

5 Year Curriculum Overview

Ellesmere Park High School

Department:	History	Head of Department:	Miss Fudge
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Department Vision

“We are not makers of History. We are made by History” - Martin Luther King Jr

5 Year Overview -Departmental Curricular Intent

At Ellesmere Park High School, our history curriculum should inspire pupils to be curious and ask questions of Britain's past and that of the wider world. We want our students to think, read and speak like historians and to develop their cognitive skills to write as a historian. We want them to be independent learners using literacy to help them to understand the world they live in and become autonomous, deploying historically grounded understanding of terms such as peasantry, empire, and parliament.

We want our students to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. We want them to understand the process of change and to see how we arrived 'here' and help them make sense of the present. We want students to realise that the past is gone but history is constructed and contested and are able to use History's unique second-order concepts to construct arguments and support them to become analytical citizens who can question human motivation and society with skill and confidence.

Our teaching will equip students with knowledge of people who live in societies that are and have been divided in different ways by wealth, class, gender, and race, understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. This in turn will allow them to be inquisitive learners who will ask perceptive questions, view history from multiple perspectives and see connections between social, political, religious, and cultural history, as well as viewing history on different time scales.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7	Migration	The Norman Conquest	Power in the Medieval Period		Tudor Period	The start of the Early Modern Period
	<p>Enquiry Question: How did migration into Britain change society?</p> <p>Students will: Looking at the different groups and reasons why people moved to Britain and the impact they had on the culture and diversity of Britain.</p> <p>Concepts studied: Power, Religion, Economic, Political, Geographical.</p> <p>Historical concepts: Change and Continuity, Source analysis, Scholarship</p> <p>Assessment skills: Source Inference question and analytical writing on Change and Continuity.</p>	<p>Enquiry Question: How did William consolidate his power of Britain?</p> <p>Students will: Look at the importance of the French King taking power in England and the methods he had to put in place to maintain control of England such as Motte and Bailey Castles, Feudal System and the Domesday Book.</p> <p>Concepts studied: Invasion, Power, Control, Monarchy, Peasants.</p> <p>Historical concepts: Cause and Consequence, Source analysis, Scholarship</p> <p>Assessment skills: Source Inference question and analytical writing on cause and Consequence.</p>	<p>Enquiry Question: How much did power evolve in the Medieval Period? How powerful were African Kingdoms? What can a journey along the silk road tell us about the world?</p> <p>Students will: Look at how hygienic towns were, crime and punishment and the position and role of the church and the consequences for not following the rules set out by the church. Looking at African Kingdoms prior to the slave trade and the changing relationship between England, Scotland, Wales, Ireland and France.</p> <p>Concepts studied: Parliament, Power, War, Disease, Death, Nations, Trade, Countries, Religion, Empire, Government</p> <p>Historical concepts: Interpretations, Significance, Source Analysis, Scholarship</p> <p>Assessment skills: Source utility question and analytical writing on Significance and Interpretations.</p>		<p>Enquiry Question: How did religion change in the Tudor Period?</p> <p>Students will: Understand why Henry wanted to change the religion of the country from Catholic to Protestant. Looking at how his first daughter Mary changes the religion back to Catholic and the implications on her reign and the people of England. A detailed look at Elizabeth and her middle-way for religion and the war with Spain that occurred as a result of the religious tensions.</p> <p>Concepts studied: Protestantism, Catholicism, Church, Religion, War, Power, Reformation, Monarchy.</p> <p>Historical concepts: Change and Continuity, Source analysis, Scholarship.</p> <p>Assessment skills: Source utility question on a portrait and analytical writing on change and continuity.</p>	<p>Enquiry Question: Why did the world 'open up' for the Tudors and Stuarts?</p> <p>Students will: Evaluate the role of the Stuart family once they are back in power. Looking at key events that framed the period such as witchcraft, the Great Fire of London.</p> <p>Students will investigate the reasons behind the gunpowder plot and the Great Plague. They will look at exploration of Jamestown and the discovery of Portugal and Spain.</p> <p>Concepts studied: Religion, Power, Monarchy, Supernatural, Disaster, War, Power, Government, Monarchy, Superstition</p> <p>Historical concepts: Cause and Consequence, Source analysis, Scholarship</p> <p>Assessment skills: Source utility question and analytical writing on Cause and Consequence.</p>

