

INTENT:



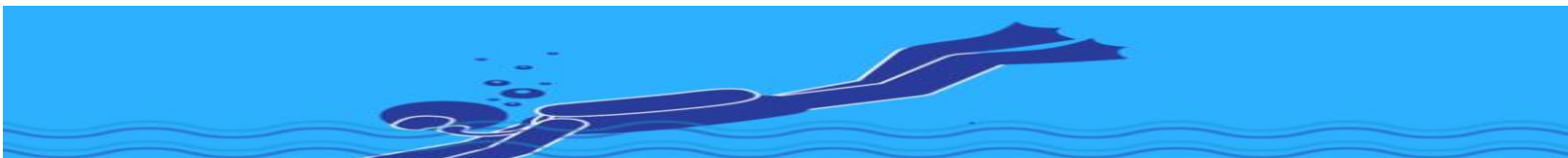
“A people without the knowledge of their past history, origin and culture is like a tree without roots”

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	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Paper 1, Section B: The Elizabethans 1580-1600	Paper 3, Section A: Viking expansion 750-1050	Paper 3, Section A: Viking expansion 750-1050	Paper 3, Section A: Viking expansion 750-1050	Paper 3, Section A: Viking expansion 750-1050	Paper 3, Section B: Life in Nazi Germany, 1939-1945
	  	 	 	 	  	  
10	Learning to include: exploration of Elizabethan culture, including the Elizabethan theatre • consideration of the crime of witchcraft in the Tudor period • exploration of Puritan attitudes and influence • consideration of Tudor explorers and their relative importance	Learning to include: • Exploring who the Vikings were • Discovering their daily life and culture • Examining their seafaring and trading abilities • Considering the beliefs and rituals the Vikings had • Exploring trade and settlement in the east for the Vikings	Learning to include: Discovering the Volga Vikings in the Arab world • Examining the Volga Vikings in the Byzantine Empire • Considering the Viking raids in western Europe • Exploring Viking warfare used in western Europe	Learning to include: • consideration of why African-Americans lost out in this process of reconstruction • Exploration of the development of the railroads and ranching • exploration of the life of a homesteader on the Plains • exploration of the reasons behind and the events of the 'Indian Wars'	Learning to include: • <i>Exploring Harold Bluetooth</i> • <i>Examining Svein Forkbeard</i> • <i>Discovering Cnut the Great</i>    Paper 3, Section B: Life in Nazi Germany, 1939-1945 Learning to include: • exploration of the background to Hitler and the Nazi Party prior to 1933 • consideration of how Hitler came to power   	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   



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
11	Paper 3, Section B: Life in Nazi Germany, 1939-1945  Learning to include: <ul style="list-style-type: none"> • 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 	Paper 3, Section B: Life in Nazi Germany, 1939-1945 Learning to include: <ul style="list-style-type: none"> • 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 	Paper 2: History Around Us, Quarry Bank Learning includes: <ul style="list-style-type: none"> • exploration of reasons for the location of Quarry Bank Mill, including when and why it was first created • exploration of the ways the site has changed over time and how it has been used throughout history • exploration of the diversity of the activities and people and Quarry Bank Mill • exploration of the reasons for changes to the site • exploration of significant times in the site's past 	Paper 2: History Around Us, Quarry Bank Learning includes: <ul style="list-style-type: none"> • exploration of significant specific features at Quarry Bank Mill • exploration of the importance of the site locally and nationally • exploration of the typicality of Quarry Bank Mill • exploration of everyday life, attitudes and values at Quarry Bank Mill • exploration of physical remains, questions and reconstructions at Quarry Bank Mill • exploration of the challenges and benefits of studying a historical site 	Structured revision 	Grade range end point: 9-1
	