



## Curriculum Overview 2023 2024

### History Department

Department	History
Head of Department	Mr R Prutton (Mrs E Mason)
Department Members	Mr A McCutcheon Mr M Bishop Mrs J Wisbey Miss C Hubbard Mr M Phillips
Accommodation and Resources	5 specialist History rooms 24 iPads Artefacts including WW2 gas masks

<b>Curriculum Intent</b>	<p>The History curriculum intent is designed in order to primarily build a thirst for History and a desire to investigate the past. This is created through the use of enquiry questions which promote intrigue into the past. Our curriculum is ambitious as we consistently ensure that students are linking the past, present and future to see the impact that History has had and will continue to have.</p> <p>We instil British Values in our curriculum- Democracy, Rule of Law, Respect and Tolerance and Individual Liberty are weaved throughout our curriculum, both focusing on British and worldwide examples.</p> <p>Students build their historical knowledge through knowledge themes. The knowledge is underpinned by main themes of religion and power and authority, these themes are weaved throughout the key stages so that students can make links between these. Religion and power and authority are the main themes as these are strongly linked within the other themes as well. This allows students to build on their knowledge learnt at key stage 2 in order to understand the formation of modern Britain and the wider world.</p>
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### Curriculum Implementation

#### Key Stage 3:

#### What my child will learn in Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Claimants, conquerors and castles	What was life like for a Medieval person?	Rats and Rebels!	Significant women	Why is Canterbury an important city?	Power and Protest
Previous knowledge recalled	What a monarch is What makes a good leader	How does the feudal system work? Who were the peasants?	Knowledge of the power of leaders and how they tried to control England	Using criteria to judge the success of an individual	KS2 knowledge of the Romans. Students will also draw on knowledge of the	Students will draw on knowledge of the Peasants Revolt to establish why



