



## Curriculum Overview 2025/2026

### History Department

Department	History
Head of Department	Miss C Hubbard
Department Members	Mr A McCutcheon Mr M Bishop Mrs E Mason Mr R Goodhew
Accommodation and Resources	5 specialist History rooms 24 iPads Artefacts, including WW2 gas masks

<b><u>Curriculum Intent</u></b>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></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	<b>Claimants, conquerors and castles</b>	<b>Why is Canterbury an important city?</b>	<b>What was life like for a medieval person?</b>	<b>Rats and Rebels!</b>	<b>Significant women</b>	<b>Power and Protest</b>
Previous knowledge recalled (Key Stage 2)	What things have you studied in history before? What is a monarch? What makes a good leader?	KS2 knowledge of the Romans. Students will also draw on knowledge of the Normans gained in Term 1 to analyse Norman Canterbury	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 Knowledge of the Middle Ages when looking at Matilda and Joan of Arc	Students will draw on knowledge of the Peasants Revolt to establish why and how people protest KS2 knowledge of the Romans
New Knowledge	What does history cover? What is history? The events of the Battle of Hastings Who took the throne in 1066? How did William control England?	How has Canterbury changed over time and why? How have different eras forced Canterbury to change? Who was Thomas Becket and what happened to him?	What were medieval towns and villages like? Why was religion so important? Who were the Crusaders?	What is the Magna Carta and why was it produced? Why did the Black Death begin, what happened and what were the consequences? What were the consequences of the Peasants Revolt?	The lives of Rosa Parks, Matilda, John of Arc and Elizabeth I and their impact on history. Why are women not as thoroughly discussed in history as men? How do I research effectively?	Comparisons of protests e.g. USA Civil Rights. Students will study modern protests such as Black Lives Matter.
Key Knowledge Assessment	Judgement on who should take the throne?  Inference on William's methods of control	Judgement on who was to blame for Becket's murder?  Evaluate how far Canterbury changed over time by producing a leaflet	Why was life hard for peasants?  Judgement on the main reason why people went on Crusade	Judgement on was King John a good or bad king  Narrative on the Black Death	Who is your most significant women in history? Presentation  Year 7 knowledge quiz	Interpretations on Spartacus  Narrative on the French Revolution
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 on the introduction of new Historical terms for Year 7 such as	Students will use their literacy skills to explain change. Students will use chronological skills to analyse how cities change over time.	Introduction of new terms such as Three Field System, Villiens and excommunicated Students will have the opportunity to debate with others to hold their point of view.	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 their significant woman. New language introduced such as patriarchal and discrimination.	Students will use numeracy skills to analyse the impact of consequences e.g. economic impacts.



