

Curriculum Intent / Learning sequence 2022

1 MONARCHY POWER & CONTROL

Unit overview - By the end of this unit, students will have an understanding of the historical significance of a variety of monarchs. They will make substantiated judgements about the impact each monarch has had on the people by assessing how the diverse nature of power and control has been challenged and changed.

Students will learn about key individuals and the religious, political and social challenges they faced. Key themes will include personal and political criteria for determining the significance of rulers, the use and abuse of power by monarchs (including consultation, law and finance and taxation) and the challenges they faced from their subjects.

Students will develop a foundational understanding of change and continuity studying the extent of change and mastering some key language for writing about change and continuity.

2 CONTROL CRIME & PUNISHMENT

Unit overview - By the end of this unit, students will have an understanding and knowledge of methods of controlling the people, through the use of crime and punishment. Students will make links over time in a thematic approach which supports future learning for GCSE Medicine. They will make substantiated judgements about how politics and society have changed and link to the attitudes of the government and people; this links back to prior learning in the previous Monarchy, Power and Control scheme.

Key themes will also link back to prior learning as students consider the diverse personal, political, religious and moral criteria for determining the significance of crime and punishments to control society. The use and abuse of power by disproportionate responses by the state to criminals over time.

Students will build on their prior foundational understanding of change and continuity over time. They will continue to assess the significance of studying extent of change and mastering more key language for writing about change and continuity.

3 CONFLICT CHALLENGE & CHANGE

Unit overview - By the end of this unit, students will have an understanding and knowledge of British, local and world history through investigations around the causes and consequences of political changes, conflicts and genocides of the 20th century. Students will consider the causes of WW1 and the consequences of Germany's defeat. They will pursue a chronological approach which considers the instability in Europe leading to Hitler's rise and the outbreak of WW2. They will build on prior learning and skills and continue to make substantiated judgements on how and why diverse political ideologies grew and controlled people over time. This will link to future units for GCSE Germany. Key themes continue to run through the scheme as they consider the significance of key individuals and events during WW1 and WW2 that caused conflict and challenge. As with the Control Crime and Punishment scheme, students will consider the methods of controlling the people through experience of war and conflict.

Key themes will also link back to prior learning as students consider the diverse personal,

political, religious and moral criteria for determining the significance of key turning points in the 20th century and the use and abuse of people involved in conflicts. Students will build on their prior emerging understanding of change and continuity over time. They will continue to assess the significance of studying the extent of change and continuity as they look at the 1948 UN Convention for Human Rights. The opportunity to consider the concept of genocide over time is explored as a case study with reference to the NC requirement around the Holocaust. They will begin to discern how and why contrasting arguments and interpretations of the past have been constructed. They will continue to master key language for historical writing.

4 COMMUNITY CHALLENGE & CHANGE

Unit overview - By the end of this unit, students will have an understanding and knowledge of a range of causes and consequences of the struggles of diverse, persecuted groups in society both nationally and in the wider world. They will pursue a thematic approach and consider those who have been persecuted for their political, racial, sexual and gender identities. They will build on prior learning and skills and continue to make substantiated judgements on how and why issues of intolerance and discrimination affected people over time. This will link to future units for GCSE Germany and the Nazi policies towards Jews and other minorities. Key themes continue to run through the scheme as they consider the significance of key individuals and events from issues of Suffrage, American Civil Rights, through to modern day homophobia which have caused conflict and challenge. As with the Conflict Challenge and Change scheme, students will consider the methods of controlling the people through experience of injustice, conflict & persecution.

Key themes will also link back to prior learning as students consider personal, political, religious and moral criteria for determining the significance of key turning points in the quest for human rights which links back the work on the 1948 Declaration of Human Rights work and Genocide and the use and abuse of people involved in conflicts.

Students will build on their prior emerging understanding of change and continuity over time. They will continue to assess the significance of studying the extent of change and continuity as they look at the attitudes towards minority groups has shifted over time. They will be able to link their learning back to prior units as they explore the reasons why and methods used to discriminate against members of our community. This can be referenced in the work we do on inclusivity and diversity in our Academy and in the wider world. Individual case studies will enable students to reflect on the Rights and Respect agenda our Academy is promoting. This also links back to prior learning around the 1948 UN Convention for Human Rights. They will continue to master key language for historical writing.

