

Implementation of the curriculum

Year group	HT1	HT2	HT3	HT4	HT5	HT6
7	How did the Normans conquer and control England? JDA K A	What was life like for different people in a medieval town? JSM K A J	How did the Church impact medieval medicine? JDA K A E	How did Henry VIII strengthen his throne? JSM K S E	The Golden Age of Queen Elizabeth: myth or reality? JDA K Lit E	Why were Kings back in fashion by 1660? (Civil War) DAS Lit
8	How far did the Industrial Revolution change Britain? DAS K J C	Local history study: How was Bolton affected by the Industrial Revolution? DAS K Lit A L	How should the British Empire be remembered? JDA Lit E S	Should reparations be paid as a result of the transatlantic slave trade? JSM K J	What did the road to Indian independence and the creation of Pakistan look like? (Local context) JDA K S C L	Life in Britain: Why were women denied the vote before the Suffrage movement? JDA / DAS KSLitC
9	Was the First World War a major international crisis? JSM K E J	What was life like in Hitler's Germany? JDA K Lit	How were people across Europe affected by the Second World War? JDA Lit S A	How did the Civil Rights movement transform America? JDA K A E C	How did the Cold War become an international crisis? JSM / JDA K Lit E	How far can ideology and religion be blamed for conflict? JDA KSLitC
10	USA Boom JDA Medicine JDA / DAS	USA Depression JDA Medicine JDA / DAS	USA Post War JDA Medicine JDA / DAS	Conflict in Asia JDA Elizabethan England RKL	Conflict in Asia JDA Elizabethan England RKL	Conflict in Asia JDA Exams
11						

Theme Key
Causation
Change
Diversity/similarity
Historical environment
Interpretation
Historical enquiry
Significance
Thematic Study

