



# History Faculty Curriculum Overview

## Year 7

Topic	Key Themes	Links to Year 8	Link to KS4
Romans	<p><b>Enquiry Question:</b> What was life like for the citizens of Ancient Rome?  <b>End Point:</b> A good understanding of the various people and events that characterise life under the Roman Empire</p> <p>The study of the Romans is an intriguing look at an ancient people who had a massive impact upon their world and ours. A top-down approach to the study of History will include an analysis of the great character such as Julius Caesar, Nero and Hannibal as well as those closer to home such as Boudica and Emperor Hadrian. A bottom-up approach to the study of History will include a detailed examination of everyday life in the bath house, the army and the coliseum as well as what life was like here in the north east on Hadrian’s Wall. This topic is littered with subjects that will delight and challenge the students and give them a good insight into the lives of an ancient people.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• The Rule of the Emperors</li> <li>• Everyday Life in Ancient Rome</li> <li>• Heroes &amp; Villains</li> </ul> <p>Keywords:</p> <ul style="list-style-type: none"> <li>• Hannibal</li> <li>• Coliseum</li> <li>• Tepidarium</li> <li>• Emperor</li> <li>• Legion</li> <li>• Centurion</li> </ul> <p><b>Assessed by:</b>                      Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>	<p>The theme of authoritarian rule runs strongly through much of History, particularly a study of Medieval and Early-Modern British History. How did Emperor Nero wield power differently from Henry VIII? Can any parallels be drawn between the demise of Julius Caesar and Charles I? In addition, the Roman Empire and the British Empire are two of the biggest all-conquering behemoths the world has ever known. How did ordinary people under the British Empire (particularly in places such as America, India and Australia) compare with the experiences of those under Roman rule? <i>Civis Romanus Sum</i> may have been an appropriate sobriquet for the Roman citizen, but what about everyone else?</p>	<p>While not unique in the History of the Twentieth Century, a study of Hitler and the rise of the Nazis does provide ample opportunity for comparison with the totalitarian regimes of the past. When students recall the outrageous actions of Emperors Nero, Claudius, Caligula or Constantine, they can better appreciate the lengths Hitler went to, first to establish a dictatorship and then to consolidate his grip on Germany. Before one learns of the horrors of Auschwitz and Sobibor, there are myriad examples of the extremes of living in Hitler’s Terror State. The Night of the Long Knives and Kristallnacht are fine examples of what can happen when one leader has complete control of a nation’s infrastructure.</p>