English Civil War	The Age of Revolution	Slavery and the British Empire	Industrial Revolution	Power and People in the Industrial Era
<p>Enquiry Question: Why was Britain turned 'upside down' in the 17th Century?</p> <p>Students will: Investigate why the king and parliament went to war and understand the differences in the armies and the key battles.</p> <p>Students will understand the end result of the English Civil War and how that led to England becoming a republic.</p> <p>Concepts studied: Protestantism, Catholicism, Church, Religion, War, Power, Parliament, Monarchy.</p> <p>Historical concepts: Cause and Consequence, Source analysis, Scholarship</p> <p>Assessment skills: Source inference question and analytical writing on cause and consequence</p>	<p>Enquiry Question: How revolutionary was the age of revolution?</p> <p>Students will: Students will look at two opposing revolutions. The French Revolution and the American Revolution and the different aims.</p> <p>Students will look at the events and consequences of the revolutions and the impact it had on the countries they were in.</p> <p>Concepts studied: Power, Economy, Invasion, Control, Slavery, Resistance, Rebellion, Discrimination, Class, Territory.</p> <p>Historical concepts: Significance, Source Analysis, Scholarship</p> <p>Assessment skills: Source utility question and analytical writing on Significance.</p>	<p>Enquiry Question: How much did the Slave Trade fuel the British Empire?</p> <p>Students will: Investigate life in Mali pre-slavery, life on board a slave ship, what a slave auction is like, living conditions on the plantations and the people who tried to abolish slavery. They will learn about the different countries that Britain ruled, India being the Jewel in the Crown of the British empire.</p> <p>Students will investigate who the British Empire benefitted as well as looking at the disastrous consequences to the indigenous people of the places that Britain controlled.</p> <p>Concepts studied: Power, Economy, Invasion, Control, Slavery, Resistance, Rebellion, Discrimination, Empire, Territory, Government, Indigenous people, colonisation, Imperialisation, Nationalisation.</p> <p>Historical concepts: Cause and Consequence, Source analysis, Scholarship</p> <p>Assessment skills: Source utility question and analytical writing on Cause and Consequence.</p>	<p>Enquiry Question: How was Britain revolutionised?</p> <p>Students will: Learn about the change from the countryside to the city and how that led to a change in the living and working conditions for the people of Britain.</p> <p>Students will look at how these living and working conditions led to protest ranging from suffragettes to Chartists.</p> <p>Concepts studied: Power, Reform, Protest, Living Conditions, Working Conditions, Politics, Campaign.</p> <p>Historical concepts: Significance, Cause and Consequence, Change and Continuity</p> <p>Assessment skills: Source inference question and analytical writing on change and continuity.</p>	<p>Enquiry Question: How did people fight for freedom in Industrial Britain?</p> <p>Students will: Students will look at the key battles for getting the vote in the Industrial Revolution. Looking at the Luddites whose work was threatened by machines. The Chartists who fought for the vote. The massacre at Peterloo and a focus on Suffragettes.</p> <p>Concepts studied: Power, People, Franchise, Vote, Freedom, Suffrage.</p> <p>Historical concepts: Source Analysis, Scholarship</p> <p>Assessment skills: Source utility question and analytical writing on significance.</p>