	<p>chronology, feudal, heir. Students begin to use timelines and how to space them appropriately.</p>					
<p>Extra-Curricular opportunities</p>	<p><i>A trip to Canterbury as this is our local history study.</i></p> <p><i>'Taking it Further', available on the History curriculum page, with details of further things to read, listen to and watch linked to the curriculum.</i></p>					
<p>Links to careers/aspirations</p>	<p><i>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, along with the significant women presentation later on in the year.</i></p>					
<p>Links to our Fulston FAMILY values</p>	<p><b>F:</b> To recognise the strength of character required to be a good leader.</p> <p><b>A:</b> To acknowledge and develop strategies to build upon for Year 7 History.</p> <p><b>M:</b> To be mindful of different cultures and foreign leaders.</p> <p><b>I:</b> Does Edward the Confessor have integrity?</p> <p><b>L:</b> To recognise good and bad qualities of leadership through William as an example.</p> <p><b>Y:</b></p>	<p><b>F:</b> To understand what is right rather than caving into pressure (Thomas Becket's decision).</p> <p><b>A:</b> To achieve better things for yourself, your family, religion etc. (the motivation of the Crusaders).</p> <p><b>M:</b> To be mindful of different religious beliefs.</p> <p><b>I:</b> The honesty of Thomas Becket.</p> <p><b>L:</b> To use Thomas Becket as an example of standing by your beliefs.</p> <p><b>Y:</b></p>	<p><b>F:</b> Understanding how and why hard decisions are made.</p> <p><b>A:</b> To find solutions to problems that others thought were unsolvable.</p> <p><b>M:</b> To think about the impacts of events on different types of people and to empathise with them.</p> <p><b>I:</b> To understand how parliament is set up and the importance of rules and being honest with principles.</p> <p><b>L:</b> How can you make decisions which impact others and ensure you have considered all outcomes before making these.</p> <p><b>Y:</b></p>	<p><b>F:</b> To understand the strength of mind which women had to gain the vote in a patriarchal society.</p> <p><b>A:</b> To strive for change when you believe there is injustice.</p> <p><b>M:</b> To be considerate of the struggle that others went through to enable us to be in the position that we are today.</p> <p><b>I:</b> To recognise, celebrate and learn from those who have fought for what they believe in.</p> <p><b>L:</b> To recognise what makes a good leader in another person and to assess what qualities we had of this.</p> <p><b>Y:</b> To become good communicators, listening and discussing topics</p>	<p><b>F:</b> Learning how to be resilient and embrace change when things are changing dramatically around you.</p> <p><b>A:</b> To work and create challenging work with a partner which reflects your interests.</p> <p><b>M:</b> Understanding how people cope with challenging scenarios and appreciating the presentations that they give on topics which interest them.</p> <p><b>I:</b> To research and share on a topic which represents the student's morals and principles.</p> <p><b>L:</b> To be able to stand in front of a group and share their opinions.</p> <p><b>Y:</b> To become good communicators, listening and</p>	<p><b>F:</b> To have the strength of mind to make challenging decisions for yourself and others.</p> <p><b>A:</b> To strive to achieve goals which are seemingly out of your reach if you believe it is for the good of yourself or others.</p> <p><b>M:</b> To be conscious of other cultures and religions.</p> <p><b>I:</b> To fight for and uphold the principles in which you believe.</p> <p><b>L:</b> To understand how good leaders make decisions which benefit others.</p> <p><b>Y:</b> To become good communicators, listening and</p>



	Building positive relationships with peers.	To engage in appropriate conversation about religion	To understand effective communication tools to work as a group/council.	with each other effectively.	discussing topics with each other effectively.	discussing topics with each other effectively.
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### What my child will learn in Year 8?

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	<b>The Tudors</b>	<b>Gunpowder, Civil War and Witches!</b>	<b>The British Empire / Slavery</b>	<b>The Industrial Revolution</b>	<b>The Titanic / WW1</b>	<b>WW1</b>
Previous knowledge recalled	The power of monarchs e.g. William the Conqueror and the importance of religion in Medieval times. Key features of Catholicism and the role of religion in society	The power of monarchs in Medieval times and Tudor period.	Elizabeth's empire interests, e.g. the colonisation of Virginia	The influence of the British Empire in bringing new products to Britain. Comparison of poor mortality rate and life expectancy prior to the Industrial Revolution.	Class system started to change in the Industrial Revolution.	Previous warfare e.g. Battle of Hastings. MAIN causes of WW1 – imperialism (empire)
New Knowledge	Who were the Tudor monarchs? How did they change England? How did religious life change under each monarch?	The impact of the new Stuart monarchs. Why was there an increased fear of witches during the 1600s? Why did the English Civil War begin?	How did the empire expand? Why is the empire now controversial? How did America leave the empire? How did India leave the empire? What were the experiences of slaves?	How did health improve during this period? What were conditions like in towns and cities? Why were iron and coal so important in the revolution? How and why did public health improve? How did transport and crime change?	Why was the Titanic such a famous ship? Why did it sink and why were the effects so catastrophic? Who was to blame for the sinking of the ship? What were the long and short term causes of WW1?	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 WW1? What was the Treaty of Versailles?
Key Knowledge Assessment	Evaluation on Henry VIII - monster or star?  Source work on Elizabethan portraits	Source work on how useful evidence on Guy Fawkes is  Evaluate if Oliver Cromwell was a saviour or usurper	Narrative account on the Boston Tea Party  Source work on the treatment of slaves	Year 8 knowledge quiz  Evaluation of who was the most significant public health hero - John Snow or Edwin Chadwick?	KS3 PPE	What were trench conditions like?  Source work on the usefulness of a source for looking at the Treaty of Versailles



