

History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

| Autumn | | Spring | | Summer |
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| Power and the People: c1170 to the present day Part one: Challenging authority and feudalism Part two: Challenging Royal authority | Power and the People: c1170 to the present day Part three: Reform and Reformers Part four: Equality and Rights | Norman England c1066 – c1100 Part One: Conquest and Control Part two: Life under the Normans | Norman England, c1066 – c1100 Part three: The church and Monasticism Environment study | Revision programme |

Homework will be set over the course of a two or three week period and be based upon retrieval tasks to recall and remind students of the learning from Y10 in preparation for their GCSE exams. Moreover, individual students will be set extra intervention homework which will replicate exam questions that they have performed less well at in the Y10 mock exam. These will be set on a weekly basis.

| Unit | Duration (lessons) | Learning Objectives/Outcomes |
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| Power and the People: c1170 to the present day Part one: Challenging authority and feudalism | 10 | <ul style="list-style-type: none"> • To explain the barons' dissatisfaction with King John's rule and identify how this was resolved • To evaluate the long/short term effects of Magna Carta • To investigate the issues between Henry III and his barons • To explain the results and impact of the provisions of Oxford and the parliament of 1265 • To explain and categorise the causes of the Peasants' Revolt • To evaluate and assess the impact of the Peasants' Revolt on British society |
| Power and the People: c1170 to the present day Part two: Challenging Royal authority | 10 | <ul style="list-style-type: none"> • To identify and categorise the causes of the Pilgrimage of Grace and its implications for royal authority • To judge Henry VIII's reaction to the uprising • To identify the causes of the English Civil War • To investigate the development of radical politics during the civil war era • To examine the significance of the execution of Charles I • To examine the significance of the commonwealth and the rule of Cromwell • To identify and explain the causes of the American Revolution • To assess the importance of the American Revolution |
| Power and the People: c1170 to the present day Part three: Reform and Reformers | 10 | <ul style="list-style-type: none"> • To explain the causes and impact of the Great Reform Act • To investigate the Chartist movement and identify its causes and assess its impact • To describe different campaigning groups and investigate their methods • To describe the development of trade unionism and assess its impact |
| Power and the People: c1170 to the present day Part four: Equality and Rights | 10 | <ul style="list-style-type: none"> • To describe the methods and explain the responses to the women's suffrage movement • To investigate the role of individuals within the suffrage movement • To describe the reasons for and results of the General Strike (1926) • To investigate the development of a multi-racial society in the second half of the twentieth century • To explain the causes and different protests eg Brixton riots, and assess their impact |

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| <p>Norman England, 1066 – c1100 Part one: The Normans: conquest and control</p> | <p>14</p> | <ul style="list-style-type: none"> • To explain and prioritise the different causes of the Norman invasion of Anglo-Saxon England • To identify the claimants to the throne in 1066 and rank their causes • To describe and explain the significance of the Battles of Stamford Bridge and Hastings, the Anglo-Saxon and Norman tactics and Williams military innovations • To describe William’s attempts to establish control and their successes and impacts upon the indigenous population, including; <ul style="list-style-type: none"> • The Harrying of the North • Revolt 1067 – 1075 • William’s leadership and government • To describe the inheritance of William II and its relationship with his reign |
| <p>Norman England, c1066 – c1100 Part two: Life under the Normans</p> | <p>16</p> | <ul style="list-style-type: none"> • To describe the rights, responsibilities and roles within the feudal system • To describe patronage and land distribution within the Anglo-Saxon and Norman governments systems • To define military service • To describe the justice and legal systems of Norman England • To investigate the Domesday book and its impact upon • To describe and explain the changes in Norman towns and villages |
| <p>Norman England, c1066 – c1100 Part three: The church and monasticism</p> | <p>14</p> | <ul style="list-style-type: none"> • To describe the Anglo-Saxon church before 1066 • To describe the role of Archbishop Lanfranc in the reform of the English church • To investigate the Norman church building programme • To describe the organisation of the Norman church and analyse its relations with the state and the Papacy • To analyse the investiture contest • To describe the growing monasticism in Norman England • To evaluate the impact of the Norman reforms on English monasticism including; <ul style="list-style-type: none"> • The building of abbey and monasteries • Monastic life • Schools and education • Latin and the use of the vernacular |

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| <p>Norman England, c1066 – c1100</p> <p>Environment study</p> | <p>10</p> | <ul style="list-style-type: none"> • To describe the pre-Norman History of the designated historical environment • To create a narrative of the historical environment during the Norman period • To describe the building, its function and its structure • To create a narrative of the people connected with the historical site and explain their roles within it • To explain how the historical environment reflects the values and the culture of the time period • To explain how the historical environment plays a role in local events • To incorporate the historical environment into the wider concepts and issues of Norman England • |
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| <p>Revision</p> | <p>14</p> | <ul style="list-style-type: none"> • To increase knowledge and specific evidence base in all sections of the 2 exam papers • To practise and improve upon all exam skills and questions • To identify own weaknesses and lead own revision programme • To experience a wide variety of exam questions and papers and plan answers |
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