



Year 7 Curriculum Overview: History



Autumn Term

Topics/ content outline:

Enquiry 1: The bodies in the Field

Enquiry 2: How did Rome change after 750BC to become 'extraordinary'?

Powerful Knowledge (key concepts, skills)

Enquiry 1
Students will develop their understanding of the following disciplinary concepts: 1. Sources 2. Using evidence 3. Interpretations 4. Hypotheses 5. Chronology and time periods.

Enquiry 2
Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. plebians 3. slaves 4. rights 5. democracy 6. dictatorship 7. Empire 8. conquest 9. polytheism 10. Christianity 11. conversion.

What will you be assessed on?

Enquiry 1
Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to use a variety of sources to support and develop an argument.

Enquiry 2
Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to explain how Rome changed to become "extraordinary".

How can you help at home?

Enquiry 1
Ask your child to explain their hypothesis, with a specific focus on the evidence they could use to justify their argument

Enquiry 2
Watch the BBC Documentary series *Empire without Limits* by Mary Beard.
Visit a local Roman site such as Aldborough Roman Town or Hadrian's Wall

Spring Term

Enquiry 3: Why was the medieval Church so powerful?

Enquiry 4: Why was the Empress Matilda's legitimacy ignored?

Enquiry 3
Students will develop their understanding of the following substantive concepts: 1. a church 2. the Church 3. a priest 4. the Pope 5. investiture 6. crusade 7. indulgence 8. excommunication 9. Catholicism 10. Cathars 11. heretic.

Enquiry 4
Students will develop their understanding of the following substantive concepts: 1. gender 2. power 3. legitimacy 4. authority 5. empire 6. monarch 7. the throne 8. heir 9. polytheism 10. The Church

Enquiry 3
Students will complete a short knowledge test which addresses the core knowledge

Enquiry 4
Students will complete a short knowledge test which addresses the core knowledge.

Following the completion of both enquiries, students will complete a written assessment which requires them to write an account of power and authority in medieval England.

Enquiry 3
Visit a medieval monastery in the local area to see the power of the medieval Church in England.

Enquiry 4
Watch the BBC Documentary series *She-Wolves: England's Early Queens* by Helen Castor

Summer Term

Enquiry 5: Was life in 14th Century England "nasty, brutish and short"?

Enquiry 6: How did Camilla Townsend investigate life in the Aztec world?

Enquiry 5
Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. peasants 3. serfs 4. freemen 5. agriculture 6. famine 7. Lords 8. Manors 9. the King 10. The Church 11. revolt 12. Christianity 13. religion 14. miasma

Enquiry 6
Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. slavery 3. agriculture 4. rules 5. empire 6. tribute 7. polytheism 8. human sacrifice 9. disease 10. Conquest 11. empire 12. conversion 13. Christianity

Enquiry 5
Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to use evidence to support and challenge the interpretation about life in 14th century England.

Enquiry 6
Students will complete a short knowledge test which addresses the core knowledge and source-based activity. The activity will require students to plan a museum about life in the Aztec world, justifying their selection of

Enquiry 5
Visit Wharram Percy, a medieval village that was abandoned around 1500, located near Malton

Enquiry 6
Listen to the episode about the Aztecs in the BBC Podcast, *You're Dead to Me*.
<https://www.bbc.co.uk/programmes/p07pjcw5>