<p>Links to literacy and numeracy</p>	<p>Chronological skills used to establish monarch impact vs how long they were in power. Introduction of new terms such as Reformation, Monasteries</p>	<p>Analysis of data to show how accusations and punishment of witchcraft increased over time. Introduction of new language such as superstition, Roundheads and Cavaliers.</p>	<p>Introduction of new language such as mother country, colony and abolition, Analysis of data to show statistics around slavery</p>	<p>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.</p>	<p>Study of records showing the effects of the sinking of the Titanic. Introduction of new language such as militarism, alliances, imperialism and nationalism.</p>	<p>Analysis of data and records to show the effects of battles. Analysis of propaganda and the intended message. Analysis of recruitment numbers to understand war enthusiasm and Conscientious Objectors. Introduction of new terms such as war enthusiasm, Conscientious Objectors, features of trenches etc.</p>
<p>Extra-Curricular opportunities</p>	<p><i>'Taking it Further', available on the History curriculum page, with details of further things to read, listen to and watch linked to the curriculum.</i></p>					
<p>Links to careers/aspirations</p>	<p><i>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 encourages 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!'</i></p>					
<p>Links to our Fulston FAMILY values</p>	<p><b>F:</b> Strength of female rulers. <b>A:</b> Ambitious rulers. <b>M:</b> To be mindful of religious differences. <b>I:</b> Questioning of legitimacy and of female rulers being inferior. <b>L:</b> What makes a good leader and how the actions of a leader can impact/change society. <b>Y:</b> Edward was a young king who</p>	<p><b>F:</b> Bravery of Catholics throughout the Reformation and beyond. <b>A:</b> Oliver Cromwell seeking power. <b>M:</b> To be mindful of evidence and sources we use before making judgements (e.g. witches). <b>I:</b> Guy Fawkes ultimately died for what something that he strongly believed in. <b>L:</b> What makes a good leader?</p>	<p><b>F:</b> Bravery of the slaves. <b>A:</b> Slaves wanting to ban slavery. <b>M:</b> To be mindful of how different people cope with different treatment. <b>I:</b> To evaluate the different opinions on slavery in the past and present. <b>L:</b> Compare and contrasting</p>	<p><b>F:</b> The tough conditions workers had to endure <b>A:</b> Role of entrepreneurs Technological change, change in medicine <b>M:</b> Role of towns and communities <b>I:</b> Questioning the role of the leaders of factories <b>L:</b> How to run a factory/ business ethically <b>Y:</b></p>	<p><b>F:</b> Determination of the suffragettes and those in the Titanic disaster Protest <b>A:</b> Role of women in suffragette movement, jobs for women in WW1 <b>M:</b> Issue of suicide, mental health <b>I:</b> Role of those involved in the Titanic disaster – consideration of guilt <b>L:</b> Leaders of the suffragette movement,</p>	<p><b>F:</b> Bravery of soldiers and young people who signed up to fight or refused to be conscripted <b>A:</b> The ambition of leaders of the war to be successful <b>M:</b> How those were treated who did not want to fight <b>I:</b> To fight for and uphold the principles in which you believe-whether that be fighting or not <b>L:</b></p>



