



FARNBOROUGH
SPENCER ACADEMY

History at Farnborough Spencer Academy

Curriculum Overview

Contents

1. Curriculum Statement.....	3
2. Principles.....	3
3. Key Stage 3 Content	4
4. Key Stage 4 Content	4
5. Extra-Curricular	4
6. Exam Specifications	4
Year 7 Curriculum Map	5
Unit 1 - Anglo Saxon and Norman England	5
Unit 2 - Medieval Monarchs	6
Unit 3 - Medieval Life.....	7
Unit 4 - Tudor England.....	8
Unit 5 - How and why has migration shaped Britain?	9
Year 8 Curriculum Map	10
Unit 1 - The Transatlantic Slave trade.....	10
Unit 2 - The Industrial Revolution	11
Unit 3 - Interpretations of the British Empire.....	12
Unit 4 - Protest, suffrage and reform	12
Unit 5 - The era of World War 1	14
Year 9 Curriculum Map	16
Unit 1 - Interwar years 1918 to 1939.....	16
Unit 2 - The era of World War 2.....	17
Unit 3 - The Holocaust and genocide	18
Unit 4 - The post-war world.....	19
Unit 5 - Medicine and Health - 1250 – present day	20
Year 10 Curriculum Map	21
Autumn 1 - Medicine on the British Sector of the Western Front. 1914 – 1918 - Paper 1	21
Autumn 2 & Spring 1 + 2 - Early Elizabethan England 1555 – 1588 - Paper 2 – British Depth Study	22
Summer 1 + 2 - The American West 1835 – 1895 - Paper 2 - Period Study.....	23
Year 11 Curriculum Map	24
Autumn 1 + 2, Spring HT3 - Weimar and Nazi Germany 1918 – 1939 - Paper 3 – Modern Depth Study	24
HT 4 + 5 Revision and exam preparation - All GCSE topics.....	25

1. Curriculum Statement

The History department at The Farnborough Academy aims to develop all our students into inquisitive Historians and global citizens with the knowledge and skills to investigate the world around them.

Our lessons from year 7 to year 11 will enable students to use a range of methods to find out about the past – developing their knowledge and understanding of what caused events to happen, what the consequences of actions were, how far things have changed over time, and why certain events or people are viewed as significant in both the past and the present day.

We want our Historians to love learning about the lives of people in the past, and will provide opportunities to use a wide range of sources of evidence to discover History, from original artefacts to visiting sites of historical importance, we will train our historians to investigate the past with a critical eye.

Our Historians will develop highly valued skills for life beyond Farnborough and the world of work: Historians at Farnborough will be successful communicators who can confidently express their opinions, supported with accurate evidence to justify their views. Our Historians will become increasingly independent in researching information to enable them to be well informed global citizens, able to make up their own minds about challenging questions they will face in the world beyond Farnborough.

2. Principles

In History students learn by:

- Following a largely chronological curriculum to develop a deep understanding of a sense of time period from 1066 to the present day.
- Long-arc unit each year in KS3 to review broader chronological overview across a theme in History.
- Framing each unit of work around a historically relevant enquiry question to provide relevance and focus to each lesson, which contributes to answering the unit enquiry.
- Integrating local history, diverse experiences into every unit of work to ensure clear connections and a range of historical voices are expressed throughout all time periods, not bolted on.
- Making clear connections between the past and the present, making links with **contemporary issues to challenge pupils' perceptions and form confident opinions.**
- Focus on a specific second order historical concept in each KS3 scheme of work to provide a spiralized model of developing historical skills throughout KS3.
- Knowledge retrieval and spaced retrieval of core information.
- Modelling and developing extended writing.
- Mid-unit assessments with focus on developing key historical skills in each unit.
- Regular assessment of targeted knowledge and skills, with timely feedback for pupils to act on and support their progress.
- Digging deeper – independent research skills to extend learning about each unit beyond the classroom.

3. Key Stage 3 Content

- Year 7 – The Norman conquest. Medieval Monarchs (British and Beyond). Medieval Life. Tudor England. British Migration through time.
- Year 8 - The Transatlantic slave trade. The Industrial Revolution. Protest, suffrage and democracy. Changing interpretations of the British Empire. Experiences of World War 1
- Year 9 – Interwar challenges to peace. Significant events of WW2. The Holocaust and genocide. Inclusive Britain post 1945. Medicine through time.

