History Curriculum Overview

	Autumn Term		Spring Term		Summer Term	
Year 7	**7A – The Ancient Middle East** **Who was the most successful king??** Pupils will explore early empires in the Middle East, particularly the Hittites and the Assyrians. They will explore how kings established their power. The focus will be on chronological skills and they will be able to place events in chronological order, and understand the difference between BCE and CE.	**7B – Anglo-Saxon England and the Norman Conquest** **How far did 1066 change England?** Pupils will begin with an overview of Anglo-Saxon migration and life in Anglo-Saxon England with a particular focus on Mercia. They will then move on to the events of the Battle of Hastings and the Norman Conquest. They will explore how William tried to secure his power, and how successful this was.	**7C– Life in the Middle Ages and the Crusades** **How dangerous was life in Medieval England?** Pupils will investigate daily life during the Middle Ages, including topics such as the Black Death, religion and the Crusades. Pupils will compare Medieval England to the Islamic Empire at this time.	**7D – Who Rules?** **How has power shifted through time?** This unit explores the changing nature of leadership and control, focusing on monarchs, barons, and the early formation of government. Pupils will study key turning points that affected who ruled Britain and why, developing their understanding of cause and consequence as well as change and continuity.	**7E – The Tudors** **Who was the most successful Tudor monarch?** Pupils will study key Tudor monarchs, including Henry VIII and Elizabeth I, exploring how their reigns shaped religion, politics, and society. The unit emphasises explanation and description, alongside exploring interpretations of events and the significance of the Tudor legacy.	**7F- The English Civil War** **Why did Britain go to war with itself?** This unit focuses on the causes, events, and impact of the English Civil War. Pupils will explore the roles of Parliament and monarchy, the execution of Charles I, and the long-term consequences of civil conflict. Emphasis is placed on cause and consequence, interpretations of the past, and the significance of key events.
Unit links:	**7B, 7D, 7E, 7F** *(Power, kingship, monarchy.)* **10D-10F, 11C** *(Power and ideology)* **7C, 8B** *(Empire)*	**7E, 7F, 9B, 10A-C.** *(Conquest and invasion, Power and control, Feudalism, Castles and military strategy, religious conflict)*	**8A, 10C** *(Plague and public health, Church influence, social structures and Medieval beliefs, daily life.)*	**7B, 8B and 10C. 9B, 10/B, 11A/B.** *(Kingship and monarchy, Barons and rebellion, Parliament and Law and justice.)*	**8B,9B, 10A/B, 11C.** *(Monarchy, Reformation and religion, Gender and power, Exploration and empire, religious persecution, Image and propaganda.)*	**7A, 7B, 7D, 9B** *(Power, kingship and monarchy.)* **10C** *(Society and influence of religion.)*
Year 8	**8A – Industry and Reform** **How did life in Britain change between 1750 and 1900?** Pupils will explore the major changes brought by industrialisation, including life in industrial towns and the experiences of child workers in factories and schools.	**8B – The British Empire** **What was the impact of Empire?** This unit begins with an overview of the development of the British Empire, and then focuses on several case studies: India and then Partition; Opium Wars; and post-colonial issues such as Windrush, and the impact on a local level (Handsworth)	**8C – Africa and the British Empire** **Why was slavery abolished?** Pupils will begin by looking at powerful African kingdoms, and the impact of the British Empire on them. They will then examine Britain's involvement in slavery. They will also explore resistance and the reasons for abolition in Britain. It will conclude with a case study of the end of the British Empire in Africa, with the Mau Mau rebellion.	**8D – World War One** **What was the impact of World War One?** This unit covers the causes of WWI, reasons for volunteering, and life in the trenches. Pupils will study key events such as the Battle of the Somme and consider why soldiers kept fighting despite the harsh conditions. They will also consider the end of the war and the Treaty of Versailles, as well as the impact on women and the Suffrage movement.	**8E – World War Two** **How did people respond to the Second World War?** Pupils will explore the rise of the Nazi Party, the causes of WWII. They will study the impact of the war on Britain and at a local level, as well as key events such as the Battle of Britain, Pearl Harbor and D-Day.	**8F – The Holocaust** **How should the Holocaust be remembered?** Pupils will study Nazi Germany with a particular focus on ideology. They will look at the persecution of groups in Germany, before looking at the escalation of polices towards Jewish people and the Holocaust.