Skill Key – Skills that will be explicitly taught
K
Lit
J
A
E
S
C
L

Curriculum Overview

7	<p>How did the Normans conquer and control England?</p> <p>This is a useful starting point for emerging historians. Students are able to explore the mass social, political and economic changes emerging as a result of the Norman Conquest. They will learn how Britain slowly emerged out of these systems of governance and went on to form a Common Law, Common Taxation and a shared social structure. It is arguably the beginning of all "modern" history and is a fundamental foundation. Pupils explore how 'English identity' is constructed and perceived in the aftermath of key events during this era.</p>	<p>How did life differ for the inhabitants of a medieval town? (Medieval England)</p> <p>Students are introduced to the idea of social history and hierarchies through exploration of life and governance in the medieval era. Key concepts such as the role of the State and individuals are emphasised. Students are encouraged to make parallels to modern life. This unit also accommodates for a development of historical literacies through source-based work. The stories of Beckett and King John are excellent examples – they also allow a good amount of analysis and interpretation.</p>	<p>How did the Church impact medieval medicine?</p> <p>This module challenges students to assess change and continuity in power structures through history. They explore the role of the medieval Church in medicine and scientific knowledge. Students are made aware of power struggles between Church and State and explore the gradual shifts in power over time. They are encouraged to think critically about the role of the church in the regression of medical knowledge in the medieval period.</p>	<p>How did Henry VIII strengthen his throne?</p> <p>This module enables students to evaluate the transformative role of the Tudor Dynasty in Britain. Our year 7s are delve into a world of religious intolerance, succession crises and civil war. They explore the fragility of power and the struggle for dominance. Students study the role of significant historical figures and events, assessing how each contributed to the birth of modern history and a break from medieval society. Students go beyond clichéd readings of the Tudors and instead focus on how the Tudors enshrined Britain's position on the global stage.</p>	<p>The Golden Age of Queen Elizabeth: myth or reality?</p> <p>This unit follows on from the last as students explore how Elizabeth consolidated her place on the throne and became the first in a line of female monarchs to hold a long and successful tenure on the throne. Students will explore the struggles and opposition faced by Elizabeth and how she overcame political, foreign and personal adversaries. Elizabethan society and culture will serve as case studies for understanding the wider impact of her rule.</p>	<p>Why were Kings back in fashion by 1660? (Civil War)</p> <p>The feud between the powers of parliament and monarchy is pivotal even in today's society. Students will critically assess the extent of parliament's power and the monarchy's power in Stuart England. They are encouraged to assess concepts such as divine rule, democracy and constitutional power. They will explore ideas of opposition, rebellion and challenge to existing authority which allows them to make links to modern day developments and events. They will explore causation and consequence in greater depth and be encouraged to apply their own historical judgements. This unit lends itself to engaging students to participate in activities such as trials and class debates.</p>
8	<p>How far did the Industrial Revolution change Britain?</p> <p>The industrial revolution is the study of how our modern world came into being. Students will delve into the history of technology and innovation which still continues today. Our young historians will use their entrepreneurial skills to explore new inventions of the time, social issues, and the changing class structures. This unit is designed to make students question where innovation came from and to assess the impact of technological progression.</p>	<p>Local history study: How was Bolton affected by the Industrial Revolution?</p> <p>Much of the industrial revolution is a localised history varying from region to region. This unit will allow students to see the industrial revolution, its advances and its setbacks, through the unique lenses of their local area. Students will conduct research on a local topic of their choice to complete a project to demonstrate their knowledge. A local study will help students to familiarise themselves with their current community and understand some of the social issues that still persist in the North West.</p>	<p>How is the British Empire remembered? (Migration)</p> <p>The British Empire is a contentious issue in the current fight for the post-colonial narrative and in this topic, students will investigate various modern narratives concerning the colonised and the coloniser. These narratives will challenge students' current vision and perceived notions of Britain's place in the world and in history. Students will learn how Britain emerged as the world's greatest superpower of the day whilst simultaneously considering the human cost of the empire and assessing its impact on their current British identity.</p>	<p>Should reparations be paid as a result of the transatlantic slave trade?</p> <p>This unit flows from the previous one regarding the British Empire since the transatlantic slave trade serves as an essential case study for the colonised vs. coloniser narrative. Students will analyse the human cost of the empire and its impact on the entire world, from Europe to the Americas. Moreover, students will be able to trace this history to the modern day to assess the current impact of slavery such as Jim Crow laws, the Civil Rights movement, and institutional discrimination which still plagues Western society. This unit will enlighten students' preconceived ideas of the structures of racism and its origin.</p>	<p>What did the road to Indian independence and the creation of Pakistan look like? (Local context)</p> <p>The post-colonial narrative continues in this unit since students explore a former colony in detail. Students will explore local sources and will focus predominantly on the Indian-Pakistani story and the struggle for independence by looking at key figures such as Gandhi, Jinnah, and Nehru. Given the students' ethnic background, the study of the history of their ancestry will: challenge their own ideas and prejudices, it will encourage students to ask questions about themselves, and it will allow them to understand their own heritage from an academic perspective.</p>	<p>Life in Britain: Why were women denied the vote prior to the Suffrage movement?</p> <p>The suffrage movement is yet another challenge to the prevailing patriarchal and colonial narrative of the time. Students will explore the progression of the right to have a say in the governance of the country by focussing on the Chartists and Suffragettes. This is to give students an understanding of the importance of the right to vote and a better understanding of democracy and their place within it. Students will be able to link and apply their learning to current issues around gender inequality and gender discrimination.</p>
9	<p>Was the First World War a major international crisis?</p> <p>This unit will introduce students to the birth of 20th century Britain, signalling the end of the long nineteenth century. It will push students to challenge existing historical narratives of Britain's place in the world. Students will assess how the First World War led to unprecedented changes in society, the economy and politics, many of which underpin modern society. Students will explore how international and mainly European power structures led to the outbreak of the war on such a significant scale. Students will further assess how this led to the birth of modern warfare and mass mechanisation. They will assess the human impact of this and evaluate why this war was a turning point and arguably the beginning of the most transformative century in human history.</p>	<p>What was life like in Hitler's Germany?</p> <p>The emergence of Nazi Germany is often misunderstood as a totalitarian and instant change but this unit will question students' ideas about how Hitler actually came to power and how the Nazis slowly transformed Germany from a functioning democracy to a dictatorship. Similarly, students will look at the local story of life for ordinary people in Nazi Germany and discover how different groups of people were treated and how this was linked to a rigid and racist ideology. This unit will inform students about the importance of protecting minority groups and the freedoms we take for granted today.</p>	<p>How was morale built on the home front during the second world war?</p> <p>This unit will reveal the bigger picture of the war and the efforts of ordinary people in Britain to provide resources to support the frontline. Students will look at propaganda and campaigns which were used to boost morale in Britain. Significantly, students will evaluate how much the war and the experience of the home front shapes current British values and identity. However, the extent to which these values are still valid and the need for a new and more inclusive identity will also be explored.</p>	<p>How did the Civil Rights movement transform America?</p> <p>The themes of inclusivity and identity are further explored in this unit in the context of civil rights in America after WWII. Students will explore the social issues facing African-Americans during the 1950s and 60s and their origins in slavery and racial discrimination. We will cover two prevailing narratives of the time, Malcolm X's change through direct action and MLK's change through pacifism. Student's will assess these narratives and the movement as a whole. Students will be able to link and apply their learning to current issues around racial inequality and racial discrimination in America.</p>	<p>How did the Cold War become an international crisis?</p> <p>The Cold War investigates the wider international tensions that prevailed throughout the latter of the 20th century. The ideological world struggle between capitalism and communism will be the ongoing context of the unit as students explore the various events that increased tensions between the USSR and the USA as well as the era of détente. This unit is designed to make students understand our current political world and the events that have shaped international politics.</p>	<p>How far can ideology and religion be blamed for conflict? With links to Russian Revolution and Vietnam War.</p> <p>This unit encompasses political and religious beliefs and explores prevailing ideologies such as capitalism, communism, Islam, and Christianity. Ideology and beliefs are an essential part of an individual's identity and daily life therefore it is essential for student's to understand and be able to criticise and assess the impact of these beliefs on society. Students will assess the impact of ideology using the two case studies of the Russian Revolution and the Vietnam War. This unit is designed to allow students to see the real-life impact of certain ideologies and to apply their learning to current events.</p>

