

Subject: Year 7 History

Year 7 Curriculum Intent:

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.

	Scheme 1: Ancient History: The Romans	Scheme 2: Anglo Saxon England and the Norman conquest	Scheme 3: Medieval monarchs and power	Scheme 4: Medieval life	Scheme 5: The Tudors
Acquire	<ul style="list-style-type: none">• How Ancient Rome was governed and how this changed over time• How the Romans expanded and maintained their Empire• British experience of the Roman Empire- conquest, protest and local	<ul style="list-style-type: none">• The role of Anglo Saxon kings and the structure and hierarchy of Anglo Saxon England• What discoveries made at Sutton Hoo in the 20th century tell us about Anglo Saxon England• Why there was a contest for the English throne in 1066 and who the contenders were• Why William of Normandy won the Battle of Hastings• How the Normans consolidated their control over England	<ul style="list-style-type: none">• The relationship between the Church and medieval monarchs• Conflict between monarchs and the barons• Conflict between monarchs and the peasants	<ul style="list-style-type: none">• Life in Medieval Manchester (local)• The rise of Islam and the significance of Baghdad• The importance of the Silk Road to medieval Europe and Asia• The causes and impact of the Black Death	<ul style="list-style-type: none">• Conflict between the Church and monarchs in Tudor England• The impact of the English Reformation on Tudor monarchs and the lives of English people• Challenges facing Tudor monarchs• The lives and experience of Black Tudors in England

Apply	<ul style="list-style-type: none"> • Chronological sequencing • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Use sources and academic texts to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of change and continuity and cause and effect • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Use sources such as the Bayeux tapestry to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of change and continuity and cause and effect • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Identify consequences of historical events and apply accurate/relevant historical evidence to explain the impact • Use sources and academic texts to retrieve information relevant to the enquiry • Analyse interpretations using contextual knowledge to explain differences in view 	<ul style="list-style-type: none"> • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Identify consequences of historical events and apply accurate/relevant historical evidence to explain the impact • Use sources and academic texts to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of change and continuity and cause and effect • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Identify consequences of historical events and apply accurate/relevant historical evidence to explain the impact • Use sources and academic texts to retrieve information relevant to the enquiry • Analyse interpretations using contextual knowledge to explain differences in view
Vocabulary	Monarchy, Republic, Empire, Senate, Assassinate, Dictator, Colony	Witan, Wessex, Vikings, Barons, Domesday Book, Feudal System, Harrying of the North, Motte & Bailey, Defensive, Cavalry, Peasant, Bayeux Tapestry	Archbishop, Devout, Sheriff, Excommunicate, Civil War, Magna Carta, Poll Tax, Rebellion	Pilgrimage, Holy Land, Nomadic, Conversion, Epidemic, Bubonic, Pneumonic, Miasma	Catholic, Protestant, Tithe, Reformation, Annulment, Act of Supremacy, Heretic, Armada, Dissolution

Assessment	Milestone 1: Causation question based on early Roman study. Knowledge Retrieval	Milestone 2: Assessment based on Romans and Anglo Saxons Written questions- causation. 15 knowledge retrieval questions Milestone 3: Extended written answer focused on the Norman conquest	Milestone 4: Extended written answer (source based) on specific scheme 3 enquiry	Milestone 5: End of Year assessment based on all prior Y7 units of study. Written questions- causation and source analysis. 20 knowledge retrieval questions.	Milestone 6: Application of knowledge on key theme of power to concept map
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Subject: Year 8 History

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.

