

Kings College History Department: Curriculum Overview 2021-22

Curriculum Intent: The History Department offers a broad, knowledge-rich curriculum that focuses on:

- Teaching the significant events that occurred during the time periods studied
- Exploring how key events affected people living at that time (economically, socially, etc.)
- Analysing how key events have contributed to the world that we live in today.

Our aim is to challenge all students through a variety of questioning techniques and tasks that require them to apply the knowledge they have learnt and understand the causes and consequences of specific events. During KS3 each year group will have an emphasis placed upon a core historical skill. Students are expected to offer feedback on their own and others' written work in order to develop their understanding of historical analysis in response to specific questions. Ultimately, we are looking to develop students' critical thinking about the world around them.

| Year | Term 1 | | Term 2 | | Term 3 | | End Points |
|--|--|---|--|--|---|---|---|
| | Module 1 (6.5 weeks) | Module 2 (8 weeks) | Module 3 (5 weeks) | Module 4 (6 weeks) | Module 5 (6 weeks) | Module 6 (7 weeks) | |
| 7 | 1066 and Norman rule Local History: Guildford Castle | Importance of the Church in Medieval England | Life in Medieval England | Medieval Kingship (John I, Henry III, Edward I, Richard II) | Religion in Tudor England (Henry VIII and Reformation; Elizabeth I) | Religious Wars (James I and Gunpowder Plot; English Civil War) | All pupils can write historical narratives that are/include: |
| Skills Focus – Narrative Accounts | | | | | | | |
| Feedback points | Narrative: Controversy for English Throne Narrative: Battle of Hastings | Narrative: The First Crusade Summative Assessment | Narrative: The Life of a Peasant Narrative: | Narrative: How Kingship changed under John and Henry III Narrative: Murder of Thomas Beckett | Narrative: Religious turmoil in Tudor England Summative Assessment | Narrative: Gunpowder Plot Narrative: Causes of English Civil War | <ul style="list-style-type: none"> •Chronological/ sequential •Facts and events •Consequence |
| Direct Vocab. | Heir; omen; claimant; succession; hierarchy; rebel; Feudal System; ancestor; tax | Excommunicate; Pope; Church; tithe; afterlife; monk; monastery; pious; devout; Crusade; pilgrimage; nepotism | Ordeal; cauterise; trepanning; heraldic; plague; pestilence; epidemic; Four Humours; miasma | Parliament; Magna Carta; revolt; Provisions of Oxford; Great Cause; subjugation; colonisation; homage | Annul; Reformation; reform; dissolution; Papal authority; Protestant; plot; empire | Economic; revolution; Divine Right; grievance; republic; Puritan; civil war | |
| Key Questions | What was the problem in 1066? Who won the crown? How did they win the crown? How did they control England? | Why were people so religious? How did the Church control people's lives? Why was there a Crusade? What happened in the First Crusade? | How was society different? What was Guildford like in medieval times? How did people live and survive? How were people controlled? | What made a good King? Who were the good Plantagenet kings? Why were they good kings? Who were the bad Plantagenet kings? Why were they bad kings? | Why was religion causing problems? How did the rulers deal with these problems? What was life like for ordinary people? How did England change? | What caused the Civil War? Who did the two sides believe? What were the main battles? Why did Parliament win? How did the country change? | |

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| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | |
| 8 | Exploration, trade and slavery | American Civil War, Reconstruction and the Civil Rights Movement | The Industrial Revolution Local History: How did Guildford Change? | Victorian England and the fight for rights | Causes of the First World War | Fighting the first World War | |
| Skills Focus - The Usefulness of Sources | | | | | | | |
| Feedback points | Usefulness of Sources: Exploration to Exploitation Usefulness of Sources: Aspects of Slave Trade | Usefulness of Sources: Summative Assessment | Usefulness of Sources: Child labour Usefulness of Sources: Guildford | Usefulness of Sources: Reasons for/against THE Chartists Usefulness of Sources: Women's suffrage tactics | Usefulness of Sources: Causes of WWI Summative Assessment | Usefulness of Sources: WWI Propaganda Usefulness of Sources: Success/Failure at Somme | All pupils can analyse a variety of sources in historical context to explain its usefulness to a historian. |
| Direct Vocab. | Colony; imperialism; campaign; plantation; slave; rebellion; transatlantic; trade; exploit; auction | Reconstruction; civil rights; boycott; protest; expose; discrimination; prejudice; segregation | Domestic; factory; industry; labour; mass production; profit; corruption; canal | Suffrage; franchise; martyr; militant; separate spheres; | Militarism; alliance; tension; ultimatum; nationalism; assassination; mobilise | Attrition; propaganda; conscientious objector; cowardice; morale; emasculate; glorify; stalemate | |
| Key Questions | Why were European nations exploring the world? How did they exploit the indigenous people? What was life like for an enslaved person? What were the causes for the abolition of slavery? | What caused the Civil War? How were the lives of African Americans affected and changed by the war? What were the Jim Crow Laws? What was the Civil Rights struggle? | What was the industrial revolution? What were the main changes caused by the Industrial revolution? Did the industrial revolution benefit everybody? How did the industrial revolution change Guildford? | What was the industrial revolution? What were the main changes caused by the Industrial revolution? Did the industrial revolution benefit everybody? How did the industrial revolution change Guildford? | How did the age of Empire and imperialism affect the world? Why did countries believe in militarism? Why were alliances dangerous? Why was nationalism so popular? | Why did World War One turn into a war of attrition? Why did Germany use total war? How did the war affect people? Why did the Triple Entente win the war? | All pupils can also write historical narratives that are/include: <ul style="list-style-type: none"> • Chronological/ sequential • Facts and events • Consequence |