4. Key Stage 4 Content

- EDEXCEL GCSE History – Medicine through Time. (1250 – Present)
- Early Elizabethan England (1558 – 1588)
- The American West (1840 – 1890)
- Weimar and Nazi Germany (1918- 1939)

5. Extra-Curricular

- Digging deeper – film screenings linked to curriculum content
- Enrichment site visit opportunities – **year 7, St Mary's medieval church, Clifton Village.**
- Year 8, The Black Country Living Museum
- Nottinghamshire Archives
- Year 9 – Beth Shalom: Holocaust memorial museum.
- Year 10 – Thackeray medical museum.

6. Exam Specifications

- EDEXCEL GCSE History (9 -1)

Year 7 Curriculum Map

Unit 1 - Anglo Saxon and Norman England

National Curriculum: development of Church, state and society in medieval England 1066 - 1509

Overall focus for the unit

- To bridge to gap between KS2 and KS3 historical vocabulary and skills.
- Explore causes, events and consequences of the Norman conquest.

Enquiry question:

Did the Normans bring a truckload of trouble?

To include:

- Introduction to history – how do we measure the past?
- What do good historians do?
- What was life like in Anglo Saxon England?
- Why is 1066 such turning point in English history?
- How did the Normans take control of England after 1066?
- Interpretations of the Norman Conquest.
- **How far did Norman rule bring “a truckload of trouble” to England?**

Assessment

Did the Normans bring a truckload of trouble?

Assessment Focus

- Knowledge test of HT1
- Task to focus on developing extended writing in History. Describing and explaining events in detail.

Unit 2 - Medieval Monarchs

NC: development of church and society in medieval society 1066 – 1509

Overall focus for the unit

Investigation of a range of male and female European and non-European rulers in the medieval period to compare and contrast their systems of power, control and government.

Enquiry question:

How far could medieval monarchs do whatever they wanted?

To include:

Exploration of how monarchs' power was affected by relationships with the nobility, religion and their people.

British rulers:

- Stephen and Matilda
- Eleanor of Aquitaine
- Henry II and Becket
- King John
- Edward I

Comparison with the European ruler - Isabella of Castile

Comparison with the non European rulers of:

- Mansa Musa
- Genghis Khan

Assessment

How far could medieval monarchs do whatever they wanted?

Assessment Focus

- Knowledge test
- Comparison of the similarities and differences in the methods of ruling. Evaluation of the power of each ruler before reaching a substantiated conclusion.

Unit 3 - Medieval Life

NC: development of church and society in medieval society 1066 – 1509

Overall focus for the unit

Social history focus to investigate the lives of people in the Medieval period.

Enquiry question:

Are people right to be so negative about Medieval people?

To include:

- Investigating what a range of sources and scholarship tell us about how medieval people's lives were shaped by society, religion, education, homes, health, trade and travel.
- Case study of the Black Death.

Assessment

Are people right to be so negative about Medieval people?

Assessment Focus

- Knowledge test
- Assessment focused on using sources of evidence to support their conclusions.
- Task to explore different interpretations of aspects of medieval life.

Unit 4 - Tudor England

NC: development of Church, state and society 1509 – 1745

Overall focus for the unit

Investigation of the local, national and international changes to society under the reign of the Tudor monarchs.

Enquiry question:

Was the Elizabethan period a 'Golden Age'??

To include:

- Why were the Tudors hungry for power?
- Religious unrest in Europe.
- The Protestant reformation.
- **Causes and consequences of Henry VIII's Break from Rome.**
- Black Tudors.
- Evaluating **Elizabeth's Golden Age?**.

Assessment

Was the Elizabethan period a 'Golden Age'?

Assessment Focus

- Knowledge test
- Task to explore both sides of the argument about Key questions about the Elizabeth's reign.

Unit 5 - How and why has migration shaped Britain?

NC: study of an aspect/ theme in British hist. that consolidates & extends pupil's chronological knowledge pre 1066.

Overall focus for the unit

A broad, long-arc study of how migration to, from and within the British Isles has affected our local and national history.

