

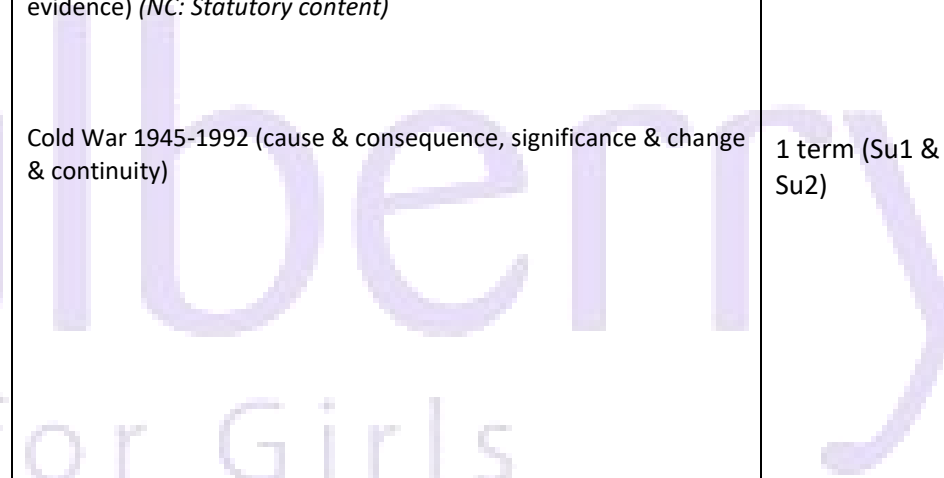
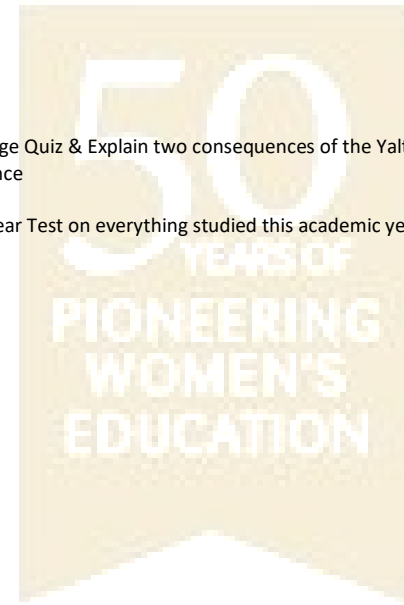
## History Curriculum Outline

Links to Key Stage 2: Students come with a range of knowledge. They have the Romans, Anglo Saxons, have a good knowledge of Britain during the Stone and Iron Age. They have also studied the impact of World War Two on Tower Hamlets; some students will have also studied the Ancient Mayan civilisations. Students will have had exposure to chronology, identifying similarity and differences and historical interpretation.

	Intent for the year	Units	Duration	Assessment / Review Points
Year 7	<p><i>An exploration of the making of diverse, modern Britain through a thematic study together with an introduction to key historical concepts: Change and Continuity, Cause and Consequence and Interpretations.</i></p> <p><i>This includes a focus on place and time in order to build the foundations required to critically analyse the past, while also developing verbal and written communication skills specific to historical analysis.</i></p>	<p>Migration – Change and continuity (500 BC to present) <i>(National Curriculum link (NC): Theme in British history pre-1066-present, local history study)</i></p> <p>Battle of Hastings – Interpretations of the past <i>(NC: Church, state and society 1066-1509)</i></p> <p>Renaissance – Connecting causes and consequences <i>(NC: Development of Church, state &amp; society 1509-1745)</i></p>	<p>1 term (A1&amp;2)</p> <p>1 term (SP1&amp;SP2)</p> <p>1 term (SU1&amp;SU2)</p>	<p>Baseline Test (Week 2) Why did different groups migrate to Britain (Week 12) Why are there different interpretations of the Battle of Hastings (Week 2) Was William a great king (Week 6) What happened as a result of the Renaissance (Week 5)</p> <p>Why were significant changes made to society during the Renaissance (Week 10)</p>
Year 8	<p><b>Moving into modernity:</b> <i>An investigation through time into the scientific, social and political revolutions that have helped to shape modern Britain &amp; Europe today. This is conducted through the lens of different concepts such as significance, causation, change over time &amp; use of evidence. Extending essential skills which are transferable to students throughout their 7-year learning journey, the topics highlight a revolution that has taken place, requiring students to form judgements on where and how something has changed. It will provoke in learners the need to reflect on how modern Britain &amp; Europe was shaped. It will also reveal to students the impact of these changes on places such as India and continents such as Africa through the Imperialism and Slavery units. This year simultaneously provides students with the necessary skills to move into year 9 history and sets the foundations for Y9 topics which look at 20<sup>th</sup> century Britain &amp; Europe. For example, India fighting in World War One will link to already established understanding of the rise and fall of Imperialism.</i></p>	<p>Medicine through time – Change and continuity (<i>Scientific revolution</i>) <i>(NC: ideas, Britain, 1745-1901)</i></p> <p>Stuart Britain &amp; The Civil War – Causation (<i>Political revolution</i>) <i>(NC: Church, state and society 1509-1745)</i></p> <p>The British Empire &amp; India – Interpretations (<i>Political revolution</i>) <i>(NC: Ideas, Britain 1745-1901)</i></p> <p>African Civilisations (Slavery Case Study) – Use of evidence (<i>Social revolution</i>) <i>(NC: world history linked with other world developments)</i></p> <p>Changing Position of women – Change and continuity (<i>Social revolution</i>) <i>(NC: challenges for Britain 1901-present)</i></p>	<p>½ term (A1)</p> <p>½ term (A2)</p> <p>½ term (SP1)</p> <p>½ term (SP2 &amp; SU1 &amp; SU2)</p> <p>½ term (SU2)</p>	<p>Review Point Assessment - Questions around the Medicine Through Time (5 questions based on skills) (week 7)</p> <p>Why did the Civil War break out? (Week 13)</p> <p>Which interpretation do you believe best explains the reality of Britain's control over India? (Week 16)</p> <p>How useful are sources A &amp; B to historians wanting to find out about the Middle Passage? (Week 23)</p> <p>'How far do you agree with women were completely powerless in Early Britain? (Week 32)</p>

