                                                                                                                                                                           | <p><b>Composite Knowledge:</b> Pupils will gain an understanding of how the decisions made after WW1 created a European climate that ultimately led to the outbreak of another world war</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>How the Treaty of Versailles punished Germany</li><li>Why the League of Nations failed to maintain world peace</li><li>The escalation of Hitler’s foreign policy</li><li>How and why appeasement failed</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to understand the escalation of international events</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>Analyse interpretations of key events using knowledge of the time to understand differences in view</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>Why did Britain and France see communism as more of a threat than fascism? (link to later Cold War module)</li></ul> | <p><b>Composite Knowledge:</b> Pupils develop their understanding of how economic and political factors led to the rise of extreme leaders in Europe, with a focus on Germany</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>Political and economic climate that led to an increase in power of dictators- Stalin in the USSR and Mussolini in Italy</li><li>Problems facing the Weimar government in Germany in the 1920s</li><li>How Hitler was able to become Chancellor of Germany in 1933</li><li>Why Hitler was able to gain total power in Germany by 1934 and how he maintained a totalitarian state</li><li>The Holocaust</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to understand how the Nazis increased their power over time</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>Use academic texts to retrieve information relevant to the enquiry</li><li>identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>The political spectrum with a focus on right wing and left wing ideologies</li></ul> |
| <b>Schemata 4: Who was to blame for the Cold War?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Schemata 5: Post WW2 Britain and the empire</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Composite Knowledge:</b> Pupils will use their developing knowledge of the international tensions in the 20th century world to understand how the Cold War broke out so soon after WW2</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>Opposing ideologies of the USA and the USSR</li><li>Increasing tensions between the Big Three at the Yalta conference</li><li>The aggressive actions of the USSR in the early Cold War</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Composite Knowledge:</b> Pupils draw together their 20th century post conflict knowledge to understand changes within Britain and its empire</p> <p><b>Component Knowledge:</b></p> <p><b>Foundational Knowledge:</b></p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"><li>The establishment of a welfare state</li><li>How and why India was partitioned and the consequences</li><li>Migration to Britain from former citizens of the British Empire</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <ul style="list-style-type: none"><li>• The interventionist actions of the USA in the early Cold War</li><li>• Escalating tensions between Kennedy and Khrushchev in Berlin and Cuba</li><li>• Why the USA intervened and then withdrew from the Vietnamese conflict</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Sequence events chronologically to understand escalating tensions and conflicts</li><li>• Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>• identify consequences of Cold War actions and apply accurate/ relevant historical evidence to explain the impact</li><li>• Use academic texts to retrieve information relevant to the enquiry</li><li>• Analyse interpretations of significant events in the Cold War using knowledge of the time to understand differences in view</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>• How the media intensified the Cold War</li><li>• The impact of rhetoric on escalating the Cold War</li></ul> | <ul style="list-style-type: none"><li>• The Windrush scandal</li><li>• Changes in the law for LGBTQ+ citizens</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain</li><li>• identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>• Use sources and academic texts to retrieve information relevant to the enquiry</li></ul> <p><b>Upper Hierarchical Knowledge</b></p> <ul style="list-style-type: none"><li>• Impact of post colonialism- India and the West Indies</li></ul> |
