



Curriculum Rationale Department of History

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

Our Vision/Intent

Why is it important to learn about history?

'The crispest and most enlightening reply is to suggest that they try and imagine what everyday life would be like in a society in which no one knew any history. Imagination boggles, because it is only through knowledge of history that a society can have knowledge of itself. As a man without memory and self-knowledge is a man adrift, so a society without memory and self-knowledge would be a society adrift.'
(Arthur Marwick - The Nature of History, 1970)

'The past is intelligible to us only in the light of the present; and we can fully understand the present only in the light of the past. To enable 'man' to understand the society of the past, and to increase his mastery over the society of the present, is the dual function of history.'

(E.H. Carr, 1987)

Our aim is to offer our pupils a high quality history education so that they can gain a coherent knowledge and understanding of the past in order to understand their locality, the nation, the world and their place in it. We aim to inspire pupils so that they can understand the importance of history in their own lives. They will focus on key events in Britain and the wider world and analyse the causes and consequences of these events. Pupils will also be given the opportunity to see how Huddersfield has influenced and been influenced by historical events.

They will also consider the process of change and they will be asked to weigh up the significance of different factors and individuals. Furthermore, we want to develop pupils' knowledge and understanding of the past to promote good citizenship by modelling examples of good and responsible behaviour as well as giving them the opportunity to learn from the mistakes of others.

We want our pupils to be curious about the past and to ask perceptive questions, think critically and weigh up arguments. We aim to give pupils the skills to analyse and evaluate sources and interpretations so that they are better equipped to deal with an information rich world and to decipher real news from 'fake news'.

The Principles which Underpin our Curriculum

When re-designing our KS3 curriculum we have taken the following issues into consideration :-

- Thematic studies and depth studies have been included
- Focus on national, international and local history
- Spotlight on Huddersfield - Periodic lessons will focus on Huddersfield to see how it has changed over the last 1000 years or more - we have also made a Powerpoint showing some key events in the development of Huddersfield and this is available to see on the school website
- Spotlight on the rest of world - Periodic lessons will focus on what was happening in other parts of the world. We have used the website 'Meanwhile, elsewhere...' to help us to do this
- The research of specific historians has also been referenced and historians' names have been highlighted in red on the schemes of work
- Lessons will focus on substantive knowledge (E.g. What were the main events of 1066?) and disciplinary knowledge (E.g. Was luck the main reason that William won at Hastings?)
- There will be a clear focus on 2nd order concepts - change / continuity / causation / consequence / significance etc
- Pupils will learn how to use sources and interpretations to develop their subject skills

Topics have been carefully chosen so that they are stimulating and interesting for pupils and so that they develop the skills and knowledge in order to build the hinterland for what they will go on to study at GCSE.

Assessments have been carefully designed to support long-term retention through interleaving and regular testing. This is further supported through revision strategies such as low stake quizzes and GCSE revision guides for all 4 topics on the GCSE.

Spiritual, Moral, Social and Cultural Development (SMSC) and Fundamental British Values

There is a huge amount of content concerning SMSC and British Values in these units of work. For example, on Paper 1 of the GCSE students will look at the moral issues relating to how Germany should have been dealt with at Versailles and how each country's representatives had different agendas. They will study how the harsh terms of the Treaty of Versailles placed a political and economic burden on Germany that ultimately led to WWII. Among other moral issues they will also study attempts from within Germany to assassinate Hitler (in particular the July 1944 bomb plot) and this will raise the philosophical argument about whether it is ever justified to take a

life in order to save the lives of others – the deontological v teleological debate. Then of course there are the huge moral questions raised by the study of the Holocaust – not least the responses of various religious organisations within and outside of Germany. With reference to cultural issues pupils will look at traditional art as favoured in pre-WWI Germany and Nazi Germany and modern art (or degenerate art as the Nazis called it) that became the fashion in certain parts of Germany during the Weimar era.

