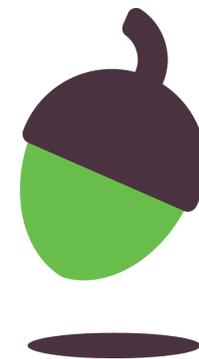


History

Secondary: Key Stage 3

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Curriculum Principles

Coherence and flexibility

Oak's history curriculum will use enquiry questions to build up meaningful substantive knowledge across a series of lessons and develop pupils' disciplinary thinking. In an ideal curriculum these enquiries would build on one another. However, in order to provide schools with the flexibility to use some Oak resources in the way that is most useful to them, we aim to design our enquiries to be relatively short (4-6 lessons) and to be self-contained. Unavoidably, certain enquiries will rely on some prior knowledge. Where this is the case, we will indicate this so that teachers can either direct pupils to more than one enquiry or be confident the enquiry will be accessible because of previously learnt content in school.

Knowledge organisation

Our enquiries are organised around substantive concepts and second order concepts. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts on which they focus. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. If pupils follow the proposed Oak sequence of enquiries then they will develop a sophisticated understanding of key substantive concepts by coming to appreciate how different manifestations of certain substantive concepts (e.g. empire, revolution) differ and challenge simplistic definitions. Each enquiry will also have a disciplinary focus on at least one second order concept. This disciplinary focus is made explicit for each enquiry. Finally, our proposed sequence of enquiries is broadly chronological, however, as enquiries are self-contained, teachers could choose to develop their own thematic sequence.



Knowledge selection

In making decisions about what to include and what to omit, we have tried to balance the following aims across the KS3 curriculum:

- **Adoptability:** we want to ensure that materials are available for the most commonly-taught topics in UK schools so that our resources will be useful to all schools.
- **Diversity and representativeness:** we want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups, and explore the interconnectedness of British and wider world history.
- **Overview and coherence:** we want students to build secure and coherent narratives of the past, being mindful of the balance between overview and depth.
- **Preparation for future learning:** Oak is not about giving students something to do, it is about educational continuity. Whether students follow the curriculum as a whole or access individual lessons or units, we have foregrounded knowledge, concepts and ideas which will be most useful for students' future learning.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith. We are confident that the Oak curriculum builds a wide range of important historical knowledge for students.



Inclusive and ambitious

We want Oak's history lessons to support all children. Our lessons are pitched so that all pupils can experience an early sense of success. Our enquiries are intended to build pupil knowledge gradually. Focusing each lesson sequence on a clear enquiry question provides scope for building to a substantial final piece of work if schools choose to set such extended tasks. Our worksheets are written in a style which minimises potential barriers to comprehension. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop an understanding of good historical writing.

Pupil engagement

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will be in a position to use this new information to answer the enquiry question. Each enquiry is designed to be an 'emergent puzzle' and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to promote some of the pupil thinking that is usually fostered through class discussion and skilful teacher questioning in a classroom setting.

Motivation through learning

Through careful knowledge selection and by crafting engaging narratives our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils. Tasks and activities are carefully designed so that pupils can experience a sense of success and therefore feel motivated to keep learning. The hope is that pupils feel motivated to answer the enquiry question for themselves.



How will pupils make progress?

Students improve at history by building up knowledge of the past which is increasingly complex and secure. As they study particular periods, events and people, they develop a rich understanding of these past places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments over time. Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts such as empire, trade, tax and rebellion. These layers of knowledge, built over multiple enquiries, give students the foundation to learn new, and increasingly complex information in history, and the Oak curriculum is designed to build this knowledge effectively and secure it in memory, whether students access single enquiries or a longer sequence.

With secure knowledge of the past, students are also able to learn about the discipline of history. Through these units, students will use their knowledge to engage with valid historical questions and learn how historians make sense of the past.



2. Subject structure and suggested sequence

The table below gives an overview of the enquiries. Broadly they are ordered chronologically and the proposed sequence is one that could be followed by schools with a three-year KS3. However, the enquiries are designed to be self-contained so that schools can choose which enquiries follow in which order to best suit their own curriculums. The enquiries are organised roughly by period, but there is no need for schools to only use enquiries from one particular period for a specified year group. To support this flexibility, the lessons will not use year-specific language.

Enquiry	Dominant theme	Lessons
Period 1 enquiries: The Medieval World (450-1450)		
How “dark” were the Dark Ages?	Social History	6
Why has Alfred been called “Alfred the Great”?	Power and rebellion	4
How did a Norman become King of England?	War and peace	4
How much did England change during the Norman Conquest?	Power and rebellion	6
Which sources reveal the most about medieval peasants?	Social history	4
How was Baghdad connected to the wider world?	The connected world	4
How powerful was the Pope?	The connected world	4
Why did Europeans join the Crusades?	War and peace	6
Who lived in Crusader states?	The connected world	4
What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?	The connected world	4
Why did Kings struggle to rule England?	Power and rebellion	6



How did the Mongols create a world Empire?	The connected world	4
How far did the Black Death change the medieval World?	Social history	4
How big a threat was the Peasants' Revolt to the power of monarchs?	Power and rebellion	4
What can we learn about the medieval World from the book of Margery Kempe?	Social history	6
What does the life of Mansa Musa reveal about medieval Mali?	The connected world	4
Who held power in medieval towns?	Social history	4
Period 2 enquiries: Early Modern and Age of Revolutions (1450-1900)		
How far did fear allow the Aztecs to control an Empire?	War and peace	4
Why have historians described 1492 as a turning point in world history?	The connected world	4
What was Luther trying to achieve?	Powerful ideas	4
Why did Henry VIII make the break with Rome?	Power and rebellion	6
In what ways did the Reformation matter to ordinary people?	Social history	6
Why was the world opening up to Elizabeth I and her people?	The connected world	6
Why did the Civil War break out in 1642?	Power and rebellion	
In what ways was Britain turned upside down in the seventeenth century?	Social history	6
How revolutionary was the Glorious Revolution?	Power and rebellion	4
Who lived in 'British' America?	The connected world	4
Did the Enlightenment fuel the American Revolution?	Powerful ideas	6
How Enlightened was the French Revolution?	Power and rebellion	4
What did the French Revolution mean to Britons?	Powerful ideas	4
How successful were efforts to abolish slavery in the nineteenth century?	The connected world	4
Why are different stories told about Britain's journey to democracy?	Power and rebellion	4
How far did working conditions improve over the nineteenth century?	Social history	4