| <b>Year 9 Final Composite Knowledge End Point</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>• Why poor policing and the environment of Whitechapel meant that Jack the Ripper was never caught</li><li>• How and why Hitler was able to establish a totalitarian regime in Germany</li><li>• Why WW2 broke out 20 years after the end of WW1</li><li>• Why the Cold War broke out after WW2 and how the USA and the USSR can both be blamed for the hostility in the second half of the 20th century</li><li>• The experience of peoples of former British colonies at home and in Britain- India and West Indies focus</li><li>• Identify relevant causation factors and evidence these</li><li>• Analyse sources and academic texts to retrieve information relevant to the enquiry</li><li>• identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li><li>• Analyse interpretations of key events using knowledge of the time in which it was produced to understand differences in view</li><li>• Apply knowledge to develop concept map focused on the 20th century world</li></ul>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>Year 10: Curriculum Intent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Pupils at Kingsway follow the OCR Specification A GCSE scheme. Our curriculum aims to inspire students to develop a deep understanding and knowledge of particular key events, periods and societies. Students study topics and themes from their local context as well as general British and world history, helping them discover the relevance of the past to an understanding of the present. Students study history from three eras (medieval, early modern and modern, on three timescales (depth study, period study and thematic study), in three geographical contexts (local, British and European/wider world). The OCR GCSE course aims to:</p> <ul style="list-style-type: none"><li>• develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience</li><li>• engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</li><li>• develop the ability to ask relevant questions about the past, to investigate issues critically and make valid historical claims by using a range of sources in their historical context</li><li>• develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them</li><li>• organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions</li><li>•</li></ul> <p>Year 10:</p> <p>Pupils start the course working through the British depth study: Power, Monarchy and Democracy. This course looks at how power in Britain was distributed from 1000- 2014, what challenges were faced in wielding this power and what factors, events or developments were important in moving power from one group to another. Pupils will then begin their study of International Relations, 1918-75 focusing on key events in the Twentieth Century leading up to WW2 and the Cold War. Pupils will study Appeasement and who was the blame for the Cold War in detail, analysing the views of different historians. Pupils will spend the last half term on their study of Kenilworth castle, focusing on the form and function of this castle from the years 1120- 1750. Pupils will have the opportunity to supplement this study with a field trip to the castle itself.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Year 10 Essential Knowledge Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Schemata 1: Power, Monarchy and Democracy in Britain, 1000-2014 (Paper 2)</b><br><b>1000-1485: Anglo Saxons and the Normans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Schemata 2: Power, Monarchy and Democracy in Britain, 1000-2014 (Paper 2)</b><br><b>1485-1800: Tudors and Stuarts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Schemata 3: Power, Monarchy and Democracy in Britain, 1000-2014 (Paper 2)</b><br><b>1800-2014: The changing relationship between Parliament and the People</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Composite knowledge: Pupils will gain an understanding of who held power and how in Anglo Saxon and Norman England. Pupils will study the role of a king, the power of the king and what factors made the monarchy successful.<br><b>Component knowledge:</b><br><b>Foundational knowledge</b><br>Declarative knowledge: <ul style="list-style-type: none"><li>• Anglo-Saxon kingship c.1000–1066: the basis of kingship; the power and responsibilities of the kings; relations between the kings and the thegns.</li><li>• Different claims to the throne in 1066: the Norman invasion, including the establishment of the Norman monarchy and the transfer of power from Saxons to</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Composite knowledge: Pupils will develop their knowledge and understanding of who held power in England. Pupils will consider how the Tudors enhanced the power of the monarch and how this then declined under the rule of the Stuarts.<br><b>Component knowledge:</b><br><b>Foundational knowledge</b><br>Declarative knowledge: <ul style="list-style-type: none"><li>• Tudor government: growth of royal power under Henry VIII; the role of Parliament under Henry VIII and Elizabeth I.</li><li>• Defeat and return of monarchy: Charles I’s personal rule 1629–1640; the Civil Wars and the abolition of the monarchy; the Restoration of the monarchy in 1660.</li></ul> | Composite knowledge: Pupils will consider who held power and how in a modernising Britain through the key events of the 19th and 20th centuries.<br><b>Component knowledge:</b><br><b>Foundational knowledge</b><br>Declarative knowledge: <ul style="list-style-type: none"><li>• Dissatisfaction with electoral system by early 1800s; reasons for and impacts of the Parliamentary Reform Acts of 1832, 1867 and 1884;</li><li>• The rise and effectiveness of mass Trade Unions and the Labour Party 1880s–1914</li><li>• The struggle for the vote for women and the reasons why it was won for some women in 1918.</li><li>• Government control in the world wars; the increased role of the state from 1945 to c.1980</li></ul> |

