

All Hallows RC High School

Believe. Belong. Achieve.



HISTORY

CURRICULUM OVERVIEW

Mr D Critchley

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Mission Statement

Believe. Belong. Achieve.

At All Hallows RC High School, we are a Christ-centred community committed to living out the Gospel values in every aspect of our school life. Our school mission is to inspire, support and challenge every member of our school. We **believe** that every person is created in the image of God and that they grow in faith guided by the teachings of Christ. We strive to foster an environment where love, peace, courage, justice and kindness guide our actions so we develop into compassionate, resilient individuals who contribute positively to the world around them.

We are a community built on love, demonstrating unconditional respect and kindness for all. By fostering strong relationships, we ensure that every individual feels that they **belong**, are valued, supported and accepted as part of our family. We celebrate our differences and each person's uniqueness. We encourage forgiveness and understanding to create an environment where every pupil can flourish in their own way.

Through these values, All Hallows RC High School nurtures the whole person spiritually, academically and socially so they can **achieve**. We are a school where the Gospel values are not just ideals but the foundation of everything we do. With Christ at the centre, we enrich the lives of our pupils and guide them on the path of faith, purpose and integrity.



Curriculum Intent

History at All Hallows aims to:

- Provide a broad, balanced, high quality, ambitious history education for all students, based on the acquisition of powerful historical knowledge. This is the foundation on which the curriculum lies, and therefore will be taught in a manner which allows for such knowledge to be retained and built upon.
- Teach a history curriculum which is planned and sequenced in a manner which optimises students' abilities to establish clear and effective connections between different aspects of the content they have studied.
- Broaden and deepen students' knowledge and understanding of the past, from a local, British and global perspective. The curriculum is designed to establish links between these perspectives in order to form a coherent, chronological narrative.
- Enhance students' understanding of their own history by providing a course of study which reflects the diversity and ethos of the All Hallows community, along with that of the local community.
- Equip students with the requisite skills and disciplinary knowledge within the study of history to engage effectively with enquiries based around concepts such as continuity and change, cause and consequence, similarity, difference and significance. This will enable them to draw connections and contrasts in order to construct historical arguments.
- Prepare students for future study within and outside of history, employment and later life. This includes the provision of powerful knowledge and the cultural capital students need to succeed.
- Inspire students' curiosity and fascination about the world and its past, in a manner that will remain with them for the rest of their lives.

KS3 Order of Teaching - Years 7-9

Primary Skill Focus	Key Curricular Knowledge	Local/British/Global stories
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Year	HT1	HT2	HT3	HT4	HT5	HT6
7	EQ1. Why did England become a battlefield in 1066?	EQ2. Did the Normans bring a 'truckload of trouble to England'? EQ3. How powerful were medieval kings?	EQ4. What does the life of Mansa Musa reveal about medieval Mali? EQ5. How was Baghdad connected to the wider world?	EQ6. How far did the Black Death change the medieval world?	EQ7. What were the consequences of the European reformation?	EQ8. How successfully did Elizabeth I deal with Tudor England's problems?EQ9. How did Miranda Kaufmann uncover the lives of Black Tudors?
	EQ1. Causation	EQ2. Change & Continuity; InterpretationsEQ3. Significance; causation	EQ4. Sources & EvidenceEQ5. Significance; similarity & difference	EQ6. Change & Continuity	EQ7. Consequence	EQ8. SignificanceEQ9. Sources & Evidence; interpretations
	Pre-1066 society, government and economy; peasantry; earldom; succession; invasion.	Conquest; rebellion; Monarchy; relations between Church and State; rights; kingship and authority; power struggle.	Monarchy; authority; power struggle; Trade; knowledge and wisdom; empire; crusade; conquest.	Plague; trade; public health; rebellion; taxation; land ownership.	Renaissance; Reformation - criticisms of the Church; the King's 'Great Matter'; religious turmoil in the 1500s	Religious turmoil; poverty; claim; unrest; Spain and the Armada'.
	British stories; Local stories	British stories;	Global stories	Global stories; British stories	Global stories; British stories	British stories; global stories
	Peace - causes of conflict over succession; Dignity of work - roles in AS society	Solidarity, C&E - responses to AS rebellions; Common Good - Church and Crown relations under Henry II	Dignity - Mansa Musa's reason for Hajj, improvements in education; Common Good - Baghdad as centre of Wisdom	Dignity - reactions to outbreak of Black Death; fluctuating fortunes of peasantry after Plague.	Option for the Poor - Letters of Indulgence; Peace - causes of religious conflict	Option for Poor - poverty in Elizabethan England; Work and participation - Tudor exploration and experiences at sea; John Blanke petition.
8	EQ1. How have people's experiences of migration to Britain differed over time?	EQ2. How successful were England's first attempts at colonisation?EQ3. Why did the English kill their king in 1649?	EQ4. What do historical sources reveal about the experiences of enslaved people?	EQ5. How was the British Empire experienced by the rulers and the ruled?	EQ6. How close did Britain come to achieving true democracy between the Great Reform Act and the Equal Franchise Act?	EQ7. Why did the world go to war in 1914?
	EQ1. Similarity & Difference	EQ2. SignificanceEQ3. Causation	EQ4. Sources & evidence	EQ5. Similarity & Difference; Significance	EQ6. Significance	EQ7. Causation; significance
	Migration; conquest; religious migration; economic migration; identity; similarity/difference in migration experiences across groups and time periods.	Colonisation; empire; trade; tension; parliament; kingship; authority; absolute monarchy; rights.	Trade; transatlantic; enslavement; testimony; abolition; rebellion; imperialism.	trade; import; export; colony; colonisation; Mughal Empire; 'balance of power'; imperial; rebellion; sepoy; mutiny; Raj; direct rule; Cash crops; market.	Popular protest; 19th century revolutions; the fight for universal suffrage; chartism; women's suffrage	Long-term, short-term, trigger factors; nationalism and militarism; empire building.
	Global stories; British stories; local stories	British stories; Global stories	British stories; Global stories	British stories; local stories	Local stories; British stories	Local stories; British stories; Global stories
	Dignity, solidarity, Common Good - treatment and experiences of religious, economic migrants and refugees.	Creation and Environment - Reasons for colonisation, early English attitudes to Americas and resources.; Dignity, Peace - Causes of tension with parliament, Charles's execution	Dignity, solidarity - Experiences of enslaved people and importance of enslaved people's perspectives; rebellions as cause of abolition	Creation and Environment , Work and participation, Option for the Poor - Reasons for empire's expansion, treatment of sepoys prior to rebellion of 1857, British control and impacts of Indian and African populations.	Dignity - Campaigns for universal and equal suffrage in 19th Century Britain. Common Good - Inspiration for change in 19th C Britain. Solidarity - Popular protest through Peterloo and Chartism	Peace - reasons for rising tension in Europe after 1900. Dignity - demands for independence from Europe's Great Powers