	<p>had regents – how we can have 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?</p>	<p>Comparison of leadership.</p> <p><b>Y:</b> Taking responsibility for our actions.</p>	<p>the role of different leaders involved in the slave trade, e.g. plantation owners, reformers, African leaders etc.</p> <p><b>Y:</b> To work in groups to engage in a debate on whether we should apologise for empire or not</p>	<p>Those who tried to reform things e.g. public health</p>	<p>leaders of government who wouldn't allow votes for women, those in charge of the Titanic and it's company</p> <p><b>Y:</b> Role of women</p>	<p>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>
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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	<b>Hitler's Germany</b>	<b>WW2</b>	<b>Holocaust</b>	<b>Migration</b>	<b>Jack the Ripper</b>	<b>20th Century USA</b>
Previous knowledge recalled	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 in Nazi Germany. 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. The impact of the Industrial Revolution.	Treatment of didn't ethnicities/races. Impact of WW1 and WW2 on society.
New Knowledge	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 is the impact of migration on England today?	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?	What was the USA like in the 20th century? What was US culture like? What was the position of black people in America? Why was there a fear in communism?



<p><b>Key Knowledge Assessment</b></p>	<p>Narrative account of the Munich Putsch</p> <p>What interpretation do you agree with about women and children in Nazi Germany</p>	<p>Analyse the usefulness of sources in showing the success of Dunkirk.</p> <p>Judgement on the biggest change on the homefront</p>	<p>Evaluate the usefulness of a source for looking at the Holocaust</p> <p>Year 9 knowledge quiz</p>	<p>Explain why the Normans came to England</p> <p>Narrative account on Windrush</p>	<p>KS3 PPE</p>	<p>Evaluate the usefulness of a source for looking at prohibition</p> <p>What interpretation do you agree with about life in 1950s America?</p>
<p><b>Links to literacy and numeracy</b></p>	<p>New language introduced including the use of German language e.g. Weimar, putsch, hyperinflation etc.</p>	<p>Analysis of data and language in sources and propaganda. Analysis of statistics in events such as Dunkirk etc.</p>	<p>New language introduced, death and concentration camps. Chronology used to show changes in treatment of minorities.</p>	<p>Analysis of statistics of people who migrated to Britain. Use of “push” and “pull” language. Debating and persuasive skills used in lessons and assessments.</p>	<p>Analysis of sources showing the condition of Whitechapel. Introduction of new language such as rookeries and forensic.</p>	<p>GCSE Source analysis on treatment of black people and the Vietnam War. Introduction of new language such as communism, prohibition, the Great Depression, discrimination.</p>
<p><b>Extra-Curricular opportunities</b></p>	<p><i>‘Taking it Further’, available on the History curriculum page, with details of further things to read, listen to and watch linked to the curriculum.</i></p> <p><i>A virtual or in person visit from a Holocaust survivor.</i></p>					
<p><b>Links to careers/aspirations</b></p>	<p><i>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.</i></p> <p><i>The diversity and culture studied throughout Year 9 will help students look at the British Value of tolerance to help with inclusive environments in the workplace.</i></p>					
<p><b>Links to our Fulston FAMILY values</b></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</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</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>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</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></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></p>