				Eleanor of Aquitaine links to the Medieval unit in term 2	Normans gained in Term 1 to analyse Norman Canterbury.	and how people protest																																																
New Knowledge	The events of the Battle of Hastings Who took the throne in 1066 and why How William controlled England	What were medieval towns and villages like? Why was religion so important? Who was Thomas Becket? Who were the crusaders?	What is the Magna Carta and why was it produced? Why did the Black Death begin? What were the consequences of the Peasants Revolt?	The lives of Rosa Parks, Matilda and their impact on history. Why women are not as thoroughly discussed in history as men. How to research effectively.	How Canterbury changed over time and why. How cities change over time. How different eras forced Canterbury to change.	Comparisons of protests e.g. USA Civil Rights. Students will study modern protests such as Black Lives Matter.																																																
Key Knowledge Assessment	Evaluation: Who should take the throne? Explanation: How did William keep control of England?	Source Investigation into a medieval town  Produce a narrative account of the murder of Thomas Becket	Analyse consequences of the Black Death  Local History Sittingbourne Project.	Students to present on their most significant woman from history.	Evaluate how far Canterbury changed over time by producing a guide book	Group work and presentation analysing the causes, main events and consequences of their chosen protest.																																																
Links to literacy and numeracy	Students have the opportunity to devise and perform a speech on who they believe is the best claimant. During this term we focus introduction of new Historical terms for Year 7 such as Chronology, Feudal, Heir. Students begin to use timelines and how to space them appropriately.	Introduction of new terms such as Three Field System, Villians and excommunicated Students will learn how to construct a narrative account of events..	Introduction of new language Tithing, Ordeal Blasphemy. Students will use numeracy to analyse the impact of the Black Death.	Students will use persuasive language to present on their significant woman. New language introduced such as patriarchal and discrimination.	Students to use their literacy skills to explain change through persuasive language in their guide book. Students to use chronological skills to analyse how cities change over time.	Students to use numeracy skills to analyse the impact of consequences e.g. economic impacts. New language introduced such as Reformation, Magistrate and Pacification.																																																
Extra-Curricular opportunities	A trip to Canterbury as this is our local history study. Opportunities to engage in local history projects. 'Taking it Further', available on the History curriculum page, with details of further things to read, listen to and watch linked to the curriculum.																																																					
Links to careers/aspirations	Learning to make judgements and developing explanations of judgements- incredibly important going into a number of careers. Students will also develop confidence in public speaking through their justification of who should take the throne in 1066.																																																					
Links to our Fulston FAMILY values	<table border="1"> <tr><td>F</td><td>F</td><td>F</td><td>F</td><td>F</td><td>F</td></tr> <tr><td>:</td><td>:</td><td>:</td><td>:</td><td>:</td><td>:</td></tr> <tr><td>T</td><td>T</td><td>U</td><td>T</td><td>I</td><td>t</td></tr> <tr><td>o</td><td>o</td><td>n</td><td>o</td><td>e</td><td>o</td></tr> <tr><td>r</td><td>u</td><td>d</td><td>u</td><td>a</td><td>h</td></tr> <tr><td>e</td><td>n</td><td>e</td><td>n</td><td>r</td><td>a</td></tr> <tr><td>c</td><td>d</td><td>r</td><td>e</td><td>n</td><td>v</td></tr> <tr><td>o</td><td>e</td><td>s</td><td>e</td><td>i</td><td>e</td></tr> </table>						F	F	F	F	F	F	:	:	:	:	:	:	T	T	U	T	I	t	o	o	n	o	e	o	r	u	d	u	a	h	e	n	e	n	r	a	c	d	r	e	n	v	o	e	s	e	i	e
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	Evaluate Elizabethan life Mid term assessment of knowledge	Evaluate if Oliver Cromwell was a saviour or usurper	Mid term assessment of prior knowledge	like for those in society  Evaluation of who was the most significant public health hero- John Snow or Edwin Chadwick	the sinking of the Titanic  Evaluate the most important reason women gained the vote	Evaluate if the Somme was a success
Links to literacy and numeracy	Chronological skills used to establish monarch impact vs how long they were in power. Introduction of new terms such as Reformation, Monasteries	Analysis of data to show how accusations and punishment of witchcraft increased over time. Introduction of new language such as superstition, Roundheads and Cavaliers.	Introduction of new language such as Mother country, colony and abolition	Students will study graphs and other evidence to evaluate if life improved for Britons during this period. Introduction of new language e.g. Apprentice, Suffragette and Pauper.	Study of records showing the effects of the sinking of the Titanic. Introduction of new language such as Suffrage, militant.	Analysis of data and records to show the effects of battles. Analysis of propaganda and the intended message.
Extra-Curricular opportunities	'Taking it Further', available on the History curriculum page, with details of further things to read, listen to and watch linked to the curriculum.					
Links to careers/aspirations	During Year 8, the students have the opportunity to really engage in debate. This includes topics that have huge modern relevance such as 'Should Britain apologise for Empire?'. This encouraged students to use evidence to form an opinion to then debate with their peers. This will put students in fantastic stead for any future career!					
Links to our Fulston FAMILY values	<p><b>F:</b> Strength of female rulers.</p> <p><b>A:</b> Ambitious rulers.</p> <p><b>M:</b> To be mindful of religious differences.</p> <p><b>I:</b> Questioning of legitimacy and of female rulers being inferior.</p> <p><b>L:</b> What makes a good leader and how the actions of a leader can impact/change society.</p> <p><b>Y:</b> Edward was a young king who had regents – how we can have</p>	<p><b>F:</b> Bravery of Catholics throughout the Reformation and beyond.</p> <p><b>A:</b> Oliver Cromwell seeking power.</p> <p><b>M:</b> To be mindful of evidence and sources we use before making judgements (e.g. witches).</p> <p><b>I:</b> Guy Fawkes ultimately died for what something that he strongly believed in.</p> <p><b>L:</b> What makes a good leader? Comparison of leadership.</p> <p><b>Y:</b></p>	<p><b>F:</b> Bravery of the slaves.</p> <p><b>A:</b> Slaves wanting to ban slavery.</p> <p><b>M:</b> To be mindful of how different people cope with different treatment.</p> <p><b>I:</b> To evaluate the different opinions on slavery in the past and present.</p> <p><b>L:</b> Compare and contrasting the role of different</p>	<p><b>F:</b> The tough conditions workers had to endure</p> <p><b>A:</b> Role of entrepreneurs Technological change, change in medicine</p> <p><b>M:</b> Role of towns and communities</p> <p><b>I:</b> Questioning the role of the leaders of factories</p> <p><b>L:</b> How to run a factory/ business ethically</p> <p><b>Y:</b> Those who tried to reform things eg public health</p>	<p><b>F:</b> Determination of the suffragettes and those in the Titanic disaster Protest</p> <p><b>A:</b> Role of women in suffragette movement, jobs for women in WW1</p> <p><b>M:</b> Issue of suicide, mental health</p> <p><b>I:</b> Role of those involved in the Titanic disaster – consideration of guilt</p> <p><b>L:</b> Leaders of the suffragette movement, leaders of government who wouldn't</p>	<p><b>F:</b> bravery of soldiers and young people who signed up to fight or refused to be conscripted</p> <p><b>A:</b> the ambition of leaders of the war to be successful</p> <p><b>M:</b> how those were treated who did not want to fight</p> <p><b>I:</b> to fight for and uphold the principles in which you believe- whether that be fighting or not</p> <p><b>L:</b> to understand the role of those who had to make difficult decisions to determine the</p>