Period 3 enquiries: Modern History (1800-2000)

Why does it matter what we call the 1857 conflict in India?	The connected world	4
What did British colonialism look like in the nineteenth century?	Power and rebellion	4
How do we uncover the lived experience of those ruled by empire in Africa?	Social history	4
Did tensions over Africa make a European war more likely?	War and peace	4
How far did the assassination cause the First World War?	War and peace	6
What do the stories of the 'often forgotten armies' reveal about the Western Front?	The connected world	6
Why did WWI end in November 1918?	War and peace	4
What were the Bolsheviks trying to achieve?	Powerful ideas	4
Why did fascists gain support?	Power and rebellion	4
How were people controlled in totalitarian states?	Power and rebellion	4
Why did the League of Nations fail?	War and peace	4
When was the turning point during the Second World War?	War and peace	6
Holocaust enquires (work in progress)	War and peace	6
How did India achieve independence in 1947?	Power and rebellion	4
What kind of stories can be told about the sixties?	Social history	6
Who 'decolonised' in the twentieth century?	Power and rebellion	4



These enquires are designed to be fairly self-contained. Therefore, it would be possible to design many different sequences. For example, the enquiries could be sequenced thematically. Some enquiries can fall under multiple themes.

Enquiry	Lessons
Theme: Power and Rebellion	
Why has Alfred been called “Alfred the Great”?	4
How much did England change during the Norman Conquest?	4
How powerful was the Pope?	4
What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?	6
Why did kings struggle to rule England?	4
How big a threat was the Peasants’ Revolt to the power of monarchs?	4
How far did fear allow the Aztecs to control an Empire?	4
Why did Henry VIII make the break with Rome?	6
Why did the Civil War break out in 1642?	6
How revolutionary was the Glorious Revolution?	4
Did the Enlightenment fuel the American Revolution?	6
Was the French Revolution enlightened?	4
What did the French Revolution mean to Britons?	4
Why are different stories told about Britain’s journey to democracy?	4
Why does it matter what we call the 1857 conflict in India?	4
What did British colonialism look like in the nineteenth century?	4
How were people controlled in totalitarian states?	4



Theme: Social History	
How “dark” were the Dark Ages?	6
Which sources reveal the most about medieval peasants?	4
Who lived in Crusader states?	4
How far did the Black Death change the medieval World?	4
What can we learn about the medieval World from the book of Margery Kempe?	6
Who held power in medieval towns?	4
In what ways did the Reformation matter to ordinary people?	4
Why was the world opening up to Elizabeth I and her people?	6
In what ways was Britain turned upside down in the seventeenth century?	6
Who lived in ‘British’ America?	4
How successful were efforts to abolish slavery in the nineteenth century?	4
How far did working conditions improve over the nineteenth century?	4
How do we uncover the lived experience of those ruled by empire in Africa?	4
What do the stories of the ‘often forgotten armies’ reveal about the Western Front?	6
What kind of stories can be told about the sixties?	6
Theme: The connected world	
How “dark” were the Dark Ages?	6
How did a Norman become King of England?	4
How was Baghdad connected to the wider world?	4
How powerful was the Pope?	4
Why did Europeans join the Crusades?	4
Who lived in Crusader states?	4



What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?	6
How did the Mongols create a world Empire?	4
How far did the Black Death change the medieval world?	4
What can we learn about the medieval world from the book of Margery Kempe?	6
What does the life of Mansa Musa reveal about medieval Mali?	4
Who held power in medieval towns?	4
Why have historians described 1492 as a turning point in world history?	4
Why was the world opening up to Elizabeth I and her people?	6
Who lived in 'British' America?	4
Did the Enlightenment fuel the American Revolution?	6
How did Britons react to the French Revolution?	4
Why does it matter what we call the 1857 conflict in India?	4
How successful were efforts to abolish slavery in the nineteenth century?	4
What did colonialism look like in the nineteenth century?	4
How do we uncover the lived experience of those ruled by empire in Africa?	4
Did tensions in Africa make a European war more likely?	4
What do the stories of the 'often forgotten armies' reveal about the Western Front?	6
Why did India achieve independence in 1947?	4
Who 'decolonised' in the twentieth century?	4
Theme: War and Peace	
Why has Alfred been called "Alfred the Great"?	4
How did a Norman become King of England?	4
Why did Europeans join the Crusades?	6



How did the Mongols create a world empire?	4
Why have historians described 1492 as a turning point in world history?	4
Why did the Civil War break out in 1642	6
In what ways was Britain turned upside down in the seventeenth century?	6
Did the Enlightenment fuel the American Revolution?	6
Why does it matter what we call the 1857 conflict in India?	4
Did tensions in Africa make a European war more likely?	4
How far did the assassination cause the First World War?	6
What do the stories of the 'often forgotten armies' reveal about the Western Front?	6
Why did the First World War end in November 1918?	4
What kind of peace was made in 1919?	4
Why did the League of Nations fail?	4
When was the turning point during the Second World War?	6

Theme: Powerful ideas

How powerful was the Pope?	4
Why did Europeans join the Crusades?	6
What can we learn about the medieval World from the book of Margery Kempe?	6
What was Luther trying to achieve?	4
Why did Henry VIII make the break with Rome?	6
In what ways did the Reformation matter to ordinary people?	6
Why did the Civil War break out in 1642?	6
In what ways was Britain turned upside down in the seventeenth century?	6
Did the Enlightenment fuel the American Revolution?	6



Was the French Revolution enlightened?	4
How successful were efforts to abolish slavery in the nineteenth century?	4
Why are different stories told about Britain's journey to democracy?	4
What kind of peace was made in 1919?	4
What were the Bolsheviks trying to achieve?	4
Why did fascists gain support?	4
Who 'decolonised' in the twentieth century?	4



4. Enquiry specifics

The table below indicates the specific content that will be taught in each enquiry. The first column indicates the lesson topics and second order concept that will inform the enquiry. The second column indicates which substantive concepts pupils will encounter in the enquiry.