	Scheme 1: The Stuarts	Scheme 2: The Industrial Revolution and the fight for the vote	Scheme 3: The Transatlantic Slave Trade	Scheme 4: The British Empire	Scheme 5: WW1
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Acquire	<ul style="list-style-type: none"> Challenges faced by Stuart monarchs-Parliament, Church, protest, economic England as a monarchy and as a Republic Increasing power of Parliament over time 	<ul style="list-style-type: none"> Factors that led to the Industrial Revolution Changes to people's way of work and living Local study: living conditions, machines, transport with a Manchester focus Problems with democracy and the fight for male suffrage in the 1800s The women's suffrage movement in the late 19th and early 20th century 	<ul style="list-style-type: none"> Medieval African kingdoms with a focus on Mansa Musa and Mali. How the Transatlantic slave trade operated The experiences of enslaved peoples The abolitionist movement and reasons why the slave trade ended in 1807 and was abolished across the empire by 1833. 	<ul style="list-style-type: none"> How Britain gained an empire and why this benefited the government of the time The discovery of New Zealand and treatment of the Maori Transportation and the colonisation of Australia The Scramble for Africa The Opium trade and colonisation of Hong Kong British rule in India 	<ul style="list-style-type: none"> Long and short term factors leading to the declaration of war How the war was fought How the state increased its power and the effect this had on the war effort The events and impact of the battle of the Somme The contributions of the Commonwealth to the war effort Why the war ended
Apply	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity of who held power and what factors affected this Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully 	<ul style="list-style-type: none"> Describe key features of the time period to be able explain change and continuity across the period of industrialisation Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully 	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity and cause and effect Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully Use sources/ academic texts to retrieve information relevant to the enquiry Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view 	<ul style="list-style-type: none"> Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact Use sources/ academic texts to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity and cause and effect Identify appropriate long term and short term causation factors and apply accurate/ relevant historical evidence to explain fully identify consequences of historical events and apply accurate/ relevant historical

	<ul style="list-style-type: none"> Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact Use sources to retrieve information relevant to the enquiry Analyse interpretations using contextual knowledge to explain differences in view 	<ul style="list-style-type: none"> Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact Use sources and academic texts to retrieve information relevant to the enquiry Analyse interpretations using knowledge of the time in which it was produced to understand and explain differences in view 		<ul style="list-style-type: none"> Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view 	<p>evidence to explain the impact</p> <ul style="list-style-type: none"> Use sources/ academic texts to retrieve information relevant to the enquiry Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view
Vocabulary	Divine Right of Kings, Ship Tax, Personal Rule, Lord Protector, Restoration, The Declaration of Breda, The Glorious Revolution, The Bill of Rights	Industrial, Slum, Sanitation, Cholera, Canal, Toll, Luddite, Suffrage, Chartism,	Transatlantic, Middle Passage, Abolitionists, Emancipation	Indigenous, Transportation, Annex, Commerce, East India Company,	Imperialism, Alliances, Militarism, Nationalism, Trench, DORA, Conscription, Propaganda, Censorship, The Somme,
Assessment	Milestone 1: Assessment-causation and evaluation written	Milestone 2: Extended written answer on the early	Milestone 4: Extended written answer (source based) on specific scheme 3 enquiry	Milestone 5: End of Year assessment based on all prior Y8 units of study. Written questions-	Milestone 6: Application of knowledge on key theme of power in a time period of

	questions based on Stuart module. Knowledge Retrieval section.	Industrial Revolution. Source based Milestone 3: Assessment based on Scheme 2 (Industrialisation and fight for the vote). 15 knowledge retrieval questions.		causation and source analysis. 20 knowledge retrieval questions.	industrialisation, imperialism and protest to concept map
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Subject: Year 9 History

Year 9 Curriculum Intent:

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.

	Scheme 1: Jack the Ripper	Scheme 2: How far did WW1 lead to WW2?	Scheme 3: The Rise of Extremism	Scheme 4: The Cold War	Scheme 5:
Acquire	<ul style="list-style-type: none"> Context of Whitechapel in the 1800s Profile of the victims and suspects Problems of evidence-letters and the media 	<ul style="list-style-type: none"> How the Treaty of Versailles punished Germany Why the League of Nations failed to maintain world peace 	<ul style="list-style-type: none"> Political and economic climate that led to an increase in power of dictators- Stalin in the USSR and Mussolini in Italy 	<ul style="list-style-type: none"> Opposing ideologies of the USA and the USSR Increasing tensions between the 	<ul style="list-style-type: none"> The establishment of a welfare state How and why India was partitioned and

	<ul style="list-style-type: none"> Challenges of the Met Police in the context of the time period 	<ul style="list-style-type: none"> The escalation of Hitler's foreign policy How and why appeasement failed 	<ul style="list-style-type: none"> Problems facing the Weimar government in Germany in the 1920s How Hitler was able to become Chancellor of Germany in 1933 Why Hitler was able to gain total power in Germany by 1934 and how he maintained a totalitarian state The Holocaust 	<p>Big Three at the Yalta conference</p> <ul style="list-style-type: none"> The aggressive actions of the USSR in the early Cold War The interventionist actions of the USA in the early Cold War Escalating tensions between Kennedy and Khrushchev in Berlin and Cuba Why the USA intervened and then withdrew from the Vietnamese conflict 	<p>the consequences</p> <ul style="list-style-type: none"> Migration to Britain from former citizens of the British Empire The Windrush scandal Changes in the law for LGBTQ+ citizens
Apply	<ul style="list-style-type: none"> Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain Use sources/ academic texts to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> Sequence events chronologically to understand the escalation of international events Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain identify consequences of historical events and apply accurate/ 	<ul style="list-style-type: none"> Sequence events chronologically to understand how the Nazis increased their power over time Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain Use academic texts to retrieve information relevant to the enquiry identify consequences of historical events and apply 	<ul style="list-style-type: none"> Sequence events chronologically to understand escalating tensions and conflicts Identify appropriate causation factors and apply accurate/ relevant historical 	<ul style="list-style-type: none"> Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain identify consequences of historical events and apply accurate/ relevant historical