Unit links:	**7C, 9C-9E.** *(Industrialisation, Public health, Child labour.)* **7A, 7C (***Daily life)* **7A** *(Technology and innovation)*	**9D, 10C,11C-11D.** *(Empire, Racism and Resistance and rebellion, Abolitionism and Trade.)* **7A, 7C** *(Empires)*	**10A, 11A and 11B.** *(Gender inequality, Protest and activism, Rights and representation.) 8C* **7A, 7C** *(Empires)*	**8E, 9E, 10D-F, 11A-D.** *(Militarism and alliances, Nationalism, Total war, Trench warfare, Propaganda.)* **10A, 11A, 11B** *(Gender inequality, protest and activism, rights and representation)*	**8D, 10D-F,11B-C.** *(Genocide, Strategic bombing, War crimes, nuclear weapons and international relations.)*	**7B, 7D, 8B, 8C, 9E, 10C, 11A,11B, 11D** *(Segregation and discrimination, Protest and non-violent resistance, migration and integration, Identity and belonging.)*
Year 9	**9A- Crime and Punishment in Medieval England (c.1000-c.1500)** A focus on the nature and changing definitions of criminal activity and the nature of law enforcement and punishment through concepts such as the power of institutions (church and government) and individuals. **Case study:** The influence of the Church on crime and punishment in the Middle Ages.	**9B- Crime and Punishment in Early Modern England (c.1500-c.1700)** Investigating change and continuity in criminal activity, law enforcement and the use of punishment. Exploring concepts such as religion, science and technology. **Case study:** The crimes and punishment of the Gunpowder Plotters. Matthew Hopkins and the Witch Hunts of 1645-1647.	**9C- Crime and Punishment in 18th and 19th Century Britain (c.1700-c.1900)** A focus on change and continuity in the nature of crimes including highway robbery, poaching and smuggling. For example, changing definitions of crime, law enforcement and changing views on the purpose of punishment. Exploring concepts such as wealth and poverty, government and attitudes in society. **Case Study:** Pentonville Prison in the mid nineteenth century, Robert Peel and his work on the Gaol's Act 1823 and the Metropolitan Police Force.		**9D- Whitechapel: Crime, Policing and the inner city (c.1870-c.1900)** A study into the relationship between Whitechapel, historical events and developments in crime and policing. The study of Whitechapel highlights the problems associated with inner city living, policing at this time and the developments and challenges to investigative policing. Understanding concepts such as socialism, nationalism, migration, the role of science and technology and public attitudes.	**9E- Crime and Punishment in Modern Britain (c.1900-Present day)** Focussing on the increasing specialisation of law enforcement, the role of public attitudes in changing punishment. Continuity and change in the nature of crimes. A focus on new definitions of crime affected by changes in attitudes and technological developments. **Case Study:** The treatment of Conscientious objectors in the First and Second World War. The case of Derek Bentley and its significance for the ending of the death penalty.
Unit links:	**7A, 10C, 11C.** *(Collective responsibility and retribution.)*	**10A-10C, 11B-11C.** *(Reformation, heresy, treason and witchcraft.)*	**9D, 10C, 11D.** *(Industrialisation and prison reform.)*		**8F, 11D.** *(Poverty, migration, xenophobia and sensationalism.)*	**8D, 8E.** *(Specialisation, conscientious objection and multiculturalism.)*
Year 10	**10A- Early Elizabethan England (1558-1588):** *Queen, Government, and Religion (1558-69)* A study into the main features of England in 1558 when Elizabeth came to the throne. Including a focus on threats she faced personally, nationally and internationally which will provide pupils with a secure foundation of knowledge for the rest of the unit. Exploring concepts such as the power of monarchy, religion, hierarchy and conflict.	**10B- Early Elizabethan England (1558-1588):** *Challenges to Elizabeth at Home and Abroad (1569-88)* A focus on the Catholic challenges to Elizabeth's throne, the alleged role of Mary Stuart in them and Walsingham's role in neutralising these threats. Understanding the tensions between England and Spain, the Spanish Armada and the execution of Mary Queen of Scots.	**10C- Early Elizabethan England (1558-1588):** *Elizabethan Society and the Age of Exploration (1558-1588)* Focussing on Elizabeth's reign as a time of expansion, with growth in many different areas of society and daily life. Providing pupils with an understanding of the complex and dynamic nature of Elizabethan Society. Pupils will analyse key concepts such as conflict, imperialism and colonialism, scientific advancement and economic change.	