The preparatory content column gives an idea of what prior knowledge may be helpful to allow pupils to access the enquiry. The preparatory content does not need to be another Oak enquiry as pupils may have studied this content at an earlier stage in their education. However, the column does indicate in bold what enquiries might be completed to support pupil understanding.

The Medieval World: 450-1450 units

Enquiry	Substantive concepts	Preparatory content
Topic: Anglo Saxon England How “dark” were the Dark Ages? (Sources of Evidence) <ol style="list-style-type: none"> 1. Collapse of Roman Britain 2. Arrival of “Anglo-Saxons” 3. Anglo Saxon society (law codes + Beowulf) 4. The Heptarchy 5. Conversion of the Anglo-Saxons to Christianity 6. The rise of towns (role of trade) 	Migration Artefact Paganism (Polytheism) Conversion Kingdom Civilisation Tax (wergeld) The Church Monks	N/A



<p>Topic: Anglo Saxon England</p> <p>Why has Alfred been called “Alfred the Great”? (Interpretations)</p> <ol style="list-style-type: none"> 1. The Viking invasion 2. Alfred the Great 3. Aethelflaed, Edward the Elder and Athelstan 4. The experience of the kingdom Brycheiniog 	<p>Monks Monastery Treaty Frontier Military tactics The Witan Tax (danegeld) Overlordship Chronicle The Danelaw</p>	<p>Useful</p> <p>How “dark” were the Dark Ages?</p> <ul style="list-style-type: none"> • Identity of the Anglo Saxons • Understanding of Christianity and paganism <p>Essential N/A</p>
<p>Topic: Medieval Christendom</p> <p>How powerful was the Pope? (similarity and difference)</p> <ol style="list-style-type: none"> 1. The Power of the Church over rulers 2. Peter’s Pence 3. Constantinople and Ecumenical Councils 4. The Great Schism of 1054 	<p>Pope Archbishop Tax Sect Sin</p>	<p>Useful</p> <p>How “dark” were the Dark Ages?</p> <ul style="list-style-type: none"> • Conversion of the Anglo Saxons <p>Why has Alfred been called “Alfred the Great”?</p> <ul style="list-style-type: none"> • Identity of Alfred as a Christian king <p>Essential N/a</p>
<p>Topic: Norman Conquest</p> <p>How did a Norman become King of England? (causation)</p> <ol style="list-style-type: none"> 1. Who were the Normans? 2. 1066 and the succession crisis 3. William, Matilda of Flanders and the Duchy of Normandy 4. The Battles of 1066 + coronation 	<p>Inheritance Heir Danelaw Political marriage Shield wall Cavalry Coronation Witan</p>	<p>Useful</p> <p>Why do we remember “Alfred the Great”?</p> <ul style="list-style-type: none"> • The formation of England • The Danelaw <p>Essential N/A</p>



<p>Topic: Norman Conquest</p> <p>How much did England change during the Norman Conquest? (change and continuity)</p> <ol style="list-style-type: none"> 1. Landholding and the feudal system 2. Role of Saxon noblewomen 3. Castles and rebellions 4. Archbishops and Church construction 5. The Domesday Book 6. Did the Norman Conquest “annihilate one kind of England”? 	<p>Feudalism Nobility Peasants Knights Social class Motte and Bailey Tax Military occupation Conquest</p>	<p>Useful</p> <p>Why do we remember “Alfred the Great”?</p> <ul style="list-style-type: none"> • The formation of England • The Danelaw <p>Essential The events of 1066</p> <p>How did a Norman become King of England?</p>
<p>Topic: Medieval Social History</p> <p>Which sources reveal the most about medieval peasants? (Sources of evidence)</p> <ol style="list-style-type: none"> 1. The Domesday Book 2. The Luttrell Psalter 3. Material Culture 4. Court records 	<p>Social class Villeins Freemen Lords Parchment Artefact Manor Monastery / Abbey</p>	<p>Useful</p> <p>How much did England change during the Norman Conquest?</p> <ul style="list-style-type: none"> • Taxes • Languages of England <p>Essential N/A</p>
<p>Topic: Islamic History</p> <p>How was Baghdad connected to the wider world? (Similarity and difference)</p> <ol style="list-style-type: none"> 1. Overview of the rise of Islam/Fall of Eastern Roman Empire + Persia 2. Baghdad and the Silk Road 3. The Islamic Golden Age 4. The fracturing of the Abbasid Caliphate 	<p>Empire Pilgrimage Holy Land Trade Nomadic Conversion Nomad</p>	<p>N/A</p>
<p>Topic: Crusades</p> <p>Why did Europeans join the Crusades? (causation)</p> <ol style="list-style-type: none"> 1. Byzantium under pressure 	<p>Pilgrimage Chivalry Knight Sin</p>	<p>Useful</p> <p>How was Baghdad connected to the wider world?</p> <ul style="list-style-type: none"> • Centres of world religion