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| <p>Normans at all levels of society; the extent of the power of the monarch and the barons by 1087.</p> <ul style="list-style-type: none"><li>Struggles over power: John and Magna Carta; emergence of Parliament in the reigns of Henry III and Edward I, including the role and importance of Simon de Montfort; deposition of Richard II in 1389; Wars of the Roses.</li></ul> <p>Procedural knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to confirm understanding of change and continuity</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>Identify consequences and impact of key events in British History and apply accurate/ relevant historical evidence to explain the significance</li><li>Evaluate change and continuity over time in the form of of an essay question based on the key themes of the module</li></ul> <p><b>Upper Hierarchical knowledge:</b></p> <ul style="list-style-type: none"><li>Individuals, institutions and groups with power– particular institutions, groups and individuals holding power (such as monarchs, feudal aristocracy, gentry, elected representatives) and the social and political structures which have divided these elites from those they rule.</li><li>• Claims to power – the basis used by individuals or groups to acquire and hold on to power (such as religious claims, legal claims, hereditary principles, democratic principles, force).</li><li>• Methods of maintaining power – the methods used by individuals or groups to maintain themselves in power (such as military force, religion, propaganda and control of information, role of specific ideas and or institutions, negotiation and compromise).</li><li>• Challenges to power and power changing hands – different reasons why (such as religion, political ideology, ambition) and ways in which those in authority have been challenged (such as popular uprisings, power struggles within and between elites)</li></ul> | <ul style="list-style-type: none"><li>James II’s rule and the reasons for the 1688 Revolution (The Glorious Revolution); the legacy of the Glorious Revolution including the Bill ofRights; the development of Parliament under William III and Anne; the emergence of political parties and the development of a Parliamentary monarchy in the course of the 1700s.</li></ul> <p>Procedural knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to confirm understanding of change and continuity</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>Identify consequences and impact of key events in British History and apply accurate/ relevant historical evidence to explain the significance</li><li>Evaluate change and continuity over time in the form of of an essay question based on the key themes of the module</li></ul> <p><b>Upper Hierarchical knowledge:</b></p> <ul style="list-style-type: none"><li>Individuals, institutions and groups with power– particular institutions, groups and individuals holding power (such as monarchs, feudal aristocracy, gentry, elected representatives) and the social and political structures which have divided these elites from those they rule.</li><li>• Claims to power – the basis used by individuals or groups to acquire and hold on to power (such as religious claims, legal claims, hereditary principles, democratic principles, force).</li><li>• Methods of maintaining power – the methods used by individuals or groups to maintain themselves in power (such as military force, religion, propaganda and control of information, role of specific ideas and or institutions, negotiation and compromise).</li><li>• Challenges to power and power changing hands – different reasons why (such as religion, political ideology, ambition) and ways in which those in authority have been challenged (such as popular uprisings, power struggles within and between elites).</li></ul> | <ul style="list-style-type: none"><li>Challenges to Parliament c.1980 to early 2000s: the Miners’ Strike 1984–1985, CND and Greenpeace;</li><li>Prime Ministerial power under Thatcher and Blair;</li><li>Devolution of power to regions of the UK</li><li>The challenges of coalition government.</li></ul> <p>Procedural knowledge:</p> <ul style="list-style-type: none"><li>Sequence events chronologically to confirm understanding of change and continuity</li><li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>Identify consequences and impact of key events in British History and apply accurate/ relevant historical evidence to explain the significance</li><li>Evaluate change and continuity over time in the form of of an essay question based on the key themes of the module</li></ul> <p><b>Upper Hierarchical knowledge:</b></p> <ul style="list-style-type: none"><li>Individuals, institutions and groups with power– particular institutions, groups and individuals holding power (such as monarchs, feudal aristocracy, gentry, elected representatives) and the social and political structures which have divided these elites from those they rule.</li><li>• Claims to power – the basis used by individuals or groups to acquire and hold on to power (such as religious claims, legal claims, hereditary principles, democratic principles, force).</li><li>• Methods of maintaining power – the methods used by individuals or groups to maintain themselves in power (such as military force, religion, propaganda and control of information, role of specific ideas and or institutions, negotiation and compromise).</li><li>• Challenges to power and power changing hands – different reasons why (such as religion, political ideology, ambition) and ways in which those in authority have been challenged (such as popular uprisings, power struggles within and between elites).</li></ul> |