	<p>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>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>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>Y:</b> Role of young people in signing up to the war</p>	<p>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>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 of people born to migrants</p>	<p>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> To understand how these murders would have impacted all within society</p>
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<p><b>Extended Learning Opportunities for Key Stage 3</b></p>	<p><b>Year 7:</b></p> <ul style="list-style-type: none"> <li>• <i>A trip to Canterbury to find out how Canterbury has changed over time.</i></li> <li>• <i>'Taking it Further' document available with details of what to watch, listen to and read related to the topic.</i></li> <li>• <i>Library research sessions to improve research skills and literacy.</i></li> <li>• <i>Opportunities in the Scholars Programme to engage in historical learning outside the classroom.</i></li> </ul> <p><b>Year 8:</b></p> <ul style="list-style-type: none"> <li>• <i>'Taking it Further' document available with details of what to watch, listen to and read related to the topic.</i></li> <li>• <i>Library research sessions to improve research skills and literacy.</i></li> <li>• <i>Opportunities in the Scholars Programme to engage in historical learning outside the classroom.</i></li> </ul> <p><b>Year 9:</b></p> <ul style="list-style-type: none"> <li>• <i>A visit (virtual or in person) from a Holocaust survivor, where students have the opportunity to ask questions.</i></li> <li>• <i>'Taking it Further' document available with details of what to watch, listen to and read related to the topic.</i></li> </ul>
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## 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
Unit Title	<b>The Development of the Civil Rights movement, 1954-1975</b>	<b>The conflict in Vietnam, 1954-1975</b>	<b>Challenges to Elizabeth at home and abroad 1558-1569</b>	<b>Elizabethan lifestyle and exploration</b>	<b>British America: Colonial Society</b>	<b>The decline in relations between Britain and America</b>
Previous knowledge recalled	Year 7, significant individuals e.g. Rosa Parks. Migration unit in Year 9 - Why Civil Rights were needed. Year 8 where they look at the impact of slavery and the abolition.	The type of warfare in WW2. Treatment of Black people in America. Year 9 introduction lessons on the fear of communism and the Vietnam War escalation.	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 in the Americas. Migration and the push and pull reasons for why people moved to other countries.	How the colonies were formed. How the Americans had increased their power over time. Events that show the deterioration in relations between the colonists and the British.
New Knowledge	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 was the role of individuals in improving Civil Rights? How much did civil rights improve?	Why did America want to go to war with Vietnam? How did the presidents escalate the war? How did each side fight? What was the American public view on the war? Why did it end and how did America lose?	The effects of the Religious 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 Elizabethan education like? What was Elizabethan entertainment like? How did Elizabeth deal with the poor? Why did Elizabethans want to explore the world? How successful was England in colonising Virginia?	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? King George's War The French and Indian 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 and what was the impact of the Declaration of Independence for different groups of people?
Key Knowledge Assessment	Key inferences about Civil Rights sources  Explain the differences between historical	Explain why events in the Civil Rights movement were successful  Evaluate which	Describe key features of an historical event  Explain why a key historical event was successful	Judge the importance of an historical event in comparison to others	PPE (Paper 3)  PPE (Paper 2 – EEE)	British America exam questions (the consequence of an event/person, a narrative account of an event/s and explaining the importance of an event/person)



	interpretations  Explain why sources are useful	historical interpretations you agree with	Evaluate historical interpretations			
Links to literacy and numeracy	Students use graph work to track how far Civil Rights improve over time Introduction of new language e.g De Facto, De Jure, Federal, state etc. Analysis of speeches e.g Malcolm X and Martin Luther King.	Students to use graph work to track how the war escalated under each president  Introduction of language such as capitalism, Vietnamisation, referendum and the application of historical terminology e.g. Red Scare, Domino Theory etc.	Analysis of sources from the time. Introduction of new language, legitimacy, supremacy, uniformity etc. Analysis of statistics of the country, e.g. 90% Catholic, £300,000 in debt etc.	Analysis of sources from the time. Introduction of new language e.g. circumnavigation, vagabond, exploration etc.	Introduction of new language e.g. colonial, proclamation, Assiento. Students develop their linking skills by creating narrative accounts.	Graph used so that students can track how relations decline. Introduction of new language e.g. declaration, continental and Revolution.
Extra-Curricular opportunities	<p><i>'Taking it further'</i> document available detailing what to read, listen to and watch in relation to the topics.</p> <p>Lunchtime/after school support sessions available.</p> <p>A trip to watch Hamilton the musical in the WestEnd.</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	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>F:</b> Bravery of individuals  <b>A:</b> Stretching understanding from KS3  <b>M:</b> Respecting own and others emotions  <b>I:</b>	<b>F:</b> Bravery of individuals  <b>A:</b> Linking to situation at home  <b>M:</b> Respecting own and others emotions  <b>I:</b>	<b>F:</b> Strong position of Elizabeth in face of a difficult situation  <b>A:</b> Stretching understanding from KS3  <b>M:</b> Understanding the impact of	<b>F:</b> Strong position of Elizabeth in face of a difficult situation  <b>A:</b> Stretching understanding from KS3  <b>M:</b> Understanding the impact of	<b>F:</b> Beginning of a colony, identifying what will make it successful  <b>A:</b> Linking knowledge to end of Elizabeth unit  <b>M:</b> Empathising	<b>F:</b> Evaluating the different sides and their success  <b>A:</b> Linking to the end goal- why did America become independent?  <b>M:</b>