	responsibility but can still seek help. Also raises questions of how old you must be to be a ruler / how much responsibility can we have?	Taking responsibility for our actions.	leaders involved in the slave trade, e.g. plantation owners, reformers, African leaders etc.  Y:		allow votes for women, those in charge of the Titanic and it's company  Y: Role of women	success of the war  Y: to understand how young people wanted to defend their country
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### What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	WWI	Hitler's Germany	WW2	Holocaust	Migration	Jack the Ripper
Previous knowledge recalled	Previous warfare- Battle of Hastings and War of the Roses.	The outcomes of WWI, most notably The Treaty of Versailles and its effects on Germany.	The events of WWI and increased hostilities from Hitler's Germany. The terms of the Treaty of Versailles.	Hitler and the Nazi's treatment of minorities. Increased hostilities in WW2 and expansion of war.	Power in medieval England, Tudor England and the Industrial Period. Treatment of Jews in Nazi Germany.	Treatment of minorities in different countries, the impact of migration.
New Knowledge	What were the long and short term causes of WWI? Why did people enlist to fight? What was it like to fight in the trenches? What happened at the Battle of the Somme? What were the outcomes of WWI?	How did Germany try to recover from WWI? Why did the Weimar republic struggle to keep order in Germany? Why did Hitler and the Nazi party grow in power? How did Hitler increase his power? Why and how were minorities persecuted against?	What were the causes of WW2? What were the main events of WW2? What was life like on the homefront? What were the effects of the Atomic bomb?	Why and how did the Holocaust happen? The use of concentration and death camps. Who were the victims of the Holocaust? What were the outcomes of the Holocaust?	Who migrated to England during different time periods? What benefits did the migrants bring to Britain? What difficulties did the migrants face? Why do we still discuss Windrush now?	What was life like in Whitechapel in the 1800s? Who were the victims of Jack the Ripper? How did the police investigate the crime? Why was Jack the Ripper never caught?
Key Knowledge Assessment	Analyse interpretations of life in the trenches  Evaluate if the Somme was a success	Create a narrative account of the Munich Putsch  Make inferences about the role of women in Nazi Germany	Analyse the usefulness of sources in showing the success of Dunkirk.  Inference question on the effects of the Blitz	Describe the condition of concentration camps  Create a memorial which best demonstrates how to remember the victims of the Holocaust	Explain why society changed after the Norman conquest  Evaluate why people migrated to Britain after WW2	Describe the conditions of Whitechapel in 1880S  Evaluate the most important reason Jack the Ripper was never caught