Enquiry question:

How has migration shaped the British Isles?

To include:

Migration to the British isles in the period in the time of key groups:

- Romans
- Anglo-Saxons and Vikings.
- Normans
- Religiously motivated migration.
- Economic motivation.
- Impacts of Empire
- 20th Century migration.
- Consequences for modern British society.

Assessment

How has migration shaped the British Isles?

Assessment focus

- Knowledge test
- Task to explain the causes, consequences, experiences and impacts of selected migrant groups in the British Isles 500BC to Present day.

Year 8 Curriculum Map

Unit 1 - The Transatlantic Slave trade

National Curriculum: ideas, political power, industry and empire: Britain 1745 – 1901.

Overall focus for the unit

Study of the origins of the Transatlantic slave trade, the experiences of enslaved Africans, the abolition of the trade and the consequences at a local, national and international scale.

Enquiry question:

What were the consequences of the Transatlantic slave trade?

To include:

- African kingdoms before 1500
- Origins of the Transatlantic Trade triangle.
- Using sources to investigate the experiences of enslaved Africans.
- Resistance and rebellion.
- Abolition
- **Nottingham's hidden histories of slavery** – Newstead Abbey.
- The legacy of the slave trade in the present day.

Assessment

2nd order concept focus: Cause and consequence

Assessment Focus

- Knowledge test of HT1
- Mid point assessment to develop skills of explaining consequences.
- End of unit written task to explain the consequences of aspects of the slave trade.

Unit 2 - The Industrial Revolution

NC: ideas, political power, industry and empire: Britain 1745 – 1901.

Overall focus for the unit

Social history focus to investigate how the Industrial revolution affected the lives of people across British society.

Enquiry question:

How far did the Industrial Revolution improve the lives of the British people?

To include:

- Why was Britain the first industrial nation?
- **Children's working conditions.**
- **What can sources about 19th crimes tell us about women's lives?**
- **How did people's living conditions change in C.19th Nottingham?**
- Health - case study of cholera.

Assessment

How far did the Industrial Revolution improve the lives of British People?

2nd order concept focus:

Change and continuity

Assessment Focus

- Knowledge test
- Task to focus on using a range of evidence to evaluate the impact of the Industrial Revolution and reach a substantiated judgment.

Unit 3 - Interpretations of the British Empire

NC: ideas, political power, industry and empire: Britain 1745 – 1901.

Overall focus for the unit

Study of the development of the British Empire, focus on using primary sources to investigate the relationship between Britain and its colonies, the experience of empire from the perspective of the British colonisers, British people at home and indigenous people.

Enquiry question:

What can sources tell us about different experiences of the British Empire?

To include:

- Why did Britain want an empire?
- Case Study – India
- Case study – Australia
- The Scramble for Africa
- British experiences of Empire.
- Indigenous experiences of empire.
- Interpretations of Empire.
- What is the legacy of the British Empire today?

Assessment

What can sources tell us about different experiences of the British Empire?

2nd order concept focus:

Utility of sources and understanding Interpretations

Assessment Focus

- Knowledge test
- Task to explain the utility of historical sources understand different experiences of empire.

Unit 4 - Protest, suffrage and reform

NC: ideas, political power, industry and empire: Britain 1745 – 1901.

Overall focus for the unit

A study of the development of democracy in Britain, drawing comparisons with Europe at the time.

Investigating the role of different protest groups in shaping the political system.

Enquiry question:

How and why is Britain a democracy today?

To include:

- British monarchy and the evolution of parliament
- The American revolution
- C18th Europe – the French Revolution.
- British protest movements, Peterloo, the Chartists.
- British political reform – 1832,
- Politics and reform in Nottingham – **Fergus O'Connor**
- **Suffragettes' actions and interpretations.**
- How democratic was Britain by 1918?

Assessment

How is Britain a democracy today?

2nd order concept focus:

Causation – cause and consequence

Assessment Focus

- Knowledge test
- Task to write a narrative account to explain the evolution of democracy in Britain over time.

Unit 5 - The era of World War 1

NC: Challenges for Britain, Europe and the wider world. 1901 to present day.