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| 9 | Treaty of Versailles | The Rise of Hitler and life in Nazi Germany | The Holocaust | The Second World War Local History: Guildford during the Blitz | Conflict between East and West: USSR vs. USA | GCSE: America, 1920-73: American people and the 'Boom' | |
| Skills Focus – Understanding Interpretations | | | | | | | |
| Feedback Points | Interpretations: Aims of the peacemakers Interpretations: Terms of the Treaty | Interpretations: Reasons Germans voted for Nazis Interpretations: How the Nazis ruled Germany | Interpretations: Origins of Hitler's ideology Interpretations: Who's to blame? | Interpretations: causes of WWII Interpretations: turning point of the war | Interpretations: Cold War Summative Assessment: | Interpretations: USA 1920s (economic) Interpretations: USA 1920s (social) | All pupils can analyse historical interpretations to identify their points of contrast, explain why the authors have their respective opinions and support each author's opinion with historical facts. All pupils can analyse a variety of sources in historical context to explain its usefulness to a historian. All pupils can also write historical narratives that are/include: • Chronological/ sequential • Facts and events • Consequence |
| Direct Vocab. | Compromise; contradict; armistice; treaty; reparations; demilitarise; disarmament; treaty; negotiate; idealist; realist | Disillusion; rhetoric; depression; putsch; Communism; Fascism; propaganda; dictator; spectrum; scapegoat; Aryan; Fuhrer | Anti-Semitism; unter/mensch; ideology; genocide; Final Solution; bystander; ghetto; Holocaust; pogrom | Anschluss; Blitzkrieg; Appeasement; Front; civilian; Enigma; evacuate; occupation | Soviet; Iron Curtain; Cold War; subversion; Domino Theory; Containment; retaliation; arms race; brinkmanship; deterrence; fallout; mutually assured destruction | Constitution; Federal; Supreme Court; isolationism; Consumerism; American Dream; prosperity; amendment; mass production; laissez-faire; Republican; Democrat | |
| Key Questions | What were the aims of the Big Three? Who achieved the most at the Paris Peace Conference? What were the main terms of the Treaty of Versailles? How did the Treaty affect Germany? Why did the Peace Conference lead to a rise in extremist politics? | What were Hitler's wilderness years? What did the Nazis believe? How did the Nazis seize power? What was life like in Nazi Germany? How did Hitler lead Germany to war? | Why did Hitler and the Nazis hate the Jews of Europe? Why and how did the Nazis persecute the Jews and other ethnic groups? How did the Nazis move from persecution to murder? How did the Nazis implement the Final Solution? How did Jewish people resist the Nazis? | How close were the Nazis to winning the war? How did the Nazis achieve this? What was life like in Britain during the war? How did the Allies turn the tide of the war across the world? How was the war in the West won? How was the war in the East won? | Why did the world divide post 1945? What did both sides want? How did both sides try to win? Why was there never a 'hot' war between the East and West? | How did the boom provide opportunities for: WASPs; Women; African Americans; Immigrants; Farmers? How did the boom cause inequality for: WASPs; Women; African Americans; Immigrants; Farmers? Who was the key President? What policies are they known for? | |