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Year 9	<p><b>Birth of the modern world:</b>  <i>An investigation across the 20<sup>th</sup> century looking at the key events that helped to create the modern world we know today. Students will start with a large enquiry looking at why the Second World War broke out. They will trace this back to 1871 with the formation of Germany. Through this unit they will learn key first order concepts that they can use moving forward in a number of different ways. Concepts such as communism, nationalism and imperialism. These isms will run through as threads creating a larger thematic narrative as to why the Second World War began in 1939. Alongside this, they will develop key skills that Historians use such as cause &amp; consequence, change &amp; continuity, significance and interpretations. Again, building skills to help students to be a well-rounded historian by the end of Y9.</i></p> <p><i>The work from the first large enquiry feeds into our enquiry on the Holocaust and the Cold War. Students will study the Holocaust in the second spring term. This unit will be through the lens of the victims of the Holocaust, to show students the lived experience of the people that went through the Holocaust. This gives students a strong understanding of the Holocaust and its impact through survivor testimony. This links into the previous unit to show how the long history of antisemitism and rise of fascism contributed to the Holocaust. They will evaluate perpetrators and bystanders in their role to allow for this level of genocide to take place.</i></p> <p><i>This is also leads on from the work on Communism and Fascism from the previous units and helps to put the Holocaust into context of what is happening both internationally and nationally in Germany. Lastly, we end with the GCSE unit on the Cold War. From the previous work in the last two units' students will develop an even deeper understanding of ideologies such as Communism and the results of the Second World War on the world. They will be able to bring through their prior knowledge and skills of the previous two units to support them with what is</i></p>	<p>Why did war break out for a second time in 1939? (cause &amp; consequence, interpretations, significance &amp; change &amp; continuity) (NC: Challenges for Britain, Europe et al 1901-present)</p> <p>The Holocaust (similarity &amp; difference, interpretations &amp; use of evidence) (NC: Statutory content)</p> <p>Cold War 1945-1992 (cause &amp; consequence, significance &amp; change &amp; continuity)</p>	<p>1 term &amp; ½ (A1, A2 &amp; Sp1)</p> <p>½ term (Sp2)</p> <p>1 term (Su1 &amp; Su2)</p>	<p>5 knowledge questions &amp; Germany's position in the world was completely different in 1914 compared to 1871. Assess this view.</p> <p>5 knowledge questions, chronology order task, interpretation analysis</p> <p>Full essay on Why did war break out for a second time in 1939?</p> <p>Knowledge Quiz</p> <p>Knowledge Quiz &amp; Explain two consequences of the Yalta Conference</p> <p>End of Year Test on everything studied this academic year.</p>
	 			