In terms of fundamental (British) values the whole Germany topic addresses issues of Democracy and Dictatorship from Kaiser Wilhelm II's autocratic rule through the post-war Weimar democracy and the rapid slide into a Nazi dictatorship. In the Conflict and Tension unit pupils look at attempts to keep the peace after WWI when the League of Nations was established. They will also have the opportunity to debate about the best way to deal with aggressors in the 1930s – i.e. to appease or not to appease.

The units that we study on paper 2 of the GCSE also include some important topics. The Norman England topic shows how the Normans have had an impact on Britain's political, economic, religious, social and cultural life and the Britain: Power and the People unit focuses on some of the key stepping stones that have made Britain what it is today – Magna Carta, the Civil War, the Women's Suffrage Movement to name just a few. The Power unit of work focuses on why people's rights and their relationships with the state have changed, how people have challenged authority, how governments have responded to those challenges and a great deal more.

With reference to the world of work pupils study how workers' rights can be abused when Trade Unions are abolished as they were in Nazi Germany. They also study the growth of the Trade Union movement in Britain from the Tolpuddle Martyrs and the match girl strike through to the Miners' Strike of the 1980s. Perhaps more importantly though we will continue to ensure that pupils are aware of the unique package of skills that they will develop whilst studying history. Pupils will be required to analyse and evaluate sources and interpretations, understand concepts such as change and continuity, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends and to create their own structured accounts and arguments. These skills are highly valued in further and higher education and in the world of work. Successatschool.org have recently published material suggesting that History can lead on to a variety of careers including consultancy, hospitality and tourism, law, publishing and media, education, investment management and careers in the public sector.

All in all in these 4 GCSE units there is some very important content for students to be aware of and to help them to understand how Britain has tried to resolve international crises (not always successfully) and to reflect on the struggles that the British people have had to make to empower themselves and to make themselves democratic citizens in their own nation.

The Research behind our Rationale

During the writing of this new syllabus we have specifically referenced the work of various historians so that pupils can have access to the work of professionals in this academic discipline. Early in Year 7 students will be introduced to the historian Simon Schama and will be asked to explain whether or not they agree with him in his assertion that King Harold died due to getting an arrow in his eye at the Battle of Hastings. In Year 7 they will also be introduced to the work of Le Roy Ladurie in the French village of Montaillou and they will study Miranda Kaufmann's work about the hidden lives of Black Tudors in England. As we proceed through years 8 and 9 we will look at James Walvin's work on sugar, Emma Griffin's work on the Industrial Revolution and Hallie Rubenhold's work on the 5 victims of the Ripper.

We will endeavour to use a variety of approaches to teaching History and our teaching has been influenced by among other things, Rosenshine's theory and the Kirklees Literacy Project.

Rosenshine's work has been a whole school focus. His research focuses on how the brain acquires and uses new information, research on the classroom practices of those teachers whose students show the highest gains and findings from these studies that taught learning strategies to students. It is through these methods that we can support students learning. This will continue as an area of school and department focus and in the history department we will follow the review, link and revisit strategies and the production of student learning journeys to aid this process.

The Kirklees Literacy Project has also influenced the department's approach to the development of literacy skills within the department. Knowledge gained from attending this course has enabled us to develop comprehension strategies and to improve the sophistication of written responses, particularly when analysing sources and interpretations. Our aim is to develop increased fluency in writing, more formal written structure and deeper comprehension and understanding which will better prepare our students for the literacy demands of GCSE, future learning and employment.

Moving back to a 3 year Key Stage 3 has given us the opportunity to rethink what we teach students before they start their *GCSEs* in Y10. This process has of course been influenced by the recommendations of the Secondary National Curriculum document but we have also been able to respond to recent events to ensure that we address the issues raised by the Black Lives Matter movement and to ensure that we consider history from a variety of perspectives. We have also focused on aspects of South Asian history where a significant minority of our students' families originate from.

Our Key Stage 3 curriculum is essentially taught chronologically but there are also a number of theme studies built into the programme of study. The units can be seen in the History long term plan document. In Y7, Y8 and Y9 pupils will focus on 3 themes: Monarchy / Power; Beliefs / Religion; and the lives of normal people. When students finish Year 9 they will have been taken on a 3 year journey of over 2,000 years where they have studied some of the key events and changes in national and international history. By this time our aim is to produce well rounded historians with the knowledge and skills to move onto further studies in history if they choose to do so.