WWI	WWII	Holocaust and Genocide	20 th Century	Cold War
<p>Enquiry Question: Why are there different interpretations of WWI?</p> <p>Students will: Look at the long-term causes of WWI and the short-term causes, including the eventual trigger in the assassination of Archduke Franz Ferdinand.</p> <p>Students will look at how they had to recruit more soldiers due to the fact that the war didn't end at Christmas like they thought it would. Finally, we will look at the why the Battle of the Somme was so devastating.</p> <p>Concepts studied: Power, Empires, Militarism, Nationalism, Imperialism, War, Western Front, Propaganda.</p> <p>Historical concepts: Interpretations, Cause and Consequence, Source analysis, Scholarship.</p> <p>Assessment skills: Source utility question and analytical writing on cause and consequence.</p>	<p>Enquiry Question: What was the Blitz Spirit?</p> <p>Students will: Students will look at the key battles in WWII such as Battle of Britain, the reasons why we were able to dominate the skies.</p> <p>Students will learn about the race against time to evacuate the soldiers from the beaches of Dunkirk.</p> <p>Students will understand the changes on the Homefront and the work that people did to ensure the war continued abroad. A focus on the rise of Hitler.</p> <p>Concepts studied: War, Power, Dictatorship, Community, Power, Control, Dictatorship, Oppression, Opposition, Government, Race.</p> <p>Historical concepts: Cause and Consequence, Source analysis, scholarship.</p> <p>Assessment skills: Source utility question and analytical writing on Cause and Consequence.</p>	<p>Enquiry Question: How did persecution worsen over time?</p> <p>Students will: A focus on life for Jewish people pre holocaust getting students to realise that they were just like everybody else. Students will look at the persecution of Jewish people from the ghettos to concentration camps. Students will look at the collaborators, perpetrators and bystanders during the Holocaust and how each one contributed to the killing of millions of people.</p> <p>Students will continue to look at the Greenman family and how Leon survived the life after the concentration camps were liberated.</p> <p>Lastly a focus on remembrance of the Holocaust. Looking at the various different genocides that have impacted upon the world. Student will look at the impact of the Armenian genocide on the relationship between Armenians and Turkish people.</p> <p>Students will learn about the Cambodian genocide and the impact that the killing fields have on tourism in the country today. Students will understand the causes of the Bosnian genocide and the similarities to the Holocaust with concentration camps. Students will look at the Rwandan genocide looking at the impact that the Belgian colony had on the country in 1994.</p> <p>Concepts studied: Power, Control, Dictatorship, Oppression, Opposition, Government, Race, Racism, Religion.</p>	<p>Enquiry Question: Was the 20th Century the Century of Misery?</p> <p>Students will: Students will understand how 1920s America was a time of boom and bust. Looking at how America entered the start of the century in a good place with new culture and how by 1929 they were in a depression.</p> <p>Students will look at the interpretations of life in America throughout the ages.</p> <p>Concepts studied: Racism, Economy, Politics, Culture, Cinema, Stocks, Trade, Profit, Boom, Bust.</p> <p>Historical concepts: Interpretations, Source analysis, Scholarship.</p> <p>Assessment skills: Source utility question and analytical writing on interpretations</p>	<p>Enquiry Question: How 'hot' was the Cold War?</p> <p>Students will: Students will look at the causes of the Cold War and the differences between Communism and Capitalism. They will explore the space race and the arms race in the competitive nature of the Cold War.</p> <p>A focus on crisis's of the Cold War such as Berlin Airlift, Berlin Wall and Cuban Missile Crisis. A look at the Cold War by proxy in the Vietnam War. Finally the end of the Cold War and the collapse of the Soviet Union.</p> <p>Concepts studied: War, Power, Politics, Oppression, Tension, Capitalism, Communism, Weapons, Arms race, Berlin, Crisis.</p> <p>Historical concepts: Significance, Source analysis, Scholarship.</p> <p>Assessment skills: Source inference question and analytical writing on Significance.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 10	Medicine through Time			Early Elizabethan England		
	<p>Enquiry Question: How has medicine changed over time?</p> <p>Students will: Students will look at medicine from medieval period through to the modern day. Students will understand the causes of illness in medieval Britain and how religion and superstition played a major role in the treatment of disease. Students will learn about the logical ideas of Galen but how the church hindered progress of medicine. Students will then move on to the Renaissance period, which was a time of scientific discovery.</p> <p>Students will discover the work of Vesalius, Harvey and Sydenham to improve medicine as well as the problem of the Great Plague. Students will learn about the dark period of surgery in the Industrial Revolution and how most people who went for an operation would die of infection.</p> <p>The Cholera epidemic will allow students to understand the way in which medicine stopped progressing. The students will then look at the development of technology in the modern period in the fight against diseases such as lung cancer. Students will also look at the impact our lifestyle choices have on our health. The unit finishes with a focus on medicine on the western front, looking at how advances in medicine came from the war.</p> <p>Concepts studied: Medicine, Causes of illness, Treatment of illnesses, Disease, Government, Religion, War, Individuals, Science and technology, Communication.</p> <p>Historical concepts: Significance, Cause and Consequence, Change and Continuity</p> <p>Assessment skills: Inference, Analytical writing, Source Utility, Analysing Interpretations.</p>			<p>Enquiry Question: What was the golden age of Elizabeth?</p> <p>Students will: Study the reign of Elizabeth. Looking at the problems she faced as a young queen, having to sort out the religion of the country and the debts inherited from her sister. Students will understand the role religion played in creating a constant threat to Elizabeth's life due to the Catholics wanting to assassinate Elizabeth and putting Mary Queen of Scots on the throne, which is played out in the many plots against her life.</p> <p>Students will look at the rivalry between England and Spain, based primarily on religion which ultimately leads to the Spanish Armada. The last unit focuses on life in Elizabethan England, looking at the hobbies and sports played by the different classes and the emergence of theatre. They will study the different types of education on offer to young people in Elizabethan England.</p> <p>Students will also investigate the plight of the poor in Elizabethan society. The study moves on to the period of exploration and the different journeys undertaken by Sir Walter Raleigh.</p> <p>Concepts studied: Power, Monarchy, Female, Religion, Government, Family, Marriage, Exploration, War, Society Poverty, Leisure.</p> <p>Historical concepts: Significance, Cause and Consequence, Change and Continuity</p> <p>Assessment skills: Inference, Analytical writing, Source Utility, Analysing Interpretations.</p>		