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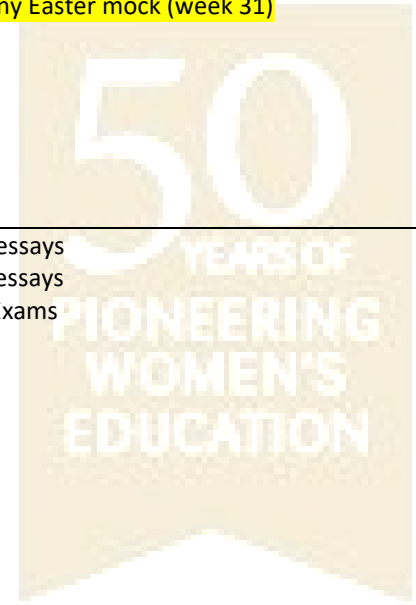
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	<p><i>happening in the Cold War. The Cold War topic helps students to further understand why society is the way it is and how it is still having a huge influence on the modern world such as the role of NATO. Altogether, Y9 teaches students the necessary knowledge and skills that they need to be a good historian and puts those who do not choose it for GCSE in a place where they can leave History behind with the knowledge and skills to understand why the world is how it is today.</i></p>			
Year 10	<p><i>A focus on local history, which allows students to engage with the history of the community around them. Students see how their personal locality has changed through the immigration of different groups to Whitechapel, revealing the historical significance of immigration and diversity. This starts year 10 as part of the department's rationale around skills. The topic requires students to be historically literate and develop a critical approach to sources, in a time where being critical of things being presented to them is so essential. Consequently, this is a vitally important topic of study. Furthermore, students learn the steps of an historian in approaching an enquiry. Crime and Punishment allows us to delve into our local history of Whitechapel through the sources component of the paper. It is a fascinating unit that allows students to see clearly the changes that occur and recur over time, building upon the skills learned through Migration &amp; Medicine in years 7 and 8.</i></p>	<p>Finish Henry VIII &amp; Jack the Ripper – use of evidence</p> <p>Crime &amp; Punishment through time – Change and continuity</p>	<p>½ term (A1 &amp; A2)</p> <p>1 ½ term (A2 &amp; SP1 &amp; 2)</p>	<p>'The most effective consequence of Cromwell's reforms of government was the role of Parliament.' How far do you agree? You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>- Parliament being called more often.</li> <li>- Council of the North.</li> </ul> <p>You must come up with one of your own. (16 marks)</p> <p>How useful are sources A and B for an enquiry into tensions in Whitechapel?</p> <p>Explain why changes happened after the Norman conquest 'The main purpose of punishment was retribution' how far do you agree?</p>
	<p><i>A focus on the religious and political history of the sixteenth century. This unit teaches students about another key event in British history around the reformation, this builds nicely on the work they have done in Y8 and allows them to draw that prior knowledge through. It allows students to have a deep understanding of the knowledge of the Reformation and its fundamental impacts it has on English society. Further to this, it helps to develop students' skills around cause &amp; consequence, change &amp; continuity and significance.</i></p>	<p>Cold War – (cause &amp; consequence, significance &amp; change &amp; continuity)</p>	<p>1 term (SU1&amp;2)</p>	<p>Two consequences of Yalta Conference (8 Marks) Narrative Account (8 marks) <b>Y10 Mock Exams</b></p>

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Year 11	<p><i>Continuation of the Henry VIII unit, see year ten for intent.</i></p> <p><i>The final focal point for GCSE content is Nazi Germany. This is placed at the very end of the scheme of learning due to the depth of content and the difficulty in the skills to be studied and learned by students. This sequencing also helps when teaching students A-level skills as there is a direct crossover between the two. The overall intent for students is to see again how extreme political changes take place, which is important in historicising the current world climate. It allows students to have an understanding around the issues relating to prejudice and otherness as well as the importance of rhetoric. This is a very important topic for students to learn and allows them to have a strong understanding around the importance of democracy and how it can so easily be abused.</i></p>	<p>Cold War – (cause &amp; consequence, significance &amp; change &amp; continuity)</p> <p>Nazi Germany 1919-1939– Interpretations</p> <p><b>Exam Season</b></p>	<p>½ term (AU1)</p> <p>1 ½ term (AU2 &amp; SP1 &amp; SP2)</p>	<p>Cold War Questions – two consequences &amp; narrative account <b>November mock</b></p> <p>Weimar republics weaknesses interpretation (week 11) Night of the Long Knives interpretation (week 16) Women in Germany interpretations (week 22) <b>Germany Easter mock (week 31)</b></p>
Year 12	<p><i>The focus of the A level course is to show the impact of social and political change. All three units studied across Year twelve and Year thirteen show aspects of political and social change over different time periods. The focus on change within the 3 units allows students to make links between them, showing how societies progress to go from one form to another. For example, in the decolonisation in Africa leading to the formation of countries such as Ghana after years of colonial rule, students spot parallels with the transition from Imperial Russia to the communist regime under Lenin. This is also seen within the coursework unit that is focusing on social change around the Witch-hunting Craze. This inter-</i></p>	<p>The British Empire 1857-1914</p> <p>Revolution and Dictatorship: Russia (1917 – 1929)</p> <p>The Witch craze 1550-1650 coursework</p>	<p>2 ½ terms</p> <p>2 ½ terms</p> <p>½ term</p>	<p>Part A essays Part B essays Mock Exams</p>



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Year 13	<p><i>topic understanding around social and political change allows students to make connections across time and develop a strong understanding on how and why societies can change and with what consequences.</i></p> <p><i>Within both exam units, the year 13 curriculum involves significant interweaving with topics studied in Y12. This is sequenced to allowing for a narrative to be established and to help students understand the importance of the sequence of the lessons and the topics studied. Students are regularly set homework based around Y12 content - or an exam using it - to help them in their own understanding of Y13 content. This allows the students to revise their y12 content alongside their y13.</i></p>	<p>The British Empire 1914-1967</p> <p>Revolution and Dictatorship: Russia (1929 – 1953)</p>	<p>3 terms</p> <p>3 terms</p>	<p>Part A essays</p> <p>Part B essays</p> <p>Mock Exams</p>
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