





INTENT:



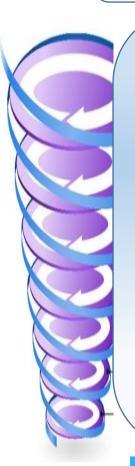
"A people without the knowledge of their past history, origin and culture is like a tree without roots"

Marcus Garvey

Young people need a sense of history in order to understand themselves, their identity and the world around them.

Studying history at The King's allows students to explore a vast array of historical sources that will challenge, inspire and excite them. We aim to provide students with an in-depth appreciation of second order concepts, including chronology, changes and continuities, similarities and differences and causes and consequences; acknowledging how they help historians to understand and appreciate historical events throughout time.

We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunities to explore historical topics and their link to current world affairs, enabling them to fully understand the world in which they live. Students will have the opportunity to consider varying interpretations of historical events and develop their own opinions on key historical issues. In the future, a strong understanding of history will produce students who do not automatically accept a given version, but will critically analyse information given to them to produce their own well-thought out views, enabling them to be good citizens.









	Half term points						
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER		
Baseline and skills	Local history	Medieval England	Elizabethan society	Disasters o	of the 1600s		
Learning to include: assessment of KS2 skills, and then development of weaker skills	Learning to include: • the history of Clough Hall and Kidsgrove in 1871	Learning to include: • what people believed in (religion) • the relationship between Thomas Beckett and Henry II (including why they were enemies and the murder of Beckett) • the life of King John (including whether he was a good or bad king) • the Black Death (including causes and cures and impact)	Learning to include: Mary I and religion Elizabeth and religion an overview of Elizabeth's problems Tudor religion - who caused the biggest problem, Elizabeth and her portraits, Mary, Queen of Scots, Philip of Spain and the Spanish Armada, Elizabeth and marriage daily and family life in Elizabeth England	Learning to include: the Gunpowder Plot (including successful and whether it was a the English Civil War (including execution of Charles I Oliver Cromwell and the Restore the Great Plague (including what and measures to stop it) the Great Fire of London	Guy Fawkes) causes battles ration period)		
Jesus as a historical figure Learning to include: looking at the Shroud of Turin historical, archaeological and biblical evidence of Jesus		BiBle Bitesize	BEG	9 6			
Local history	England, 1066	Elizabethan society	<u>•</u> • •	<u> </u>	<u> </u>		
Learning to include: • looking at Stoke before the pottery industry • the Potteries dialect and the pottery industry	Learning to include: the claimants to the throne in 1066	Learning to include: difference between Catholics and Protestant the work of Martin Luther, Henry VIII and religion and Edward VI religion					







Please click on the icons to access our online portal where you can learn more about each topic

Half term points						
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMME	
Industrial Revolution	Women's Suffrage Campaign	World War One	World War Two and the Holocaust	World War Two and the Holocaust	From slavery to	
Learning to include: overview of the period 1750-1900 the conditions in factories the use of child labour the living conditions and how these were improved by some industrialists the conditions in the workhouse	Learning to include: why people were prepared to die for the vote Emily Wilding Davison, whether violence helped or hindered the campaign and the impact of WW1	Learning to include: war poetry (including Wilfred Owen and Siegfried Sassoon) Prisoners of War (including extracts from a diary) British colonies in WW1 field hospitals and the end of WW1 (including the Treaty of Versailles)	Learning to include: Winston Churchill the Blitz Dunkirk Pearl Harbour women at war the Nazi persecution of minorities Anti-Jewish laws, dilemmas and choices Jewish children the Kindertransport	Learning to include: Anne Frank the final solution the conditions in concentration camps	Learning to include: slave resistance civil war (includinto civil war, the and African-Amexperiences of the Reconstruct (including President radical and losing introduction to the Martin Luther Kir	
Women's Suffrage	World War One - Letters	World War Two and the Holocaust	6 6 6	From slavery to civil rights		
Learning to include: • democracy in the 19th century • the Great Reform Acts, • the difference between suffragettes • suffragists and the suffrage groups (especially NUWSS and WSPU	Learning to include: • propaganda and its impact • the trench system • what life was like in the trenches • writing in the trench	Learning to include: • Hitler's rise to power • life in Nazi Germany including: • life for women • life for children • causes of the war	Big Bitesize	Learning to include:		





CONNECTED

Half term points							
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUM		
Paper 1, Section A: Crime and Punishment	Paper 1, Section A: Crime and Punishment	Paper 1, Section A: Crime and Punishment	Paper 3, Section B: Life in Nazi Germany, 1939-1945	Paper 3, Section B: Life in Nazi Germany, 1939-1945	Paper 3, Life ii Germai		
Learning to include: exploration of medieval society and its impact on crime and punishment exploration of types of crime and the factors which influenced crime in the medieval period exploration of how law and order was enforced in the medieval period exploration of punishments in the medieval period exploration of early modern society and its impact on crime and punishment	Learning to include: exploration of types of crime and the factors which influenced crime in the early modern period exploration of how law and order was enforced in the early modern period exploration of punishments in the early modern period exploration of industrial society and its impact on crime and punishment exploration of types of crime and the factors which influenced crime in the industrial period	Evaning to include: exploration of changes in how law and order is enforced the industrial period exploration of changes in how crime is punished in the industrial period exploration of modern society and its impact on crime and punishment exploration of changes in types of crime and the factors influencing crime in the modern period exploration of changes in how law and order is enforced in the modern period exploration of the changes in how crime is punished in the modern period exploration of the changes in how crime is punished in the modern period	Learning to include: exploration of how Hitler consolidated his power and became the Fuhrer exploration of the role of Himmler, the SS and the intelligence services exploration of the role of law enforcement consideration of the early development of concentration camps exploration of the use of propaganda to influence and control	Learning to include: exploration of opposition to the Nazi Party including from the churches, youth and the Left consideration of how workers were impacted by the regime consideration of how women were impacted by the regime consideration of how young people and education were impacted by the regime exploration of Nazi ideas on race and the development of Anti-Semitic legislation up to 1939	Learning to income the outle change econom exploraring impact on Gerre exploraring in one Europe exploraring in one exploraring		