Year 8 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Enquiry 1: Did Henry VIII Break with Rome because of love?	Enquiry 1 Students will develop their understanding of the following substantive concepts: 1. Protestantism 2. Catholicism 3. Religion 4. The Pope 5. Kings 6. Heir 7. Act 8. Reform	Enquiry 1 Students will complete a short knowledge test which addresses the core knowledge and short written assessment.	Enquiry 1 Visit a local Catholic and Protestant Church and consider the similarities and differences
	Enquiry 2: How did the Reformation affect the People of Morebath?	Enquiry 2 Students will develop their understanding of the following substantive concepts: 1. Religion 2. The Pope 3. Monarch 4. Succession 5. Catholicism 6. Protestantism 7. Reformation	Enquiry 2 Students will complete a short knowledge test which addresses the core knowledge. Following completion of Enquiry 1 and 2, students will produce a piece of extended writing about religious change in the Tudor period.	Enquiry 2 Visit a local monastery that was dissolved following the Break with Rome. Both Bolton Abbey and Fountains Abbey are good examples.
Spring Term	Enquiry 3: How far did New World Slavery turn Africans into Negroes?	Enquiry 3 and 4 Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. jobs 3. race 4. slavery 5. trade 6. Rebellion 7. Protest 8. Parliament 9. Legislation 10. Racism 11. freedom 12. rights	Enquiry 3 and 4 Students will complete a knowledge test which addresses the core knowledge and written assessment which will analyse the factors which caused Britain's eventual abolition of the Slave Trade.	Enquiry 3 and 4 Visit the International Slavery Museum in Liverpool to learn more about the history of Atlantic Slavery. Visit Harewood House to see how Britain and the local area benefitted from the Slave Trade.
	Enquiry 4: why did Britain eventually abolish the Slave Trade?	Enquiry 5 Students will develop their understanding of the following substantive concepts: 1. Industrial Revolution 2. Boom 3. Urbanisation 4. Slums 5. Factories 6. Rebellion 7. Protest 8. Franchise 9. Parliament 10. Reform 11. Laissez Faire 12. Self-help 13. Rights	Enquiry 5 Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to evaluate contrasting interpretations of the Industrial Revolution.	Enquiry 5 Visit a local site which illustrates the impact of the Industrial Revolution, such as Saltaire or the Washburn Heritage Centre, Fawcett
Summer Term	Enquiry 6: What were the consequences of the British Empire in India and Africa?	Enquiry 6 Students will develop their understanding of the following substantive concepts: 1. Racism 2. Empire 3. Colonisation 4. Colony 5. Force 6. Conversion 7. Christianity 8. Civilising 9. Loot 10. Monarchy 11. Joint-stock company 12. Exploitation	Enquiry 6 Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to write a structured account of the British Empire in India and Africa.	Enquiry 6 Read the book <i>Stolen History</i> by Satnam Sanghera
	Enquiry 7: How did women in Britain secure the right to vote?	Enquiry 7 Students will develop their understanding of the following substantive concepts: 1. Separate spheres 2. working class women 3. middle class women 4. legislation 5. parliament 6. The franchise 7. voting 8. militancy 9. sexism 10. gender	Enquiry 7 Students will complete a short knowledge test which addresses the core knowledge.	Enquiry 5 Watch the BBC Documentary series <i>Suffragette</i> by Lucy Worsley



Year 9 Curriculum Overview: History



Autumn Term

Topics/ content outline:

Enquiry 1: How did Europe go to war in the Summer of 1914?

Enquiry 2: Should the First World War be remembered as a conflict of "mud, blood and trenches"?

Enquiry 3: Who fought in the First World War?

Powerful Knowledge (key concepts, skills)

Enquiry 1
Students will develop their understanding of the following substantive concepts: 1. Empire 2. War 3. Militarism 4. Alliance 5. Nationalism 6. Patriotism 7. Imperialism

Enquiry 2
Students will develop their understanding of the following substantive concepts: 1. Trench warfare 2. Behind the lines 3. stalemate 4. technology 5. Empire

Enquiry 3
Students will develop their understanding of the following substantive concepts: 1. Discrimination 2. Racism 3. Labourer 4. Empire 5. Colony 6. Racism

What will you be assessed on?

Enquiry 1
Students will complete a knowledge test which addresses the core knowledge and written assessment relating to the outbreak of the First World War.

Enquiry 2 and 3
Students will complete a knowledge test which addresses all of the content studied about the First World War and written assessment relating to the global nature of the First World War.

How can you help at home?

Enquiry 1 and 2
Participate in the Year 9 Battlefields trip. This will allow you to visit some of the important locations associated with the First World War
Read *All Quiet on the Western Front* by Erich Maria Remarque

Enquiry 2
Watch the BBC Documentary series *The World's War: Forgotten Soldiers of Empire* by David Olusoga

Spring Term

Enquiry 4: What were the roaring twenties really like?

Enquiry 5: What was the Holocaust?

Enquiry 4
Students will develop their understanding of the following substantive concepts: 1. Prosperity 2. Consumerism 3. Golden Age 4. boom 5. Segregation 6. corruption 7. prohibition 8. lynching 9. political power 10. Racism 11. capitalism 12. The American Dream 13. Gender

Enquiry 5
Students will develop their understanding of the following substantive concepts: 1. Antisemitism 2. persecution 3. pogrom 4. perpetrators

Enquiry 4
Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment asks students to consider different interpretations of the 1920s.

Enquiry 5
No assessment for this enquiry

Enquiry 3
Read *The Great Gatsby* by F Scott Fitzgerald

Summer Term

Enquiry 6: Why was Hitler made Chancellor of Germany in 1933?

Enquiry 7: How did the British Empire collapse?