<ol style="list-style-type: none"> 2. Urban II and the Council of Clermont 3. Journey of the First Crusade 4. The Capture of Jerusalem 5. Saladin and the Third Crusade 6. The Fourth Crusade 	<p>Holy Land</p>	<p>Essential</p> <ul style="list-style-type: none"> • Christian sects • Papal power <p>How powerful was the Pope?</p>
<p>Topic: Crusades</p> <p>Who lived in Crusader states? (similarity and difference)</p> <ol style="list-style-type: none"> 1. What were the Crusader States? 2. Muslims under Frankish rule 3. Christians under Saladin's rule 4. Who lived in Crusader states? 	<p>Trade Sect Knight Kingdoms Castles Monarch</p>	<p>Useful</p> <p>How was Baghdad connected to the wider world?</p> <ul style="list-style-type: none"> • Centres of world religion <p>How powerful was the Pope?</p> <p>Essential</p> <ul style="list-style-type: none"> • The Crusades <p>Why did Europeans join the Crusades?</p>
<p>Topic: Crusades / Medieval power and rebellion</p> <p>What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Eleanor's early life 2. Eleanor and the Angevin Empire 3. Eleanor and The Great Revolt 4. Eleanor, Richard and John 	<p>Castles Rebellion Crusade Political marriage Inheritance Oaths of fealty Rebellion</p>	<p>Useful</p> <p>How much did England change during the Norman Conquest?</p> <ul style="list-style-type: none"> • Monarchic power and oaths of fealty <p>Why did Europeans join the Crusades?</p> <ul style="list-style-type: none"> • The Crusades <p>Essential N/A</p>
<p>Topic: Medieval power and rebellion</p> <p>Why did Kings struggle to rule England? (causation)</p> <ol style="list-style-type: none"> 1. Bad King John? 2. The First Barons' War and Magna Carta 3. Henry III and the Second Barons' War 	<p>Taxation Rebellion Parliament Oaths of fealty Inheritance</p>	<p>Useful</p> <p>What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?</p> <ul style="list-style-type: none"> • The Angevin Empire



<p>4. Simon de Montfort and the commons 5. Edward I, parliament and Wales and Scotland 6. Why did Kings struggle to rule England?</p>		<ul style="list-style-type: none"> • Monarchic power and oaths of fealty <p>Essential</p> <ul style="list-style-type: none"> • The feudal system <p>How much did England change during the Norman Conquest?</p>
<p>Topic: Mongolian Empire and the Silk Road How did the Mongols create a world Empire? (causation)</p> <ol style="list-style-type: none"> 1. Genghis Khan 2. Mongol Expansion 3. Controlling the Mongolian Empire 4. Pax Mongolica 	<p>Conquest Trade Laws Nomad Siege Empire</p>	<p>Useful</p> <p>Why did Kings struggle to rule England?</p> <ul style="list-style-type: none"> • Magna Carta • Importance of warfare to political authority <p>Essential N/A</p>
<p>Topic: Medieval social history How far did the Black Death change the medieval World? (change and continuity)</p> <ol style="list-style-type: none"> 1. The Black Death and the Silk Road 2. Treating the Black Death 3. The survivors and land ownership 4. How far did the Black Death change the medieval world? 	<p>Class Trade Peasantry Land ownership The Church</p>	<p>Useful</p> <p>How did the Mongols create a world Empire?</p> <ul style="list-style-type: none"> • The Silk Road <p>How much did England change during the Norman Conquest?</p> <ul style="list-style-type: none"> • Feudalism <p>Essential</p> <ul style="list-style-type: none"> • Feudalism • Life of a peasant <p>Which sources reveal the most about medieval peasants?</p>
<p>Topic: Medieval power and rebellion How big a threat was the Peasants' Revolt to the power of monarchs? (cause and consequence)</p>	<p>Class Nobility Monarchy Peasant</p>	<p>Useful</p> <p>How far did the Black Death change the medieval World?</p> <ul style="list-style-type: none"> • The Black Death



<ol style="list-style-type: none"> 1. Causes of the Peasants' Revolt 2. The course of the revolt 3. What happened to Watt Tyler? 4. Was the Peasants' Revolt a threat to monarchic power? 	Rebellion Taxation	<ul style="list-style-type: none"> • Changing land ownership Essential <ul style="list-style-type: none"> • Identity of peasants • Limits of monarchic power Why did Kings struggle to rule England?
Topic: Medieval social history What can we learn about the medieval world from the book of Margery Kempe? (similarity and difference) <ol style="list-style-type: none"> 1. Biography of Kempe: introduction to social history and historiography 2. Post-Black Death feudal society 3. The wool trade 4. Medieval religion: pilgrimage and festival 5. Church power and corruption 6. What can we learn about the medieval world from the book of Margery Kempe? 	Trade The Church Pilgrimage Monastery Tax (tithe)	Useful How powerful was the Pope? <ul style="list-style-type: none"> • Power of the Catholic Church How far did the Black Death change the medieval World? <ul style="list-style-type: none"> • Silk Road Essential <ul style="list-style-type: none"> • N/A
Topic: Malian history and the Silk Road What does the life of Mansa Musa reveal about medieval Mali? (similarity and difference) <ol style="list-style-type: none"> 1. Mansa Musa becomes emperor 2. Mansa Musa travels to Mecca 3. Mansa Musa returns from Mecca 4. Mansa Musa's legacy 	Trade Holy Land Pilgrimage Empire	Useful How was Baghdad connected to the wider world? <ul style="list-style-type: none"> • Different centres of religion Who lived in Crusader states? <ul style="list-style-type: none"> • Pilgrimage How did the Mongols create a world Empire? <ul style="list-style-type: none"> • The destruction of Baghdad Essential <ul style="list-style-type: none"> • The Silk Road
Topic: Medieval Towns	The Church	Useful