<p>Medieval England</p>	<p><b>Enquiry Question:</b> What were the key turning points in the medieval history of England?  <b>End Point:</b> A good understanding of the nation-defining moments of the middle ages that shaped this country</p> <p>The United Kingdom has never been more multicultural than it is today. However, how many people are familiar with the people groups that first emigrated here over a thousand years ago? This topic gives the students a fascinating insight into what first made England, England by first looking at the Anglo-Saxons, Vikings and Normans. Obviously much attention is given to that pivotal point in English history – the Battle of Hastings but the students will also learn how William controlled the rest of the country. Particular focus will be given to the harrying of the north which obviously has local significance for the students. The students will also learn about other key people and events such as Thomas Becket, the Magna Carta, Black Death and Peasant’s Revolt. This topic is a must for the students to truly get a grasp of the aspects of history which inform their heritage.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• The Disputed Succession of 1066</li> <li>• The Battle of Hastings</li> <li>• Everyday Life in Medieval England</li> </ul> <p>Keywords:</p> <ul style="list-style-type: none"> <li>• Succession</li> <li>• Claimant</li> <li>• Heir</li> <li>• Feudalism</li> <li>• Magna Carta</li> <li>• Bubonic / Pneumonic</li> </ul> <p><b>Assessed by:</b></p>	<p>The logical continuation of a study of Medieval England is a delve into the era which made the modern world. The Battle of Bosworth Field ushered in the age of the Tudors, a unique era of big personalities and earth-shattering events. How society moved on from Medieval times and how the movers and shakers of early-modern England shaped the future of the nation is a logical next step along Britain’s interesting and varied History. In addition, as the English people were forced to come to terms with the all-conquering Normans, so too did many peoples have to adapt to the arrival of the British, such as those in India and Australia. The prejudice and injustice felt by the English once William I had complete control of the land can surely be mirrored by the cruelty and injustice felt by Africans who were kidnapped and</p>	<p>The Norman Conquest and everything that came before and aft, lays a solid groundwork for the in-depth study of the same topic in Y10. From the death of Edward the Confessor, to the Harrying of the North and the Domesday Book, the work done in Y7 provides a foundation of knowledge for what they will cover in more depth later on. In addition, the lives of ordinary people changed massively in these tumultuous years, which is a key component of the Crime &amp; Punishment topic, in which a detailed study of the impact of the Norman Conquest on ordinary people, is paramount.</p>
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	Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.	shipped overseas to work on British plantations in the Americas.	
Tudors & Stuarts	<p><b>Enquiry Question:</b> What were the key features of early modern England and who were the great personalities?  <b>End Point:</b> A good understanding of the key people and key events which shaped early-modern England</p> <p>The Tudors and Stuarts era is a famous and much loved aspect of British History which the students often have some knowledge of either from primary schools or further afield. Much of what happened in this early modern period of History echoes in our lives today. The study of religious turmoil and conflict, the role of the monarchy, invasion, terrorism and martyrdom are all relevant topics today and are all an integral part of any study into the Tudor and Stuart monarchs. Exploring characters and exploding myths is very much a focus of this topic which gives the students a good base of knowledge in what is considered to be an important area of British history.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• The Reformation</li> <li>• The Tudor Monarchs</li> <li>• Key Events from Early-Modern England</li> </ul> <p>Keywords:</p> <ul style="list-style-type: none"> <li>• Reformation</li> <li>• Dissolution</li> <li>• Martyr</li> </ul>	The role of Henry VII and later Elizabeth I was paramount in the successful colonisation of the Americas. A study of the birth of the British Empire is a logical next step for students familiar with the Tudor and Stuart monarchs. The origins of the horrific trans-Atlantic slave trade also have their routes in Tudor England and so a direct link can be made there too.	The authoritarian rule of Tudor Stuart Monarchs is a key feature of life in fifteenth and sixteenth centuries. It is also a key theme in Crime & Punishment, where a study of the Reformation is an important part of the students' understanding of the cataclysmic changes which took place as a result of Martin Luther's confrontation with the Roman Catholic Church. So profound was the impact of this event, that an in-depth look into it should pay dividends in Y10.



	<ul style="list-style-type: none"> <li>• Armada</li> <li>• Catholic / Protestant</li> </ul> <p><b>Assessed by:</b> Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>		
<b>Year 8</b>			
<b>Topic</b>	<b>Key Themes</b>	<b>Links to Year 9</b>	<b>Link to KS4</b>
British Empire	<p><b>Enquiry Question:</b> Was the British Empire a force for good in the world?  <b>End Point:</b> A good understanding of how the British Empire had a positive and negative impact across the world</p> <p>The British Empire is an enormous part of not just British History but world History. At a time when global migration is at an all-time high and many people are openly questioning the pros and cons of the mass movement of people, it is key that students get to study the history of the British Empire and its long-term impact on the world. There are many who argue that Britons should be ashamed of the Empire and others who take pride in and defend the role Britain played across the world. This topic in Year 8 gives the students an opportunity to look at the effect the empire had on different people groups all over the world. They will be encouraged to formulate and articulate an opinion (backed up by evidence) about whether Britons should be proud or ashamed of Britain’s imperial past.</p>	For better or worse, the impact of the British Empire has been long and far-reaching. Establishing Britain as the world’s first superpower and establishing her as a supreme global player, the British Empire lays the groundwork for a study into Britain’s part in the great wars of the twentieth century. Playing an important role in both did not prevent Britain losing this	Current affairs are littered with examples of students rising up in anger against the shame and indignity of the past. The British Empire has, in recent times been the source of much controversial debate regarding racism and oppression. An understanding of these principles provides a good bedrock for a study of Hitler’s Germany in which many minority groups were the victims of vile and



