

Overall Curriculum Goals

1. To open up new, national, international and local historical worlds to pupils, embracing political, social, cultural, religious, economic, scientific, artistic and military dimensions, so that pupils can understand how the past worked, how different or similar it was and why things have happened.
2. To enable pupils to develop an understanding of historical time and chronology and be able to place events in the big picture.
3. To furnish pupils' minds with historical vocabulary, concepts and expressions, which are revisited in different contexts, so that pupils articulate their thinking in history increasingly well and with increasing sophistication
4. To enable pupils to understand that history is a construct of the past, and that people construct the past based on their own beliefs, views and contexts; that some events are viewed as more significant than others and views on significance can change.
5. To teach students how to construct structured, coherent, cogent historical narratives that weighs cause and consequence, makes connections, draws contrasts and provides reasoned perceptive analysis, disciplined by evidence.

To have a chronological understanding of the past which allows pupils from all backgrounds to access and develop an understanding of the world we live in today and how past events have been both interpreted and have shaped our lives and those around us through key themes and concepts

GCSE [EDEXCEL] Year 9

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
KS3 curriculum [see KS3 mapping document]	<p><u>Medieval crime and punishment, 1000-1500</u></p> <p>Criminal activity:</p> <ul style="list-style-type: none"> • Crimes against the person, property and authority, including poaching as an example of 'social' crime. • Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws. <p>Law enforcement: The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable</p> <p>Punishment: The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild.</p>	<p>Crime and punishment in Early Modern England, 1500-1700</p> <p>Criminal activity:</p> <ul style="list-style-type: none"> • Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. • New definitions of crime in the sixteenth century: vagabondage and witchcraft <p>Law enforcement: The role of the authorities and local communities in law enforcement, including town watchmen</p> <p>Punishment: The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code</p>			

				Case studies: The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending	Case studies: <ul style="list-style-type: none"> • The Gunpowder Plotters, 1605: their crimes and punishment. • Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas				
				Poaching social crime Authorities tithings Hue and Cry parish Deterrence retribution Corporal capital Wergild sanctuary Clergy trial by ordeal	Heresy treason Vagabondage watchmen Transportation bloody code Plotters witch-hunts Hysteria Break with Rome burning at the stake Reformation Catholic Protestant
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
✓	✓	✓	✓	✓ Critical thinking ✓ Written communication ✓ Research skills	✓ Critical thinking ✓ Written communication ✓ Research skills
Homework	Homework	Homework	Homework	Homework	Homework
				How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work