<p>Who held power in medieval towns? (similarity and difference) Comparison of economy, ideas and heresy/minority relations in four towns</p> <ol style="list-style-type: none"> 1. Introduction to medieval towns 2. The role of guilds 3. The role of Jewish traders 4. The role Burghers 	<p>The Papacy Taxation Expulsion Shrine Crusade Anti-semitism Ghetto</p>	<p>How was Baghdad connected to the wider world?</p> <ul style="list-style-type: none"> • Different centres of religion <p>Why did Europeans join the crusader states?</p> <ul style="list-style-type: none"> • Pilgrimage <p>Essential</p> <ul style="list-style-type: none"> • The Power of the Church <p>How powerful was the Pope?</p>
---	--	--



Early Modern and Age of Revolutions: 1450-1900 units

Enquiry	Substantive concepts	Preparatory content
<p>Topic: Pre- Conquest South America</p> <p>How far did fear allow the Aztec to control an Empire? (causation / interpretation)</p> <ol style="list-style-type: none"> 1. Profile of the Aztecs 2. The Aztec Empire 3. Aztec beliefs 4. The Arrival of the Spanish 	<p>Empire</p> <p>Alliance</p> <p>Class</p> <p>Nobles</p> <p>Priest</p> <p>Sacrifice</p> <p>Temple</p> <p>Conquest</p>	<p>Useful</p> <p>N/A</p> <p>Required</p> <p>N/A</p>
<p>Topic: Age of Discovery</p> <p>Why have historians described 1492 as a turning point in world history? (change and continuity/interpretations)</p> <ol style="list-style-type: none"> 1. The story of Columbus 2. The Conquistadors 3. The Columbian Exchange 4. The impact of 1492 on Trade and World Empires 	<p>Trade</p> <p>Empire</p> <p>Slavery</p> <p>Conquest</p> <p>Piracy</p> <p>Treaty</p> <p>Technology</p>	<p>Useful</p> <ul style="list-style-type: none"> • Knowledge of medieval trade routes and empires <p>Required</p> <ul style="list-style-type: none"> • Knowledge of a South American civilisation <p>How far did fear allow the Aztecs to control an Empire?</p>
<p>Topic: European Reformation</p> <p>What was Luther trying to achieve? (change and continuity)</p> <ol style="list-style-type: none"> 1. Luther in Rome 2. Luther and 95 Theses / Diet of Worms 3. Luther and the Princes 4. What was Luther trying to achieve? 	<p>Pope</p> <p>Transubstantiation</p> <p>Clergy</p> <p>Reform</p> <p>Excommunication</p> <p>Persecution</p>	<p>Useful</p> <p>How powerful was the Pope?</p> <ul style="list-style-type: none"> • Knowledge of the medieval church <p>Required</p> <ul style="list-style-type: none"> • N/A
<p>Topic: Tudors/ English Reformation</p>	<p>Political marriage</p> <p>Legitimacy</p>	<p>Useful</p> <p>How powerful was the Pope?</p>



<p>Why did Henry VIII make the break with Rome? (causation)</p> <ol style="list-style-type: none"> 1. Henry and Catherine as Renaissance rulers 2. Henry's Great Matter 3. The Act of the Supremacy 4. The Ten Articles of 1536 5. Dissolution of the monasteries 6. Why did Henry make the break with Rome? 	<p>Act (law) Parliament Pope Archbishop</p>	<ul style="list-style-type: none"> • Knowledge of the medieval church <p>Required</p> <ul style="list-style-type: none"> • Knowledge of Luther's Protestantism <p>What was Luther trying to achieve?</p>
<p>Topic: Tudors/ English Reformation</p> <p>In what ways did the Reformation matter to ordinary people? (change and continuity / similarity and difference)</p> <ol style="list-style-type: none"> 1. Religious rollercoaster 2. Introduction to Morebath- place, people and importance of the church 3. Edward's changes 4. Mary's changes 5. Elizabeth's changes 6. Review the enquiry 	<p>Heresy Puritan Execution Parliament Archbishop Shrines</p>	<p>Useful N/A</p> <p>Required</p> <ul style="list-style-type: none"> • The European Reformation <p>What was Luther trying to achieve?</p> <ul style="list-style-type: none"> • England's Break with Rome <p>Why did Henry VIII make the break with Rome?</p>
<p>Topic: Tudor social history/ English Reformation /Age of Discovery</p> <p>Why was the world opening up to Elizabeth I and her people? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Elizabeth I and Spain 2. Elizabeth's Sea Dogs 3. Why was Elizabeth known as 'Sultana Isabel'? 4. Who were the Elizabethans trading with? e 5. Irish plantations 	<p>Heresy Puritan Execution Parliament Propaganda Gentry Yeomen Peasants Alliance</p>	<p>Useful</p> <p>Why have historians described 1492 as a turning point in world history?</p> <ul style="list-style-type: none"> • Spanish and Portuguese empires <p>Required</p> <ul style="list-style-type: none"> • England's late Tudor Protestantism