Enquiry 6
Students will develop their understanding of the following substantive concepts: 1. Hyperinflation 2. Economic depression 3. unemployment 4. democracy 5. dictatorship 6. Chancellor 7. Anti-Semitism 8. Communism 9. Fascism

Enquiry 6
Student will complete a piece of extended writing about the reasons for Hitler's appointment in January 1933.

Enquiry 6
Listen to the BBC Podcast series *Nazi: Rise to Power*
<https://www.bbc.co.uk/programmes/p0dt0mq0/episodes/player>

Enquiry 2
Research decolonisation and independence in other parts of the British Empire.



Year 10 Curriculum Overview: History



Autumn Term

Topics/ content outline:

Unit 1: People's Health, c.1250-present

1. Did anyone really care about health in medieval England?
2. Early Modern England – more of the same
3. Why were there such huge changes in the period 1750 to 1900?
4. The Twentieth Century – constant progress?

Powerful Knowledge (key concepts, skills)

Learners should be able to explain the ways in which the following five factors influenced changes and continuities in public health:

- Beliefs, attitudes and values
- Local and national government
- Science and technology
- Urbanisation
- Wealth and poverty

More detail can be found here:
<https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf>

What will you be assessed on?

The thematic study forms the first half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to demonstrate knowledge and understanding of the chosen theme within the context of wider changes in society. The emphasis is on historical knowledge and conceptual understanding.

Students will practice these questions across the Autumn term of Year 10, completing a mock exam in Year 10 and Year 11.

How can you help at home?

Visit a local medieval monastery to see the improved public health they had in the period 1250 to 1500.

Visit the Thackeray Medical museum in Leeds, which includes information about the response to cholera outbreaks in the 19th century.

Spring Term

Unit 2: The Norman Conquest, c. 1065–1087

1. Was Anglo-Saxon England a golden age?
2. Should William be remembered as a “lucky bastard”?
3. Brutal slaughter – is this how William gained control of England?
4. Norman castle – military fortress or status symbols?
5. A truck load of trouble – does this describe the Norman conquest of England?

This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087.

More detail can be found here:
<https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf>

The British depth study forms the second half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to analyse, evaluate and make substantiated judgements. It has a particular focus on the ways in which the past has been interpreted in different ways.

Students will practice these questions across the Spring term of Year 10, completing a mock exam in Year 10 and Year 11.

There are a number of Norman Castles in the local area which would help to reinforce the work we complete in this unit. Clifford's Tower in York is a good example and has recently been refurbished.

Summer Term

Unit 3: Shelley House and ROC Group 20 HQ

1. Phase 1: 1884–1938
2. Phase 2: 1961–1992
3. Phase 3: 2000 to present

The study should enable learners to understand how the physical features of a selected site and other supporting sources inform understanding of historical events and developments. In particular learners should understand:

- The strengths and weaknesses of the physical remains of the site as evidence about its past
- How the site fits into its wider historical context.

More detail can be found here:
<https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf>

More detail about the site students study is available here:
<https://www.english-heritage.org.uk/visit/places/york-cold-war-bunker/>

The site study is assessed in a separate exam paper and is worth 20% of the GCSE (9–1). The exam requires learners to use the physical remains of the site and contextual knowledge to answer two questions from a choice of three.

The questions will be based on the aspects listed in the criteria for the selection of the site and the additional historical sources. Each question will combine elements from two or more aspects of the criteria. Learners will be expected to use their knowledge and understanding of the site to analyse and evaluate

Read Attack Warning Red!: How Britain Prepared for Nuclear War by Julia McDowall.

Use the internet to research other ROC site in the local area.
<https://www.subbrit.org.uk/categories/nuclear-monitoring-posts/>



Year 11 Curriculum Overview: History



Autumn Term

Topics/ content outline:

- Unit 4: Living Under Nazi Rule, 1933-1945
1. How were the Nazis able to take control so quickly?
 2. What made it so hard to oppose Nazi rule?
 3. How did the lives of the German people change, 1933-39?
 4. What was the impact of the Second World War on the German people?
 5. What did Nazi rule mean for the people of Europe, 1939-45?

Powerful Knowledge (key concepts, skills)

This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.

More detail can be found here:
<https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf>

What will you be assessed on?

The world depth study forms the second half of Paper 3: World History, and is worth 20% of the GCSE (9-1). The nature of the exam requires learners to analyse and evaluate historical sources and interpretations and to reach substantiated judgments in response to views expressed in, or quotations from, historical interpretations.

Students will practice these questions across the Autumn term of Year 11, completing a mock exam in Year 11.

How can you help at home?