RELIGION

POLITICS

SOCIETY

ECONOMICS

MORALITY

DIVERSITY

INCLUSIVITY

COMMUNITY

1. Contextual lesson WIL	Life in Anglo Saxon Britain The Story of Britain BBC Teach - YouTube Ten Minute English and British History #03 - The Early Anglo-Saxons and the Mercian Supremacy - YouTube
2. Why were there three significant claimants to the throne in 1066? WIL 3. Additional lesson - why was the Battle of Stamford Bridge significant for the claimants in 1066? WIL	The Battle of Hastings 1066 - The Normans - BBC Two - YouTube
4. Why was the feigned retreat seen as a significant turning point during the Battle of Hastings? WIL	WP Students will study the factors which led to Norman success at the Battle of Hastings – make a judgement about the significance of the feigned retreat. Frame Q around a GCSE style question.
5. To what extent did William I use fear to control the Anglo-Saxons? WIL	
6. To what extent was John and bad monarch or unlucky? 7. How far did Magna Carta change the monarch's power in England 1215? WIL	https://www.youtube.com/watch?v=wWKTy1NlxZE
8. Did everyone in England take the same view of Henry VII? KEN	Tudor and Stuarts - KS2 History - BBC Bitesize
9. How significant was Henry VIII's succession crisis? KEN	<ul style="list-style-type: none">- Needs a male heir- Breaks with Rome- Fall out from this
10. To what extent was England in turmoil after Henry VIII's death? KEN	<ul style="list-style-type: none">- Edward – regency – dies young- Mary – goes back to Catholic- Elizabeth – Middle Way

<p>11. How far did James I / VI use language and propaganda to promote the idea of Union? BUR</p> <p>BBC Two - The Stuarts</p>	
<p>12. Did everyone take the same view of King Charles I? BUR</p> <p>BBC Radio 4 - Homeschool History - Homeschool History lesson: The Restoration</p>	<p>WP - Students will make a judgement about the significance of Charles I's actions and how this had significant consequences for the monarchy and shift in power.</p>
<p>13. Did everyone take the same view of Oliver Cromwell? BUR</p> <p>A summary of Oliver Cromwell - Oliver Cromwell - KS3 History Revision - BBC Bitesize BBC Radio 4 - Homeschool History - Homeschool History lesson: The Restoration</p>	
<p>14. Why has the Restoration attracted so much attention from Historians? BUR</p> <p>BBC Radio 4 - Homeschool History - Homeschool History lesson: The Restoration</p>	
<p>15. How significant was the shift in the power of the monarch between Charles I and Charles II? BUR</p>	<p>WP</p>
<p>16. How far did Robert Walpole have influence in England? WIL / JAR</p> <p>BBC - History - Historic Figures: Sir Robert Walpole (1676 - 1745) BBC - History - George I BBC - History - George II</p>	
<p>17. Why is Victoria remembered as a significant monarch? BOD</p> <p>Queen Victoria: The woman who redefined Britain's monarchy - BBC Teach</p>	
<p>18. Why did King George V change his family name? KEN</p> <p>BBC - History - George V</p>	

<p>19. Why were 325 days in 1936 so significant? SHE</p>	
<p>20. How significant was this advice to King George VI '<i>Forget everything else and just say it to me – say it to me, as a friend</i>'.</p> <p>TES King's Speech resource – watch film – possibly link to clip from Educating Manchester? KEN The King's Speech Film Educational Resource Teaching Resources (tes.com)</p>	
<p>21. To what extent does Queen Elizabeth have significance as a monarch today? WIL</p>	
<p>22. End point - The end point will ask students to review all the monarchs we have studied and make substantiated judgements over the shifts in power and control over time.</p>	<p>Time line? Extended writing?</p>
<p>23. Monarchy-David Starkey - YouTube</p>	<p>Extra contextual knowledge for non-subject specialists / those new to the curriculum</p>