	<p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• America &amp; Australia</li> <li>• India &amp; Africa</li> <li>• Evaluating the British Empire</li> </ul> <p>Keywords:</p> <ul style="list-style-type: none"> <li>• Settlement</li> <li>• Empire</li> <li>• Colony</li> <li>• Mutiny</li> <li>• Revolution</li> <li>• Indigenous</li> <li>• Decolonisation</li> </ul> <p><b>Assessed by:</b> Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>	<p>international dominance, usurped by the mighty American eagle and Russian bear. The prejudice and injustice faced by those members of Britain’s Empire may also help to pave the way to an understanding of the horrors of the Holocaust. How do we explain man’s inhumanity to man and why do we see repeated atrocities despite the common signature, ‘never again’?</p>	<p>prolonged persecution. Links can also be made to the effects on the English people of the Norman invasion. The conquered people found themselves at the bottom of a divided society as a result of the formidable successes of William I. Finally, these same principles can also help us understand the feelings of injustice and betrayal felt by the Plains Indians at the hands of their American overlords. These themes are common throughout History and are therefore important to understand.</p>
<p>Victorian Britain</p>	<p><b>Enquiry Question:</b> What was life like in the nineteenth century? <b>End Point:</b> A good understanding of the challenges and opportunities that faced ordinary people in the 1800s</p> <p>The enormous amount of change which took place between 1750 and 1900 and the lasting impact it has had upon the modern world demands that serious study is made of it. As a result of the Industrial Revolution, Britain cemented her place as a global superpower, however the consequences for the working class provided far less to celebrate. Overcrowded cities, a disease-ridden populace, shocking</p>	<p>The period 1750 - 1900 is known as one of, if not the greatest era of change in British History. The industrial revolution changed the face of Britain and catapulted her into becoming a global superpower. One of these changes was the growth in the</p>	<p>Much of the social upheaval which took place in the nineteenth century was a result of the appalling conditions in industrial towns. This is a key theme in the Crime &amp; Punishment topic, especially in the Whitechapel section. In particular the link</p>



<p>living and working conditions and sickening child exploitation are the hallmarks of life in a large industrial town in the nineteenth century. However there was cause for triumph on the domestic scene too as men such as Isambard Kingdom Brunel, Michael Faraday and George Stephenson changed people’s lives forever. Students will study these topics as well as a host of others including crime and punishment, the franchise, the railways and the Tolpuddle Martyrs. By the end the students will be able to evaluate the huge changes which took place in this period and recognise how Victorian Britain shaped the world we live in today.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The impact of the Industrial Revolution</li> <li>• Everyday Life in Victorian Britain</li> <li>• Crime &amp; Punishment in Victorian Britain</li> </ul> <p><b>Keywords:</b></p> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Industrial</li> <li>• Franchise</li> <li>• Invention</li> <li>• Pentonville</li> </ul> <p><b>Assessed by:</b> Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>	<p>franchise, beginning with the Great Reform Act of 1836. Yet despite the increase in male suffrage, women were still denied the vote. This is an appropriate foundation to introduce students to the campaign to gain women the vote by violent and peaceful means. The changing nature of Victorian society itself lays a solid foundation to then begin to look at the dawn of the twentieth century and the major social upheaval that continued then, in the lead up to two world wars.</p>	<p>between poverty and crime features strongly. These issues are also a key component of the Victorian Britain in Y8. In addition, a study of the crimes of Jack the Ripper and the punishment for crime at KS3 lays a solid ground work for the work done in Y10. The overall changes which took place in this era from the transition from a rural to an urban population to the changing public attitude toward crime and punishment provide a solid foundation for a study of the Crime &amp; Punishment topic.</p>
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<p>Black Peoples</p>	<p><b>Enquiry Question:</b> What have been the causes and consequences of slavery in America?  <b>End Point:</b> A good understanding of the history of slavery and its legacy</p> <p>The Black Peoples of the Americas topic is a fascinating study of man’s inhumanity to man. Spanning hundreds of years of history the students have the opportunity to build up a body of knowledge that will help them understand the complexities of a modern society. By studying the culture and heritage of the Americas from the sixteenth century to the twenty-first century the students will gain an absorbing insight into American society as it is now and how it has been shaped by its history of slavery and subjugation. Among the myriad topics the students will study shall be the middle passage, the cotton plantations, the Underground Railroad, the abolition movement, the emancipation proclamation, the Ku Klux Klan and the civil rights movement.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• Everyday Life as a slave</li> <li>• The Abolition Movement</li> <li>• The Civil Rights Movement</li> </ul> <p>Keywords:</p> <ul style="list-style-type: none"> <li>• Middle Passage</li> <li>• Plantation</li> <li>• Abolition</li> <li>• Civil Rights</li> <li>• Racism</li> <li>• Antebellum</li> </ul> <p><b>Assessed by:</b></p>	<p>A study of the black peoples of the Americas is a study of prejudice, persecution and discrimination. For hundreds of years the culture of division and inequality dominated American life. Its appalling legacy is still felt today. The students will be able to draw parallels with other persecuted peoples such as the many minority groups that were persecuted by the Nazis. The underlying principles that define man’s inhumanity to man transcend time and place. In the twentieth century the call for equal rights became stronger and the leadership of Martin Luther King and the actions of people such as Rosa Parks were integral to the eventual success of their endeavours. The fight of the Suffragettes is also a good example of an attempt to address a wrong and force societal change.</p>	<p>The repugnant treatment of black people in America is not the only history of a persecuted people and students should be able to draw comparisons with what they study at KS4. The struggle of the Plains Indians for their land and their freedom, the subjugation of the English people at the hands of their Norman conquerors and the appalling treatment of the Jews by the Nazis are all studied at KS4. The principles underpinning these historical events have already been studied by students at KS3. Indeed the birth of modern America covered in this topic directly overlaps with what is studied in the American West topic in Y11.</p>
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	Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.		
<b>Year 9</b>			
Topic	Key Themes	Link to KS4	
Britain at War	<p><b>Enquiry Question:</b> How did the British people experience the two great conflicts of the twentieth century?  <b>End Point:</b> A good understanding of how the British people were affected by the two world wars</p> <p>The study of the two greatest events of the twentieth century provides an avenue into many interesting topics which students can grapple with, be entertained by and ask questions regarding. Comparing and contrasting the world we live in today with the world of 1914 and 1939 raises interesting questions about society’s attitude to women, to war and about the changing nature of society in general. The students will also study key turning points in British History such as the Suffragette movement, the Battle of the Somme, the Battle of Britain and the effect of Total War. Studying key events which have shaped our country’s recent history is a key part of the KS3 curriculum and this topic is integral to it.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• Everyday Life at the dawn of the 20<sup>th</sup> century</li> <li>• Fighting in the Trenches</li> <li>• Britain in WW2</li> </ul> <p>Keywords:</p> <ul style="list-style-type: none"> <li>• Suffrage</li> </ul>	<p>The attitude toward war studied in this topic and the changing nature of the public’s attitude to it are strong themes in Crime &amp; Punishment. The harsh treatment of conscientious objectors in the First World War is an important part of the 1900 – present section of the topic as is the public’s abhorrence of the brutality of World War Two. These are key themes in this KS3 topic which lay an appropriate foundation for the Crime &amp; Punishment GCSE topic.</p>	