GCSE: Year 10

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><u>Crime and punishment, 1700-1900 [18th and 19th centuries]</u></p> <p>Criminal activity:</p> <ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs <p>Law enforcement:</p> <p>The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID</p> <p>Punishment:</p> <p>Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry</p> <p>Case studies:</p> <ul style="list-style-type: none"> Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force 	<p><u>Whitechapel, c1870–c1900: crime, policing and the inner city</u></p> <p>The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner-city area of poverty, discontent and crime.</p> <p>The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel.</p> <p>The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee.</p> <p>Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the</p>	<p><u>Henry VIII and his ministers, 1509-1540</u></p> <p><u>Key topic 1: Henry VIII and Wolsey, 1509–29</u></p> <p>Henry VIII, Renaissance Prince</p> <ul style="list-style-type: none"> 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 <p>Reasons for Wolsey’s rise to power.</p> <ul style="list-style-type: none"> His personality, roles and wealth. Wolsey’s reforms: enclosures, finance and justice. The Eltham Ordinances. Reasons for and reactions to the Amicable Grant <p><u>Key Topic 2: Henry VIII and Cromwell 1529-40</u></p> <p>Cromwell’s rise to power</p> <ul style="list-style-type: none"> Personality and early career, including service to Wolsey, election as an MP and eventual membership of the Royal Council. How he handled the King’s annulment and how he influenced Henry VIII. Role as Henry VIII’s chief minister. 	<p><u>Henry VIII and his ministers, 1509-1540</u></p> <p>Cromwell and the King’s marriages</p> <ul style="list-style-type: none"> The reasons for the fall of Anne Boleyn, including the role of Cromwell in that fall Jane Seymour: marriage, heir and death. The influence of the Seymour’s <p>Cromwell and Government 1534-40</p> <ul style="list-style-type: none"> Reform and government and royal finances The management and use of Parliament <p>The fall of Cromwell</p> <ul style="list-style-type: none"> 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 <p><u>Key Topic 3: The Reformation and its impact, 1529-40</u></p> <p>The break with Rome</p> <ul style="list-style-type: none"> Henry as ‘defender of the Faith’. Reasons for Henry’s campaign against the Pope and Catholic Church, 1529-33 The significance of the Act of Succession and the Act of Supremacy in 1534. Cromwell’s role in their enforcement, including the use of oaths and treason laws. <p>Opposition to, and impact of, Reformation, 1534-40</p>	<p><u>Henry VIII and his ministers, 1509-1540</u></p> <p>The dissolution of the Monasteries</p> <ul style="list-style-type: none"> 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 dissolution. Beneficiaries and losers <p>The Pilgrimage of Grace, 1536</p> <ul style="list-style-type: none"> 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 <p><u>Superpower relations and the Cold War, 1941-91</u></p> <p><u>Key topic 1: The origins of the Cold War</u></p> <p>Early tension between East and West</p> <ul style="list-style-type: none"> 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 on the development of the atomic bomb, the Long and Novikov telegram and the creation of Soviet satellite states in Eastern Europe 	<p><u>Superpower relations and the Cold War, 1941-91</u></p> <p>The development of the Cold War</p> <ul style="list-style-type: none"> 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: it’s division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic <p>The Cold War intensified</p> <ul style="list-style-type: none"> The significance of the arms race and 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 <p><u>Key topic 2: Cold War crises, 1958-70</u></p> <p>Increased tension between East and West</p> <ul style="list-style-type: none"> 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

<p>1900-present crime and punishment</p> <p>Criminal activity:</p> <ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. Changing definitions of crime, including driving offences, race crimes and drug crimes <p>Law enforcement: The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention</p> <p>Punishment: The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison</p> <p>Case studies:</p> <ul style="list-style-type: none"> The treatment of conscientious objectors in the First and Second World Wars. The Derek Bentley case: its significance for the abolition of the death penalty. 	<p>Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders</p> <p>The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.</p>		<ul style="list-style-type: none"> 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 		<p>Cold War crises</p> <ul style="list-style-type: none"> 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 <p>Reaction to crisis</p> <ul style="list-style-type: none"> 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 Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Poaching Smuggling Pentonville Highwaymen Decriminalisation Robert Peel CID Social reformers Separate system Penal reform Neighbourhood Watch Specialisation non-custodial Abolition Race Crimes ASBO's terrorism Specialised police units	Context Prevalence Environment Segregation Anarchism Socialism Rookeries Protection rackets Vigilance Investigative policing Beat constable national and regional Charles Booth Poverty Map	Renaissance Accession Sovereignty Enclosures Ordinance Domestic Reform Foreign Policy Annulment Royal Council Chief Minister Almoner Papacy	Influences Reform Royal finances Council of the North Act of Union Imagining the king's death Male heir Church of England Defender of the faith Succession Reformation Supremacy Treason Oath Break with Rome	Dissolution Monasteries Commission Valour Ecclesiasticus Beneficiaries Uprising East West Superpower Grand Alliance Conference Ideological differences Atomic bomb Telegram US-Soviet relations Soviet Satellite states Communism	Doctrine Aid Cominform Comecon NATO Zones Blockade Airlift Arms race Uprising Refugee Ultimatum Summit meeting hotline Treaty Non-proliferation Measures

CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Journalism ✓ Police ✓ Forensics 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ London trip 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ London trip 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ London trip 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics
Homework	Homework	Homework	Homework	Homework	Homework
How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work Meanwhile Elsewhere: Black Tudors Case study	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work