| <b>Schemata 4: Conflict and Cooperation, 1918-1939 and changing interpretations of Appeasement (Paper 1, section 1)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Schemata 5: The Cold War, 1945-75 and changing interpretations of responsibility (Paper 1, section 1)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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<b>Schemata 6: Castles: Form and Function, 1000-1750 (Paper 3, section 2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| <p>Composite knowledge: Pupils will study a chronological overview of international events, actions and agreements and actions following WW1 culminating in the outbreak of WW2</p> <p><b>Component knowledge:</b></p> <p><b>Foundational knowledge</b></p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"><li>The Versailles Peace Settlement;</li><li>The League of Nations in the 1920s; Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s</li><li>International agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Composite knowledge: Pupils will gain an understanding of how actions at the end of WW2 led to the outbreak of the Cold War and study the actions of the USA and the USSR during this 30 year period of tension.</p> <p><b>Component knowledge:</b></p> <p><b>Foundational knowledge</b></p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"><li>Actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies, including conferences at Yalta and Potsdam.</li><li>The division of Germany; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and Airlift.</li><li>Development of NATO and the Warsaw Pact.</li><li>The building of the Berlin Wall 1961 and its effects on international relations.</li><li>Cold War confrontations and conflict 1954–1975</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Composite knowledge: Pupils will gain an understanding of how historians and archaeologists can use the physical fabric of Kenilworth Castle and relevant source material to understand the purpose of the site at specific points in time and also how this purpose may have changed across a particular time span.</p> <p><b>Component knowledge:</b></p> <p><b>Foundational knowledge</b></p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"><li>The strategic location of Kenilworth Castle. The specific geographical location of Kenilworth Castle The specific physical location of Kenilworth Castle..</li><li>The appearance and layout of Kenilworth Castle at different times in its history. Key features of the castle e.g. motte and bailey layouts, stone towers, defences, great hall, causeway. When and why these</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <ul style="list-style-type: none"><li>● The impact of the worldwide economic depression.</li><li>● Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939.</li><li>● How and why the following have resulted in differing interpretations of appeasement: the Second World War</li></ul> <p>Procedural knowledge:</p> <ul style="list-style-type: none"><li>● Sequence events chronologically to enhance understanding of escalating tensions and outbreak of conflict</li><li>● Outline the sequence of events relevant to the issues set by the questions in a written narrative</li><li>● Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>● Analyse and evaluate an unseen extract from a historian’s interpretation of the policy of Appeasement and the actions of Chamberlain</li><li>● Apply schools of thought on Appeasement to unseen interpretations</li></ul> <p><b>Upper Hierarchical knowledge</b></p> <ul style="list-style-type: none"><li>● The struggle between different types of government</li><li>● the rise and fall of communism as a political, ideological and economic model</li><li>● human rights</li><li>● the idea of powers and superpowers</li><li>● ideas of nation and nationalism</li><li>● how ideology can impact politics</li><li>● why there are different interpretations of current events.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>● Developing Cold War tensions and conflicts</li><li>● The Cuban Missile Crisis 1962.</li><li>● Origins of US involvement in Vietnam 1954-65.</li><li>● The Vietnam War: US tactics and their consequences; Vietcong tactics and their consequences.</li><li>● US withdrawal from Vietnam including opposition in the USA to the war.</li><li>● The end of the war and its impact on international relations.</li></ul> <p>Procedural knowledge:</p> <ul style="list-style-type: none"><li>● Sequence events chronologically to enhance understanding of escalating tensions and outbreak of conflict</li><li>● Outline the sequence of events relevant to the issues set by the questions in a written narrative</li><li>● Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>● Analyse and evaluate an unseen extract from a historian’s interpretation of who was to blame for the outbreak of the Cold War</li><li>● Apply schools of thought on who was to blame for the outbreak of the Cold War to unseen interpretations</li></ul> <p><b>Upper Hierarchical knowledge</b></p> <ul style="list-style-type: none"><li>● The struggle between different types of government</li><li>● the rise and fall of communism as a political,ideological and economic model</li><li>● human rights</li><li>● the idea of powers and superpowers</li><li>● ideas of nation and nationalism</li><li>● how ideology can impact politics</li><li>● why there are different interpretations of current events.