	<p>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>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>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>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>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>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	<b>Crime and Punishment</b>	<b>Crime and Punishment</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	
Previous knowledge recalled	Year 7 work on medieval England society and small communities Role of the Church in the Middle Ages Religious Reformation Industrial Revolution	Year 7 work on medieval England society and small communities Role of the Church in the Middle Ages Religious Reformation Industrial Revolution	Entire course	Entire course	Entire course	
New Knowledge	What were the different crimes? What were the different punishments? What were the different law enforcement methods? What were the factors in	What were the different crimes? What were the different punishments? What were the different law enforcement methods? What were the factors in	Refining exam skill, deepening knowledge of content, making further links	Refining exam skill, deepening knowledge of content, making further links	Refining exam skill, deepening knowledge of content, making further links	



	influencing the change and continuity in crime and punishment? (All the above for all the time periods)	influencing the change and continuity in crime and punishment? (All the above for all the time periods)				
Key Knowledge Assessment	<p>Explain the similarity and difference of an aspect of crime/punishment between two time periods</p> <p>Explain why crime/punishment has changed</p> <p>Evaluate a statement on the change of crime and punishment</p>	<p>Paper 2 PPE</p> <p>Paper 3 PPE</p>	<p>Crime and Punishment PPE after completion of course</p> <p>Explanation and Judgement questions</p>	Explanation and Judgement questions	Explanation and Judgement questions	
Links to literacy and numeracy	<p>Students use graph work to track how crime and punishment has changed over time and in different time periods</p> <p>Introduction of new language e.g. law enforcement, penal, deterrence, retribution, reformation etc.</p>	<p>Students use graph work to track how crime and punishment has changed over time and in different time periods</p> <p>Introduction of new language e.g. reformers, Conscientious Objectors, Bloody Code etc.</p>	<p>Refining exam skill, improving specialist terminology. Revising dates and statistics to support points to be made in the exam.</p>	<p>Refining exam skill, improving specialist terminology. Revising dates and statistics to support points to be made in the exam.</p>	<p>Refining exam skill, improving specialist terminology. Revising dates and statistics to support points to be made in the exam.</p>	
Extra-Curricular opportunities	<p><i>'Taking it further'</i> 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/after school support available.</p> <p>Fortnightly workshops available which are specifically targeted for students.</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	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<p><b>F:</b></p> <p>To recognise the successes in law enforcement over time and</p>	<p><b>F:</b></p> <p>To recognise the successes in law enforcement over time and</p>	<p><b>F:</b></p> <p>To reflect on the PPEs and to use the feedback to make targets</p>	<p><b>F:</b></p> <p>To reflect on the PPEs and to use the feedback to make targets</p>	<p><b>F:</b></p> <p>To reflect on the PPEs and to use the feedback to make targets</p>	