	<ul style="list-style-type: none"> <li>• Class</li> <li>• Armistice</li> <li>• Home / Western Front</li> <li>• Blitzkrieg</li> <li>• Propaganda</li> </ul> <p><b>Assessed by:</b> Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>	
<p>The Holocaust</p>	<p><b>Enquiry Question:</b> What was it like for the Jewish people living under Nazi rule and what are the lessons for us today? <b>End Point:</b> A good understanding of the persecution of the Jewish people and its legacy</p> <p>A study of the Nazi persecution of the Jews is not just a historical one but a study which has ramifications for how we perceive the world in which we live in today. The students will have the opportunity to learn of key people such as Hitler, Wiesel and Anne Frank as well as events such as Kristallnacht, the Warsaw Ghetto Uprising and the Nuremberg Laws. Particular attention will be placed on Auschwitz-Birkenau, now synonymous with death and barbarity and also the focus of a school trip in Y10. Studying the Holocaust is not just acquiring an understanding (if that's possible) of what happened but of why it happened and why it happened again. The students have the opportunity to look at the world in which they live and question if man has learned anything from this, the darkest hour of human history.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• Early Persecution of the Jews</li> </ul>	<p>This study in Y9 does not just focus on the death camps and plethora of horrific atrocities committed during the Second World War, but covers an in-depth look at life in Germany in the 1930s. This includes a history of anti-Semitism, persecution in the 1930s including the Nuremberg Laws and Kristallnacht as well as the education system in Nazi Germany. There is obviously a direct overlap between these topics and the Nazi Germany section of the KS4 topic. The study of the Holocaust in Y9 provides an important grounding for the much more detailed analysis of Nazi Germany at KS4.</p>