Links to literacy and numeracy	Analysis of data and records to show the effects of battles. Analysis of propaganda and the intended message.	New language introduced including the use of German language e.g. Weimar, putsch.	Analysis of data and language in sources and propaganda.	New language introduced, death and concentration camps. Chronology used to show changes in treatment of minorities.	Analysis of statistics of people who migrated to Britain. Use of “push” and “pull” language. Debating and persuasive skills used in lessons and assessments.	Analysis of sources showing the condition of Whitechapel. Introduction of new language such as rookeries and forensic.
Extra-Curricular opportunities	‘Taking it Further’, available on the History curriculum page, with details of further things to read, listen to and watch linked to the curriculum. A virtual or in person visit from a Holocaust survivor.					
Links to careers/ aspirations	The Year 9 curriculum allows students to further debate some controversial issues, such as use of the Atomic Bomb in WW2, again allowing students to analyse evidence to come to a reasoned conclusion. These topics also allow students to analyse modern debates such as migration to ensure that they have an informed perspective.					
Links to our Fulston FAMILY values	<p><b>F:</b> Bravery of those who signed up to fight or refused to be conscripted</p> <p><b>A:</b> the ambition of leaders of the war to be successful</p> <p><b>M:</b> how those were treated who did not want to fight</p> <p><b>I:</b> to fight for and uphold the principles in which you believe-whether that be fighting or not</p> <p><b>L:</b> to understand the role of those who had to make difficult decisions to determine the success of the war</p> <p><b>Y:</b> to understand how young people wanted to defend their country</p>	<p><b>F:</b> Bravery of those who campaigned against the Nazis</p> <p><b>A:</b> Competition for power at this time and the morals of how this was gained</p> <p><b>M:</b> Treatment of those with mental illness, in comparison to today.</p> <p><b>I:</b> the study of those who went against Hitler, at great personal cost</p> <p><b>L:</b> What makes a good and significant leader? How can leadership be used against the people it is meant to protect</p> <p><b>Y:</b> the role of young people in Nazi Germany and how they tried to fight against this</p>	<p><b>F:</b> Bravery of the soldiers, especially after WW</p> <p><b>A:</b> the competitive aims of both sides of the war .</p> <p><b>M:</b> To be mindful of how war impacted those on the front line and beyond</p> <p><b>I:</b> evaluating different opinions on war, how does it impact different people?</p> <p><b>L:</b> Compare and contrast the role of different leaders involved in the war.</p>	<p><b>F:</b> The bravery of the victims and those that tried to oppose those in charge</p> <p><b>A:</b> focus of those to survive the Holocaust</p> <p><b>M:</b> the short and long term impact that the Holocaust had on its victims</p> <p><b>I:</b> Those who held the Nazis to account at the Nuremberg Trials</p> <p><b>L:</b> How to run a factory/ business ethically</p> <p><b>Y:</b> those who had tried to let other countries know what was going on during the Holocaust. The young victims.</p>	<p><b>F:</b> Determination of the migrants to seek better opportunities in other countries</p> <p><b>A:</b> Migrants travelling to other countries to better themselves and create more opportunity</p> <p><b>M:</b> the impact of racism against groups who have migrated</p> <p><b>I:</b> Campaigns for fairer treatment of migrants. Ensuring we use accurate statistics when talking about migration.</p> <p><b>L:</b> the decisions of leaders in encouraging migrants to come to Britain and how far they protected them</p> <p><b>Y:</b> The role of a new generation</p>	<p><b>F:</b> The persistence of the police to use different techniques to find the culprit</p> <p><b>A:</b> the role of the leaders of the police in persisting to catch the criminals</p> <p><b>M:</b> the vulnerable position the women were put in leading to their murder</p> <p><b>I:</b> the lack of this amongst the two different police forces which led to lack of evidence</p> <p><b>L:</b> the leaders of the police forces and their role in attempting to catch Jack the Ripper</p> <p><b>Y:</b></p>



			Y: Role of young people in signing up to the war		of people born to migrants	
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<b>Extended Learning Opportunities for Key Stage 3</b>	Year 7: A research project where students can interview friends and family to find out more about Sittingbourne. A trip to Canterbury to find out how Canterbury has changed over time. 'Taking it Further' document available with details of what to watch, listen to and read related to the topic.
	Year 8: 'Taking it Further' document available with details of what to watch, listen to and read related to the topic. Library research sessions to improve research skills and literacy.
	Year 9: .A visit (virtual or in person) from a Holocaust survivor, where students have the opportunity to ask questions. 'Taking it Further' document available with details of what to watch, listen to and read related to the topic.

#### Key Stage 4:

#### What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Unit Title</b>	The Development of the Civil Rights movement , 1954-1975	The conflict in Vietnam, 1954-1975	Challenges to Elizabeth at home and abroad 1558-1569	Elizabethan lifestyle and exploration	British America: Colonial Society	The decline in relations between Britain and America
<b>Previous knowledge recalled</b>	Year 7, significant individuals e.g Rosa Parks. Migration unit - Why Civil Rights were needed. The impact of slavery.	The type of warfare in WW2. Treatment of black people in America.	Elizabethan England and the Tudor dynasty. The Religious Reformation and its impact on future monarchs. The role of women in history.	Elizabethan life and the religious reformation. The role of women in history.	Slavery and the impact. Migration and why people moved to other countries	How the colonies were formed. How the Americans had increased their power.
<b>New Knowledge</b>	What are Jim Crow laws? Why was treatment so different in the South? How did leaders attempt to desegregate education? How did young people protest? What were the role of individuals in improving Civil Rights?	Why did America want to go to war with Vietnam? How did each side fight? What was the American public view on the war? Why did it end and	The effects of the reformation. The at home and foreign rebellions against Elizabeth. The threat of Mary, Queen of Scots. Elizabeth's relations with Spain.	The involvement of the dutch in Spanish relations. How was the Armada defeated? What was Elizabeth education like? What was Elizabethan entertainment like? How did Elizabeth deal with the poor?	Where did Americans come from? How did they trade? What effects did Pirates have on trade? How did slavery impact trade? How did people become more involved in religion? The French and Indian War King George's War The role of Benjamin Franklin in improving the colonies	How did relations start to decline through the imposing of taxes? How did Americans respond to taxes? How did the war of independence start? How did the British lose?