Study the Viking impact on the local area by visiting the Jorvik Viking Centre.

There are also a wide range of documentaries relating to Viking history.

Spring Term

Unit 5: The Viking Expansion, c.750-1050

1. What do we know about life in Viking life in Scandinavia?
2. How should we describe the Volga Vikings?
3. Did the Vikings merely rape and pillage?
4. How did the Viking settlements vary?
5. How did Danish kings show their power, 958-1035?

This period study follows the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050. Learners will need to understand the nature of Viking expansion with a particular focus on warfare, trade and settlement.

More detail can be found here:
<https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf>

The period study forms the first half of Paper 2: World History, and is worth 20% of the GCSE (9-1). The nature of the exam requires learners to demonstrate knowledge and understanding and to explain and analyse historical events in the period studied using second-order concepts, including changes and continuities, causes and consequences, and significance.

Students will practice these questions across the Spring term of Year 11, completing a mock exam in Year 11.

There are numerous documentaries and podcasts which relate to the Nazi Party in the 1930s and 1940s. These will prove to be useful in reinforcing and developing students' knowledge and understanding.

Summer Term

1



Year 12 Curriculum Overview: **History**



Unit 1: Britain Challenge and Transformation, c.1851-1914

Topics/ content outline:

1. Britain 1851-1867 including Parliament and the workings of the system, the mid-Victorian boom, society and social structure, and the development of Irish Nationalism.
2. Britain 1867-1885 including political reform, onset of the economic depression, development of trade unions and Ireland.
3. Britain 1886-1905 including Conservative dominance, division in the Liberal Party, economic readjustment, social change and the Conservative policy in Ireland.
4. Britain 1905-1914 including New Liberalism, social policy and change, and the Ulster Crisis.

Powerful Knowledge (key concepts, skills)

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain,-c18511964>

What will you be assessed on?

The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).

In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

How can you help at home?

Visit the Ripon Workhouse Museum to consider the treatment of the poor in the nineteenth century.

There are a wide variety of books written about this period in British history. Reading anything relating to the second half of the 19th century in Britain will help to develop student's sense of period.

Unit 2: France in Revolution, c.1774-1795

1. Origins of the French Revolution, including the Ancien Regime and the structure of government, the challenges of the Enlightenment, economic problems and the collapse of absolutism.
2. The Experiment in Constitutional Monarchy including, the events of 1789, reforms and change, the flight to Varennes and the September massacres
3. The Emergence and Spread of the Terror including the establishment of a Republic, the execution of the king, progress of the war and the development of the terror.

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution,-17741815>

The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.

In Section A there will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2).

Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

There are a wide variety of books written about the French Revolution. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge



Year 13 Curriculum Overview: History



Unit 1: Britain Challenge and Transformation, c.1851-1914

Topics/ content outline:

1. Britain 1914-1928 including the impact of the First World War, changing fortunes of the political parties, economic problems and the Irish revolution.
2. Britain 1929-39 including national government and economic crisis.
3. Britain 1939-64 including impact of the Second World War, changing political fortunes, economic prosperity and social change.

Powerful Knowledge (key concepts, skills)

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain,-c18511964>

What will you be assessed on?

The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).

In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

How can you help at home?

There are a wide variety of books written about this period in British history. Reading anything relating to the first half of the 20th century in Britain will help to develop student's sense of period.

Watch the BBC documentary *The Making of Modern Britain* by Andrew Marr

Unit 2: France in Revolution, c.1774-1795

1. The Directory and Napoleon's rise to power, including the Thermidorian reaction, the Directory, military campaigns abroad and Napoleon's rise to power.
2. Napoleon's impact on France including political, social, economic and social changes.
3. Napoleon's impact on Europe, including expansion and empire, control and challenge, and Napoleon's defeat.

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution,-17741815>

The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.

In Section A there will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2).

Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

There are a wide variety of books written about the French Revolution and Napoleon. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge

Watch the BBC documentary *Napoleon* by Andrew Roberts

Unit 3: Non-Examined Assessment

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:

- ask relevant and significant questions about the past and undertake research
- develop as independent learners and critical and reflective thinkers
- acquire an understanding of the nature of historical study
- organise and communicate their knowledge and understanding in a piece of sustained writing

Students must complete a Historical Investigation. This tests AO1, AO2 and AO3. The Historical Investigation must:

- be independently researched and written by the student
 - take the form of a question in the context of approximately 100 years that does not duplicate content within option chosen for Components 1 and 2
 - be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words
 - draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this.
- The Historical Investigation carries 40 marks.