

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.





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9	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Paper 1, Section A: Crime and Punishment Learning to include: <ul style="list-style-type: none"> • exploration of types of crime in the medieval and early modern periods • exploration of factors which influenced crime in the medieval and early modern periods • exploration of how law and order was enforced in the medieval period • exploration of punishments in the medieval period 	Paper 1, Section A: Crime and Punishment Learning to include: <ul style="list-style-type: none"> • exploration of changes in how law and order is enforced the early modern and industrial periods • exploration of changes in how crime is punished in both the early modern and industrial periods • exploration of types of crime in the industrial period • exploration of factors which influenced crime in the industrial period 	Paper 1, Section A: Crime and Punishment Learning to include: <ul style="list-style-type: none"> • exploration of changes in types of crime in the modern period • exploration of changes in 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 	Paper 1, Section B: The Elizabethans, 1580-1603 Learning to include: <ul style="list-style-type: none"> • exploration of how the royal court functioned • consideration of how national and local government functioned in the Elizabethan period • exploration of the relationship between Elizabeth and her parliaments • exploration of the Essex rebellion and its implications • exploration of the issues Elizabeth had with religion during this period – particularly the threat from Catholicism 	Paper 1, Section B: The Elizabethans, 1580-1603 Learning to include: <ul style="list-style-type: none"> • exploration of the role of Mary, queen of Scots • exploration of the reasons behind the conflict with Spain, the Spain Armada and subsequent invasion attempts • exploration of the way Tudor society was ordered • exploration of Tudor family life • exploration of how poverty was perceived and tackled in the Tudor period 	Paper 1, Section B: The Elizabethans, 1580-1603 Learning to include: <ul style="list-style-type: none"> • exploration of Elizabethan pastimes • 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



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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Paper 3, Section A: America, 1789-1900</p> <p><i>Learning to include:</i></p> <ul style="list-style-type: none"> • exploration of how and why America expanded 1789-1838 • exploration of the effect this had on native peoples • consideration of the role of slavery in Americas story • exploration of the various 'gold rushes' • exploration of migration to the west • consideration of the story of the Mormons • consideration of the impact westward migration had on native peoples 	<p>Paper 3, Section A: America, 1789-1900</p> <p><i>Learning to include:</i></p> <ul style="list-style-type: none"> • exploration of the causes of the American civil war • consideration of the experience of African Americans during the civil war • exploration of how and why the process of reconstruction proceeded as it did • 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 	<p>Paper 3, Section A: America, 1789-1900</p> <p><i>Learning to include:</i></p> <ul style="list-style-type: none"> • exploration of the reasons behind and the events of the 'Indian wars' • consideration of the impact of the development of 'America' on the native peoples • exploration of the treatment of African Americans up until 1900 • exploration of the growth of big business and the cities • consideration of the reasons behind and effects of mass migration 	<p>Paper 3, Section B: Life in Nazi Germany, 1939-1945</p> <p><i>Learning to include:</i></p> <ul style="list-style-type: none"> • exploration of the background to Hitler and the Nazi party prior to 1933 • consideration of how Hitler came to power • exploration of how Hitler consolidated his power and became the future • exploration of the role of Himmler 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 	<p>Paper 3, Section B: Life in Nazi Germany, 1939-1945</p> <p><i>Learning to include:</i></p> <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 • exploration of how the outbreak of war changed the economy 	<p>Paper 3, Section B: Life in Nazi Germany, 1939-1945</p> <p><i>Learning to include:</i></p> <ul style="list-style-type: none"> • 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



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Paper 2: History around us, Quarry Bank Mill	Structured revision starts				
11	Learning to include: <ul style="list-style-type: none"> exploration of Quarry Bank Mill as an historical site including why it was build, how it changed and who occupied the site throughout its history 					Grade range end point: 9-1
	  					



CONNECTED

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