		how did America lose?		Why did Elizabethans want to explore the world?		
Key Knowledge Assessment	<p>Key inferences about Civil Rights sources</p> <p>Explain the differences between historical interpretations</p> <p>Explain why sources are useful</p>	<p>Explain why tactics in the Civil Rights movement changed in 1960s</p> <p>Evaluate which historical interpretations you agree with</p>	<p>Describe key features of an historical event</p> <p>Explain why a key historical event was successful</p> <p>Evaluate historical interpretations</p>	<p>Judge the importance of an historical event in comparison to others</p>	<p>PPE</p> <p>Explain the consequence of an event</p> <p>Compose a narrative account of a series of historical events</p>	<p>Explain how historical events can be important</p> <p>British America PPE</p>
Links to literacy and numeracy	<p>Students use graph work to track how far Civil Rights improve over time</p> <p>Introduction of new language e.g De Facto, De Jure, Federal.</p> <p>Analysis of speeches e.g Malcolm X.</p>	<p>Students to use graph work to track how the war escalated</p> <p>Introduction of language such as capitalism, Vietnamisation, referendum</p>	<p>Analysis of sources from the time.</p> <p>Introduction of new language, legitimacy, supremacy, uniformity</p>	<p>Analysis of sources from the time.</p> <p>Introduction of new language e.g. circumnavigation, vagabond.</p>	<p>Introduction of new language e.g colonial, proclamation, Assiento.</p> <p>Students developing their linking skills by creating narratives.</p>	<p>Graph used so that students can track how relations decline.</p> <p>Introduction of new language e.g. declaration, continental and Revolution.</p>
Extra-Curricular opportunities	<p>'Taking it further' document available detailing what to read, listen to and watch in relation to the topics.</p> <p>A trip to London is run at the end of Year 10/beginning of Year 11 to Whitechapel and the London Dungeons.</p> <p>Lunchtime support available.</p>					
Links to careers/aspirations	<p>The historical skills are deepened during History GCSE, both in preparation for future study of History and a career. Students learn to evaluate, support and go against historians interpretations. There are many opportunities for research and a link to how this will be carried out in further study.</p>					
Links to Family Values	<p><b>F:</b></p> <p>Bravery of individuals</p> <p><b>A:</b></p> <p>Stretching understanding</p>	<p><b>F:</b></p> <p>Bravery of individuals</p> <p><b>A:</b></p> <p>Linking to situation at</p>	<p><b>F:</b></p> <p>Strong position of Elizabeth in face of a difficult situation</p> <p><b>A:</b></p>	<p><b>F:</b></p> <p>Strong position of Elizabeth in face of a difficult situation</p> <p><b>A:</b></p>	<p><b>F:</b></p> <p>Beginning of a colony, identifying what will make it successful</p> <p><b>A:</b></p>	<p><b>F:</b></p> <p>Evaluating the different sides and their success</p> <p><b>A:</b></p>



	<p>from KS3</p> <p><b>M:</b> Respecting own and others emotions</p> <p><b>I:</b> Engaging in debate</p> <p><b>L:</b> Analysing the roles of those who led the movement</p> <p><b>Y:</b> Understanding the impact of modern society</p>	<p>home</p> <p><b>M:</b> Respecting own and others emotions</p> <p><b>I:</b> Engaging in debate</p> <p><b>L:</b> Analysing how leadership impacted the war</p> <p><b>Y:</b> Understanding the impact of modern society</p>	<p>Stretching understanding from KS3</p> <p><b>M:</b> Understanding the impact of religious change on individuals</p> <p><b>I:</b> Looking at different situations and how they impact people</p> <p><b>L:</b> Analysing Elizabeth's difficult position</p> <p><b>Y:</b> Understanding the impact of modern society</p>	<p>Stretching understanding from KS3</p> <p><b>M:</b> Understanding the impact of religious change on individuals</p> <p><b>I:</b> Looking at different situations and how they impact people</p> <p><b>L:</b> Analysing Elizabeth's difficult position</p> <p><b>Y:</b> Understanding the impact of modern society</p>	<p>Linking knowledge to end of Elizabeth unit</p> <p><b>M:</b> Empathizing with position of slaves</p> <p><b>I:</b> Being able to analyse the colonial impact on all involved</p> <p><b>L:</b> Analysing the role of King George and his impact</p> <p><b>Y:</b> Understanding the impact of modern society</p>	<p>Linking to the end goal- why did America become independent?</p> <p><b>M:</b> Seeing situation from both sides</p> <p><b>I:</b> Being able to analyse the colonial impact on all involved</p> <p><b>L:</b> Analysing Elizabeth's difficult position</p> <p><b>Y:</b> Understanding the impact of modern society</p>
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### What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	The decline in relations between Britain and America	Whitechapel in 1800s	Crime and Punishment	Revision	Revision	
Previous knowledge recalled	How the colonies were formed. How the Americans had increased their power.	Jewish immigration to Britain, the Jack the Ripper murders	Year 9 Crime and Punishment study	Entire course	Entire course	
New Knowledge	How did relations start to decline through the imposing of taxes? How did Americans respond to taxes? How did the war of independence start?	What were conditions like in Whitechapel? Why were there racial tensions? What was policing like in Whitechapel? Why did the police not catch Jack the Ripper?	Deepen revision: Anglo Saxons Normans Early Modern period Industrial Period Modern period	Refining exam skill, deepening knowledge of content, making further links	Refining exam skill, deepening knowledge of content, making further links	



