

All Hallows RC High School

Specialising in Business, Enterprise & Sports



HISTORY CURRICULUM OVERVIEW

MRS NODEN/ MR CRITCHLEY

September 2021



WE AIM FOR ALL HALLOWS RC
BUSINESS, ENTERPRISE AND SPORTS COLLEGE TO BE A
CATHOLIC SCHOOL
TO WHICH CHILDREN WISH TO COME
TO WHICH PARENTS WISH TO SEND THEIR CHILDREN
AND WHERE TEACHERS
WISH TO TEACH

OUR MISSION IS TO OFFER A
HIGH QUALITY
CATHOLIC EDUCATION
FOR ALL, IN AN ENVIRONMENT WHERE
GOSPEL VALUES ARE CENTRAL
TO TEACHING AND LEARNING
AND IN WHICH THE
UNIQUE VALUE
OF EACH PERSON IS
RECOGNISED AND RESPECTED

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 reflecting 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 2021/2022

Year	HT1	HT2	HT3	HT4	HT5	HT6
7	1. Why did England become a battlefield in 1066? 2. Did the Normans bring a 'truckload of trouble to England'?	1. How powerful were medieval kings? 2. What does the life of Mansa Musa reveal about medieval Mali?	1. What travelled along the Silk Roads? 2. How far did the Black Death change the medieval world?	1. What were the consequences of the European reformation? 2. How far was Tudor England on a 'religious rollercoaster'?	1. How successfully did Elizabeth I deal with Tudor England's problems? 2. How did Miranda Kaufmann uncover the lives of Black Tudors?	1. Why did the English kill their king in 1649? 2. How successful were England's first attempts at colonisation?
	1. Sources and Evidence 2. Change/Continuity; Interpretations	1. Interpretations; significance 2. Sources & Evidence	1. Similarity and difference 2. Change and continuity	1. Consequence 2. Change & Continuity	1. Significance 2. Sources & Evidence; interpretations	1. Causation 2. Significance
	Pre-1066 society, government and economy; succession crisis; conquest and impact; rebellion.	Monarchy; relations between Church and State; kingship and authority; power struggle.	Trade; knowledge and wisdom; empire and conquest; Revolt, taxation and land ownership.	Renaissance; Reformation - criticisms of the Church; the King's 'Great Matter'; religious turmoil in the 1500s	Religious turmoil; 'problem of poverty'; Spain and the Armada'; Experience of Black Tudors; Historian's craft	Causes of the English Civil War; New Model Army; Charles's execution'; Early Empire in Americas.
	British stories; Local stories	British stories; Global stories	Global stories	British stories; Global stories	British stories	British stories; Global stories
8	1. How have people's experiences of migration to Britain differed over time?	1. How was the British Empire experienced by the rulers and the ruled? 2. What do historical sources reveal about the experiences of enslaved people?	1. How close did Britain come to achieving true democracy between the Great Reform Act and the Equal Franchise Act?	1. Why did the world go to war in 1914? 2. What do the stories of the 'often forgotten armies' reveal about the Western Front?	1. Who or what was responsible for the outbreak of the Second World War in 1939? 2. What was life in Britain like during the WWII?	1. To what extent did life change for Black Americans during the 20th Century? 2. Why did the US economy 'boom' and 'bust' in the 1920s and 1930s?
	1. Similarity & Difference	1. Significance 2. Sources & evidence	1. Significance; interpretations	1. Causation 2. Sources & evidence	1. Causation 2. Sources & Evidence	1. Change & Continuity 2. Causation
	Migrations of conquest; religious migration; economic migration; reasons for; similarity/difference in migration experiences across groups and time periods.	19/20th Century British Empire; African and Indian contexts; impact on rulers and the ruled.	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. Wartime experiences of imperial and local soldiers; technology, treatment and chronology of WWI.	Versailles and aftermath; rise of dictatorship in Germany; Evacuation; recruitment; Manchester Blitz;	Civil War Impact; Reconstruction; Jim Crow Laws; Causes, Impact of Civil Rights Movement; Consumer 'boom' of 1920s; Wall Street Crash and Depression
	Local stories; British stories; Global stories	British stories; Global stories	Local stories; British stories	Local stories; British stories; Global stories	Local stories; British stories; Global stories	Global stories
9	1. How and why did the Holocaust happen?	1. Who decolonised in the Twentieth century? 2. How close did the world come to Cold War disaster?				
	1. Significance; causation	1. Causation; Interpretations 2. Consequence				
	Historical anti-semitism; Early Nazi Persecution; Ghettos; 'Final Solution' Death Camps; Resistance; Kindertransport; Memorialisation	Decolonisation in three national contexts; End of WWII relations; Hungarian Crisis; Cuban Missile Crisis; Vietnam.				
	British stories; Global stories	British stories; Global Stories				

- Primary Skill Focus
- Key Curricular Knowledge
- Local/British/Global stories

KS4 Order of Teaching 2021/2022

Year	HT1	HT2	HT3	HT4	HT5	HT6
9	<ul style="list-style-type: none"> □ Assessment Objectives ■ Key Curricular Knowledge ■ Local/British/Global stories 		Medicine in Britain, c1250-present c1250-c1500: Medicine in medieval England	Medicine in Britain, c1250-present c1500-c1700: The Medical Renaissance in England	Medicine in Britain, c1250-present c1700-c1900: Medicine in eighteenth- and nineteenth-century Britain	Medicine in Britain, c1250-present c1900-present: Medicine in modern Britain
			Change & Continuity; Similarity & Difference. (AO1/2)	Change & Continuity; Similarity & Difference. (AO1/2)	Change & Continuity; Similarity & Difference. (AO1/2)	Change & Continuity; Similarity & Difference. (AO1/2)
			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.
			British stories	British stories	British stories	British stories
10	The British sector of the Western Front, 1914-18: injuries, treatment and the trenches	Early Elizabethan England, 1558-88 Queen, government and religion, 1558-69	Early Elizabethan England, 1558-88 Challenges to Elizabeth at home and abroad, 1569-88	Early Elizabethan England, 1558-88 Elizabethan society in the Age of Exploration, 1558-88	The American West, c1835-c1895 Migration and Settlement in the West Law and Order in the West	The American West, c1835-c1895 Changes in the Cattle Industry; Conflict and tension with the Plains Indians.
	Sources & Evidence; significance; causation (AO1/3)	Significance; Causation; similarity & difference. (AO1/2)	Significance; Causation. (AO1/2)	Significance; Causation; Change & Continuity. (AO1/2)	Change & Continuity; Significance; Causation (AO1/2)	Change & Continuity; Significance; Causation (AO1/2)
	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 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).
	British stories; local stories	British stories	British stories; global stories	British stories; global stories	Global stories	Global stories
11	Weimar and Nazi Germany, 1918-39 The Weimar Republic 1918-29	Weimar and Nazi Germany, 1918-39 Hitler's rise to power, 1919-33	Weimar and Nazi Germany, 1918-39 Nazi control and dictatorship, 1933-39	Weimar and Nazi Germany, 1918-39 Life in Nazi Germany, 1933-39		
	Causation; Significance; Sources & Evidence; Interpretations.	Causation; Significance; Sources & Evidence; Interpretations.	Causation; Significance; Sources & Evidence; Interpretations.	Causation; Significance; Sources & Evidence; Interpretations.		
	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.		
	Global stories	Global stories	Global stories	Global stories		

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