

## Keystage 3

**Subject:** History

**Head of Department:** Mr P. Mannion

Our curriculum has been based on the knowledge and disciplinary concepts that students will need to understand History both at Key Stage 3, for further study at GCSE, and beyond. Using a chronological framework with a focus not only on Britain but on aspects of world history such as the Holocaust, the American and French Revolutions and the Islamic Golden Age, students will leave Year 9 with a wide-ranging and in-depth knowledge of the last thousand years of history of both the world and the local area.

In Year 7 they study the development of England from Roman colony through medieval kingship, warfare, revolt and development to the end of the Wars of the Roses and the start of the early modern period.

In Year 8 they begin with a breadth study focusing on sanitation through time, before delving into the Stuarts and the Civil War, evaluating why France and America had revolutions but England did not, before evaluating the successes and failures of the Industrial Revolution and the British Empire.

By Year 9, they begin with a local site study of Wormwood Scrubs Prison, bridging the gap between the 19<sup>th</sup> and 20<sup>th</sup> centuries. The First World War, the rise of dictatorships, and the genocides of the 20<sup>th</sup> century are covered before ending on the extent to which the 20<sup>th</sup> century has been a century of expanding freedom for marginalised groups.

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Term 1	<b>Topic:</b>  The Norman Conquest  <b>Fertile Q:</b>	<b>Topic:</b>  Public health through time  <b>Fertile Q:</b>  When did toilets really change in England?	<b>Topic:</b>  Local site study: Wormwood Scrubs  <b>Fertile Q:</b>

	<p>How far did the Norman Conquest change England?</p> <p><b>Content:</b></p> <p>Roman Britain; Anglo-Saxon England and the Succession Crisis; 1066: Fulford, Stamford Bridge and Hastings; Establishing Control: the Feudal System and Terror; Norman Government: the Domesday Book and law and order</p>	<p><b>Content:</b></p> <p>principles of public health; hunter-gatherers; neolithic life; Skara Brae; Mojenjo Daro; Knossos; Roman Empire; Aqueducts; Lavatories; sub-Roman Britain; reredorter; garderobe; medieval sanitation; John Harrington’s Tudor Toilet; the Great Stink; John Snow and the broad Street Pump; 19<sup>th</sup> century Public Health Acts; slum clearance; 20<sup>th</sup> century Housing Acts</p>	<p>Was Wormwood Scrubs more about punishment or reform?</p> <p><b>Content:</b></p> <p>hanging and transportations; the old prison system; Elizabeth Fry; John Howard; the separate system; the silent system; use of evidence; 19th Britain; construction of HMP Wormwood Scrubs; Wormwood Scrubs reform aspects; Wormwood Scrubs punishment aspects</p>
Term 2	<p><b>Topic:</b></p> <p>Medieval Islam and the Crusades</p> <p><b>Fertile Q:</b></p> <p>How much can the Islamic “golden age” reveal about the medieval period?</p> <p><b>Content:</b></p> <p>Roles of the medieval church; church reform and the Anarchy; Henry II and conflict with the Church; the birth and spread of Islam; the Crusades; Saladin and Richard;</p>	<p><b>Topic:</b></p> <p>The English Civil War</p> <p><b>Fertile Q:</b></p> <p>Why did England kill its king?</p> <p><b>Content:</b></p> <p>James I; Gunpowder Plot; Divine Right of Kings; Charles I; Ship Money; Bishops Wars; Long Parliament; Battle of Edgehill; Battle of Naseby; Trial of Charles I; Oliver Cromwell; Commonwealth;</p>	<p><b>Topic:</b></p> <p>Interpretations of First World war</p> <p><b>Fertile Q:</b></p> <p>Was it all quiet on the Western Front?</p> <p><b>Content:</b></p> <p>assassination of Franz Ferdinand; Battle of the Somme; the Schlieffen Plan; Battle of Verdun; The Wipers Times; Armistice; the Treaty of Versailles; <i>All Quiet On The Western Front</i></p>
Term 3	<p><b>Topic:</b></p>	<p><b>Topic:</b></p>	<p><b>Topic:</b></p>

