

Overview of KS3

Big ideas / Key topic areas:	Year 7	Year 8	Year 9
<p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>1066 & The Normans</p>	<p>The Tudors</p>	<p>WW1 & WW2</p>
<p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>			
<p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>Medieval Period including The Black Death</p>	<p>The Age of Exploration</p>	<p>Holocaust</p>
<p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>			
<p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Thematic Medicine through Time</p>	<p>The Age of Empire & Slavery</p> <p>Civil Rights</p>	<p>Germany 1918-1939</p>
<p><i>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</i></p>			
<p><i>AO2: explain and analyse historical events and periods studied using second-order historical concepts</i></p>			
<p><i>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</i></p>			
<p><i>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</i></p>			
<p><i>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference</i></p>			

Overview of KS4

Big ideas / Key topic areas:	Year 10	Year 11
<p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>Weimar and Nazi Germany, 1918–39</p>	<p>Crime & Punishment 1000- present</p>
<p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>		
<p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>		
<p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>		
<p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Superpower relations and the Cold War, 1941–91</p>	<p>Early Elizabethan England, 1558–88</p>
<p><i>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</i></p>		
<p><i>AO2: explain and analyse historical events and periods studied using second-order historical concepts</i></p>		
<p><i>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</i></p>		
<p><i>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</i></p>		
<p><i>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference</i></p>		

Local History opportunities:

*Lostock Hall, Preston
was bombed on Sunday
October 27th, 1940
<http://www.lancashireatwar.co.uk/lostock-hall/4592047456>*

*Case study of HMI
Preston and YO1*

*Preston in the
Domesday Book
<https://www.blogpreston.co.uk/2011/05/domesday-book-online-maps-preston-in-1086/>*

*Dick, Kirr ladies
football Preston*

Catholic Preston

*3000 killed in
Preston during
the Black Death
<https://prestonhistory.com/subjects/all-change-in-14th-century-preston/>*

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1066 & The Normans	The Tudors	WW1 & WW2	Weimar and Nazi Germany, 1918-39	Crime & Punishment 1000-present
Medieval Period including The Black Death	The Age of Exploration	Holocaust		
Thematic Medicine through Time	The Age of Empire & Slavery Civil Rights	Germany 1918-1939	Superpower relations and the Cold War, 1941-91	Early Elizabethan England, 1558-88

Cotton factories impacts

*Catholic Preston
Jesuits, etc. Act 1584,
John Thulis and John Finch*

Minorities history opportunities:

*African American culture - Jazz
Jesse Owens*

*Stephen Lawrence
Jews and Irish in Whitechapel
Stop and search
Prison statistics*

Impact on indigenous populations

Anti Semitism in England

Empire Troops

Anti Semitism in Germany / France

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Role of ethnic minorities in NHS

*Harriot Tubman
Olaudah Equiano*

Afghan history

Women in history opportunities:

Mary / Elizabeth / Mary Queen of Scots / Lady Jane Grey

Role of women in 20s / 30s

*Rosa Luxembourg / Sophie Scholl
Marlene Dietrich / Leni Riefenstahl /
Mildrid Harnack (Red Orchestra)
The Bund Deutscher Mädchen (BDM)*

Role of women on Home Front

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*The Brank
Anne Askew
Witchcraft
Elizabeth Fry
Ruth Ellis
Abortion laws*

*Role of women in NHS
Florence Nightingale*

Harriot Tubman

Dick, Kirr ladies football Preston

*Elizabeth / Mary Queen of Scots
Misogyny in Early Modern Period*

Opportunities in history interpretations:

Interpretation exam Qs (4m and 16m)*
Beer Hall Putsch
Stresemann
Women
Youth
Did Hitler win power or was he presented it?

Williams victory at Hastings

Armada

Dunkirk
Reasons for dropping the Atom Bomb

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King John worst king in history

Columbus

British Empire a force for good?

Opportunities in history cross curricular links:

*Geography -
continents and
oceans*

*RE - The
Reformation*

*English War
Poetry / Owen*

*RE - punishment /
capital punishment*

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RE- Hierarchy of the Roman Catholic Church

English Dickens / Christmas Carol

English Shakespeare

Science - germ theory / vaccines / DNA

RE - Judaism

English Animal Farm

Geography case study Russia / USSR

Music and art in Weimar / Nazi Germany

Skills in History:

long arc of development

	Year 7	Year 8	Year 9	Year 10	Year 11
significance	1066 & The Normans	The Tudors	WW1 & WW2	Weimar and Nazi Germany, 1918–39	Crime & Punishment 1000-present
significance	Medieval Period including The Black Death	The Age of Exploration	Holocaust		
continuity and change	Thematic Medicine through Time	The Age of Empire & Slavery Civil Rights	Germany 1918-1939	Superpower relations and the Cold War, 1941–91	Early Elizabethan England, 1558–88

History BIG pictures (KS3):

Year 7	Year 8	Year 9
<p style="text-align: center;">1066 & The Normans</p> <ul style="list-style-type: none"> - Why was 1066 a pivotal year in English history? - How did Medieval Monarchs keep control? 	<p style="text-align: center;">The Tudors</p> <ul style="list-style-type: none"> - What was Henry's biggest Problem? - Who was the most successful Tudor monarch? 	<p style="text-align: center;">WW1 & WW2</p> <ul style="list-style-type: none"> - Why was there a War between the Great Powers in the Summer of 1914? - What were the effects of the 'Great War' on people in the early 20th Century? - What was the main reason the Germans lost the 'Great War'? - How successfully did the Treaty of Versailles establish peace after WWI? - Was Dunkirk a triumph or a failure? - What was the impact of WW2 on life in Britain? - What was the significance of the bomb that the USA dropped on 6th Aug 1945?
<p style="text-align: center;">Medieval Period including The Black Death</p> <ul style="list-style-type: none"> - How powerful was the Church in Medieval England? - Who was responsible for the Murder in the Cathedral? - Who was more powerful- the King or the Barons? - Why did Europe's population fall in the 14th Century and not recovery for 300 years? 	<p style="text-align: center;">The Age of Exploration</p> <ul style="list-style-type: none"> - Why was the Age of Exploration so significant? 	<p style="text-align: center;">Holocaust</p> <ul style="list-style-type: none"> - What was life like for European Jews before the Holocaust? - What was life like for the Jews in Nazi Germany 1933-39? - What was life like for the Jews in Nazi occupied Europe 1939-45?
<p style="text-align: center;">Thematic Medicine through Time</p> <ul style="list-style-type: none"> - Why are improvements in medicine from 1250 to the present day significant? 	<p style="text-align: center;">The Age of Empire & Slavery Civil Rights</p> <ul style="list-style-type: none"> - Why is English the most important language in the world? - Why was the 'Age of Slavery' significant? 	<p style="text-align: center;">Germany 1918-1939</p> <p style="text-align: center;">How far do the early problems of the Weimar Republic suggest that it was doomed from the start?</p>

History BIG pictures (KS4):

Year 10

Germany 1918-1939

- How far do the early problems of the Weimar Republic suggest that it was doomed from the start?
- How far did the Weimar Republic recover under Stresemann?
- How did the Nazi Party develop its ideas and organisation up to 1929?
- To what extent did Hitler win or seize power?
- How did Hitler change Germany from a democracy to a Nazi dictatorship, 1933-1934?
- What was life like in Nazi Germany 1933-1939?

Superpower relations and the Cold War, 1941-91

- How and why did the Cold War in Europe develop 1943-56?
- What was the significance of the three Cold War crises (Berlin, Cuba and Czechoslovakia) 1957-69?
- How and why did the Cold War end? From détente (1972) to the collapse of the Soviet Union (1991)

Year 11

Crime & Punishment 1000- present

- How was the law enforced and crime punished in medieval England c1000- c1500?
- How was the law enforced and crime punished in the Early Modern Period?
- How was the law enforced and crime punished in the 18th and 19th Centuries?
- How was the law enforced and crime punished 1900 to the present day?
- What was life like in Whitechapel in the late 19th Century and how did this effect crime, law enforcement and punishment?

Early Elizabethan England, 1558-88