**Curriculum Intent**

The History Curriculum empowers learners to become 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. Our curriculum is broad to establish amongst our students a wider understanding of the history of not only Britain, but the world and their place in it today. Our curriculum is predominantly in chronological order, through different themes so students can identify change and continuity, similarity and differences of events and lives through time. Concepts and skills are scaffolded, building upon one another in a logical sequence. The department strives for all students to achieve their full potential by engaging with a wide-ranging and rigorous curriculum informed by the best modern practice. A greater understanding of world, national and local history is essential to creating outward-looking critical thinkers who will end up making a positive contribution to their own communities and wider society. Through developing an appreciation of a variety of views and experiences we foster tolerance without compromising their desire to challenge received wisdom

**Curriculum Implementation**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1**  **PAPER 2, Part 1 Superpower Relations and the Cold War** | **HT2**  **PAPER 2, Part 1 Superpower Relations and the Cold War**  **PAPER 2, Part 2 Henry VIII and His Ministers, 1509-41** | **HT3**  **PAPER 2, Part 2 Henry VIII and His Ministers, 1509-41** | **HT4**  **PAPER 3, Weimar and Nazi Germany 1918-39** | **HT5**  **PAPER 3, Weimar and Nazi Germany 1918-39** | **HT6**  **PAPER 3, Weimar and Nazi Germany 1918-39** |
| **Year 10** | **BROAD** | Core content, knowledge and skills | **1943-91**  **Key topic 1: The origins of the Cold War, 1941–58**  **Early tension between East and West**  ● The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.  ● The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.  ● The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe  **The development of the Cold War**  ● The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.  ● The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).  ● Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.  **The Cold War intensifies**  ● The significance of the arms race. The formation of the Warsaw Pact.  ● Events in 1956 leading to the Hungarian Uprising, and Khrushchev’s response.  ● The international reaction to the Soviet invasion of Hungary.  **Key topic 2: Cold War crises, 1958–70**  **Increased tension between East and West**  ● The refugee problem in Berlin, Khrushchev’s Berlin ultimatum(1958), and the summit meetings of 1959–61.  ● Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro’s government. The significance of the Bay of Pigs incident.  ● Opposition in  Czechoslovakia to Soviet control: the Prague Spring.  **Cold War crises**  ● The construction of the Berlin Wall, 1961.  ● The events of the Cuban Missile Crisis.  ● The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.  **Reaction to crisis**  ● Impact of the construction of the Berlin Wall on US/Soviet relations. Kennedy’s visit to  Berlin in 1963.  ● The consequences of the Cuban Missile Crisis: the ‘hotline’, the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968.  ● International reaction to Soviet measures in Czechoslovakia. | **Key topic 3: The end of the Cold War**  **Attempts to reduce tension between East and West**  ● Détente in the 1970s, SALT 1, Helsinki, and SALT 2.  ● The significance of Reagan and Gorbachev’s changing attitudes.  ● Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty 1987.  **Flashpoints**  ● The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.  ● Reagan and the ‘Second Cold War’, the Strategic Defence Initiative.  The collapse of Soviet control of Eastern  ● The impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening  ● Gorbachev’s indication that communist regimes in Eastern Europe would no longer be propped up by Soviet forces and could go their own way. Collapse of the Soviet bloc in Eastern Europe, for example adoption in Hungary of multi-party  ● The significance of the fall of the Berlin Wall.  ● The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.  **PAPER 2, Part 2 Henry VIII and His Ministers, 1509-41**  **Key topic 1: Henry VIII and Wolsey, 1509–29**  **Henry VIII, Renaissance Prince**  ● England in 1509: society and government. The young Henry and his accession to the throne.  ● Henry’s character and views on sovereignty and monarchy. His personal style of government.  ● Strengths, weaknesses and aims as monarch.  **The rise of Wolsey and his policies**  ● Reasons for Wolsey’s rise to power. His personality, roles and wealth.  ● Wolsey’s reforms: enclosures, finance and justice. The Eltham Ordinances.  ● Reasons for and reactions to the Amicable Grant.  **Wolsey’s foreign policy**  ● Aims of Wolsey’s foreign policy.  ● Successes and failures, including relations with France and the Holy Roman Empire, the Treaty of London (1518), the ‘Field of the Cloth of Gold’ (1520) and increasing difficulties in the 1520s.  **Wolsey, Catherine, the succession and annulment**  ● Catherine of Aragon and the succession.  ● Henry’s reasons for and attempts to gain an annulment. Opposition to the annulment, including the role of Pope Clement VII.  ● Reasons for Wolsey’s fall from power, including the failure of the divorce proceedings in London. The influence of the Boleyn’s. | **Key topic 2: Henry VIII and Cromwell, 1529–40**  **Cromwell’s rise to power, 1529–34**  ● Personality and early career, including service to Wolsey, election as MP and eventual membership of the Royal Council.  ● Handling of the king’s annulment and influence over Henry. Role as the king’s Chief Minister.  **Cromwell, and the king’s marriages**  ● Reasons for the fall of Anne Boleyn, including the role of Cromwell.  ● Jane Seymour: marriage, heir and death. The influence of the Seymours.  **Cromwell and government 1534–40**  ● Reform of government and royal finance.  ● The management and use of parliament.  **The fall of Cromwell**  ● The significance of Henry’s marriage to Anne of Cleves.  ● Reasons for Cromwell’s fall from power in 1540, including the influence of the Duke of Norfolk.  **Key topic 3: The Reformation and its impact, 1529–40**  **The break with Rome**  ● Henry as ‘Defender of the Faith’. Reasons for Henry’s campaign against the Pope and the Catholic Church, 1529–33.  ● The significance of the Act of Succession and the Act of Supremacy (1534). Cromwell’s role in their enforcement, including the use of oaths and treason laws.  **Opposition to, and impact of, Reformation, 1534–40**  ● Elizabeth Barton (the Nun of Kent) and John Fisher.  ● The significance of opposition from Thomas More.  ● Impact of the Reformation on the English Church, including the work of Thomas Cranmer and the influence of Thomas Cromwell.  **The dissolution of the monasteries**  ● The role of religious houses in local communities.  ● Reasons for the dissolutions, including the findings of Cromwell’s commissions of 1535.  ● The impact of the dissolutions. Beneficiaries and losers.  **The Pilgrimage of Grace, 1536**  ● Reasons for the uprising.  ● Key events of the uprising, including rebellions in Lincolnshire and Yorkshire and the roles of Robert Aske and the Duke of Norfolk.  ● Reasons for the failure of the Pilgrimage of Grace and the significance of the uprising. | **PAPER 3, Weimar and Nazi Germany 1918-39**  **Key topic 1: The Weimar Republic 1918–29**  **The origins of the Republic, 1918–19**  ● Legacy of the First World War. Abdication of the Kaiser, the armistice and revolution, 1918–19.  ● The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.  **The early challenges to the Weimar Republic, 1919–23**  ● Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.  ● Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.  ● The challenges of 1923: hyperinflation; reasons and effects, the French occupation of the Ruhr.  **The recovery of the Republic, 1924–29**  ● Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.  ● The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.  **Changes in society, 1924–29**  ● Changes in the standard of living, including wages, housing, unemployment insurance.  ● Changes in the position of women in work, politics and leisure.  ● Cultural changes: developments in architecture, art and the cinema. | **Key topic 2: Hitler’s rise to power, 1919–33**  **Early development of the Nazi Party, 1920–22**  ● Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.  ● The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.  **The Munich Putsch and the lean years, 1923–29**  ● The reasons for, events and consequences of the Munich Putsch.  ● Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.  **The growth in support for the Nazis, 1929–32**  ● Growth of unemployment – its causes/impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. Growth of support for the Communist Party.  ● Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.  **How Hitler became Chancellor, 1932–33**  ● Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.  ● The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.  **Key topic 3: Nazi control and dictatorship, 1933–39**  **The creation of a dictatorship, 1933–34**  ● The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.  ● The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.  **The police state**  ● The role of the Gestapo, the SS, the SD and concentration camps.  ● Nazi control of the legal system, judges and law courts.  ● Nazi policies towards the Catholic/Protestant Churches, and the Reich Church and the Concordat.  **Controlling and influencing attitudes**  ● Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).  ● Nazi control of culture and the arts, including art, architecture, literature and film.  **Opposition, resistance and conformity**  ● The extent of support for the Nazi regime.  ● Opposition from the Churches, including the role of Pastor Niemöller.  ● Opposition from the young, including the Swing Youth and the Edelweiss Pirates. | **Key topic 4: Life in Nazi Germany, 1933–39**  **Nazi policies towards women**  ● Nazi views on women and the family, including marriage, employment and appearance.  **Nazi policies towards the young**  ● Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.  ● Nazi control of the young through education, including the curriculum and teachers.  **Employment and living standards**  ● Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers.  **The persecution of minorities**  Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. Persecution of the Jews, including the Nuremberg Laws and Kristallnacht. |
| Extra-curricular opportunities | History Society | | | | | |
| Ways the Y10 curriculum goes beyond the national curriculum |  | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | Some understanding of the Second World War, and the impact of the Nazi’s on Europe | For Cold War: Knowledge from previous half term  For Henry VIII: None | Knowledge from previous half term | No prior knowledge required | Knowledge from previous half term | Knowledge from previous half term |
| Assessment |  | A Cold War paper will be sat before Christmas by all Year 10 |  | A Henry paper will be sat before Easter by all Year 10 |  | A full Paper 2, Cold War and Henry Paper to be sat in Year 10 mocks |
| Points when this knowledge/these skills will be revisited | * Frequently in lessons * Retrieval activities, exam style questions throughout | | | | | |
|  |  |  |  |  |  |
| **EMPOWERING** | Key vocabulary | * Afghanistan * Arms Race * Atlee * Bay of Pigs * Berlin Airlift * Berlin Blockade * Berlin Wall * Bizonia * Brezhnev * Brezhnev Doc-trine * Capitalism * Carter Doctrine * Castro * Churchill * Comecon * Cominform * Communism * Cuba * Cuban Missile Crisis * Czechoslovakia * De-Nationalisation * Dubcek * East Germany * Fall of the Berlin Wall * Glasnost * Gorbachev * Helsinki * Hungarian Uprising * INF treaty * Iron Curtain Speech * John F Kennedy * Johnson * Khrushchev * L.A. Olympic Boycott * Limited Test Ban Treaty * Long Telegram * Marshall Plan * Moscow Olympic Boycott * Nagy * NATO * Nixon * Novikov Telegram * Nuclear Non-Proliferation Treaty * Outer Space Treaty * Perestroika * Poland * Potsdam | **Cold War:**   * Prague Spring * Reagan * Reykjavik * Robert Kennedy * Romania * Roosevelt * SALT 1 * SALT 2 * Satellite States * Sputnik * Stalin * Strategic Defence Initiative * The hotline * The Mujahideen * Truman * Truman Doctrine * Turkey Missiles * U.S.S.R * Warsaw Pact * Yalta   Yugoslavia  **Henry VIII**   * Accession * Act in restraint of appeals * Act of Annates * Act of Attainder * Administrative * Adultery * Amicable Grant * Anne of Cleves * Annulment * Archbishop * Betrothed * Bureaucracy * Cardinal * Catholic England * Centralisation * Civil service * Consummated * Council of the North * Court * Court of Augmentations * Court of first fruits and tenths * Courtly love * Cromwell * Diplomacy * Dissolution of the Monasteries * Divine Right of Kings * Dynasty * Eltham Ordinances * Enclosure * Exchequer * Excommunication * Factions at court * Foreign Policy | * France * Government * Habsburg * Heresy * Holy Roman Empire * Jane Seymour * Jousting * Justices of the Peace * Local rights * Lord Chancellor * Lords and Commons * Moveable goods * Papacy * Papal Bull * Papal Legate * Pilgrimage * Pope * Praemunire * Privy Chamber * Privy Council * Rebellion * Regent * Renaissance * Royal Almoner * Royal progress * Statute Law * Succession * Supremacy * Trade embargo * Treason * Treaty of London * Wolsey | * Abdication * Armistice * Boycott * Censorship * Civil servant * Communist * Constitution * Democracy * Dictatorship * Diktat * Dolchstoss * Electorate * Freikorps * Hyperinflation * Inflation * Lander * Nationalism | * Paramilitary force * Propaganda * Putsch * Real wages * Republic * Reichstag * Reichsrat * Socialism * Trade unions * Constitution * Diktat * Hyperinflation * Propaganda * Indoctrination * Socialism * Paramilitary force | * Putsch * Censorship * Communists * communism * Anti-Semitism * Concordat * Aryan * Gestapo * Reparations * Chancellor * Fuhrer * President * Freikorps * Sturmabteilung |
| Opportunities to engage with different cultures/perspectives/voices |  | | | | | |
| Relevance to real world and careers |  | | | | | |