		<p>relevant historical evidence to explain the impact</p> <ul style="list-style-type: none"> Analyse interpretations of key events using knowledge of the time to understand differences in view 	<p>accurate/ relevant historical evidence to explain the impact</p>	<p>evidence to explain</p> <ul style="list-style-type: none"> identify consequences of Cold War actions and apply accurate/ relevant historical evidence to explain the impact Use academic texts to retrieve information relevant to the enquiry Analyse interpretations of significant events in the Cold War using knowledge of the time to understand differences in view 	<p>evidence to explain the impact</p> <ul style="list-style-type: none"> Use sources and academic texts to retrieve information relevant to the enquiry
Vocabulary	Whitechapel, Smog, Autopsy, Post-mortem, Coroner, Metropolitan Police	Treaty of Versailles, Reparations, Rhineland, War Guilt Clause, Demilitarisation, Sanctions, Remilitarisation, Anschluss, Sudetenland, Appeasement	Hyperinflation, Putsch, Great Depression, Totalitarianism, Fascism, Reichstag, Anti Semitism, Indoctrination, Dehumanisation, Genocide	Communism, Capitalism, Containment, Blockade, Nationalisation, Exiles, Guerilla Warfare, Vietnamisation	Welfare, Windrush, Partition, Migration
Assessment	Milestone 1: Jack the Ripper focused, extended	Milestone 2: Assessment based on post WW1	Milestone 4: Assessment focused on Hitler's rise to power	Milestone 5: Essay style written	Milestone 6: End of Year assessment

	writing essay style question. Knowledge retrieval questions	world. Causation focus written questions. 20 Knowledge retrieval questions Milestone 3: Essay style written answer focused on escalation towards WW2.	in Germany. Causation focused written questions. 20 knowledge retrieval questions.	answer with Cold War focus	based on all prior Y9 units of study. Written questions- causation and source analysis. 20 knowledge retrieval questions.
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History Curriculum Intent

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:

- 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
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- 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
- 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
- organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions

Subject: Year 10 History

Year 10:

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.

	Scheme 1: Power, Monarchy and Democracy in Britain, 1000-2014 (Paper 2)	Scheme 2: Power, Monarchy and Democracy in	Scheme 3: Power, Monarchy and Democracy in	Scheme 4: Conflict and Cooperation, 1918- 1939 and changing	Scheme 5: The Cold War, 1945-75 and changing interpretations of	Scheme 6: Castles: Form and Function, 1000-1750 (Paper 3, section 2)
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	1000-1485: Anglo Saxons and the Normans	Britain, 1000-2014 (Paper 2) 1485-1800: Tudors and Stuarts	Britain, 1000-2014 (Paper 2) 1800-2014: The changing relationship between Parliament and the People	interpretations of Appeasement (Paper 1, section 1)	responsibility (Paper 1, section 1)	
Acquire	<ul style="list-style-type: none"> Anglo-Saxon kingship c.1000–1066: the basis of kingship; the power and responsibilities of the kings; relations between the kings and the thegns. 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 Normans at all 	<ul style="list-style-type: none"> Tudor government: growth of royal power under Henry VIII; the role of Parliament under Henry VIII and Elizabeth I. 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. James II's rule and the reasons for the 1688 Revolution 	<ul style="list-style-type: none"> Dissatisfaction with electoral system by early 1800s; reasons for and impacts of the Parliamentary Reform Acts of 1832, 1867 and 1884; The rise and effectiveness of mass Trade Unions and the Labour Party 1880s–1914 The struggle for the vote for women and the reasons why it was won for some women in 1918. Government control in the 	<ul style="list-style-type: none"> The Versailles Peace Settlement; The League of Nations in the 1920s; Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s International agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament The impact of the worldwide 	<ul style="list-style-type: none"> Actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies, including conferences at Yalta and Potsdam. The division of Germany; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and Airlift. Development of NATO and the Warsaw Pact. The building of the Berlin Wall 1961 and 	<ul style="list-style-type: none"> The strategic location of Kenilworth Castle. The specific geographical location of Kenilworth Castle The specific physical location of Kenilworth Castle.. 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