	How did the British lose?					
Key Knowledge Assessment	<p>Explain the importance of events and their impact</p> <p>British America PPE</p>	<p>Whitechapel PPE</p> <p>USA PPE</p>	<p>Analyse the similarities and differences between historical events</p> <p>Explain why a change in events occurred</p> <p>Judge the importance of an event</p> <p>Crime and Punishment PPE</p>	<p>Explanation and Judgement questions</p>	<p>Explanation and Judgement questions</p>	
Links to literacy and numeracy	<p>Graph used so that students can track how relations decline.</p> <p>Introduction of new language e.g. declaration, continental and Revolution.</p>	<p>Analysis of statistics and data to establish conditions</p> <p>Introduction of new language e.g. rookies, asylum, post mortem, rackets, census</p>	<p>Revision of key terms: deterrence, reform, retribution.</p> <p>Study of statistics in sources to establish how much change had taken place.</p>	<p>Refining exam skill, improving specialist terminology.</p> <p>Revising dates and statistics to support points to be made in the exam.</p>	<p>Refining exam skill, improving specialist terminology.</p> <p>Revising dates and statistics to support points to be made in the exam.</p>	
Extra-Curricular opportunities	<p>'Taking it further' document available detailing what to read, listen to and watch in relation to the topics. A trip to London is run at the end of Year 10/beginning of Year 11 to Whitechapel and the London Dungeons. Lunchtime support available.</p>					
Links to careers/aspirations	<p>The historical skills are deepened during History GCSE, both in preparation for future study of History and a career. Students learn to evaluate, support and go against historians interpretations. There are many opportunities for research and a link to how this will be carried out in further study.</p>					
Links to our Fulston FAMILY values	<p><b>F:</b> Evaluating the different sides and their success</p> <p><b>A:</b> Linking to the end goal- why did America become independent?</p> <p><b>M:</b> Seeing situation from both sides</p> <p><b>I:</b> Being able to analyse the colonial impact on all involved</p> <p><b>L:</b> Analysing Elizabeth's difficult position</p>	<p><b>F:</b> Able to debate what the biggest issues in Whitechapel were</p> <p><b>A:</b> Linking to Crime and Punishment knowledge</p> <p><b>M:</b> Understanding the positions of those who suffered in Whitechapel</p> <p><b>I:</b> Justifying the Police's approach, was it fair</p> <p><b>L:</b> Evaluating if the leaders of the</p>	<p><b>F:</b> the successes in law enforcement over time and the strengths of punishments.</p> <p><b>A:</b> Stretching understanding from when taught C&amp;P in Year 9.</p> <p><b>M:</b> To understand the role of key factors in the change in ideas of crime and punishment.</p> <p><b>I:</b> The importance of rules and religion in historic and contemporary</p>	<p><b>F:</b> persevering with revision to fill knowledge gaps</p> <p><b>A:</b> Striving to achieve our best</p> <p><b>M:</b> taking support from our peers and teachers</p> <p><b>I:</b> Acknowledging where there are gaps in learning and taking steps to fill them.</p> <p><b>L:</b> Supporting my peers in order to improve my learning.</p>	<p><b>F:</b> persevering with revision to fill knowledge gaps</p> <p><b>A:</b> Striving to achieve our best</p> <p><b>M:</b> taking support from our peers and teachers</p> <p><b>I:</b> Acknowledging where there are gaps in learning and taking steps to fill them.</p> <p><b>L:</b> Supporting my peers in order to improve my</p>	