Year 7

If we look at the model for Y7 we can see that the starting point is the Middle Ages; students start with a general overview of the period before looking in greater depth at the events leading up to and during 1066 and at how the Normans consolidated their control of the country. (They will come back to these topics in greater depth at *GCSE*.) This sets the agenda for what comes next as it was the last successful invasion and the Normans have had a huge and lasting impact on British life: Church, land, castles, laws etc. This unit gives pupils the opportunity to reflect on invasions of England prior to 1066 as well as examine why the UK has not been conquered since. It also facilitates a discussion about race and history and the fact that Britain is inherently multicultural and always has been. It also provides a grounding for later study at KS4 as in Year 11 they will study the Norman Conquest in greater depth. Pupils enjoy this subject area - particularly the battles and their relevance today. In this first half-term students will also have their first opportunity to shine a spotlight on Huddersfield and to consider what Huddersfield was like at this time and how and why it has changed.

Next, we will switch the focus to look at the role of the church in Medieval society. This

provides an opportunity to focus on problems faced by the newly formed state once they had gained a stranglehold of the country. This short scheme of work gives students the

opportunity to see how powerful the Church was and the case study of Thomas Becket illustrates this perfectly. We will then compare, contrast this with what was happening across the channel during this same time period. We will consider religious conflict in mainland Europe and the concept of heresy by focusing on the work of a specific historian, Le Roy Ladurie. Ladurie illuminates the concept of heresy by examining a community practicing Christianity in France. We will see what happened to the Cathars when they dared to challenge the religious orthodoxy of the time.

Our next topic will be a study of a selection of medieval monarchs including King John. This topic gives us the opportunity to focus on a larger period of time (1087-1272) in outline and to consider if history has been unkind to King John or whether he really was 'the worst king in the history of England.' We will introduce students to historical skills by categorising information, forming opinions and then using them to make judgements about the extent to which various monarchs were successful rulers. Students are also introduced for the first time to King John and Magna Carta which they will study in more detail at KS4. This is an early example of the monarchy ceding power to the Barons and is sometimes seen as the first stepping stone towards democracy in the United Kingdom.

So far we have focused on church, state and elite society in the Norman period but by studying the Black Death we will have an opportunity to reflect on the lives of ordinary people and the terrible challenges they faced in this pandemic. As well as fitting chronologically, it is a topic which fascinates and engages students. The Black Death is important to study as it highlights the impact of a pan European disease (of Asian origin) with obvious connections in the lives of students to today's challenges and issues. Issues such as Covid have given students real life experience of how new diseases can affect people in society. Teaching this subject now throws up a plethora of teaching and learning opportunities which draw comparisons between life then and now in a very relevant and meaningful way. It allows students space and time to think about the people in the past with greater empathy and respect. In addition to this the Black Death demonstrates how events can have unexpected consequences; in this case changing the nature of society and giving the peasants the opportunity to demand better living and working conditions.

Whilst studying this topic pupils will also be given at least one opportunity to look at what was going on elsewhere in the world at this time, for example in China during the early Ming period. As we continue to offer pupils the opportunity to focus on other parts of the

world it should give them a richer understanding of history and provide opportunities to ask questions about how and why societies have developed in different ways and at different rates.

Following this, pupils will complete their first theme study on sanitation; a topic that has links to the Black Death and which affects us all. Students will be required to consider the historical concepts of change and continuity as they look at six different periods of time from the Iron Age to the Victorian era. Following a study of health impacts on a pandemic level we now look thematically at the way in which the unglamorous theme of water and sanitation has been pivotal in the development of settlements over time.