	<p>levels of society; the extent of the power of the monarch and the barons by 1087.</p> <ul style="list-style-type: none"> • 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. 	<p>(The Glorious Revolution); the legacy of the Glorious Revolution including the Bill of Rights; 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.</p>	<p>world wars; the increased role of the state from 1945 to c.1980</p> <ul style="list-style-type: none"> • Challenges to Parliament c.1980 to early 2000s: the Miners' Strike 1984–1985, CND and Greenpeace; • Prime Ministerial power under Thatcher and Blair; • Devolution of power to regions of the UK • The challenges of coalition government. 	<p>economic depression.</p> <ul style="list-style-type: none"> • Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939. • How and why the following have resulted in differing interpretations of appeasement: the Second World War 	<p>its effects on international relations.</p> <ul style="list-style-type: none"> • Cold War confrontations and conflict 1954–1975 • Developing Cold War tensions and conflicts • The Cuban Missile Crisis 1962. • Origins of US involvement in Vietnam 1954–65. • The Vietnam War: US tactics and their consequences ; Vietcong tactics and their consequences. • US withdrawal from Vietnam including opposition in the USA to the war. • The end of the war and its impact on 	<p>why these features were installed or removed, including the slighting.</p> <ul style="list-style-type: none"> • What these changes reveal about the history of the country at the time. • 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
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					international relations.	<p>Castle as a dwelling place.</p> <ul style="list-style-type: none">• 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.• The people who made the castle function e.g. blacksmiths, cooks etc.• Key events associated with Kenilworth Castle at different times in its history. Connections to events including:
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						baronial and other rebellions, border warfare, civil war sieges.
Apply	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity Identify appropriate causation factors and apply accurate/relevant historical evidence to explain fully Identify consequences and impact of key events in British History and apply accurate/relevant historical evidence to 	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity Identify appropriate causation factors and apply accurate/relevant historical evidence to explain fully Identify consequences and impact of key events in British History and apply accurate/relevant historical evidence to explain the significance 	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity Identify appropriate causation factors and apply accurate/relevant historical evidence to explain fully Identify consequences and impact of key events in British History and apply accurate/relevant historical evidence to 	<ul style="list-style-type: none"> Sequence events chronologically to enhance understanding of escalating tensions and outbreak of conflict Outline the sequence of events relevant to the issues set by the questions in a written narrative Identify appropriate causation factors and apply accurate/relevant historical evidence to explain fully 	<ul style="list-style-type: none"> Sequence events chronologically to enhance understanding of escalating tensions and outbreak of conflict Outline the sequence of events relevant to the issues set by the questions in a written narrative Identify appropriate causation factors and apply accurate/relevant historical evidence to explain fully 	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity at Kenilworth castle 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

	<p>explain the significance</p> <ul style="list-style-type: none"> • Evaluate change and continuity over time in the form of of an essay question based on the key themes of the module 	<ul style="list-style-type: none"> • Evaluate change and continuity over time in the form of of an essay question based on the key themes of the module 	<p>explain the significance</p> <ul style="list-style-type: none"> • Evaluate change and continuity over time in the form of of an essay question based on the key themes of the module 	<ul style="list-style-type: none"> • Analyse and evaluate an unseen extract from a historian's interpretation of the policy of Appeasement and the actions of Chamberlain • Apply schools of thought on Appeasement to unseen interpretations 	<ul style="list-style-type: none"> • Analyse and evaluate an unseen extract from a historian's interpretation of who was to blame for the outbreak of the Cold War • Apply schools of thought on who was to blame for the outbreak of the Cold War to unseen interpretations 	
Vocabulary	<p>Witan Baron Thegn Domesday Book Feudal system Magna Carta Provisions of Oxford Excommunicate</p>	<p>The Act of Supremacy Divine Right Petition of Right Personal Rule The Declaration of Breda The Bill of Rights The Act of Union The Act of Settlement</p>	<p>Rotten Borough Property Qualification Reform Acts Trade Unions Constituency Welfare state Devolution Coalition government</p>	<p>Reparations Anschluss Remilitarisation Sanctions The Great Depression Sudetenland Appeasement Popular Majority View Popular Political View Orthodox Academic Revisionist View</p>	<p>Communism Capitalism Truman Doctrine Marshall Plan Cominform Comecon Containment Deterrent</p>	<p>Palatial Slighted Siege Garrison Mere Fortress Bailey Curtain Wall</p>