	<ul style="list-style-type: none"> <li>• The Life of Anne Frank</li> <li>• Auschwitz</li> </ul> <p>Keywords:</p> <ul style="list-style-type: none"> <li>• Anti-Semitism</li> <li>• Holocaust</li> <li>• Kristallnacht</li> <li>• Final Solution</li> <li>• Auschwitz</li> <li>• Liberation</li> </ul> <p><b>Assessed by:</b> Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>	
<p>North East England</p>	<p><b>Enquiry Question:</b> How does the recent history of the north east impact my life today? <b>End Point:</b> A good understanding of the recent history of the north east and its impact</p> <p>Throughout their time studying History in KS3 the students cover thousands of years of history encompassing the entire planet. It is important therefore that they have an understanding and appreciation of where they are and where they come from. This topic is designed to give the students some local identity. It is hoped that by the end of the topic they have a knowledge and understanding of the history of where they live and how their lives have been shaped by the history and culture of their locale. This includes essential topics such as the shipyards and the coal mines as well as the impact of Thatcherism and the importance of football. No study of the north east would be complete without an analysis of the great rivalries of the area. It would be a tragedy if the students, upon</p>	<p>This topic traces key events throughout the history of the North East since the 1600s. In that time a huge amount of change took place in this area and across the country. Change (or lack of it) is the main theme of the Crime &amp; Punishment topic. Some of these topics overlap, such as the conflict of the 1640s and the impact of the world wars. An understanding of the changing nature of society is therefore key to mastering the GCSE topic.</p>



	<p>completing their time studying history, had knowledge of far-flung parts of the world and yet didn't have an understanding and appreciation of their own history in their local area.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Everyday life in the shipyards</li> <li>• Everyday life down the pit</li> <li>• Thatcherism</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>• Trade Union</li> <li>• Strike</li> <li>• Thatcherism</li> <li>• Mining</li> <li>• Politics</li> </ul> <p><b>Assessed by:</b> Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>	
<p>Continuity &amp; Change</p>	<p><b>Enquiry Question:</b> How has life changed over the last 1000 years <b>End Point:</b> A good understanding of the changes and continuities that have shaped modern society</p> <p>One of the key facets of History, particularly when one takes a bottom up approach to the subject is the changing nature of society. How does one fully understand the society in which they live if they do not first understand the origins of that society? How can one appreciate their own life and circumstances if they have no knowledge of how their ancestors lived? These are key themes in this topic which involves an in-depth look at several key eras of History. How did life change in Medieval</p>	<p>Change over time is a key component of the Crime &amp; Punishment topic. Indeed it is the main theme of a study which spans over one thousand years from Medieval England to the present day. Because the students study the changing nature of British society at the end of Y9 it is ideally situated for those who begin studying GCSE History at the beginning of Y10. The Crime &amp; Punishment topic demands a good overall view of History and an understanding of how some things have changed and changed massively and other things have remained constant. When the</p>



# History Faculty Curriculum Overview

<p>England from Saxon times to the impact of the Norman Invasion? How did important events such as the signing of the Magna Carta, the Black Death and the Peasants’ Revolt affect change? How important was the Reformation for shaping Britain? What were the key changes wrought by the industrial revolution? How has British society changed since the Second World War? All these questions and more form a key part of this topic which seeks to give the students an understanding of the changing nature of society over a long period of time.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The major changes in society over the last 1000 years</li> <li>• The making of modern Britain</li> </ul> <p><b>Keywords:</b></p> <ul style="list-style-type: none"> <li>• Invasion</li> <li>• Reformation</li> <li>• Agricultural</li> <li>• Industrial</li> <li>• Continuity</li> </ul> <p><b>Assessed by:</b></p> <p>Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), extended writing assessments, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>	<p>students are introduced to this in-depth study they will already have the foundation they need. The amount of knowledge they need to master for GCSE History can be overwhelming. A focus on continuity and change in Y9 can only be an advantage.</p>
<p>At Biddick Academy we follow the EDEXCEL Pearson GCSE History course. The topics we study are Crime &amp; Punishment 1000 – Present, Saxons &amp; Normans 1060 – 1088, American West 1835 – 1895 and Weimar &amp; Nazi Germany 1919 – 1939. There are four assessment objectives. They are: AO1 Historical Knowledge, AO2 Second Order Concepts, AO3 Source Analysis and AO4 Analysis of Interpretations. The practice of these key historical skills is embedded into the KS3 curriculum and can be evidenced in the scrutiny of books and lesson observations. The assessment tasks for each year group cover all of these objectives throughout every term. It is expected that the students develop their mastery of all of these skills throughout KS3 and that, upon completion of Y9, are ready to commence the study of GCSE History with a firm foundation in the key historical skills they will need to master to achieve a good GCSE grade in History.</p>	



The assessment tasks for each year group are layered so that the students have the opportunity to demonstrate their subject knowledge across a whole term and several terms. This is an important feature of GCSE History, in which students have to recall a substantial amount of subject knowledge and demonstrate their understanding of it.