Overall focus for the unit

A study of the experiences of WW1 for different people involved including British and empire soldiers, those on the homefront, and people in Nottingham. Then a review of the impact of the social, political and economic consequences of WW1 for Britain, including at a local to evaluate an **historian's interpretation of WW1**.

Enquiry questions:

1. How did different people experience WW1?
2. What was the impact of WW1 on Britain?

To include:

- Europe in 1914 – MAIN causes of WW1
- Conscription of men and women.
- Trenches on the Western Front.
- Colonial soldiers
- Experiences on the Homefront
- Women in WW1
- Nottingham – **treatment of "Enemy Aliens"**
- Consequences: British economy
- Consequences – Health + medicine
- Consequences: Changes in attitudes to war in art and poetry.
- Consequences – politics – franchise and the general strike.

Assessment

How did WW1 affect the lives of those involved?

2nd order concept focus: Similarity and difference

Assessment focus

- Knowledge test
- Task to focus on explaining the similarities and differences of groups involved in WW1.
- Evaluation of an interpretation of WW1.

Year 9 Curriculum Map

Unit 1 - Interwar years 1918 to 1939

NC: Challenges for Britain, Europe and the wider world. 1901 to present day.

Enquiry Question:

What were the challenges to peace 1918 – 1939?

Overall focus for the unit

A study of the political challenges of the interwar period, to understand the emergence of new political ideas – communism and fascism and how the rise of dictatorships challenged international relations. Causes of WW2 by 1939.

To include:

- The Treaty of Versailles
- Communism – 1917 Russian Revolution
- Polarised politics - fascism and communism.
- The League of Nations and American Isolationism
- Economic unrest – the wall street crash and Great depression.
- Unrest in the Empire.
- The rise of the Nazis
- Appeasement.

2nd order concept focus for assessment

Causation – selection of key information – writing detailed PEEL paragraphs

Assessment

- Knowledge test +
- Task – Pupils need to select and explain their choice of events that caused challenges to peace in the interwar years.

Unit 2 - The era of World War 2

National Curriculum: Challenges for Britain, Europe and the wider world. 1901 to present day.

Enquiry question:

What were the significant events of world war 2?

Overall focus for the unit

Study of the significant events that were turning points in the conflict, the impacts of war on the people of Britain and its empire, and how the war ended in 1945

To include:

- How far did warfare change between the 2 world wars?
- Significant campaigns & battles of WW2 – Blitzkrieg, Operation Barbarossa.
- Pearl Harbor
- Using sources to investigate experiences of the Blitz in Nottingham.
- Independent research.
- The contribution of the British Empire and Dominions.
- The dropping of the Atomic bombs.
- The impact of WW2 on Britain, women, and the Empire.

2nd order concept focus for assessment

Significance - explaining the consequences and significance of events for the wider history.

Assessment

- Knowledge test +
- Task - Pupils need to select their choice of which events from WW2 were significant based to criteria to justify their decisions.

Unit 3 - The Holocaust and genocide

NC: compulsory unit – The Holocaust

Enquiry question:

How and why did the Holocaust happen?

Overall focus for the unit

Depth study of the events leading to the persecution & discrimination against Jews in Nazi Germany, the escalation of events during WW2, the consequences of this crime and the lessons to be learned from the Holocausts and other C.20th genocides.

To include:

- Jewish life before 1933
- The escalation of anti-Semitism in Nazi Germany.
- Work camps
- Concentration camps
- Resistance
- Liberation
- Links to other 20th Century genocide.
- Lessons from History

2nd order concept focus for assessment

Cause and consequence:

Exploring the reasons for and consequences of the Holocaust

Assessment

- Knowledge test
- Task to explain the causes of the holocaust and the consequences of the Holocaust, including short and long term events.

Unit 4 - The post-war world

NC: Challenges for Britain, Europe and the wider world. 1901 to present day.

Enquiry question:

How inclusive has Britain become since 1945?

Overall focus for the unit

Investigation of how British society has been shaped by significant changes in politics, technology, healthcare and popular culture since 1945. Students will evaluate how far they believe Britain has become an inclusive society and suggest areas that they believe could be improved.