	<p><b>Y:</b> Understanding the impact of modern society</p>	<p>police did all that they could.</p> <p><b>Y:</b> Understanding the impact of modern society</p>	<p>crime and punishment.</p> <p><b>L:</b> To look at how different leaders and those with authority over the 1000 years have impacted crime and punishment.</p> <p><b>Y:</b> How has historic concepts of crime and punishment impacted crime and punishment in modern society.</p>	<p><b>Y:</b> Using my revision to also help others</p>	<p>learning.</p> <p><b>Y:</b> Using my revision to also help others</p>	
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<b>Extended Learning Opportunities for Key Stage 4</b>	<p>“Take it further” document available for all units giving details of what to read, watch and listen to. There are great online resources such as our GoogleClassroom channels and Seneca. The full revision guides for the units are available through the Finance office. Regular after school workshops will take place in Year 11.</p>
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### Key Stage 5:

#### What my child will learn in Year 12

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Henry II topics 1 + 2: restoring royal power + his reforms	Henry II topics 3 + 4: the church + crises at the end of the reign	The First and Second Crusades	The Third Crusade + review of themes	The Crusader States	The Fourth Crusade
Previous knowledge recalled	The power of the king in the Middle Ages	The quarrel between Henry II and Thomas Becket	Henry’s marriage and relations with the Church	Study of the Crusades in Year 7	First, Second + Third Crusades and the links between them.	The outcomes of the three crusades
New Knowledge	Henry’s tactics to restore power. His financial and legal reforms.	Henry’s problems with the Church and details of the argument with Becket. Rebellions: 1173-74 and 1189.	Europe in 11C, the Middle East in the 11C. Motives of popes + people. Leadership. The Muslim response.	Motives of popes + people. Leadership. The Muslim response. 3 themes: motivation, leadership + Muslim response	Geography and economy of the states. Defence of the states. Government of the crusader states.	What explains the failure of the fourth crusade? Examination of different interpretations.
Key Knowledge Assessment	End of topic essays - past paper questions - and knowledge tests	End of topic essays - past paper questions - and knowledge tests	End of topic essays - past paper questions - and knowledge tests	End of topic essays - past paper questions - and knowledge tests	End of topic essays - past paper questions - and knowledge tests	End of topic essays - past paper questions - and knowledge tests
Links to literacy and numeracy	Introduction of tier 3 language such as restoration, extension, royal authority and shires	Introduction of tier 3 language such as papal supremacy, Gregorian	Introduction of tier 3 language such as papacy, indulgence, primogeniture	Introduction of tier 3 language e.g. chivalry	Introduction of tier 2+ 3 language e.g. natural boundaries, economic and military links,	Introduction of tier 3 language e.g. doge, sack



		reform and ecclesiastical.			fortifications, Templars, Hospitallers	
Extra-Curricular opportunities	‘Take it further’ document available with details of what to watch, listen to and read to support the course. There is a trip to the site of the Battle of Hastings and Canterbury during the course. These trips aid learning and student engagement in the course.					
Links to careers/aspirations	The study of A-Level History allows our students to learn in depth research skills which will enable them to have the skills to find credible sources which they can both challenge and support. Our students engage in debate, using evidence to make their point whilst also respecting their peers. History A-Level is an extremely well respected qualification, which is appreciated by employers and Universities alike.					
Links to our Fulston FAMILY values	England and the Anvegin Empire in the reign of Henry II: Henry’s fortitude, ambition and leadership, the question of integrity in reference to succession. The fortitude, ambition, mindfulness , integrity and leadership of both Henry and Becket. Crusades: The fortitude, ambition and leadership skills of the papacy + crusader leaders					

### What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Withcraze: North Berwick and Lancashire  Coursework: Introduction	Withcraze: Bemb erg, East Anglia and Salem  Coursework: Research	Witchcraze: Salem and Changing attitudes to witchcraft in Britain  Coursework: Planning and drafting	Witchcraze: The wider intellectual context  Coursework: Handing in final version	Revision	
Previous knowledge recalled	Previous study of witchcraft at GCSE level including why the witchcraze increased and evidence used to convict a witch. Also background of religious division caused by the reformation. Idea of divine right of kings Previous study of the Civil Rights moment, most notably actions of the Preidents and Brown vs Board of Education.	How the previous cases came about including the political, economic and religious causes. Knowledge of the counter reformation, civil war, Matthew Hopkins, Glorious Revolution, Native Americans	Reasons for the increase in accusations in all case studies, Indentured servants	How witchcraft had increased and started to decrease and the impact of developments	All content	
New Knowledge	North Berwick: The origins of persecution The widening net Reasons for the extent of witchcraft persecutions in Scotland to 1597	Bamberg: The economic, political and religious context Numbers and social groups affected by the witch hunts	Salem: The social, economic and political context The influence of Cotton Mather.	Making sense of the universe and its impact The changing approach to human understanding and knowledge		