In the second half of the spring term we will focus on the Tudor Dynasty. The main focus will be on the question of religion during the Reformation and counter Reformation (Henry VIII to Mary I). We will explore why some people refer to this period being like a religious roller coaster and we will examine the impact that these changes had on the population of England. This unit follows on chronologically from the previous units of work on the Middle Ages. By choosing religion as the main focus it raises questions of religious tolerance. Themes of church and state and the inter-relationship between monarchy, power and religion are key elements of this study and build upon previous lessons about the Church in the Middle Ages. These questions are also important in today's society particularly as we consider religious intolerance. All Tudor monarchs are considered as an overview in these ten lessons.

Moving into the summer term we will look at the arguments for and against the Elizabethan period being a 'Golden Age' in English history and students will be asked to examine both sides of the argument before writing an answer to explain the extent to which they agree with this statement. We have made the decision to study Elizabeth I in greater depth so that we can explore a range of problems that she had to deal with. One of the problems that we will consider is how Elizabeth dealt with religion and tried to find a more tolerant 'middle way'. Elizabeth can be seen a very positive female role model - a strong woman living in a time where women were considered inferior and unable to make rational decisions. In this unit of work students are asked to look at problems that Elizabeth faced and to consider how she could deal with these problems, focusing on the pros and cons of each decision.

We will also look at the work of Miranda Kaufmann and study her findings about the hidden lives of Black Tudors in England. This will give an alternative insight in English / Tudor history in order to enable pupils to question the misconception that Britain was exclusively

white during this period. In this unit of work we will give students an insight into the work of an historian (Miranda Kaufmann) and enable them to examine the lives of black people in Tudor England. We will explore a small number of black Tudors and how their roles in society developed during this time.

To finish the year we will switch our focus to South Asia and look at the Mughal emperors in the 16th to the early 18th centuries and students will be asked to give reasons for who they think was the most successful Mughal emperor and why. This will enable students to reflect on what was happening in another part of the world during the Tudor and Stuart periods. Students will then be able to compare and contrast life in England and life in India during this period. A significant number of our students are of South Asian heritage so these lessons will enable them to study the impact of the Mughals in modern day northern India, Bangladesh and Pakistan. Students will have to consider the significance of various factors in order to decide who they think was the greatest Mughal Emperor. Similarities and differences between civilisations and cultures of modern-day UK and this part of Asia are explored.

Year 8

In Year 8 we will start by looking at the reasons for, main events and consequences of the English Civil War. Students will be given the opportunity to reflect on why this was such a turning point in the development of our democracy today. (This theme will be picked up again in the Britain: Power and the People unit of the GCSE.) This unit follows on chronologically from the work done at the end of Y7. It also provides a contrast to the focus on Elizabeth I who was largely successful in dealing with the problems that she faced. This is a very important period in English history - a time when Parliament challenged the monarch, resulting in civil war, the execution of the king and a period when the country became a republic for the first and only time. Students will be asked to look at the causes of the English Civil War and to categorise and prioritise these causes. Students will then study the main events of the civil war as well as its consequences. This period laid the foundations of the parliamentary democracy. It is also important because the also the monarch (Charles II) returned as king, English / British monarchs never again had the same power as they did before the Civil War.

Our next major topic will be a theme study focusing on the trans-Atlantic slave trade. We will focus on the slave trade but we will see how slavery was linked to the growing demand for sugar (and other crops such as tobacco and cotton) and the demands of Empire. To finish this topic we will focus on the events of this summer (2020) and the

pulling down of the statue of Edward Colson in Bristol. Students will be asked to reflect on the role of statues in society and they will be presented with the arguments for and against pulling down this statue so that they can make their own minds up about whether they believe that it was right for demonstrators to pull down the statue. The foundations of the industrial revolution are incredibly intertwined with slavery and the exploitation of black west Africans. Without this, it is hard to see how Britain would have developed the wealth and resources that it subsequently did. It feeds into the next topic on colonialism. Slavery is obviously a very important topic to teach but by linking it to an everyday commodity such as sugar students can make links between the demand for sugar and the drive to capture more slaves. In order to bring this topic up to date we look at the Black Lives Matter protests in Bristol following the pulling down of the Edward Colson statue and ask what should be done with statues such as this.