	<p>The development of Parliament, 1199-1307</p> <p><b>Fertile Q:</b></p> <p>Who had all the power in the middle ages: the church or the king?</p> <p><b>Content:</b></p> <p>Strength of English Kings; Richard I "Leoncoeur" and John I "Lackland"; taxation; the Barons' Rebellion; the Magna Carta;</p>	<p>The development of Parliament, 1700-1870</p> <p><b>Fertile Q:</b></p> <p>When did Parliament become supreme?</p> <p><b>Content:</b></p> <p>Restoration of the Monarchy; Glorious Revolution; Jacobite Rebellion; American Revolution; Rotten Boroughs; Reform Acts;</p>	<p>The rise of Communism</p> <p><b>Fertile Q:</b></p> <p>Whence Stalin?</p> <p><b>Content:</b></p> <p>The Revolutions of 1848; the Russo-Japanese War; Bloody Sunday; Russian surrender; Treaty of Brest-Litovsk; return of Lenin; Provisional Government; Storming of the Winter Palace; Battleship Aurora; New Economic Policy; Stalin taking control; Purges; War Communism; assassination of Trotsky; show trials;</p>
Term 4	<p><b>Topic:</b></p> <p>The Black Death and the Peasants' Revolt</p> <p><b>Fertile Q:</b></p> <p>What threatened the power of a medieval king most?</p> <p><b>Content:</b></p> <p>medieval medicine; theories of disease; trade routes in the 14th century; the Black Death - causes, consequences,</p>	<p><b>Topic:</b></p> <p>The American and French Revolutions</p> <p><b>Fertile Q:</b></p> <p>How far did the French Revolution change France?</p> <p><b>Content:</b></p> <p>The 13 Colonies; Navigation Acts; Boston Tea Party; Paul Revere; Thomas Jefferson; Continental Congress; American War of Independence; Valley Forge; Battle of Yorktown; Constitutional Convention; l'ancien regime; Louis XVI and financial difficulties; les</p>	<p><b>Topic:</b></p> <p>The Holocaust</p> <p><b>Fertile Q:</b></p> <p>Why do we study the Holocaust?</p> <p><b>Content:</b></p> <p>Holocaust Memorial Berlin; Holocaust Memorial Day; Expulsion of the Jews 1290; Prague Pogrom; Plundering of the Frankfurter Judengasse; Nazi racial policy; foundation of concentration camps; April 1st boycott; Kristallnacht; Death Marches;</p>

	experiences; the Poll Tax; the Peasants' Revolt; John Ball and Wat Tyler	Etats généraux; sack of the Bastille; Déclaration des droits de l'homme et du citoyen; Robespierre; Terror; Napoleon;	Auschwitz-Birkenau; Holodomor; Killing Fields; Rwandan Genocide
Term 5	<p><b>Topic:</b></p> <p>The Hundred Years' War</p> <p><b>Fertile Q:</b></p> <p>Which war shaped England the most?</p> <p><b>Content:</b></p> <p>Hundred Years' War - causes; Battle of Poitiers; Battle of Agincourt; Joan of Arc; Siege of Calais; Seige of Orleans;</p>	<p><b>Topic:</b></p> <p>The British Empire</p> <p><b>Fertile Q:</b></p> <p>To what extent was Britain's Empire a force for good?</p> <p><b>Content:</b></p> <p>British colonies around the world; East India Company; James Lancaster; Robert Clive; Battle of Plassey; Warren Hastings; Company Raj; Indian Rebellion; British Raj;</p>	<p><b>Topic:</b></p> <p>African-American civil rights</p> <p><b>Fertile Q:</b></p> <p>Who was the most important Civil Rights leader?</p> <p><b>Content:</b></p> <p>American civil war; reconstruction; emancipation proclamation; Jim Crow laws; lynching of Emmet Till; formation of the KKK; formation of the NAACP; To Secure These Rights; Brown v Board; Loving v Virginia; the Little Rock Crisis; the Million Man March; Freedom Riders; Montgomery Bus Boycott; Freedom Riders; Assassination of Martin Luther King; formation of the Black Panthers; the Nation of Islam; Malcolm X;</p>
Term 6	<p><b>Topic:</b></p> <p>The Wars of the Roses</p> <p><b>Fertile Q:</b></p>	<p><b>Topic:</b></p> <p>The Industrial Revolution</p> <p><b>Fertile Q:</b></p>	<p><b>Topic:</b></p> <p>Women's Suffrage</p> <p><b>Fertile Q:</b></p>