Curriculum Overview

10	<p>USA Boom The start of the GCSE course focuses on 1920s America. We start with this topic to follow on thematically from the previous units in year 9. This topic focuses on opportunity and inequality throughout the 1920s. Previous topics will be recalled and utilised such as WW1, the industrial revolution, the slave trade, and ideology. This topic allows students to explore social issues such as poverty, discrimination, and racism. It also contains engaging topics such as flappers, cinema, prohibition, and gangsters. This unit will allow students to assess opposing sides and opposing experiences of different people during the same event to help them understand the dichotomous nature of historical periods.</p>	<p>USA Depression This section focuses on the Wall Street Crash and its impact on American society. Students will continue to study social issues such as unemployment and homelessness. This unit takes on a more political stance where students will get the opportunity to investigate the political spectrum and the emergence of the capitalist and communist divide by looking at Roosevelt's New Deal and its impact across different sectors of American society and government.</p>	<p>USA Post War This topic will give students the chance to study civil rights in more depth. The students will gain cultural capital by looking at key figures such as Martin Luther King Jr., Rosa Parks, and Malcolm X. Students will look at specific legal case studies and analyse their success. Overall, students will gain a clearer understanding of the immense struggle for equality that dominated the 20th century. This unit will inform students about the importance of protecting equality movements, the freedoms we take for granted today, and the need to keep the fight going even in our modern world.</p>	<p>Conflict in Asia This topic links extensively to the USA unit where students will again look at the role of the US in the world and analyse how the USA wielded its power on a global level. Students will investigate the reasons for US military intervention in Korea and Vietnam, the actual events of interventions, as well as the consequences at home and abroad. This unit allows students to look at the proxy wars of the Cold War and analyse both the global impact of the superpower rivalry as well as regional and national implications.</p>	<p>Conflict in Asia</p>
11	<p>Medicine Through Time This is the GCSE unit which studies the evolution and also the regression of medicine over a thousand years. This is a cross-curricular study, incorporating religious studies and science. This unit allows students to understand a single topic, as oppose to an event or time period, and to analyse the topic with reference to themes rather than purely chronology. Essentially students will be able to see the history of science and biology over time and apply their knowledge to current day medical breakthroughs. This unit will help challenge students conception of history and medicine itself by analysing how much medicine progressed or regressed through different eras. This topic involves evaluation and synthesis skills and therefore students will have been able to acquire these skills throughout their time at Essa over the past 4 years.</p>	<p>Medicine Through Time This is a cross-curricular study, and to biology over time and apply their knowledge to current day medical breakthroughs. This unit will help challenge students conception of history and medicine itself by analysing how much medicine progressed or regressed through different eras. This topic involves evaluation and synthesis skills and therefore students will have been able to acquire these skills throughout their time at Essa over the past 4 years.</p>	<p>Elizabethan England This topic links to topics previously studied such as Henry VIII and Queen Elizabeth. In this unit, students will study areas such as the exploration of the New World, the Spanish Armada, and religious settlements. It will allow students to look at English history in detail and provide them with key cultural capital by looking at key British historical events and people. This unit explores how Elizabeth consolidated her place on the throne and became the first in a line of female monarchs to hold a long and successful tenure on the throne. Students will explore the struggles and opposition faced by Elizabeth and how she overcame political, foreign and personal adversaries. Students study Elizabethan England at this point in the curriculum to synthesis ideas from the previous medicine unit.</p>	<p>Elizabethan England</p>	<p>Revision</p>