<p>6. Why was the world opening up to Elizabeth I and her people?</p>		<p>In what ways did the Reformation matter to ordinary people?</p>
<p>Topic: Stuarts / Civil War Why did the Civil War break out in 1642? (causation)</p> <ol style="list-style-type: none"> 1. Agitation to join the Thirty Years War 2. Charles' Personal Rule T 3. Charles I and Scotland 4. The Return of Parliament 5. The Arrest of Five Members 6. Why did the Civil War break out in 1642? 	<p>Absolute monarch Tyrant Parliament Tax Archbishop Presbyterianism</p>	<p>Useful What was Luther trying to achieve?</p> <ul style="list-style-type: none"> • European conflict over religion <p>Required</p> <ul style="list-style-type: none"> • England's late Tudor Protestantism <p>In what ways did the Reformation matter to ordinary people?</p>
<p>Topic: Stuarts / Civil War In what ways was Britain turned upside down in the seventeenth century? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Civil War divisions 2. The Putney Debates 3. Regicide 4. Quakers, ranters and diggers 5. Oliver Cromwell 6. In what ways was Britain turned upside down in the seventeenth century? 	<p>Parliament Democracy Military Radicals Puritans Civil War Siege Tyrant Republic</p>	<p>Useful What was the impact of the Reformation on England?</p> <ul style="list-style-type: none"> • Religious changes <p>Required</p> <ul style="list-style-type: none"> • The causes of the English Civil War <p>Why did the Civil War break out in 1642?</p>
<p>Topic: Stuarts / Formation of Britain How Revolutionary was the Glorious Revolution? (Change and continuity)</p> <ol style="list-style-type: none"> 1. The Restoration 2. The 'Glorious Revolution' 3. Ireland and Scotland 	<p>Parliament Revolution Absolute monarchy Constitutional monarchy Invasion Rebellion</p>	<p>Useful In what ways did the Reformation matter to ordinary people?</p> <ul style="list-style-type: none"> • Effect of religious changes on society



<p>4. Banking, Union and Gin</p>	<p>Act (laws)</p>	<p>Required</p> <ul style="list-style-type: none"> • The Civil Wars <p>Why did the Civil War break out in 1642?</p> <p>Was Britain turned upside down in the seventeenth century?</p>
<p>Topic: Early Empire and slavery</p> <p>Who lived in ‘British’ America? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Pocahontas and the Powhatan Peoples 2. Masters and servants 3. Sugar barons 4. Enslaved peoples 	<p>Colony Empire Trade Cash crops Enslaved people Plantation Colonist</p>	<p>Useful</p> <p>Why have historians described 1492 as a turning point in world history?</p> <ul style="list-style-type: none"> • Spanish and Portuguese empires <p>Why was the world opening up to Elizabeth I and her people?</p> <p>Required N/A</p>
<p>Topic: Age of Revolutions</p> <p>Did the Enlightenment fuel the American Revolution? (causation)</p> <ol style="list-style-type: none"> 1. What was the Enlightenment 2. Enlightenment culture 3. The 13 Colonies 4. Taxation and War 5. Revolutionary war 6. The Declaration of Independence 	<p>Independence Colonist Constitution Republic Taxation Rebellion Revolution Parliament</p>	<p>Useful</p> <p>Who lived in ‘British’ America?</p> <ul style="list-style-type: none"> • Existence of settler and slave colonies <p>Required N/A</p>
<p>Topic: Age of Revolutions</p> <p>Was the French Revolution Enlightened? (interpretations)</p> <ol style="list-style-type: none"> 1. Ancien Regime 	<p>Revolution Taxation Execution Class</p>	<p>Useful</p> <p>Was Britain turned “upside down” in the seventeenth century?</p> <ul style="list-style-type: none"> • Regicide and republicanism



<ol style="list-style-type: none"> 2. 1789 Revolution 3. The Terror 4. Was the French Revolution Enlightened? 	Aristocracy Peasantry Clergy Constitutional monarchy parliament	<p>How revolutionary was the Glorious Revolution?</p> <ul style="list-style-type: none"> • Concept of revolution <p>Required</p> <ul style="list-style-type: none"> • Enlightenment ideas <p>Did the Enlightenment fuel the American Revolution?</p>
<p>Topic: Age of Revolutions / British political reform / slavery</p> <p>What did the French Revolution mean to Britons? (similarity and difference)</p> <ol style="list-style-type: none"> 1. The Haitian Revolution 2. Napoleon and Waterloo 3. Peterloo 4. The Great Reform Act 	Revolution Slavery Empire Parliament Massacre Reform Taxation	<p>Useful</p> <p>Who lived in 'British' America?</p> <ul style="list-style-type: none"> • Caribbean slave colonies <p>Required</p> <ul style="list-style-type: none"> • The French Revolution <p>Was the French Revolution Enlightened?</p>
<p>Topic: Slavery</p> <p>How successful were efforts to abolish slavery in the nineteenth century? (causation)</p> <ol style="list-style-type: none"> 1. Jamaica: enslaved people and resistance 2. The abolitionist campaign in Britain 3. The 1807 and 1833 Acts 4. How successful were efforts to abolish slavery in the nineteenth century? 	Rebellion Revolution Campaign Petition Boycott Slavery Empire Parliament	<p>Useful</p> <p>What did the French Revolution mean to Britons?</p> <ul style="list-style-type: none"> • The Haitian Revolution • British parliamentary reform <p>Required</p> <ul style="list-style-type: none"> • The transatlantic slave trade <p>Who lived in 'British' America?</p>
<p>Topic: Industrialisation</p> <p>How far did working conditions improve over the nineteenth century? (change and continuity)</p>	Industry Class Reform Campaign Socialism	<p>Useful</p> <p>What did the French Revolution mean to Britons</p> <ul style="list-style-type: none"> • Different social classes



<ol style="list-style-type: none"> 1. Child labour during the industrial revolution 2. Changing labour laws 3. Popular protest 1800-1850 4. Popular protest 1850-1900 		<p>Required N/A</p>
<p>Topic: British political reform</p> <p>Why are different stories told about Britain's journey to democracy? (change and continuity + interpretations)</p> <ol style="list-style-type: none"> 1. The Whig story 2. The working class story 3. The suffragette story 4. How can we best tell the story of Britain's democratisation? 	<p>Democracy Reform Unions Co-operatives Political parties Elections Campaign Class</p>	<p>Useful</p> <p>Was the French Revolution enlightened?</p> <ul style="list-style-type: none"> • Popular versus elite revolution <p>What did the French Revolution mean to Britons?</p> <ul style="list-style-type: none"> • Parliamentary reform <p>Required N/A</p>