The next unit links two important topics - the British Empire and the Industrial Revolution. Exploitation of people and natural resources was inextricably linked to the growth of empire and the seafaring powerhouse that Britain was at this time. It fits nicely here as we can make links between the previous unit of work on sugar and slavery. During these lessons students will be able to learn more about the region in which they live in the north of England and to see how northern cities and towns such as Huddersfield grew as people from around the country, and later from around the world settled so that they could work in the mills, mines and factories. Students will see how the move from domestic to industrial work affected people's lives and they will study some of the social, economic and political challenges that industrial workers faced. But as well as focusing on the local and regional levels we will also focus on the international level by looking closely at India as a case study. We will consider why India was considered to be the Jewel in the Crown of Empire and how India became independent. We will consider factors such as the role of the individual (Gandhi) in the struggle for independence and we will see how Indian independence led to the creation of the modern nation states of India and Pakistan, where a significant number of our students can trace their heritage to. This period of history is obviously incredibly important to students from this area. Towns such as Huddersfield became what they are today due to developments at this time. We will take this opportunity to see how Huddersfield has changed since what we learned about 'Odersfelt' in the Domesday Book. We can also compare the lives of child labourers in Victorian Britain to the lives of slaves. When we switch our focus to Empire. We also wind the clock forward to see how the empire collapsed. Indian independence, including Partition is a case study to exemplify this. This is particularly important to our students with South Asian heritage as it gives us the opportunity to teach this from a neutral, non-partisan perspective.

In the final term of Year 8 we will refer to Hallie Rubenhold's excellent book *The Five* which seeks to tell us about the lives of the 5 victims of the Ripper in late Victorian England; a book which seeks to address the inaccuracies about these women, who are sometimes portrayed simply as prostitutes and instead to give us accurate details about their lives. We will use her work not only to find out about the Ripper but more importantly to reflect on what we can learn about conditions during this time and on what we can learn about the lives of working-class women. This provides students with the opportunity to focus on social history. It also links to the early 20th Century and enables students to gain an understanding of what life was like for working class people before WWI. Women's experience and role in society was still very unequal and the assumption at the time was that these women were prostitutes. Evidence suggests that most weren't and that the key drivers were poverty and alcoholism. We have tried to look seriously at this issue by focusing on Jack the Ripper's victims. These lessons also enable students to focus on the work of the historian (Hallie Rubenhold). There are also some parallels that can be made with the victims of the Yorkshire Ripper in the 1970s.

In our next topic we will continue the theme of women's rights when we explore how women won the vote after WWI. This topic relates back to the previous unit of work on women in Victorian England thus providing both continuity and linkages between units of work. In this topic students will examine the reasons why (some) women got the vote after WWI. Women were mobilised like never before in the war effort. This clearly continued and accentuated in WWII but began here. The roots of early discussions about gender equality really began in this era. Women simply would not accept the traditional role particularly given that they had made such a huge contribution to society. They proved that the stereotypical role was no longer acceptable. The loss of men at war also created an economic necessity and the result was that in 1918 some women were finally given the vote.

The final topic in Year 8 will be a study of World War I where students will reflect on the impact of the war on people. Students will study the causes of the war, some of the main events and the war's outcome. We will also focus on Huddersfield to see how the people of the town contributed to and were affected by the war. This is a popular topic which engages students. It fits chronologically but it also provides important setting for how the country's fortunes changed from the 'heyday' of colonialism and a seafaring power to the horrors of war. This is a vitally important topic for all students to study. We cannot understand World War II and the politics of modern Europe without a basic grasp of the cause and effects of WWI. This sets the agenda for much of what followed in the 20th

Century. i.e. the failure to deal effectively with Germany after the war contributed to the start of WWII 20 years later and this itself led to the European project of integration that we see today.

Year 9.

