

History

Curriculum Map:

[Learning Journey KS3 and KS4](#)



Key Stage 3

The History curriculum is designed to increase pupils' understanding and curiosity of how history affects the world around us. Students will develop a rich knowledge of key events which have shaped Britain and the wider world from 1066 to the modern day. Students will also develop important transferable skills, learning to reach conclusions from different types of evidence, understand causes and consequences of key events, and be confident in explaining similarities and differences, change and continuity. Students will also track developments in key themes such as power, religion and technology.

The Key Stage 3 curriculum covers key events including the Norman Conquest, the Black Death, Tudor Stuart England and the Industrial Revolution. We look at the Transatlantic Slave Trade and the social revolutions of the late 19th and 20th centuries, including around women's rights and disability rights. Coming into the 20th century we look at the First and Second World Wars, life during the interwar period, and the impact and significance of the Holocaust.

Key Stage 4

Subject	History
Qualification	GCSE
Exam Board	Edexcel
Course Leader	Miss K Ridge
Course summary	The GCSE History course comprises of four periods of study as below.
What will students learn?	<p>Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>This unit looks at how attitudes and practices around crime and punishment have changed over time, from the middle ages to present day. As well as looking at the nature of change in crime, punishment and policing over time, the study of each time period brings with it an opportunity to really explore the social and political factors which have helped shape each period of history. We will look at what factors influence crime and punishment as well as focusing on specific case studies such as the Gunpowder Plot, witchcraft, the Bloody Code and how technology has changed policing. This unit also involves a specific study focused around Whitechapel at the end of the 19th century.</p> <p>Anglo-Saxon and Norman England, c1060–88</p>

	<p>This unit starts with England just before the Norman Conquest and students will begin by looking at what Anglo-Saxon England was like – the political, economic and social structures. The unit then moves on to 1066, looking at the battles of that year and why the Normans were ultimately victorious. Finally we look at conquered England, considering the reaction of the English to conquest and the extent to which the Normans changed England. This included the role of the feudal system, the development of the Domesday Book and Norman society.</p> <p>Weimar and Nazi Germany, 1918–39</p> <p>This unit begins by looking at the impact of the First World War on Germany and the emergence of the new, democratic government. We then look at the troubles the government faced in the early 1920s, including rebellions and economic troubles, and the emergence of Germany out of these challenges and into the ‘Golden Age’ of the Weimar Republic. The unit then looks at how this democratic Germany came to be replaced with the Nazi dictatorship of Adolf Hitler. We look at the growth of the Nazi party from a small, regional party to a national party and how they took over and controlled Germany. The unit then looks at life in Nazi Germany for different groups and considers how some Germans prospered under Nazi rule.</p> <p>The American West, c1835–c1895</p> <p>This unit looks at how America changed during the turbulent 19th century, considering how America expanded into the west and consolidated the United States as a nation. Within this we will consider political, economic, social and cultural aspects of the changes America went through. This will include looking at the lifestyle of the native Americans and how this was eroded away, the development of Mormonism, cowboys, gunslingers, and homesteaders.</p>
<p>How will students be assessed?</p>	<p>Students will be assessed on all 4 areas of the course, sitting three exams. Paper 1 will assess the crime and punishment unit and is 30% of the GCSE. Paper 2 will assess the Anglo-Saxon and Norman England British depth study and the American West period study, and is 40% of the course. Finally Paper 3 assesses the Weimar and Nazi Germany unit, and is 30% of the course.</p>

<h2 style="text-align: center;">Key Stage 5</h2>	
<p>Subject</p>	<p>History</p>
<p>Qualification</p>	<p>GCE</p>
<p>Exam Board</p>	<p>AQA</p>
<p>Course Leader</p>	<p>Miss K Ridge</p>
<p>Course summary</p>	<p>A Level History aims to get you thinking about the significance of historical events, the role of individuals in history and the nature of change over time. By looking at widely differing time periods students will get a broader view of the world, looking at political, social, economic and cultural perspectives in both</p>

	<p>Tudor England and 20th century Russia. The personal study in Year 13 will give students to chance to develop their skills as independent learners and allow them to shape their studies around areas that particularly interest them.</p>
<p>What will students learn?</p>	<p>1C Tudor England, 1485-1603</p> <p>In year 12 we look at England under the reign of Henry VII and Henry VIII, investigating key events during each reign and comparing England's experiences under each monarch. We look at the Wars of the Roses and how Henry VII became King, the political systems each monarch used and their relations with foreign powers, such as Spain, Scotland and France. The course also covers the development of society, religion, arts and learning as well as looking at the development of trade and the extent of prosperity and depression under each monarch.</p> <p>Building on from year 12, the year 13 course continues the study of the Tudors by looking at Henry VIII's children. Starting with the brief reign of Edward VI, where we consider how his succession was secured, how a 9 year old ran the country, the changes he brought in terms of religion and the threats he faced. We then look at the further changes during Mary's even briefer reign, the changes she brought about and the rebellions she faced. Finally we look at the reign of Elizabeth I, the initial instability she experienced and how she consolidated her position as Queen, including how she dealt with threats such as the Spanish Armada and Mary, Queen of Scots.</p> <p>2N Revolution and dictatorship: Russia, 1917–1953</p> <p>This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.</p> <p>In year 12 students will begin with the Russian Revolutions and the development of a Communist dictatorship. They will then look at relations with foreign powers in the early 1920s and the emergence of Stalin. In year 13 students continue to look at Stalin's rule, his power inside the USSR and how he related to foreign powers. The USSR's role in World War Two will be studied. Finally, students will look at the death of Stalin and consider his legacy.</p> <p>NEA – American Civil Rights</p> <p>Students will learn about the development of civil rights in America and then select an area they are interest in as the focus of their personal study, for example the role of women within the Civil Rights Movement or the role of Presidents in improving civil rights.</p>
<p>How will students be assessed?</p>	<p>The A Level consists of two exams – both 2 hour 30 minutes long, both have a compulsory source question then a choice of two out of three knowledge questions.</p>

	<p>The A Level also has a personal study – an essay of 4,500 words on the topic of your choice, related to African American Civil Right.</p>
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Each exam is worth 40% of the final grade

The personal study is worth 20% of the final grade.