To include:

- The creation of the NHS
- Popular culture.
- Transformative technology – the computer and internet.
- The struggle for equality – women, BAME, LGBT, disabled.
- Equality and diversity in Britain today

2nd order concept focus for assessment

Change and continuity

Evaluation of how far aspects of British society have changed, continued in same way as pre-1945, and creative writing about what pupils would like to see change in the future.

Assessment

- Knowledge test
- Task to compare the similarities and differences between aspects of British society in 1945 and later in the 20th + 21st centuries.

Unit 5 - Medicine and Health - 1250 – present day

EDEXCEL GCSE History

Enquiry question:

How and why did medicine change 1250 -present day?

Overall focus for the unit

Preparation for EDEXCEL History GCSE Syllabus exploring how medicine has developed from 1250 to the present day. Exploring cause and consequence, change and continuity, similarity and difference and evaluation of key moments in medical developments.

To include:

- Beliefs / Treatments / Healers.
- The medieval church
- Public health
- Case study – the Black Death 1347, 1665, Cholera 1800s,
- Vaccinations
- Germ Theory Technology
- Penicillin
- NHS
- Public Health campaigns.
- Significant individuals

2nd order concepts

- A01 – GCSE focus
- A02 – GCSE focus

Assessment

Knowledge test

Preparation for GCSE exam questions - **Similarity and difference, Explain why....How far do you agree....**

Year 10 Curriculum Map

Autumn 1 - Medicine on the British Sector of the Western Front. 1914 – 1918 - Paper 1

Overall focus for the unit

Case study of how WW1 affected the development of medicine on the Western Front.

To include;

- Life in the trenches
- Weapons of war.
- Injuries in the Trenches
- New treatments
- Using Primary sources to learn about the past.

Assessment Focus

- Knowledge tests
- Source based GCSE questions.

Autumn 2 & Spring 1 + 2 - Early Elizabethan England 1555 – 1588 - Paper 2 – British Depth Study

Overall focus for the unit

Period study of the social, political and religious challenges Elizabeth I faced during the first 30 years of her reign.

To include;

- **Challenges to Elizabeth's legitimacy.**
- Religious threats at home and abroad.
- Revolts against Elizabeth.
- Social unrest.
- Foreign policies.
- Leisure and entertainment.
- Poverty in Tudor England.

Assessment Focus

- Knowledge tests
- GCSE preparation questions to describe, explain and evaluate aspects of Elizabeth's rule.

Summer 1 + 2 - The American West 1835 – 1895 - Paper 2 - Period Study

Overall focus for the unit

Period study of the causes and consequences of the settlement of the American West.

To include;

- The lives of the Native Americans on the Plains.
- Reasons for early migration.
- The Gold Rush 1849
- The Mormon Migration
- The impact of the American Civil War.
- The Homesteaders
- The Transcontinental railway.
- The Cattle Industry
- Problems with Law and Order
- Conflict with Native Americans
- The destruction of Native American life.

Assessment Focus

- Knowledge tests
- GCSE preparation questions to explain and evaluate the causes, consequences and significance of the settlement of the West.

Year 11 Curriculum Map

Autumn 1 + 2, Spring HT3 - Weimar and Nazi Germany 1918 – 1939 - Paper 3 – Modern Depth Study

Overall focus for the unit

To understand the problems faced in Germany after 1918 by the Weimar government. Explore the social, economic and cultural challenges faced by the Weimar Republic, leading to the rise of the Nazi Party. Use a range of sources and historical interpretations to explore how the Nazis changed life in Germany 1933 – 1939.

To include;

- Causes and consequences of the Armistice 1918.
- Challenges faced by the Weimar Republic
- Hyperinflation crisis 1923
- **The “Golden Age” of the Weimar Republic**
- The Political challenges faced by the Weimar Republic
- Causes and consequences of the Wall Street Crash
- The Rise of the Nazi Party.
- Hitler as Chancellor – 1933
- Nazis in Power 1933 – 1939
- The police state
- Persecution of minorities

Assessment Focus

GCSE Paper 3 style questions, including sources and interpretations to evaluate aspects of Weimar and Nazi Germany.

HT 4 + 5 Revision and exam preparation - All GCSE topics

Students will have time and support to prepare them for their mock examinations and final examinations.

All GCSE content will need to be revised for their final GCSE examinations.

Assessment

3x History GCSE papers – June series.