Modern: 1800-2000 units

Enquiry	Substantive concepts	Preparatory content
<p>Topic: Nineteenth century Empire</p> <p>Why does it matter what we call the 1857 conflict in India? (Interpretations)</p> <ol style="list-style-type: none"> 1. Overview of British India: East India Company to Raj 2. Events and aftermath of 1857 3. Reactions to 1857 in Britain 4. Interpreting the conflict as a 'War of Independence 	<p>Rebellion Mutiny Empire Colony Parliament Imperialism Nationalism</p>	<p>Useful</p> <ul style="list-style-type: none"> • The growth of the British Empire <p>Required N/A</p>
<p>Topic: Nineteenth century Empire</p> <p>What did British colonialism look like in the nineteenth century? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Overview of the British Empire (1776-1900) 2. Colonialism in India (after 1857) 3. Settler Colonialism: Australia 4. Internal Colonialism: Ireland 	<p>Colony Empire Rebellion Treaty Civil Service</p>	<p>Useful</p> <p>Why does it matter what we call the 1857 conflict in India?</p> <ul style="list-style-type: none"> • British India <p>Required N/A</p>
<p>Topic: Nineteenth century Empire</p> <p>How do we uncover the lived experience of those ruled by empire in Africa? (sources and evidence)</p> <ol style="list-style-type: none"> 1. The challenge of uncovering experiences of empire 2. 'The Rubber coils' 3. 'Things Fall Apart' 4. 'I will not come' 	<p>Colony Empire Tribe Chief Treaty</p>	<p>Useful</p> <p>Why does it matter what we call the 1857 conflict in India?</p> <ul style="list-style-type: none"> • British India <p>Required N/A</p>



<p>Topic: Nineteenth century Empire / Causes of the First World War</p> <p>Did tensions over Africa make a European war more likely? (causation)</p> <ol style="list-style-type: none"> 1. New countries of 1870 and desire for Empire 2. The Berlin Conference 3. Egypt 4. Morocco 	<p>Empire Nationalism Treaty Proxy war Great Power Imperialism</p>	<p>Useful</p> <p>What did British colonialism look like in the nineteenth century?</p> <ul style="list-style-type: none"> • The growth of the British Empire <p>Required N/A</p>
<p>Topic: Causes of the First World War</p> <p>How far did the assassination cause the First World War? (causation)</p> <ol style="list-style-type: none"> 1. The Alliance system 2. The Schlieffen plan 3. Germany, a new nation 4. Imperial rivalries 5. Nationalism and Militarism 6. What really caused the outbreak of WWI? 	<p>Great Power Alliances Nationalism Mobilisation Empire Treaty</p>	<p>Useful</p> <p>Did the Scramble for Africa make a European war more likely?</p> <ul style="list-style-type: none"> • Post-1870 European rivalry <p>Required N/A</p>
<p>Topic: The First World War</p> <p>What do the stories of the 'often forgotten armies' reveal about the Western Front? (significance)</p> <p>Paula Lobo/David Olusoga</p> <ol style="list-style-type: none"> 1. Overview of trench warfare 2. The story of Ganga Singh 3. Story of Algerian troops 4. Story of Mike Mountain Horse 5. Story of Chinese labourers 6. What do the stories of the 'often forgotten armies' reveal about the Western Front? 	<p>Artillery Technology Conscript Volunteer Recruitment Empire Colony</p>	<p>Useful</p> <p>What did British colonialism look like in the nineteenth century?</p> <ul style="list-style-type: none"> • Examples of British colonies • Relationship between periphery and metropole <p>Required</p> <ul style="list-style-type: none"> • Extent of European world Empires <p>Did the Scramble for Africa make a European war more likely?</p>



<p>Topic: The First World War</p> <p>Why did the First World War end in November 1918? (causation)</p> <ol style="list-style-type: none"> 1. The Eastern Front and the Russian Revolution 2. US entry into the war 3. The Spring Offensive and food shortages 4. The Armistice 	<p>Abdication Revolution Treaty Alliance Stalemate Trade</p>	<p>Useful</p> <p>How far did the assassination cause the First World War?</p> <ul style="list-style-type: none"> • WWI combatants <p>Required</p> <ul style="list-style-type: none"> • Economic and social strain of WWI <p>What do the stories of the ‘often forgotten armies’ reveal about the Western Front?</p>
<p>Topic: Inter-war international politics</p> <p>What kind of peace was made in 1919? (problematising ‘peace’)</p> <ol style="list-style-type: none"> 1. Why was it difficult to decide what to do with Germany? 2. The Treaty of Versailles 3. The limits of Self-Determination 4. The League of Nations 	<p>Treaty Alliance Nationalism Empire State Government Trade</p>	<p>Useful</p> <p>Did the “Scramble for Africa make a European war more likely?</p> <ul style="list-style-type: none"> • Pre-war European foreign relations <p>Required</p> <ul style="list-style-type: none"> • The pre-war alliance system and rivalry <p>How far did the assassination cause the First World War?</p> <ul style="list-style-type: none"> • Strain of fighting WWI <p>Why did WWI end in November 1918?</p>
<p>Topic: The Russian Revolution</p> <p>What were the Bolsheviks trying to achieve? (similarity and difference)</p> <ol style="list-style-type: none"> 1. The Bolshevik coup d’etat 2. Trotsky and the Civil War 3. War Communism versus New Economic Policy 4. Alexandra Kollantai and social change 	<p>Revolution Coup d’etat Class Workers Parliament Ideology</p>	<p>Useful</p> <p>What kind of peace was made in 1919?</p> <ul style="list-style-type: none"> • Communist exclusion <p>Required</p> <ul style="list-style-type: none"> • Strain of fighting WWI <p>Why did WWI end in November 1918?</p>