	<p>Lancashire: The influence of the social, economic and religious context The origins of cases The trial of 1612</p> <p>Coursework: The actions of the presidents The judicial system in America</p>	<p>The reasons for the ending of the craze</p> <p>East Anglia</p> <p>Economic and political context Geography, numbers, class and gender of victims The ending of the witchcraze</p> <p>Coursework: How to research alternative views Protests in the Civil Rights movement</p>	<p>Reasons for ending of the witchcraze</p> <p>Changing attitudes: The existence of the growth of scepticism</p> <p>The impact of notable sceptic publications</p> <p>Coursework: How to challenge the views of historians</p>			
<b>Key Knowledge Assessment</b>	End of topic essays - past paper questions - and knowledge tests	End of topic essays - past paper questions - and knowledge tests	End of topic essays - past paper questions - and knowledge tests	End of topic essays - past paper questions - and knowledge tests	Practise of timed essays	
<b>Links to literacy and numeracy</b>	Introduction of tier 3 language such as coven, sabbat, recusants, assizes	Introduction of tier 3 language such as Diet, Prince Bishops,	Introduction of tier 3 language such as possession, exorcism, spectral evidence, scepticism, acquittals	Introduction of tier 3 language such as empiricism, homocentric, epicycle, natural philosophy, alchemy, inductive	Refining literacy and ensuring that high level language is imbedded	
<b>Extra-Curricular opportunities</b>	‘Take it further’ document available with details of what to watch, listen to and read to support the course. There is a trip to the site of the Battle of Hastings and Canterbury during the course. These trips aid learning and student engagement in the course.					
<b>Links to careers/ aspirations</b>	The study of A-Level History allows our students to learn in depth research skills which will enable them to have the skills to find credible sources which they can both challenge and support. Our students engage in debate, using evidence to make their point whilst also respecting their peers. History A-Level is an extremely well respected qualification, which is appreciated by employers and Universities alike.					
<b>Links to our Fulston FAMILY values</b>	<p><b>F:</b> Bravery of individuals - particularly those who stood up for scepticism and those who challenged the witch hunts</p> <p><b>A:</b> Stretching understanding from KS4, those who took part in witch hunts in order to further their own careers</p> <p><b>M:</b> Respecting own and others emotions, ideas of melancholia</p> <p><b>I:</b> Engaging in debate, ideas of belief and fraudulent behaviour</p> <p><b>L:</b> Analysing the roles of those who led the movements against witchcraft</p> <p><b>Y:</b> Understanding the impact of modern society and the role of children in some of the witch hunts and how people were treated</p>					

<b>Extended Learning</b>	There are a number of opportunities for trips during the study of History A-Level. These include trips to Hastings and Canterbury. There is constant support available through our Google Classroom channel and after school workshops. The Library has an extensive range of works
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**Opportunities for Key Stage 5**

available to compliment our A-Level course. 'Taking it further' documents are available on our curriculum pages to give students further resources to enhance their knowledge.

**Curriculum Impact**

The aims and learning outcomes of this curriculum is to enable students to develop the ability to:

- Explain what has caused an event and what the long and short-term impacts are. Judging what the most significant causes and impacts are.
- Analyse and critically evaluate factors to reach substantiated, developed and sustained judgements.
- Judge how events have changed over time. Analysing sources to judge how similar or different they are.
- Compare and contrast individuals and topics over a long time period to reach substantiated, developed and sustained judgements.
- Explain and analyse who/what is significant in history due to the impact they have had. Making criteria for what makes a significant person or event. Using sources to judge why they are useful.
- Use a range of criteria to critically evaluate the role and importance of key individuals and themes.
- Use key questions to be able make judgements, based on sources and own knowledge.
- Critically using evidence in investigating and assessing historical questions, problems and issues.
- Explain why historians may have different opinions and judge, using their historical knowledge and evidence, who they believe to be correct.
- Analyse and critically evaluate different interpretations and representations of the past through contemporary perspectives.
- Narrate accounts of historical events and make connections between the events. Explaining how events are significant at certain times.
- Analyse how much change and continuity there is between time periods and explaining why this has occurred.