</li></ul> | <p>features were installed or removed, including the slighting.</p> <ul style="list-style-type: none"><li>● What these changes reveal about the history of the country at the time.</li><li>● Day to day function(s) of Kenilworth Castle at different times in its history. Kenilworth Castle as a means of conquest, particularly in the Norman period. Kenilworth Castle as means of baronial and or royal power. Kenilworth Castle as centre of administration, justice etc. Kenilworth Castle as a dwelling place.</li><li>● Life in Kenilworth Castle at different times in its history. The lives of the castle owners e.g. the De Clintons, de Montfort, Lancaster, John of Gaunt, Tudors, Dudleys, Stuarts, Hydes.</li><li>● The people who made the castle function e.g. blacksmiths, cooks etc.</li><li>● Key events associated with Kenilworth Castle at different times in its history. Connections to events including: baronial and other rebellions, border warfare, civil war sieges.</li></ul> <p>Procedural knowledge:</p> <ul style="list-style-type: none"><li>● Sequence events chronologically to confirm understanding of change and continuity at Kenilworth castle</li><li>● Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>● Use source material to make accurate and valid inferences regarding the usefulness of a source</li></ul> <p><b>Upper Hierarchical knowledge:</b></p> <ul style="list-style-type: none"><li>● The evidence used by historians, e.g. maps from medieval to modern times, drawings in local histories, aerial photographs, royal licenses, newspaper articles, bills and accounts, inventories.</li></ul> |
| <b>Year 10 Final Composite Knowledge End Point</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| <ul style="list-style-type: none"><li>● How monarchs gained, lost and maintained power and the factors affecting this in Anglo Saxon and Medieval England</li><li>● How monarchs gained, lost and maintained power and the factors affecting this in Tudor and Stuart England</li><li>● The role of the state in Britain from 1800 and how Parliament was challenged by movements for representation and protest within the time period</li><li>● Escalating international tensions following WW1, culminating in WW2</li><li>● Academic debate on Britain’s policy of Appeasement prior to WW2</li><li>● The causes and events of the Cold War, 1945-75</li><li>● Academic debate on who was to blame for the outbreak of the Cold War</li><li>● Chronological sequencing of events across all modules</li><li>● Causation factors supported by accurate/ relevant evidence</li><li>● Consequences and impact of key events in British History with accurate/ relevant supporting evidence</li><li>● Relevant change and continuity/ impact/causation factors for essay questions</li><li>● Source analysis skills (inference, usefulness, and evaluation)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| <b>Year 11: Curriculum Intent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <p>Pupils at Kingsway follow the OCR Specification A GCSE scheme. Our curriculum aims to inspire students to develop a deep understanding and knowledge of particular key events, periods and societies. Students study topics and themes from their local context as well as general British and world history, helping them discover the relevance of the past to an understanding of the present. Students study history from three eras (medieval, early modern and modern, on three timescales (depth study, period study and thematic study)), in three geographical contexts (local, British and European/wider world). The OCR GCSE course aims to:</p> <ul style="list-style-type: none"><li>● develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience</li><li>● engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</li><li>● develop the ability to ask relevant questions about the past, to investigate issues critically and make valid historical claims by using a range of sources in their historical context</li><li>● develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them</li><li>● organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions</li></ul> <p>Y11:</p> <p>Pupils start the year by looking at the non British Depth study- the USA from 1945-74. In this module pupils will develop knowledge of the domestic impact of the Cold War on the USA through the Red Scare and McCarthyism. Pupils will then look at the experience of African Americans in the late 1950 and 60s and the actions of the non- violent civil rights movement, led by Martin Luther King, culminating in the Civil Rights Act of 1964. As the unit moves into the late 1960s pupils will gain an understanding of other protest groups and types of protest, such as Black Power, Red Power and the Chicano movement. Pupils will also consider economic and political divisions in the USA in the late 1960s and early 1970s.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Finally, pupils will complete a short depth study on the English Reformation, 1520- 1550. This scheme focuses on the causes of the Reformation, opposition to the changes in the Church and the impact of these changes.