Nazi Germany	American West	Revision
<p>Enquiry Question: How did Hitler create a dictatorship in Germany?</p> <p>Students will: Study the Weimar Republic, the government set up at the end of WWI to govern Germany. Students will understand the challenges from Spartacists and Friekorps as well as the economic problems of hyperinflation and the intense dislike of the Treaty of Versailles. Students will learn about the golden age of the Weimar republic, bolstered by the loans from the Dawes and Young plan and the new foreign treaties agreed by Chancellor Stresemann.</p> <p>Students will move on to look at how the Nazis manoeuvred themselves into the position of power. Students will learn about Hitler's attempt to take power by violence through the failed Munich Putsch which ends in Hitler's imprisonment. The course will then move on to Hitler establishing a party based on democracy and using the Wall Street Crash as a way of gaining votes on the road to chancellorship.</p> <p>Students will then understand the way in which Hitler turned Germany into a dictatorship and how he changed the lives of German people and started a campaign of persecution against minorities.</p> <p>Concepts studied: Germany, Power, Democracy, Dictatorship, War, Chancellor, Foreign Policy, Economic Policy, Propaganda, Censorship, Control, Minorities.</p> <p>Historical concepts: Significance, Cause and Consequence, Change and Continuity</p> <p>Assessment skills: Inference, Analytical writing, Source Utility, Analysing Interpretations.</p>	<p>Enquiry Question: Was the west really wild?</p> <p>Students will: Start looking at the lives of the Native American Indians on the Great Plains of America, understanding the living conditions and how they used the buffalo for all their needs.</p> <p>Students will then start looking at the different people that moved west as it was their 'manifest destiny'. The problems faced by the pioneers which led to many families dying on route, the problems the Mormons had in the east of America and their move to the west and setting up of Salt Lake City. The 69ers who moved west to make their fortune in the gold rush. The plans by the government to persuade people to move west to set up a homestead by luring them with offers of cheap land. Students will understand how the cow industry develops and the role in creating a wild west that was devoid of law and order.</p> <p>Students will understand the decline in the Indian way of life as a result of more people moving west.</p> <p>Concepts studied: Native American Indians, Settlement, Relocation, Territory, War, Great Plains.</p> <p>Historical concepts: Significance, Cause and Consequence, Change and Continuity</p> <p>Assessment skills: Inference, Analytical writing, Source Utility, Analysing Interpretations.</p>	<p>Students will: Revise for their 3 exam papers. Paper 1 – Medicine through Time and medicine on the Western Front. Paper 2 – Elizabethan England and American West Paper 3 – Nazi Germany.</p>