<p>Topic: Inter-war domestic politics</p> <p>Why did fascists gain support? (causation)</p> <ol style="list-style-type: none"> 1. Overview of the long campaign for democracy 2. Fascist support in the 1920s 3. The Great Depression 4. Fear of communism 	<p>Parliament Class Coup d'etat Ideology Unemployment Economic growth Elections</p>	<p>Useful</p> <p>Why are different stories told about Britain's journey to democracy?</p> <ul style="list-style-type: none"> • The campaign for franchise reform <p>What were the Bolsheviks trying to achieve?</p> <ul style="list-style-type: none"> • Differences between communism and capitalism <p>Required</p> <ul style="list-style-type: none"> • Reactions to the Treaty of Versailles • Strain of fighting WWI <p>What kind of peace was made in 1919?</p>
<p>Topic: Inter-war domestic politics</p> <p>How were people controlled in totalitarian states? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Police state and fear in USSR and Germany 2. Economic policies in USSR and Germany 3. Persecution in USSR and Germany 4. Propaganda and cult of personality in USSR and Germany 	<p>Police state Propaganda Unemployment Economic growth Labour camp</p>	<p>Useful</p> <p>Why did fascists gain support?</p> <ul style="list-style-type: none"> • The rise of dictatorships <p>What were the Bolsheviks trying to achieve?</p> <ul style="list-style-type: none"> • Communism and capitalism <p>Required N/A</p>
<p>Topic: Inter-war international politics</p> <p>Why did the League of Nations fail? (causation)</p> <ol style="list-style-type: none"> 1. Successes in the 1920s 2. Failures in the 1930s 3. Appeasement 4. The outbreak of the Second World War 	<p>Treaty Invasion Parliament Boycott Trade Re-armament</p>	<p>Useful</p> <p>Why did fascists gain support?</p> <ul style="list-style-type: none"> • Erosion of liberal institutionalism and diplomatic consensus <p>How were people controlled in totalitarian regimes?</p>



		<ul style="list-style-type: none"> • Rise of Hitler and Stalin Required • The Treaty of Versailles What kind of peace was made in 1919?
<p>Topic: The Second World War</p> <p>When was the turning point during the Second World War? (change and continuity)</p> <ol style="list-style-type: none"> 1. Blitzkrieg and Nazi control of Europe 2. The Battle of Britain and aerial bombardment 3. Invasion of the USSR 4. Pearl Harbour and War in the Pacific 5. Stalingrad and D-Day 6. VE and VJ Days 	<p>Technology</p> <p>Battle</p> <p>Alliance</p> <p>Empire</p> <p>Invasion</p> <p>Occupation</p>	<p>Useful</p> <p>Why did the League of Nations fail?</p> <ul style="list-style-type: none"> • The causes of WWII <p>How were people controlled in totalitarian regimes?</p> <ul style="list-style-type: none"> • Identity of Hitler and Stalin Required <p>N/A</p>
<p>Topic: The Holocaust</p> <p>In consultation with UCL Centre for Holocaust Education</p> <p>What was the holocaust? (significance)</p> <ol style="list-style-type: none"> 1. Artefacts from Auschwitz 2. Remembering the holocaust <p>How did Jewish people resist during the holocaust? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Jewish experiences of the thirties 2. Acts of physical resistance 3. Other forms of resistance 4. Why resistance was difficult 	<p>Antisemitism</p> <p>Persecution</p> <p>Genocide</p> <p>Migration</p>	<p>Useful</p> <p>Why did fascists gain support?</p> <ul style="list-style-type: none"> • Role of scapegoating and persecution <p>Required</p> <ul style="list-style-type: none"> • Germany's totalitarian state <p>How were people controlled in totalitarian states?</p>
<p>Topic: Decolonisation</p> <p>How did India achieve independence in 1947? (causation)</p>	<p>Empire</p> <p>Colony</p> <p>Parliament</p>	<p>Useful</p> <p>Why does it matter what we call the 1857 conflict in India?</p>



<ol style="list-style-type: none"> 1. Gandhi's campaign 2. India during WWII 3. Post-war Britain 4. Partition and independence 	<p>Independence Campaign Migration</p>	<ul style="list-style-type: none"> • British control of India <p>What did British colonialism look like in the nineteenth century?</p> <ul style="list-style-type: none"> • British and colonial attitudes to Empire <p>Required</p> <ul style="list-style-type: none"> • Strain of WWII on Britain • Experience of British colonies during WWII <p>When was the turning point during the Second World War?</p>
<p>Topic: Post-war social history</p> <p>What kind of stories can be told about the sixties? (interpretation)</p> <ol style="list-style-type: none"> 1. Stereotype of the swinging sixties 2. Youth culture: music and art 3. Poverty and prosperity 4. Experiences of Britain's migrant communities 5. Sources from the sixties 6. Interpretation on whether the sixties did swing. 	<p>Class Culture Economic growth Migration</p>	<p>Useful</p> <p>What did British colonialism look like in the nineteenth century?</p> <ul style="list-style-type: none"> • Extent of Empire <p>How did India achieve independence in 1947?</p> <ul style="list-style-type: none"> • Withdrawal from Empire <p>Required N/A</p>
<p>Topic: Decolonisation</p> <p>Who 'decolonised' in the twentieth century? (Interpretations / similarity and difference)</p> <ol style="list-style-type: none"> 1. 'Decolonisation' and Ireland 2. Case study 2: Kenya 3. Case study 2: Jamaica 4. Who 'decolonised' in the twentieth century? 	<p>Empire Civil War Trade Independence Culture</p>	<p>Useful</p> <p>How did India achieve independence in 1947?</p> <ul style="list-style-type: none"> • Post-war end of Empire <p>Required</p> <ul style="list-style-type: none"> • Knowledge of the extent and nature of nineteenth century European Empires



		<ul style="list-style-type: none">• Knowledge of the Second World War <p>When was the turning point during the Second World War?</p> <p>What did British colonialism look like in the nineteenth century?</p>
--	--	---