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| 10 | America, 1920-73: American people and the 'Boom' | America, 1920-73: Bust – Americans' experiences of the Depression and New Deal | America, 1920-73: Post-war America (McCarthyism and Civil Rights Movement) | Conflict and Tension, 1918-1939: Peace-making (Treaty of Versailles) | Conflict and Tension, 1918-1939: The League of Nations and international peace | Conflict and Tension, 1918-1939: The origins and outbreak of the Second World War | |
| Key Skills: Interpretations / Sources / Narratives / Essay Writing | | | | | | | |
| Feedback Points | Interpretations: Prohibition Explaining impact on lives: Car industry | Bullet-Point Essay: Economic Recovery (New Deal vs. WWII) PPE | Interpretations: MLK Interpretations: JFK | Cartoon source analysis: how do you know? Multiple source analysis: which is more useful? | Narrative Account: Manchuria Multiple source analysis: which is more useful? | Essay Question: Evaluating a statement PPE | All pupils can explain the impact of various factors on people's lives and write comparative and evaluative essays. All pupils can narrow the focus of their narrative accounts. |
| Direct Vocab. | Corruption; prejudice; segregation; discrimination; organised crime; | Overproduction; shares; buying 'on margin'; rugged individualism; poverty; deprivation; bankrupt; relief; recovery; reform; union; boondoggle | Undermine; subversion; hysteria; Communism; Witch Hunts; Supreme Court; feminism; appeal; | Compromise; contradict; armistice; treaty; reparations; demilitarise; idealist; realist; abdicate; supremacy | Self-interest; moral condemnation; disarmament; plebiscite; inevitable; covenant; undermine; sanctions; collective security | Appeasement; foreign policy; Lebensraum; demilitarise; volksdeutsch; | All pupils can analyse historical interpretations to identify their points of contrast, explain why the authors have their respective opinions and support each author's opinion with historical facts. |
| Key Questions | How did the boom provide opportunities for: WASPs; Women; African Americans; Immigrants; Farmers? How did the boom cause inequality for: WASPs; Women; African Americans; Immigrants; Farmers? Who was the key President? What policies are they known for? | How did the depression provide opportunities for: WASPs; Women; African Americans; Immigrants; Farmers? How did the depression cause inequality for: WASPs; Women; African Americans; Immigrants; Farmers? Who was the key President? What policies are they known for? | How did the post-war boom & civil rights movement provide opportunities for: WASPs; Women; African Americans; Immigrants? How did the post-war boom & civil rights movement cause inequality for: WASPs; Women; African Americans; Immigrants? Who were the key Presidents? What policies are they known for? | What were the aims of the Big Three? Who achieved the most at the Paris Peace Conference? What were the main terms of the Treaty of Versailles? How did the Treaty affect Germany? How did other Treaties lead to increased tension? | What were the aims of the League of Nations? What were the strengths of the League? What were the weaknesses of the League? How did these lead to increased conflict and tension? How did the Leagues failures lead to increased tension and conflict? Why did the League ultimately fail? | What were Hitler's main aims? How did these lead to increased tension? What actions did Hitler take? How did this lead to conflict and tension? What was appeasement? How did this create conflict and tension? | All pupils can analyse a variety of sources in historical context to explain its usefulness to a historian. All pupils can also write historical narratives that are/include: • Chronological/ sequential • Facts and events • Consequence |

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| 11 | Health and the People: 'Medicine stands still' and 'the beginnings of change' | Health and the People: 'A revolution in medicine' and 'Modern medicine' | Medieval England – the reign of Edward I, 1272-1307 + historic environment | Medieval England – the reign of Edward I, 1272-1307 + historic environment | Revision | |
| Key Skills – Sources / Significance / Comparison / Interpretations / Historical Environment | | | | | | |
| Feedback Points | Usefulness to historian: Medieval Medical Treatment Explain the significance: Hippocrates and Galen | Comparing across time periods: surgery and anatomy – medieval & Early Modern Britain to 19 th & 20 th century Britain PPE | 'How convincing' is the interpretation? Narrative account | Explaining importance Analysing historic environment essay | | All pupils can explain the impact of various factors on people's lives and write comparative and evaluative essays. All pupils can narrow the focus of their narrative accounts. |
| Direct Vocab. | Anaesthetic; anatomy; antiseptic; Renaissance; cauterise; amputate; flagellation; apothecary; epidemic; endemic; pestilence; | Inoculation; vaccination; quack; itinerant; bacillus; aseptic; transfusion | Feudal System; hierarchy; restorer; reformer; Justinian; Crusade; pilgrimage; | Statute; outlaw; perpetuity; | | All pupils can analyse historical interpretations to identify their points of contrast, explain why the authors have their respective opinions and support each author's opinion with historical facts. |
| Key Questions | How were people diagnosed in medieval and Early modern Britain? How were people treated in in medieval and Early modern Britain? What was surgery like in medieval and Early modern Britain? What factors were progressing medicine in medieval and Early modern Britain? | How had diagnosis changed in 19 th and 20 th century Britain? How had treatment changed in 19 th and 20 th century Britain? What was surgery like in 19 th and 20 th century Britain? What factors were progressing medicine in 19 th and 20 th century Britain?? | Being developed due to COVID | Being developed due to COVID | | All pupils can analyse a variety of sources in historical context to explain its usefulness to a historian. All pupils can also write historical narratives that are/include: <ul style="list-style-type: none"> • Chronological/ sequential • Facts and events Consequence |