	<p>Which war shaped England the most?</p> <p><b>Content:</b></p> <p>Wars of the Roses - causes; Henry Tudor, Richard III; Battle of Bosworth; review of 1066-1485</p>	<p>What changed the most in the Industrial Revolution?</p> <p><b>Content:</b></p> <p>Industrialisation; Canal system; steam power and Stephenson's Rocket; Urbanisation; Review of 1066-1800</p>	<p>How successful has the campaign for women's equality in Britain been?</p> <p><b>Content:</b></p> <p>Reform Act 1832; National Society for Women's Suffrage; National Union of Women's Suffrage Societies; Local government Act 1894; Cat and Mouse Act; Parliament (Qualification of Women) Act; Representation of the People (Equal Franchise) Act 1928; review of 1066-1945</p>
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## Keystage 4

Students have the option of choosing History GCSE as one of their optional GCSE subjects.

History encourages learners to be curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. It brings together people, events and issues that learners will find fascinating and that will stimulate a desire to explore the similarities and differences between people's lives in the past and their own lives now.

At Phoenix Academy, students follow the OCR exam specification:

<http://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-j411.pdf>

Below is an outline of what they will study:

Term	Year 10	Year 11
Autumn	<p><b>Topic:</b> Migration to Britain 1250-Today - British Breadth Study</p> <p><b>Fertile Q:</b> How far have migrants been accepted in Britain since 1250?</p> <p><b>Content:</b></p> <ol style="list-style-type: none"><li>1. Medieval England: What part did Aliens play in English life 1250-1500?</li><li>2. Early Modern England: What can Henry VIII's trumpeter tell us about who was accepted in early modern England 1500-1750?</li></ol>	<p><b>Topic:</b> Living Under Nazi Rule 1933-45 - World Depth Study</p> <p><b>Fertile Q:</b> Did everyone have the same experience under Nazi rule?</p> <p><b>Content:</b></p> <ol style="list-style-type: none"><li>1. Democracy to dictatorship 1933-34: How were the Nazis able to take control so quickly?</li><li>2. Taking a stand: What made it so hard to oppose Nazi rule?</li><li>3. Dem Deutschen Volke: How did the lives of German people change?</li><li>4. Germany in War: What was the impact of WW2 on German people?</li></ol>

	<p>3. Industrial Revolution: What was it like to live among the crowd 1750-1900?</p> <p>4. 1900-Present: Has England given a warm welcome or a cold shoulder to migrants 1900-Present?</p>	<p>5. Occupation: What did Nazi rule mean to the people of Europe?</p>
Spring	<p><b>Topic:</b> The Elizabethans 1588-1603: Depth Stud</p> <p><b>Fertile Q:</b> How far was the later Elizabethan period a golden time for England?</p> <p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1. Majesty: How did Elizabeth use her power?</li> <li>2. Dangerous People: Why were there so few Catholics in England by 1603?</li> <li>3. Daily Lives: What mattered to the Elizabethans?</li> <li>4. Merry England?: What lay behind changes in popular culture?</li> <li>5. Going Global: What did the Elizabethan Adventurers achieve?</li> </ol>	<p><b>Topic:</b> The Mughal Empire 1526-1707</p> <p><b>Fertile Q:</b> How did the Mughal Empire compare to the other great early modern empires?</p> <p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1. Successes and Setbacks: What did the first Mughal emperors achieve?</li> <li>2. Empire Builder: What made Akbar so great?</li> <li>3. The man who held the world: What mattered most to emperor Jahingir?</li> <li>4. The Great Mughal: Could emperor Shah Jahan claim any shining successes?</li> <li>5. The Beginning of the end: What explains the weakening of the empire under Aurangzeb?</li> </ol>
Summer		<b>EXTERNAL EXAMINATIONS</b>

**Topic:** History Around Us: Site Study

**Fertile Q:** Are palaces just for princesses?

**Content:**

1. What is the purpose of a palace?
2. How has Hampton Court changed its use over time?
3. What is the most significant point in HCP history?
4. Why was it built where it was?

**Site Visit:** 1 day trip for all Y10 history students to HCP with onsite activities