| **CHALLENGING** | Homework |  |  |  |  |  |  |
| Super curricular recommendations | Link to docs | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1**  **PAPER 1: Medicine Through Time 1250-present** | **HT2**  **PAPER 1: Medicine Through Time 1250-present** | **HT3**  **PAPER 1: Medicine Through Time 1250-present** | **HT4**  **Tying up lose lessons** | **HT5**  **Revision and practice exam skills lessons** | **HT6**  **All students in exams** |
| **Year 11** | **BROAD** | Core content, knowledge and skills | **c1250–c1500: Medicine in medieval England**  **1 Ideas about the cause of disease and illness**  ● Supernatural and religious explanations of the cause of disease.  ● Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.  **2 Approaches to prevention and treatment**  ● Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.  ● New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.  **3 Case study**  ● Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.  **The Medical Renaissance in England**  **1 Ideas about the cause of disease and illness**  ● Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.  **2 Approaches to prevention and treatment**  ● Continuity in approaches to prevention, treatment and care in the community and in hospitals.  ● Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius.  **3 Case studies**  ● Key individual: William Harvey and the discovery of the circulation of the blood.  ● Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread. | **c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain 1 Ideas about the cause of disease and illness**  ● Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes.  **2 Approaches to prevention and treatment**  ● The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.  ● New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).  **3 Case studies**  ● Key individual: Jenner and the development of vaccination.  ● Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.  **c1900–present: Medicine in modern Britain**  **1 Ideas about the cause of disease and illness**  ● Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.  ● Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.  **2 Approaches to prevention and treatment**  ● The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.  ● New approaches to prevention: mass vaccinations and government lifestyle campaigns.  **3 Case studies**  ● Key individuals: Fleming, Florey and Chain’s development of penicillin.  ● The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government. | **Historical Environment:**  **1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**  ● The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.  ● Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.  ● The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.  ● The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.  ● The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.  **2 Knowledge, selection and use of sources for historical enquiries**  ● Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.  ● Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.  ● Recognition of the strengths and weaknesses of different types of source for specific enquiries.  ● Framing of questions relevant to the pursuit of a specific enquiry.  ● Selection of appropriate sources for specific investigations. |  |  |  |
| Extra-curricular opportunities | * Berlin Trip for 4 days in October | | | | | |
| Ways the Y11 curriculum goes beyond the national curriculum |  | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | No prior knowledge required | Knowledge from previous half term | Knowledge from previous half term | All GCSE knowledge | All GCSE knowledge |  |
| Assessment | TES 1 – Germany paper |  | TES 2 – Medicine Paper |  |  |  |
| Points when this knowledge/these skills will be revisited |  | | | | | |
|  |  |  |  |  |  |
| **EMPOWERING** | Key vocabulary | * anatomy * anaesthetics * antibodies * antiseptic surgery * antiseptics * bacteria * barber surgeons * Catholic Church * cesspit * chemotherapy * chloroform * cholera * contagious | * diphtheria * dissection * epidemic * flagellants * Four Humours * genetics * germ theory * Great Stink, * 1858 * haemophilia * herbal * immunise * infection * inoculation * laissez-faire * leeches * lung cancer * magic bullets * miasma | * NHS (National Health Service) * pathogen * penance * penicillin * radiotherapy * septicaemia * sterilise * syphilis * tuberculosis * tumour * urine chart * vaccination * vaccine * virus * vivisection * x-rays |  |  |  |
| Opportunities to engage with different cultures/perspectives/voices |  | | | | | |
| Relevance to real world and careers |  | | | | | |
| **CHALLENGING** | Homework |  |  |  |  |  |  |
| Super curricular recommendations |  | | | | | |