

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?	

Year	Term 1		Term 2		Term 3		End Points
	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

Year	Term 1		Term 2		Term 3		End Points
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
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?	

Year	Term 1		Term 2		Term 3		End Points
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
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: <ul style="list-style-type: none"> • Chronological/ sequential • Facts and events • Consequence

Year	Term 1		Term 2		Term 3	End Point
	Module 1	Module 2	Module 3	Module 4	Module 5	
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