**Year 11 Essential Knowledge Summary**

**Schemata 1: The USA, People and the State, 1945-74 (Paper 1, section 2)**  
**Key Question 1: Post war challenges, 1945-54**

Composite knowledge: Pupils will gain an understanding of domestic impact of the Cold War on the USA through the events of the Red Scare and initiatives and impact of Joseph McCarthy

**Component knowledge:**

**Foundational knowledge**

Declarative knowledge:

- Concerns of US government about the influence of communism in the USA and responses to these concerns, including media campaigns highlighting American values and institutions
- The Red Scare of the late 1940s, including the role of Hoover and the Rosenberg case
- Reaction to the Red Scare
- The nature of, support for and opposition to McCarthyism
- The position of African Americans in US society, including the Jim Crow Laws, access to education, voting, rights and lack of equality in employment

Procedural knowledge:

- Sequence events chronologically to confirm understanding of changes over time
- Describe key events
- Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully
- Use source material to make accurate and valid inferences regarding the usefulness of a source
- Assess the intended message of contemporary source material
- Use source material to infer why a contemporary source was produced
- Assess the reliability of a source
- Evaluate change and continuity/ impact/causation in the form of an essay question based on the key themes of the module

**Upper Hierarchical knowledge:**

- The policies of the state, including their aims and implementation;
- The impact of the state on different groups throughout the period, including different social classes, women, young people, religious and ethnic groups;
- The reasons for, and extent of, support and/or opposition to the state from different groups throughout the period; and the ways in which source material from the time can be used to investigate the issues above, and the challenges presented by the use of primary source material.

**Schemata 2: The USA, People and the State, 1945-74 (Paper 1, section 2)**  
**Key Question 2: Civil Rights, 1954-64**

Composite knowledge: Students will look at key events in the civil rights movement in the late 1950s and 60s leading up to the Civil Rights Act of 1964 and impact of this.

**Component knowledge:**

**Foundational knowledge**

Declarative knowledge:

- The development and achievements of the civil rights movement, including Brown vs. Board of Education 1954;
- The Montgomery Bus Boycott 1956
- Leadership of Martin Luther King in civil rights campaigns
- Roles of the SNCC, SCLC, NAACP in civil rights campaigns
- Opposition to the civil rights movement, including illegal organisations and the police and state authorities
- The contribution of government and official institutions in improving civil rights, including the roles of the Supreme Court in civil rights campaigns
- The roles of Kennedy and Johnson in civil rights campaigns
- Reasons for, and impact of, the Civil Rights Act 1964.

Procedural knowledge:

- Sequence events chronologically to confirm understanding of changes over time
- Describe key events
- Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully
- Use source material to make accurate and valid inferences regarding the usefulness of a source
- Assess the intended message of contemporary source material
- Use source material to infer why a contemporary source was produced
- Assess the reliability of a source
- Evaluate change and continuity/ impact/causation in the form of an essay question based on the key themes of the module

**Upper Hierarchical knowledge:**

- The policies of the state, including their aims and implementation;
- The impact of the state on different groups throughout the period, including different social classes, women, young people, religious and ethnic groups;
- The reasons for, and extent of, support and/or opposition to the state from different groups throughout the period; and the ways in which source material from the time can be used to investigate the issues above, and the challenges presented by the use of primary source material.

**Schemata 3: The USA, People and the State, 1945-74 (Paper 1, section 2)**  
**Key Question 3: Government and dissent**

Composite knowledge: Students will develop their knowledge on t

**Component knowledge:**

**Foundational knowledge**

Declarative knowledge:

- Development and impact of African American radical movements and leaders, including Malcolm X and Black Power
- Impact of civil rights campaigns for Native Americans and Chicanos
- Development of feminist movements, including Betty Friedan and National Organisation for Women
- The impact of feminism, including Status Commission 1963, Equal Pay Act, use of Civil Rights Act, the 1972 Supreme Court ruling on equal rights
- The Stonewall riots 1969
- Political, economic and social divisions in the USA: anti-Vietnam War protests, campaigns to improve welfare of the poor, Johnson’s ‘Great Society’, Nixon’s pledges on welfare.