9	EQ1. What do the stories of the 'often forgotten armies' reveal about the Western Front? EQ2. What kind of peace was achieved in 1919?	EQ4. Why did the US economy 'boom' and 'bust' in the 1920s and 1930s?	EQ5. Who or what was responsible for the outbreak of the Second World War in 1939?	EQ6. When was the biggest turning point in WWII in Europe?	EQ7. How and why did the Holocaust happen?	EQ8. Who decolonised in the Twentieth century?
	EQ1. Sources & evidenceEQ2. Significance	EQ4. Causation	1. Causation2. Significance; interpretations	1. Significance; causation	1. Similarity & Difference; Causation	1. Consequence
	Wartime experiences of imperial and local soldiers; technology, treatment and chronology of WWI; Treaty; Armistice; ultimatum; 'war guilt'; empire; disarmament; League of Nations;	Consumer 'boom' of 1920s; Wall Street Crash and Depression	Versailles and aftermath; rise of dictatorship in Germany; Evacuation; recruitment; Manchester Blitz;	Evacuation; 'Bitz Spirit'; 'The Few'; recruitment; Manchester Blitz; invasion; occupation; partisan; resistance; Operation Barbarossa; non-aggression pact; turning point	Historical anti-semitism; Early Nazi Persecution; Ghettos; 'Final Solution' Death Camps; Resistance; Kindertransport; Memorialisation	Decolonisation in three national contexts; Ghana; Jamaica: Ireland; self-determination; independence.
	British stories; Global stories	Global stories	Local stories; British stories; Global stories	British stories; Global stories	British stories; Global Stories	British stories; Global Stories
	Dignity - Diversity of experiences among colonial soldiers in WWI, racism against Chinese Labour Corps. Peace; solidarity - Reasons for terms of Versailles Treaty; impact on Germany and need for national self-determination.	Option for the Poor - Who did not benefit from the Boom?; Work and Participation - changes in manufacturing during 1920s.	Dignity - Challenging Hitler's beliefs and treatment of German minorities; Peace - reasons for appeasement.	Common Good - Reasons for Britain's entrance into war in 1939; Peace - impact of Dunkirk on British morale; solidarity - actions of resistance fighters in Europe	Dignity - Jewish experiences of persecution, escalation under Nazi rule, testimony after Babi Yar; Solidarity - Jewish resistance to Holocaust, other victims of Nazi persecution	Solidarity - Stories of independence movements against British rule in Ireland, Ghana and Jamaica. Common good - right to self-determination for all; Dignity - inequality of treatment between white and non-white colonies

Year	HT1	HT2	HT3	HT4	HT5	HT6
10	Medicine in Britain, c1250-presentc1250-c1500: Medicine in medieval England; c1500-c1700: The Medical Renaissance in England	Medicine in Britain, c1250-presentc1700-c1900: Medicine in eighteenth- and nineteenth-century Britain; c1900-present: Medicine in modern Britain	The British sector of the Western Front, 1914-18: injuries, treatment and the trenches	Weimar and Nazi Germany, 1918-39The Weimar Republic 1918-29	Weimar and Nazi Germany, 1918-39Hitler's rise to power, 1919-33; Nazi control and dictatorship, 1933-39.	Weimar and Nazi Germany, 1918-39Life in Nazi Germany, 1933-39
	Change & Continuity; Similarity & Difference. (AO1/2)	Change & Continuity; Similarity & Difference. (AO1/2)	Sources & Evidence; significance; causation (AO1/3)	Causation; Significance; Sources & Evidence; Interpretations.	Causation; Significance; Sources & Evidence; Interpretations.	Causation; Significance; Sources & Evidence; Interpretations.
	Medieval ideas about the cause of disease and illness; Approaches to prevention and treatment; Dealing with the Black Death; Renaissance ideas about the cause of disease and illness; Approaches to prevention and treatment; William Harvey; The Great Plague	18th & 19th century ideas about the cause of disease and illness; Approaches to prevention and treatment; Jenner and vaccination; Fighting Cholera in London, 1854; Modern ideas about the cause of disease and illness; Approaches to prevention and treatment; Fleming, Florey and Chain - the discovery of penicillin; 21st century fight against lung cancer.	Context of the Western Front; Medical Conditions on WF; The work of medical services (RAMC) and chain of evacuation; significance of WF for medicine; Context of medicine in 20th century.	The origins of the Republic, 1918-19; The early challenges to the Weimar Republic, 1919-23; The recovery of the Republic, 1924-29; Changes in society, 1924-29.	Early development of the Nazi Party, 1920-22; The Munich Putsch and the lean years, 1923-29; The growth in support for the Nazis, 1929-32; How Hitler became Chancellor, 1932-33; The creation of a dictatorship, 1933-34; The police state; Controlling and influencing attitudes; Opposition, resistance and conformity.	Nazi policies towards women; Nazi policies towards the young; Employment and living standards; The persecution of minorities.
	British stories	British stories	British stories; local stories	Global stories	Global stories	Global stories

10	Option for the poor - Church's role in providing care and treatment for sick; Creation and environment - medieval and Renaissance beliefs on herbal remedies.	Dignity - Role of medical subjects in medical testing e.g. Jenner's vaccination against smallpox. Option for the Poor - access to care and treatment and Public Health, changing role of government.	Work and Participation - work of medical professionals in war environment and wartime medical advancements	Dignity - challenges facing Germany post-WWI, issues of hyperinflation. Peace - Threats to new democracy from right and left.	Dignity - Hitler's consolidation of power and creation of dictatorship, denying civil liberties. Solidarity - Opposition to the Nazis among Church leaders and the young.	Solidarity - Treatment of minorities in Nazi Germany, loss of German workers' rights. Work and Participation - 'invisible unemployment' and Nazi methods to take women out of work.
11	Early Elizabethan England, 1558–88Queen, government and religion, 1558–69; Challenges to Elizabeth at home and abroad, 1569–88	Early Elizabethan England, 1558–88Challenges to Elizabeth at home and abroad, 1569–88; Elizabethan society in the Age of Exploration, 1558–88	The American West, c1835–c1895Migration and Settlement in the West Law and Order in the West	The American West, c1835–c1895Changes in the Cattle Industry; Conflict and tension with the Plains Indians.	Revision and Exams	Revision and Exams
	Significance; Causation; similarity & difference.(AO1/2)	Significance; Causation.(AO1/2)	Change & Continuity; Significance; Causation(AO1/2)	Change & Continuity; Significance; Causation(AO1/2)		
	The situation on Elizabeth's accession; the 'settlement' of religion; Challenge to the religious settlement; the problem of Mary, Queen of Scots; Plots and revolts at home.	Relations with Spain; outbreak of war with Spain, 1585–88; The Armada; Education and Leisure; the problem of the poor; exploration and voyages of discovery; Raleigh and Virginia.	Migration, law and order and early settlement (1835–62); the development of settlement in the West (1862–76); Changes in farming, settlement and law and order (1876–95).	Ranching and the cattle industry (1862–76); changes in the cattle industry (1876–95); conflict and tension between settlers and the Plains Indians (1835–1895).		
	Global stories	Global stories	Global stories	Global stories		
	Peace - Situation on Elizabeth's accession, finding compromise in Religious Settlement. Dignity - Challenges of gender and succession in Elizabeth's early rule.	Peace - Deteriorating relations with Spain battle with the Armada. Option for the Poor - reasons for poverty, Elizabethan Poor Laws Creation and Environment - Early attempts at colonisation.	Creation and Environment - Causes and effects of US expansion across continent, importance of buffalo to indigenous ways of life. Option for the Poor - challenges of early migration in Gold Rush towns.	Work and Participation - Changing life of cowboys in the West. Solidarity - Indigenous resistance and destruction of their ways of life Creation and Environment - Extermination of the Buffalo		



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