**10D- Superpower Relations and the Cold War (1941-91):** *The origins of the Cold War (1941-58)* A study into the beginnings of the Cold War in which pupils will understand how Europe became divided along ideological lines as the USSR sought to secure and expand Soviet influence in Eastern Europe, while the USA supported Western Europe and aimed to counteract communism. Pupils will develop their understanding of the causes, effects and consequences of conflict.	**10E- Superpower Relations and the Cold War (1941-91):** *Cold War Crisis (1958-70)* Pupils will investigate how Cold War tensions escalated as result of three crises in Berlin, Cuba and Czechoslovakia. They will understand how the three crises changed US-Soviet relations, brought the Superpowers to the brink of a nuclear war and created a physical divide between East and West. Pupils will develop their understanding of the impact of an ideological conflict, and a nuclear arms race.	**10E- Superpower Relations and the Cold War (1941-91):** *The end of the Cold War (1970-91)* Pupils will study how the USA and USSR sought to improve relations after a period of heightened tensions and how these attempts ultimately failed as relations deteriorated in a Second Cold War. They- will discover how the Cold War came to an end with an attempt at radical reform in the Soviet Union having national and international consequences.
Unit links:	**7B, 7E,9B** *(Power and religion)*	**7E and 9B** *(Heresy, Conflict and power)*	**7C, 8B, 8F, 9A-9D.** *(Migration, Society and culture, trade, economic change)*	**8E, 11A-11D.** *(Power, conflict and ideology- Communism and capitalism)*	**8D-8E, 11B-11C.** *(Conflict, Society and culture, diplomacy)*	**11A-11D.** *(Power, Democracy and Civil rights, reform, trade, economic change and diplomacy)*
Year 11	**11A- Weimar and Nazi Germany 1918-39:** *The Weimar Republic (1918-29)* Pupils will study the 'difficult birth' of the Weimar Republic. Studying it's early political and economic challenges and later recovery. They will analyse concepts such as revolution, political change, conflict and social upheaval and recognise how these concepts laid the foundations for a turbulent period in Germany's History.	**11B- Weimar and Nazi Germany 1918-39:** *Hitlers rise to power (1919-33)* A focus on the impact of Hitler's early life experiences and his role in the development of the Nazi Party. Studying his radicalisation as result of conflict and subsequent rise to power exploiting widespread disillusionment in Weimar Germany. Pupils will secure their understanding of concepts such as racism, revolution and propaganda.	**11C- Weimar and Nazi Germany 1918-39:** *Nazi control and dictatorship (1933-39)* Pupils will study the steps Hitler took to become Fuhrer of Germany and how he sought to implement Nazi ideology. They will explore concepts such as dictatorship, the emergence of a police state and how the Nazi's controlled German people through censorship, propaganda and the eradication of opposition.	**11D- Weimar and Nazi Germany 1918-39:** *Life in Nazi Germany (1933-39)* Pupils will assess the impact of Nazi rule on the lives of ordinary Germans. Building their conceptual understanding of Nazi views on women, the family, education and employment. Pupils will also develop their understanding of Nazi ideological beliefs, and the persecution suffered by minorities as a result of this.	**11E- Exam preparation (units 9A-11D)** Retrieval, interleaved and spaced practice.	**11F- Exam preparation (units 9A-11D)** Retrieval, interleaved and spaced practice.
Unit links:	**8C and 8F.** *(Power, Democracy and Civil Rights, diplomacy, economic change)*	**10A and 10B.** *(Diversity, Power and Democracy, Nationalism, socialism)*	**10D-10F.** *(Power and Ideology)*	**8F, 9D.** *(Religion, Hierarchy. Racism and power, economic change)*		

At Saint John Wall Catholic School, our History curriculum is designed with the intention of developing thoughtful, informed, and reflective learners who understand the complexity of the past and its relevance to the present.
Through a rich and diverse programme of study, pupils build a coherent understanding of how History shapes the world around them exploring the key themes below throughout their 5 years studying History and revisiting them in different contexts to deepen their understanding.

Core themes:	1. Power and Authority	2. Law and Justice	3. Beliefs and ideas	4. Social change	5. Technology and innovation	6.Public attitudes