GCSE – Year 11

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><u>Key topic 3: The end of the Cold War, 1970–91</u></p> <p>Attempts to reduce tension between East and West</p> <ul style="list-style-type: none"> • 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 <p>Flashpoints</p> <ul style="list-style-type: none"> • The significance of the Soviet invasion of Afghanistan, the Carter 	<p><u>Option 31: Weimar and Nazi Germany, 1918–39</u></p> <p><u>Key topic 1: The Weimar Republic 1918–29</u></p> <p>The origins of the Republic, 1918–19</p> <ul style="list-style-type: none"> • The legacy of the First World War. The 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. <p>The early challenges to the Weimar Republic, 1919–23</p>	<p>Changes in society, 1924–29</p> <ul style="list-style-type: none"> • 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 <p><u>Key topic 2: Hitler’s rise to power, 1919–33</u></p> <p>Early development of the Nazi Party, 1920–22</p>	<p>How Hitler became Chancellor, 1932–33</p> <ul style="list-style-type: none"> • 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. <p><u>Key topic 3: Nazi control and dictatorship, 1933–39</u></p> <p>The creation of a dictatorship, 1933–34</p> <p>The police state</p>	<p><u>Life in Nazi Germany 1933-39</u></p> <p>Nazi policies towards women</p> <ul style="list-style-type: none"> • Nazi views on women and the family • Nazi policies towards women, including marriage and family, employment and appearance <p>Nazi policies towards the young</p> <ul style="list-style-type: none"> • 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 <p>Employment and living standards</p>	

<ul style="list-style-type: none"> • Doctrine and the Olympic boycotts. • Reagan and the ‘Second Cold War’, the Strategic Defence Initiative <p>The collapse of Soviet control of Eastern Europe</p> <ul style="list-style-type: none"> • The impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening Soviet grip on Eastern Europe. • 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 	<ul style="list-style-type: none"> • 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; the reasons for, and effects of, the French occupation of the Ruhr <p>The recovery of the Republic, 1924–29</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <p>The Munich Putsch and the lean years, 1923–29</p> <ul style="list-style-type: none"> • 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 <p>The growth in support for the Nazis, 1929–32</p> <ul style="list-style-type: none"> • The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The 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. 	<ul style="list-style-type: none"> • 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 and Protestant Churches including the Reich Church and Concordat <p>Controlling and influencing attitudes</p> <ul style="list-style-type: none"> • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1939 • Nazi control of culture the arts, including art, architecture, literature and film <p>Opposition, resistance and conformity</p> <ul style="list-style-type: none"> • The extent of support for the Nazi regime • Opposition from the Churches, including the role of Pastor Niemoller • Opposition from the young, including the Swing Youth and the Edelweiss Pirates 	<ul style="list-style-type: none"> • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. <p>The persecution of minorities</p> <ul style="list-style-type: none"> • Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. <p>***Revision of key concepts and exam preparation***</p>	
<p>Key Vocabulary/Concepts/Ideas</p> <p>New Thinking Glasnost Perestroika Collapse Berlin Wall Vietnam War Gorbachev Reagan Afghanistan Economic Mujahideen CIA Embassy SDI Evil Empire ‘First Strike’</p>	<p>Key Vocabulary/Concepts/Ideas</p> <p>Versailles Armistice November Criminals Abdication Ebert Hyperinflation reparations Ruhr Freikorps Communism Revolution Kapp Putsch Stresemann Young Plan Dawes Plan Wall Street Crash</p>	<p>Key Vocabulary/Concepts/Ideas</p> <p>Fascism WW1 NSDAP DAP German Workers Party 25 Point Programme Mein Kampf Munich Putsch SA Storm Troopers Lean Years Communists Bamberg Conference</p>	<p>Chancellor President Bruning Hindenburg Von Papen Revolution Reichstag Concordat Propaganda Censorship Goering Goebbels Resistance Swing Youth Edelweiss Pirates</p>	<p>Key Vocabulary/Concepts/Ideas</p> <p>‘Hitler’s Little Helpers’ Kinder, Kirche and Kutsch Strength Through Joy DAP Invisible unemployed Autarky Rearmament Night of the Broken Glass Nurnberg Laws T4 Programme Euthanasia</p>	<p>Key Vocabulary/Concepts/Ideas</p>
<p>CIAG</p>	<p>CIAG</p>	<p>CIAG</p>	<p>CIAG</p>	<p>CIAG</p>	<p>CIAG</p>
<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics 	<p>✓</p>

