

## 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.



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

## Half term points

### AUTUMN 1

#### Baseline and skills

##### Learning to include:

- assessment of KS2 skills, and then development of weaker skills

### AUTUMN 2

#### Local history

##### Learning to include:

- the history of Clough Hall and Kidsgrove in 1871



### SPRING 1

#### Medieval England

##### 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)



### SPRING 2

#### Elizabethan society

##### 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



### SUMMER 1

#### Disasters of the 1600s

##### Learning to include:

- the Gunpowder Plot (including what happened, whether it was successful and whether it was Guy Fawkes)
- the English Civil War (including causes battles execution of Charles I)
- Oliver Cromwell and the Restoration period)
- the Great Plague (including what it was, causes and cures, impact and measures to stop it)
- the Great Fire of London



### SUMMER 2

7

#### Jesus as a historical figure

##### Learning to include:

- looking at the Shroud of Turin
- historical, archaeological and biblical evidence of Jesus

#### Local history

##### Learning to include:

- looking at Stoke before the pottery industry
- the Potteries dialect and the pottery industry



#### England, 1066



##### Learning to include:

- the claimants to the throne in 1066



#### Elizabethan society



















































##### Learning to include:

- difference between Catholics and Protestant
- the work of Martin Luther, Henry VIII and religion and Edward VI
- religion



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## Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
8	<b>Industrial Revolution</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>overview of the period 1750-1900</li> <li>the conditions in factories</li> <li>the use of child labour</li> <li>the living conditions and how these were improved by some industrialists</li> <li>the conditions in the workhouse</li> </ul>   	<b>Women's Suffrage Campaign</b>   <b>Learning to include:</b> <ul style="list-style-type: none"> <li>why people were prepared to die for the vote</li> <li>Emily Wilding Davison, whether violence helped or hindered the campaign and the impact of WW1</li> </ul>  	<b>World War One</b>   <b>Learning to include:</b> <ul style="list-style-type: none"> <li>war poetry (including Wilfred Owen and Siegfried Sassoon)</li> <li>Prisoners of War (including extracts from a diary)</li> <li>British colonies in WW1</li> <li>field hospitals and the end of WW1 (including the Treaty of Versailles)</li> </ul>   	<b>World War Two and the Holocaust</b> <b>Learning to include:</b> <ul style="list-style-type: none"> <li>Winston Churchill</li> <li>the Blitz</li> <li>Dunkirk</li> <li>Pearl Harbour</li> <li>women at war</li> <li>the Nazi persecution of minorities</li> <li>Anti-Jewish laws, dilemmas and choices</li> <li>Jewish children</li> <li>the Kindertransport</li> </ul>	<b>World War Two and the Holocaust</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>Anne Frank</li> <li>the final solution</li> <li>the conditions in concentration camps</li> </ul>  	<b>From slavery to civil rights</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>slave resistance</li> <li>civil war (including descent into civil war, the war itself and African-American experiences of war)</li> <li>the Reconstruction period (including Presidential radical and losing its way), introduction to civil rights</li> <li>Martin Luther King,</li> <li>Malcolm X and Civil</li> </ul>     
	<b>Women's Suffrage</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>democracy in the 19th century</li> <li>the Great Reform Acts,</li> <li>the difference between suffragettes</li> <li>suffragists and the suffrage groups (especially NUWSS and WSPU)</li> </ul>   	<b>World War One - Letters</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>propaganda and its impact</li> <li>the trench system</li> <li>what life was like in the trenches</li> <li>writing in the trench</li> </ul>    	<b>World War Two and the Holocaust</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>Hitler's rise to power</li> <li>life in Nazi Germany including: <ul style="list-style-type: none"> <li>life for women</li> <li>life for children</li> <li>causes of the war</li> </ul> </li> </ul>   	      	<b>From slavery to civil rights</b> <b>Learning to include:</b> <ul style="list-style-type: none"> <li>an introduction to slavery</li> <li>the Middle Passage, slave auctions</li> <li>life on plantations</li> </ul>  	

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## Half term points

### AUTUMN 1

**Paper 1, Section A:**  
Crime and Punishment

**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



### AUTUMN 2

**Paper 1, Section A:**  
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



### SPRING 1

**Paper 1, Section A:**  
Crime and Punishment

**Learning 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



### SPRING 2

**Paper 3, Section B:**  
Life in Nazi Germany, 1939-1945

**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



### SUMMER 1

**Paper 3, Section B:**  
Life in Nazi Germany, 1939-1945

**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



### SUMMER 2

**Paper 3, Section B:**  
Life in Nazi Germany, 1939-1945

**Learning to include:**

- exploration of how the outbreak of war changed the economy
- exploration of the impact of total war on Germany
- exploration of Nazi rule in occupied Europe
- exploration of Nazi racial policy during the war
- consideration of opposition to the Nazis during the war