<p>the strengths of punishments.</p> <p><b>A:</b> Using primary sources and KS3 knowledge on Medieval England law enforcement to strengthen understanding.</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 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>the strengths of punishments.</p> <p><b>A:</b> Using primary sources and KS3 knowledge on Medieval England law enforcement to strengthen understanding.</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 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>and help with revision, rather than giving up.</p> <p><b>A:</b> To answer exam questions and to keep using feedback to make improvements.</p> <p><b>M:</b> To attend after school workshops and half term workshops to help with revision. To work out which mindful ways you can revise</p> <p><b>I:</b> To prepare a revision plan and use it to help with home learning and revision outside the classroom.</p> <p><b>L:</b> To evaluate the impact of the leaders you have learnt over the 2 year course in your revision.</p> <p><b>Y:</b> To help each other in the revision process and use each other as tools to learn from.</p>	<p>and help with revision, rather than giving up.</p> <p><b>A:</b> To answer exam questions and to keep using feedback to make improvements.</p> <p><b>M:</b> To attend after school workshops and half term workshops to help with revision. To work out which mindful ways you can revise</p> <p><b>I:</b> To prepare a revision plan and use it to help with home learning and revision outside the classroom.</p> <p><b>L:</b> To evaluate the impact of the leaders you have learnt over the 2 year course in your revision.</p> <p><b>Y:</b> To help each other in the revision process and use each other as tools to learn from.</p>	<p>and help with revision, rather than giving up.</p> <p><b>A:</b> To answer exam questions and to keep using feedback to make improvements.</p> <p><b>M:</b> To attend after school workshops and half term workshops to help with revision. To work out which mindful ways you can revise</p> <p><b>I:</b> To prepare a revision plan and use it to help with home learning and revision outside the classroom.</p> <p><b>L:</b> To evaluate the impact of the leaders you have learnt over the 2 year course in your revision.</p> <p><b>Y:</b> To help each other in the revision process and use each other as tools to learn from.</p>	
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<p><b>Extended Learning Opportunities for Key Stage 4</b></p>	<p><i>“Take it further” document available for all units giving details of what to read, watch and listen to.</i></p> <p><i>There are great online resources such as our Google Classroom channel, Seneca, Tassomai.</i></p> <p><i>The full revision guides for each unit is purchased for the students at the start of each new unit.</i></p>
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	<p><i>Regular after school workshops will take place in Year 11.</i></p> <p><i>February, Easter and May half term work shop in Year 11.</i></p> <p><i>Trip in September to London Dungeons and a Jack the Ripper tour for the Whitechapel unit.</i></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	<b>Henry II topics 1 + 2: restoring royal power + his reforms</b>	<b>Henry II topics 3 + 4: the church + crises at the end of the reign</b>	<b>The First and Second Crusades</b>	<b>The Third Crusade + review of themes</b>	<b>The Crusader States</b>	<b>The Fourth Crusade</b>
Previous knowledge recalled	The power of the king in the Middle Ages and the structure of medieval society	The quarrel between Henry II and Thomas Becket which led to Becket's death	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/successes 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 and people. Leadership. The Muslim response. 3 themes: motivation, leadership and 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  Year 12 History PPE
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 reform and ecclesiastical.	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, fortifications, Templars, Hospitallers	Introduction of tier 3 language e.g. doge, sack
Extra-Curricular opportunities	<p><i>'Take it further' document available with details of what to watch, listen to and read to support the course.</i></p> <p><i>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.</i></p>					



<p>Links to careers/ aspirations</p>	<p><i>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.</i></p>
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b> Henry II's fortitude in his leadership; the fortitude of the papacy and Crusader leaders.</p> <p><b>Ambition:</b> Henry II's ambition as a leader which led to decline relations with Thomas Beckett. The ambition of the papacy and the Crusader leaders.</p> <p><b>Mindfulness:</b> The mindfulness of Henry II and Thomas Becket in relation to each other the Church.</p> <p><b>Integrity:</b> The question of integrity in reference to succession.</p> <p><b>Leadership:</b> The leadership of Henry II, Thomas Becket, the papacy and the Crusader leaders.</p> <p><b>Young Citizenship:</b> To help each other with the transition into Year 12 with new students. To work together during debates in class. To help each other as a tool to revise throughout the year.</p>