Before we start the next unit of work about the causes of World War Two we have decided that it is important for pupils to have a greater understanding of some important political terms in their historical context. This unit has therefore been designed to provide students with a baseline understanding of the beliefs and values of regimes such as the ones in Nazi Germany, the Soviet Union and the western democracies. The aim of this unit is to help students to deepen their understanding of many of the concepts that they will study when looking at the history of the Twentieth Century. After studying concepts such as democracy and dictatorship, Communism and Capitalism, left wing and right wing they then have the opportunity to reflect on their own values and to consider where they sit on the political spectrum.

Before going on to study World War II we will briefly study the inter-war years. This will only be done in outline as it will be revisited in much greater detail in the History GCSE. This unit will provide a simple overview of some of the causes of WWII, in particular the terms of the Treaty of Versailles and the harsh treatment of Germany, the rise to power of Hitler and the Nazis, Hitler's aggressive foreign policy and Britain's policy of appeasement. The inter war years are characterised by an uneasy peace and a build up to war. Although only done in outline students will be able to understand how the roots of WWII were to some extent a continuation of the First World War.

Next we will focus on different aspects of World War II. Students will start by looking at various turning points of the war and will be asked to reflect on these turning points and explain which ones they feel were the most important in terms of the war's outcome and why. This unit gives us the opportunity to revisit the work done at the end of Year 8 about WWI and to see how warfare changed in such a short space of time. World War 2 is clearly an important topic and in this unit we have ensured that we give a flavour of the truly global nature of the war. Specific events have been chosen which show that this was not only the United Kingdom versus Germany but that it involved countries from all around the world. Case studies have been selected which show the contributions of the USA and Soviet Union as well as of Britain and countries of the British Empire. Students are encouraged to reflect on the overall significance of each of the events in terms of their

importance in winning the war.

At this point in the curriculum we will teach students about the Holocaust. This is the logical place to teach this it is directly linked to WWII. It was WWII and German expansion that enabled the Holocaust to take place. Students will study how Nazi persecution of the Jews started in the 1930s and how this ultimately led to the 'Final Solution' where the Nazis attempted to murder the whole of Europe's Jews. This is of course an incredibly important topic in which we not only focus on the causes, events and consequences of the Holocaust but also to reflect on what it tells us about the capacity of human beings to act in either incredibly evil or incredibly brave ways. The unit will finish by examining case studies of people who risked their own lives to help Jewish people and students will also be asked to consider whether the Jews received justice at the Nuremberg trials.

For our next topic we have decided to look at the life and times of Winston Churchill. As this unit spans a period from before the start of WWI to after the end of WWII it will mean that there will be a slight diversion from the chronology of what we have done in the last two units of work. Winston Churchill is one of the most iconic British people of all time. To many he is the hero who guided Britain to victory over Germany with his steadfastness and stirring speeches. However, there is more to the life and times of Churchill and in this unit students are encouraged to reflect on his life and to weigh up the good things and the bad things that he did and to come to a conclusion about the extent to which he can be seen as a great British hero.

After completing the study of Churchill which takes us into the post WWII era we have decided to focus on the key events of the 20th Century. This will be an opportunity to look at a wide range of events and themes and as well as looking at important political and economic themes we will also give students the opportunity to look at social changes including changes in fashions and music. This will emphasise that the study of history did not end after WWII and the focus will be on how Britain has changed since the end of WWII.

Our final Key Stage 3 topic will focus on international diplomacy in the 20th Century with a focus on attempt to keep the peace after the Great War. The focus will be on the Big 3 at the Paris Peace Conference and how they had different priorities for preventing another war. We will study the compromises that were made and the decisions that led to the Treaty of Versailles being published. We will then look at the German reaction to the treaty. Next we will look at the formation of the League of Nations and about how they

tried to maintain peace. We will study the successes and failures in the 1920s and how the Wall Street Crash made keeping the peace much more difficult in the 1930s as many countries started to pursue more aggressive foreign policies. This unit will cover some of the material that students will cover in the Conflict and Tension 1918-1939 unit of the GCSE.

Key Stage Four

GCSE

We study the AQA syllabus at GCSE and in terms of the units that we study we have chosen topics which we feel go together.