Procedural knowledge:

- Sequence events chronologically to confirm understanding of changes over time
- Describe key events
- Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully
- Use source material to make accurate and valid inferences regarding the usefulness of a source
- Assess the intended message of contemporary source material
- Use source material to infer why a contemporary source was produced
- Assess the reliability of a source
- Evaluate change and continuity/ impact/causation in the form of an essay question based on the key themes of the module

**Upper Hierarchical knowledge:**

- The policies of the state, including their aims and implementation;
- The impact of the state on different groups throughout the period, including different social classes, women, young people, religious and ethnic groups;
- The reasons for, and extent of, support and/or opposition to the state from different groups throughout the period; and the ways in which source material from the time can be used to investigate the issues above, and the challenges presented by the use of primary source material.

**Schemata 4: The English Reformation, 1520-1535 (Paper 3, section 1)**

Composite knowledge: Pupils will gain in depth knowledge of a thirty year period where the Church in England was reformed. Pupils will examine the causes of the Reformation, opposition to the change and how this affected people and institutions.

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| <p>Declarative knowledge:</p> <ul style="list-style-type: none"><li>• Role and importance (including wealth) of the Church in England.1520</li><li>• Religious practice and the relationship between the Church and ordinary people</li><li>• The role and impact of the Lollards’ and Luther’s ideas</li><li>• Critics of the English Church in the 1530s</li><li>• Popular attitudes towards reform of the Church</li><li>• Henry VIII’s desire to annul his first marriage</li><li>• The legislation of the Reformation Parliament, 1529–1534.</li><li>• Thomas Cromwell and the Valor Ecclesiasticus</li><li>• The Visitation of the Monasteries</li><li>• The process of dissolution</li><li>• Suppression Acts 1536 and 1539</li><li>• Immediate reactions to Dissolution including support, those who took advantage and those who opposed</li><li>• Effects of Dissolution on religious orders</li><li>• Effects on lives of ordinary people, especially the old and poor, cultural impacts</li><li>• Resistance and protest, including the Lincolnshire Rising and the Pilgrimage of Grace 1536–1537</li><li>• Development and changes in religious policy under Henry VIII and Edward VI</li><li>• Effects on religious worship, including church services, prayer books and the issue of the Bible in English</li><li>• Impact on the fabric of churches and effects on the clergy</li><li>• Enforcement of new religious policies</li><li>• Response of ordinary people to religious changes</li><li>• Resistance and protest, including the Prayer Book Rebellion 1549.</li></ul> <p>Procedural knowledge:</p> <ul style="list-style-type: none"><li>• Sequence events chronologically to confirm understanding of change and continuity in the English Church</li><li>• Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li><li>• Analyse source material using content, context and provenance to reach a judgement on the enquiry issue</li></ul> <p><b>Upper Hierarchical knowledge:</b></p> <ul style="list-style-type: none"><li>• The nature of the English Church and religious practice before the Reformation</li><li>• The pressures for religious change</li><li>• The methods by which religious change was brought about</li><li>• The reaction of the population to religious change</li><li>• The impact of the Reformation in religious, economic, social and psychological terms.</li></ul> |
| <p><b>Year 11 Final Composite Knowledge End Point</b></p> <ul style="list-style-type: none"><li>• The causes and impact of the Red Scare on both the people and institutions in the USA, 1945-54</li><li>• The actions of the civil rights movement led by Martin Luther King leading to the Civil Rights Act of 1964</li><li>• The causes and impact of other protest groups and civil rights movements in the USA in the late 1960s and early 1970s</li><li>• Reasons for the reformation of the Church in England in the mid 1500s</li><li>• Changes to the Church made by Henry VIII and Edward VI and the process for this</li><li>• Opposition to the Reformation in England</li><li>• Contemporary impact of the Reformation in England</li><li>• Chronological sequencing of events across all modules</li><li>• Causation factors supported by accurate/ relevant evidence</li><li>• Consequences and impact of key events in British History with accurate/ relevant supporting evidence</li><li>• Relevant change and continuity/ impact/causation factors for essay questions</li><li>• Source analysis skills (inference, usefulness, evaluation, message, reliability and purpose)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |