

# History @ Caedmon

## National curriculum for History: Purpose of study

A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims of the National curriculum for History

The national curriculum for history aims to ensure that all students:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Aims of our Caedmon curriculum for History

History at Caedmon College aims to widen students' understanding of the world by seeing the connections between past and present and by looking at many of the key events and people which have helped shape society. We will examine these critically and build the skills of analysis and evaluation which will prepare young people for accessing the information around them in an informed and thoughtful manner. Of equal importance, we want students to learn to love the past and to be able to learn from it.

## Foundation learning – what the National Curriculum expects students to have studied in History by the end of KS3

Students should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help students understand both the long arc of development and the complexity of specific aspects of the content. Students should be taught about:

- The development of Church, state and society in Medieval Britain 1066-1509. This could include:
  - the Norman Conquest
  - Christendom, the importance of religion and the Crusades
  - the struggle between Church and crown
  - Magna Carta and the emergence of Parliament
  - society, economy and culture: for example, feudalism and religion
  - the Black Death and its social and economic impact
  - the Peasants' Revolt
  - the Wars of the Roses
- The development of Church, state and society in Britain 1509-1745. This could include:
  - Renaissance and Reformation in Europe
  - the English Reformation and Counter Reformation (Henry VIII to Mary I)
  - the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
  - the first colony in America and first contact with India
  - the causes and events of the civil wars throughout Britain
  - the Interregnum
- Ideas, political power, industry and empire: Britain, 1745-1901. This could include:
  - Britain's transatlantic slave trade: its effects and its eventual abolition
  - The American War of Independence
  - Britain as the first industrial nation – the impact on society
  - Extension of the franchise and social reform
  - the development of the British Empire in India and other areas of the world.
  - challenges for Britain, Europe and the wider world 1901 to the present day ♣ women's suffrage ♣ the rise of dictators ♣ the creation of the Welfare State ♣ Indian independence and end of Empire ♣ Britain's place in the world since 1945 ♣ a local history study testing how far sites in their locality reflect aspects of national history (some sites may predate 1066) ♣ the study of an aspect or theme in British history that consolidates and extends students' chronological knowledge from before 1066 Examples (non-statutory)

## Year 7 History @ Caedmon

Our aim in Year 7 is to establish the key skills of a historian; to understand how we judge change and continuity, how we analyse source material and to understand there are different interpretations as to what happened and why.  
Our intent is also to establish an understanding of the early years of British history and the experience of the people alive at those times.

Topics, themes and skills covered		Assessment
<b>Autumn 1</b>	1. How do we know about Ancient Greece? 2. How advanced was Greece? 3. Greek Medicine. 4. Greek Warfare. 5. Roman invasion of Britain. 6. Impact of Roman rule of Britain on. 7. Roman Warfare. 8. Health under the Romans. 9. Decline of the Roman Empire.	Baseline of skills and key words - chronology, source skills, interpretation.
<b>Autumn 2</b>	1. Earliest settlers. Origins of Britain's people. 2. Archaeological evidence. 3. Migration from Europe and the reasons for this. 4. How dark were the dark ages? 5. Religion and religious change. 6. Reasons for Viking invasions of England. 7. Strengths and weaknesses of England under Alfred the Great.	Change and Continuity - can students see what has changed and how much change there has been? Developing ideas of explaining change over time.
<b>Spring 1</b>	1. Succession crisis. 2. Battles of 1066. 3. Reasons for William's victory at Hastings. 4. Castle building. 5. Feudal System. 6. Rebellions against William, 1068-69. 7. Domesday Book.	Source Analysis - what can we learn from the Bayeux tapestry? How accurate is it? What might be the problem with it? Developing ideas of bias and provenance.
<b>Spring 2</b>	1. Life in towns and villages in medieval England. 2. The importance of the Christian church. 3. Thomas Becket. 4. Richard & Saladin. The Crusades and spread of Islam. 5. & 6. King John and Magna Carta. 7. King Death. 8. Beliefs about the causes of illness in Britain. 9. Impact and significance of the Black Death including the 10. Peasants' Revolt of 1381.	Source Analysis - further developing our skills of using picture and written sources. Looking to add balance to our explanations and see that even a biased source can be useful to a historian.
<b>Summer 1</b>	Tudor England. Who were the Tudors? Why Did Henry and the Pope Fall out? Why did Henry change the church? Henry's many wives!	Interpretations - Looking at the different interpretations of the church and Henry's actions from the time and since. Why do they vary? Are they convincing in their view?

	<p>Was Mary really Bloody?      How do you solve a problem like Mary, Queen of Scots?      Spanish Armada - a lucky escape?      Tudor explorers - who was the greatest?</p>	
<b>Summer 2</b>	<p>Local History - Whitby and the Abbey.      What is the origin of Whitby?      Who came to Whitby and why?      Why is there an Abbey here?      What happened to the Abbey through time?      How has Whitby changed over time?</p>	<p>Use of source materials.      Fieldwork skills - research, exploring and explaining.</p>

## Year 8 History @ Caedmon

Our aim in Year 8 is to look at the cataclysmic events which shaped the United Kingdom in the early modern period and how these had a wider impact on the world by looking at the export of the Empire and the industrial revolution and the effect these things had and continue to have on the world around us.

Topics, themes and skills covered		Assessment
<b>Autumn 1</b>	1. King James. 2. Gunpowder Plot. 3. Causes of the outbreak of war between crown and parliament. 4. Major events of the war including NASEBY... 5. Why did Parliament win? 6. Reasons for Charles' execution. 7 & 8. Cromwell's Protectorate. 9. Restoration of the monarchy.	Significance - can we judge how important events are? Can we balance what might be more important than others? How can we develop our explanations and use evidence to support our ideas?
<b>Autumn 2</b>	1. Rise of the Mughals. 2. Power of the Mughals. 3. Reasons for the growth of the British Empire. 4. Growth of the British Empire. 5. Impact on Native populations. 6. Captain Cook & Australia. 7. Colonisation of India (East India Company). 8. Hedge of India. 9. Indian Independence.	
<b>Spring 1</b>	1. Civilisation in Africa. 2. Transatlantic Slave Trade & The impact of the slave trade on Africa. 3 & 4. Conditions and treatment of slaves on the middle passage and plantations. 5. Life on Plantation. 6. Harriet Tubman and the Underground Railway. 7. The life of Olaudah Equiano. 8. Causes of abolition of TST in the British Empire.	Interpretations - how do we decide what is the right answer when the views are so different and strongly argued? How do we 'trust' the views that we are being given?
<b>Spring 2</b>	1. Reasons for industrialisation of Britain. 2. Impact of industrialisation on society e.g. children. 3. Coal - Black Gold 4. Improvements in Transport - canals, railways and roads. 5. Towns. 6. Workhouse. 7. School in the Industrial Revolution. 8. Changing nature of medical understanding; developments in surgery during C19th e.g. anaesthetics and antiseptics.	
<b>Summer 1</b>	1. Why was voting a problem in the 1830s? 2. Great Reform Act - rise of the suffrage movement amongst the working classes. 3. Gentleman Jack.	Change and Continuity - explaining change in greater detail and depth. Can we balance the change against the continuity? Can we see how different changes can be the same?

<b>Summer 2</b>	<p>4. &amp; 5. Rise of the female suffrage movement; methods of the suffragist and suffragette campaigns. 6 &amp; 7. Key figures in the fight. 8. Role of women during the First World War. 9. Reasons for women gaining limited suffrage in 1918.</p>	
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## Year 9 History @ Caedmon

Our aim in Year 9 is to complete our sweep of history by looking at events that shaped our world in the twentieth century. We will focus on understanding the ideas that motivated and drove change in this period while further developing our use of source material and trying to understand the different interpretations that can exist.

Topics, themes and skills covered		Assessment
<b>Autumn 1</b>	1. Causes of – Alliances. 2. Causes of - Assassination. What was the main cause? 3. Why is it a world war? Empire Soldiers - how did the Empire help win the war. 4. War of attrition - factors lesson: <ul style="list-style-type: none"> <li>● weapons</li> <li>● trench warfare</li> <li>● artillery</li> <li>● “They shall not grow old”</li> </ul> 5. Haig - Butcher of the Somme. To what Extent justified... 6. ‘Conchies’. 7. Home Front - Whitby (local study). 8. How did the war end? Factors in winning the war. 9. Significance of WW1. 10. Treaty of Versailles.	Source Analysis - how useful are the sources? Can we balance bias against usefulness? What is validity?
<b>Autumn 2</b>	1. The problem of poverty. 2. & 3. Liberal Reforms. 4. Homes for Heroes. 5. Hungry Thirties - failure of the welfare state. 6. Beveridge Report. 7. Creation of the NHS. 8. Prevention of Disease/Ill health - smoking/vaccinations/obesity. 9. Assessment.	Interpretations - are these true? How can we judge? Does it matter where or when they written?
<b>Spring 1</b>	1. Failure of the League. 2. Rise of Nazis. 3. Steps to War <ul style="list-style-type: none"> <li>● Rhineland</li> <li>● Anschluss</li> <li>● Sudetenland</li> <li>● Czechoslovakia</li> </ul> 4. Appeasement and Munich - midpoint assessment. Interpretation on Appeasement. 5. Dunkirk. 6. Battle of Britain. 7. Stalingrad. 8. D Day 9. Assessment - what's the most important turning point. 10. Holocaust - Bystanders and Perpetrators.	Explanation - how do we explain in detail? What is our evidence? How do we sequence and use chronology effectively?

<b>Spring 2</b>	1. The impact of the ending of slavery including segregation. 2. KKK & Jim Crow laws. 3. 'Black Renaissance' in the 1920s; inc. Rosewood. 4. Significance of the murder of Emmett Till. 5. Methods of the Civil Rights movement including bus boycotts + Rosa Parks. 6. Role and significance of Martin Luther King Jnr inc. March on Washington. 7. Malcolm X & Black Power. 8. Obama & Black Lives Matter.	Source Analysis: Convincing. A source may have many faults and flaws but if we examine the provenance does this make it convincing?
<b>Summer 1</b>	1. Overview. 2. Hippocrates and Galen. 3. Causes of Illness. 4. Treating Illness. 5. Surgeons.	Interpretations - two sides of an argument but which is the most convincing and has the best argument and evidence?
<b>Summer 2</b>	6. Churches and Hospitals. 7. Medieval Towns. 8. Black Death – causes. 9. Black Death – treatments. 10. Key Individuals of the Renaissance. 11. Ideas and Treatments in the Renaissance.	Source Analysis; Usefulness. What can we find that might be useful? What do the sources teach us?

## Year 10 History @ Caedmon

Our aim in Year 10 is to start delivering GCSE units which link and build on topics and skills delivered in KS3. Students will have started these units towards the end of Year 9 and we deliver two units at the same time, interleaving them which allows us the opportunity to revisit topics and help embed them into the long term memory.  
The units are from GCSE AQA history and the assessment is to build skills in the core exam questions that students will need to tackle; using sources and interpretations, explaining change over time and evaluating factors.

	<b>Topics, themes and skills covered</b>	<b>Assessment</b>
<b>Autumn 1</b>	Conflict & Tension - the causes of world war one. What led to the war in 1914? What were the key events? What were the key factors? Was war inevitable?	Source Analysis - what do the sources tell us about the events that were taking place? How do we know this? What does our contextual knowledge tell us?
<b>Autumn 2</b>	Norman England - Life Under the Normans inc. Religion and Monasticism. How did the Normans change Anglo-Saxon England? Town and village life under the Normans. Law and order and Crime and punishment. How was religion changed? What effect did this have on monasticism? What impact did the Normans have on language and learning?	Explaining change - can we evidence examples of change and refer to the previous systems to prove our argument?
<b>Spring 1</b>	Conflict & Tension - Stalemate - fighting WW1. Trench warfare and the key battles - Verdun, Somme, Passchaendaele. Attempts to break the deadlock - Gallipoli, the War at Sea, technological developments.	Explaining importance - can we explain how and why events took place and why they were important?
<b>Spring 2</b>	Conflict & Tension - Ending the War. How was the war brought to an end? What role did the Russian Revolution play and the entry of the USA? How significant were the final offensives and what factors can be argued to have been the most significant?	Evaluating factors - can we account for the factors which led to the end of the war by providing evidence? Can we balance these against each other and explain the most significant?
<b>Summer 1</b>		Explaining significance - can we explain how significant each event has been both at the time and over time? Can we compare the significance of events?
<b>Summer 2</b>	Germany - Growth of Democracy. What happened to Germany after the war? What style of democracy was created? What challenges did it face? How significant were the various revolts, putsches.	Explaining importance - how important was the style of democracy in creating the later problems? Year 10 Trial Exams

## Year 11 History @ Caedmon

Our aim in Year 11 is to continue developing the core historical skills through two more units of the GCSE course. Students will have further opportunity to develop links to prior learning through the Power and the People unit while engaging with history in depth through a study of Nazi Germany. Assessments will develop further the skills of analysing historical interpretations while students look to extent their explanations of why using historical evidence and supported arguments.

Topics, themes and skills covered		Assessment
<b>Autumn 1</b>		Developing comparisons - what are the similarity between these and other events? How can we look for similarities beyond the various obvious and support these with evidence and argument?
<b>Autumn 2</b>	Germany - Depression & Nazi Germany The Great Depression and the rise of the Nazi party. How did Hitler come to Power? What effect did the Nazi control have on women, children, workers, religion and information?	Analysing interpretations - how are the interpretations about life in Nazi Germany similar and different? How do we account for these differences? What role does provenance play in these differences? Year 11 Trial Exams
<b>Spring 1</b>		Evaluating factors - what factors have driven the changes seen and the growth of equality and opportunity? Do the same factors affect each group and even the same? Are some factors more important?
<b>Spring 2</b>	Revision	Year 11 Trial Exams Final revision
<b>Summer 1</b>	Exams	National External Exams - the big ones!
<b>Summer 2</b>		