### What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Unit Title</p>	<p>Witchcraze: North Berwick and Lancashire</p> <p>Coursework: Introduction</p>	<p>Witchcraze: Bemberg, East Anglia and Salem</p> <p>Coursework: Research</p>	<p>Witchcraze: Salem and Changing attitudes to witchcraft in Britain</p> <p>Coursework: Planning and drafting</p>	<p>Witchcraze: The wider intellectual context</p> <p>Coursework: Handing in final version</p>	<p>Revision</p>	
<p>Previous knowledge recalled</p>	<p>Previous study of witchcraft at GCSE level including why the witchcraze increased and evidence used to convict a witch (also learned in Year 8). Also the background of religious division caused by the Religious Reformation. Idea of divine right of kings</p> <p>Previous study of the Civil Rights movement, most notably actions of the Presidents and Brown vs Board of Education.</p>	<p>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</p>	<p>Reasons for the increase in accusations in all case studies, Indentured servants</p>	<p>How witchcraft had increased and started to decrease and the impact of developments</p>	<p>All content</p>	



<p><b>New Knowledge</b></p>	<p><b>North Berwick:</b> The origins of persecution The widening net Reasons for the extent of witchcraft persecutions in Scotland to 1597</p> <p><b>Lancashire:</b> The influence of the social, economic and religious context The origins of cases The trial of 1612</p> <p><b>Coursework:</b> The actions of the presidents The judicial system in America</p>	<p><b>Bamberg:</b> The economic, political and religious context Numbers and social groups affected by the witch hunts The reasons for the ending of the craze</p> <p><b>East Anglia</b></p> <p>Economic and political context Geography, numbers, class and gender of victims The ending of the witchcraze</p> <p><b>Coursework:</b> How to research alternative views Protests in the Civil Rights movement</p>	<p><b>Salem:</b> The social, economic and political context The influence of Cotton Mather. 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><b>Coursework:</b> How to challenge the views of historians</p>	<p>Making sense of the universe and its impact The changing approach to human understanding and knowledge</p>	<p>To reflect on most recent feedback to help with revision and preparation for exams.</p>	
<p><b>Key Knowledge Assessment</b></p>	<p>End of topic essays, past paper questions and knowledge tests</p>	<p>End of topic essays, past paper questions and knowledge tests</p>	<p>End of topic essays, past paper questions and knowledge tests Year 13 History PPE</p>	<p>End of topic essays, past paper questions and knowledge tests</p>	<p>Practise of timed essays Knowledge tests</p>	
<p><b>Links to literacy and numeracy</b></p>	<p>Introduction of tier 3 language such as coven, sabbat, recusants, assizes</p>	<p>Introduction of tier 3 language such as Diet, Prince Bishops,</p>	<p>Introduction of tier 3 language such as possession, exorcism, spectral evidence, scepticism, acquittals</p>	<p>Introduction of tier 3 language such as empiricism, homocentric, epicycle, natural philosophy, alchemy, inductive</p>	<p>Refining literacy and ensuring that high level language is imbedded</p>	
<p><b>Extra-Curricular opportunities</b></p>	<p><i>'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.</i></p>					
<p><b>Links to careers/aspirations</b></p>	<p><i>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.</i></p>					
<p><b>Links to our Fulston FAMILY values</b></p>	<p><b>F: Bravery of individuals - particularly those who stood up for scepticism and those who challenged the witch hunts</b></p> <p><b>A: Stretching understanding from KS4, those who took part in witch hunts in order to further their own careers</b></p>					



**M:** Respecting own and others emotions, ideas of melancholia

**I:** Engaging in debate, ideas of belief and fraudulent behaviour

**L:** Analysing the roles of those who led the movements against witchcraft

**Y:** Understanding the impact of modern society and the role of children in some of the witch hunts and how people were treated

**Extended Learning Opportunities for Key Stage 5**

*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 for the two year programme.*

*After school weekly workshops for Year 13.*

*The Library has an extensive range of works available to complement our A-Level course, in particular for the coursework element.*

*'Taking it further' documents are available on our curriculum pages to give students further resources to enhance their knowledge.*

*Opportunities for students to be subject mentors for History lower down the school.*

*Holocaust Educational Trip day visit to Auschwitz Birkenau Concentration Camp in Poland as part of a Lessons From Auschwitz Project.*

**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.
- To judge 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 explain why this has occurred.