



HISTORY

Curriculum Intent and Overview (Years 7-11)

Intent Statement

Our mission is to stimulate the scholarly interest of our students in History, to nurture a spirit of enquiry and curiosity and a passion for the subject. We intend to develop resilience in our students, to make them question and think critically about information they are given, and to persevere and embrace challenge and difficulty.

We want them to recognise that History itself is an interpretation, and therefore consider a range of interpretations before forming their own judgement. We want them to develop empathy and an understanding of the diverse nature of society. History will teach them the art of collaboration and confidence.

		MICHAELMAS TERM	LENT TERM	SUMMER TERM
KEY STAGE 3	Year 7	Source Skills: The Mali Empire The Norman Conquest: Who should be King? Why did William win the Battle of Hastings? How did William keep control? How effective was William? What happened to William Rufus? Church and State: Crusades; White Ship; The Anarchy – Stephen and Matilda; Medieval Church, Thomas Becket and Henry II.	King John & Making of Parliament: King John; Magna Carta; Simon de Montfort; the rise of Parliament. Black Death. Peasants' Revolt. The Making of the UK: Relationship between England and Wales, Scotland and Ireland. Medieval Life: Including town and village life; disability; Jewish presence; Black presence; crime and punishment; public health and medicine; coinage.	Wars of the Roses, Richard III and the Princes in the Tower: The early Tudors: Henry VII; Henry VIII; Break with Rome; Edward VI; Mary I.
	Year 8	Kingdom of Benin: Did the Obas of Benin rule like the Tudors of England? Elizabeth I and the later Tudor and early Stuart period:	Elizabeth I and the later Tudor and early Stuart period continuation: Charles I, English Civil War; Cromwell. Restoration & Glorious Revolution:	Society: Witchcraft American Wars of Independence The French Revolution



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		Including religion; Armada, beginnings of the Transatlantic Slave Trade and colonisation; James I.	Charles II; Glorious Revolution; Queen Anne; Role of 17 th and 18 th monarchs in the Transatlantic Slave Trade. Society: Plague and Great Fire	
	Year 9	Industrial Revolution Why was the Industrial Revolution so significant? From Slavery to Black Lives Matter: Including Transatlantic Slave Trade; Jamaica 1760-1865; What can we learn from Black British music about life for Black Britons from 1948-2020?; Life for African American after the end of slavery	Empire: Including India before the Raj; East India Company; 1857. World War 1: Including causes; life on the front line; soldiers of Empire; independence for Ireland; Votes for Women.	World War 2 and the Holocaust: Including causes; key events; Alan Turing; Atomic bomb; Holocaust and genocide post 1945.
KEY STAGE 4	Year 10	Weimar Germany The Rise of the Nazis Life in Nazi Germany 1933-39	Life in Germany 1939-45 Postwar Germany 1945-55 Begin International Relations 1918-1975	International Relations 1918-1975 Begin 'War and British Society c790-c2010'
	Year 11	Continue 'War and British Society c790-c2010'	Personal Rule to Restoration 1629-1660 Kenilworth Castle	Revision