				Academic Counter Revisionist View		
Assessment	Milestone 1: Magna Carta Q3 significance Milestone 2: Paper 2 assessment with 1000-1485 focus	Milestone 3: Paper 2 assessment with 1485-1800 focus Milestone 4: Q4 how far	Milestone 5: Paper 2 assessment with 1800-2014 focus Milestone 7: PPE 1 (Paper 2)	Milestone 6: Paper 1 Q3 Appeasement	Milestone 8: Paper 1 Q4 Cold War	Milestone 9: Paper 3, Q3 and 4

Subject: Year 11 History

Y11:

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.

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.

	Scheme 1:The USA, People and the State, 1945-74 (Paper 1, section 2)	Scheme 2: The USA, People and the State, 1945-74 (Paper 1, section 2) Key Question 2: Civil Rights, 1954-64	The USA, People and the State, 1945-74 (Paper 1, section 2) Key Question 3: Government and dissent	Scheme 4:The English Reformation, 1250-1550 (Paper 3, section 1)
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	Key Question 1: Post war challenges, 1945-54			
Acquire	<ul style="list-style-type: none"> 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 	<p>Declarative knowledge:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Role and importance (including wealth) of the Church in England.1520 Religious practice and the relationship between the Church and ordinary people The role and impact of the Lollards' and Luther's ideas Critics of the English Church in the 1530s Popular attitudes towards reform of the Church Henry VIII's desire to annul his first marriage The legislation of the Reformation Parliament, 1529–1534. Thomas Cromwell and the Valor Ecclesiasticus The Visitation of the Monasteries The process of dissolution Suppression Acts 1536 and 1539 Immediate reactions to Dissolution including support, those who took advantage and those who opposed

	lack of equality in employment	<ul style="list-style-type: none"> • The roles of Kennedy and Johnson in civil rights campaigns • Reasons for, and impact of, the Civil Rights Act 1964. 		<ul style="list-style-type: none"> • Effects of Dissolution on religious orders • Effects on lives of ordinary people, especially the old and poor, cultural impacts • Resistance and protest, including the Lincolnshire Rising and the Pilgrimage of Grace 1536–1537 • Development and changes in religious policy under Henry VIII and Edward VI • Effects on religious worship, including church services, prayer books and the issue of the Bible in English • Impact on the fabric of churches and effects on the clergy • Enforcement of new religious policies • Response of ordinary people to religious changes • Resistance and protest, including the Prayer Book Rebellion 1549.
Apply	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of changes over time • Describe key events • Identify appropriate 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of changes over time • Describe key events • Identify appropriate causation factors and apply accurate/ relevant 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of changes over time • Describe key events • Identify appropriate causation factors and apply 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of change and continuity in the English Church • Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully

	<p>causation factors and apply accurate/ relevant historical evidence to explain fully</p> <ul style="list-style-type: none"> ● 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 of an essay question based on the key themes of the module 	<p>historical evidence to explain fully</p> <ul style="list-style-type: none"> ● 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 of an essay question based on the key themes of the module 	<p>accurate/ relevant historical evidence to explain fully</p> <ul style="list-style-type: none"> ● 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 of an essay question based on the key themes of the module 	<ul style="list-style-type: none"> ● Analyse source material using content, context and provenance to reach a judgement on the enquiry issue
Vocabulary	Red Scare	Segregation	Separatism	Tithe

	American Dream HUAC Federal McCarthyism	Desegregation Supreme Court Unconstitutional Civil Rights	Black Power Chicano Red Power Counter culture	Purgatory Relic, Indulgences Valor Ecclesiasticus Clergy Laymen Oath of Allegiance Royal Proclamation
Assessment	Milestone 1: Paper 1 Q8, McCarthyism essay Milestone 2: Assessment, 1945-54	Milestone 3: Assessment, 1954-64	Milestone 4: PPE 2 (Full Paper 1) Milestone 5: Assessment, 1964-74	Milestone 6: PPE 3 (Full Paper 3) Milestone 7: Paper 3 Q2