For Paper 1 (Understanding the Modern World) there are some crucial decisions to be made when it comes to content. Our starting point was Germany as this unit enables us to focus on some important moments in 20th Century History. The circumstances that saw the rise of the Nazi Party in Germany in the 1930s and the sheer brutality that a civilised people allowed to happen in their name offer us a real warning from history. We believe that pupils should know about this period in Europe's history. The Germany revision guide that we make for students has a bibliography and students are encouraged to read books such as *Alone in Berlin*, *All Quiet on the Western Front* and other books. For less enthusiastic readers there are also films and documentaries that have been suggested.

Alongside this we teach Conflict and Tension 1918-1939 as a great deal of the information overlaps and it enables pupils to develop a richer knowledge of the period. Students will be given a taster of GCSE style content and questions in Year 9 when they will focus on the inter-war years prior to choosing their GCSE options. The GCSE depth study will follow the 3 part structure from the AQA History GCSE - Peacemaking after WWI (The Treaty of Versailles and the wider peace settlement); The League of Nations and international peace; and the origins and outbreak of the Second World War (Hitler's Foreign Policy and Appeasement.) This unit of work will be taught after the Germany 1890-1945 unit.

For Paper 2 (Shaping the Nation) we study Norman England c1066 - c1100 and Britain: Power and the People. Once again there is a definite overlap with the Norman England topic and some of the early units on the Power topic such as King John and the Magna Carta. Power is not an easy topic but we feel quite strongly that the content is very important for pupils

to know about. The unit covers over 800 years and focuses on the changing relationship between the citizen and the state and on how the balance of power has shifted over time. Students study important topics such as the Peasants' Revolt, the English Civil War, the Peterloo Massacre and Chartism, the abolition of slavery and many more topics that focus on the power struggles of workers, women and minority groups as they fought for (and continue to fight for) their rights.

We finish the GCSE course by going back to the site study for Norman England. The site changes every year and it is the only topic of the whole exam that we know there will be a question about. This is a key reason for leaving this question until last. We have recently acquired some A Level textbooks which focus on Norman England and these will be offered to high achieving students so that they can develop their knowledge and understanding of the Norman period to a higher level.

The units of work will be taught in the following order:-

Year 10

Germany 1890-1945

Part 1 – Germany and the Growth of Democracy

- Kaiser Wilhelm II and the difficulties of ruling Germany
- Impact of the First World War
- Weimar Democracy

Part 2 – Germany and the Depression

- The Depression and the Rise of the Nazis
- The Failure of Weimar Democracy
- The establishment of Hitler's dictatorship

Part 3 – The experience of Germans under the Nazis

- Economic changes
- Social policy and practice
- Control and Resistance

Conflict and Tension 1918-1939

Part 1 – Peacemaking

- The armistice: aims of the peacemakers
- The Versailles Settlement
- Impact of the treaty and wider settlement

Part 2 – The League of Nations and international peace

- The League of Nations
- Diplomacy outside the League
- The collapse of the League

Part 3 – The origins and outbreak of the Second World War

- The development of tension
- The escalation of tension
- The outbreak of The Second World War

Norman England c1066 – c1100

Part 1 – The Normans: conquest and control

- Causes of the Norman Conquest
- Military aspects
- Establishing and maintaining control

Year 11

Norman England (continued)

Part 2 – Life under the Normans

- Feudalism and government
- Economic and social changes

Part 3 – The Norman Church and monasticism

- The Church
- Monasticism

Part 4 – The Norman Site Study – NB / This site changes every year

Britain, Power and the People – c1170 to the Present Day

Part 1 – Challenging authority and feudalism

- Constraints on kingship
- The origins of parliament
- Medieval revolt and royal authority

Part 2 – Challenging royal authority

- Popular uprisings against the Crown
- Divine right and parliamentary authority
- Royal authority and the right to representation

Part 3 – Reform and reformers

- The extension of the franchise
- Protest and change
- Workers' movements

Part 4 – Equality and Rights

- Women's rights and the campaign for the vote
- Workers' rights
- Minority rights