



THE  
**ROBERT  
NAPIER**  
SCHOOL



## History Curriculum Overview 2023 – 2024

<b>Department Name:</b>	History
<b>Head of Department:</b>	Miss C Ashenden
<b>Subject Teachers:</b>	Mrs. A Barnes Mr. C McVeigh Mr. S Matthews Miss. S Chaytor Mr. C Mitchell Mr. G. Bouffard Ms. J Rance
<b>Accommodation and Resources:</b>	Rooms: 51, 52, 53, 57, 71, M3 Textbooks are shared and resources are on the shared drive on teams and all staff create and share resources with each other. There is a huge bank of differentiated activities etc. for the topics we deliver. Revision activities have also been prepared along with mock examination papers and these can be found in the History Team on Microsoft Teams for everyone to access.
<b>What will students learn each year?</b>	
<b>Year 7</b>	<p>Term 1: <u>Roman England.</u></p> <p>Assessment Question: Were there more successes or failings with the Romans?</p> <p>Students will investigate aspects of the Roman empire and way of life, weighing up successes and failings to help them answer the assessment question.</p>
	<p>Term 2: Medieval England.</p> <p>Assessment Question: How much progress was made in Medieval England?</p> <p>Students will use a variety of evidence to weigh up the progress or lack of progress during the Medieval period. Students will investigate the invasion of the Normans, the power of the church and life for ordinary people to help them answer the assessment question.</p>
	<p>Term 3: <u>Tudor England.</u></p> <p>Assessment Question: Who was the most successful Tudor Monarch?</p> <p>Students will investigate the difference between the Protestant and Catholic religion and England's experience under each of the Tudor Monarchs. Students will use this evidence to help them come to a conclusion as to who was the most successful Tudor Monarch.</p>

	<p>Term 4: <u>Stuart Britain</u></p> <p>Assessment Question: Why did Britain become a Republic?</p> <p>Students will investigate the Stuart Kings and the events of the English Civil War to understand the reasoning behind the English Civil war. This will help with the assessment question.</p>
	<p>Term 5: <u>Life in Industrial England.</u></p> <p>Assessment Question: Did life improve for ordinary people during Industrial England?</p> <p>Students will investigate the problems facing ordinary people during Industrial England. Students will use sources and evidence to identify the problems caused by housing, water and living conditions. Students will use this to help them answer the assessment question.</p>
	<p>Term 6: <u>Castles: Change over time.</u></p> <p>Assessment Question: How have Castles changed over time?</p> <p>Students will investigate the use of Motte and Bailey Castles, Stone and Concentric Castles. Students will use Rochester and Dover Castle as a case study to assess change.</p>
<b>Year 8</b>	<p>Term 1: <u>Slavery and Civil Rights.</u></p> <p>Assessment Question: Who was the person who helped the cause of Civil Rights the most?</p> <p>Students will investigate the origins of slavery in the Americas and the key events in the position of slaves. Students will use sources and evidence to investigate the roles of different individuals in helping the cause of Civil Rights after the end of slavery.</p>
	<p>Term 2: <u>The Origins of the First World War</u></p> <p>Assessment Question: Why did the First World War break out in 1914?</p> <p>Students will investigate the various reasons why the First World War broke out in 1914. Students will begin to weigh up the most significant reason using evidence and come to their own justified conclusion.</p>
	<p>Term 3: <u>Women in England.</u></p> <p>Assessment Question: Did women deserve the vote in the 20<sup>th</sup> Century?</p> <p>Students will investigate how women achieved the vote and compare and contrast the two methods of the suffragettes and the suffragists. Students will then use this evidence to come to a conclusion as to whether or not women deserved the vote in the 20<sup>th</sup> Century.</p>
	<p>Term 4: <u>How did Hitler rise to Power?</u></p> <p>Assessment Question: Why was Hitler able to achieve total power?</p> <p>Students will study the legal and illegal methods used by Hitler during the 1930's to achieve total power. Students will use this evidence to form a justified conclusion to answer the assessment question.</p>



	<p>Term 5: <u>The Holocaust.</u></p> <p>Assessment Question: What was lifelike in the concentration camps?</p> <p>Students will study the reasons for the creation of the camps and who was kept there. Students will conduct a case study of Auschwitz and Ann Frank to investigate what life was like during the 1940's.</p>
	<p>Term 6: <u>Social Britain 1900-present</u></p> <p>Assessment Question: Is Britain really a diverse country?</p> <p>Students will investigate life in Britain during the 20<sup>th</sup> Century until the present. Investigating the lives of the disabled, LGBTGIA+ and other diverse groups to answer the assessment question on the diversity of Britain.</p>
<b>Year 9</b>	<p><b>Year 9 is a bridging year so students can embed key skills and knowledge to go into Key Stage 4 with confidence. This is to help secure progress at the end of Key Stage 4. It helps students to have some autonomy over their curriculum decisions, without narrowing their curriculum prematurely.</b></p>
	<p>Term 1: <u>Ancient Thinkers</u></p> <p>Assessment Question: How much influence did the work of Ancient Thinkers have on society in the Medieval period.</p> <p>Students will study the work of Ancient thinkers from Greece and Rome and the impact their works had on Medieval society. Students will use this evidence to reach a conclusion to answer the assessment question.</p>
	<p>Term 2: <u>The Rebirth of Knowledge in Europe</u></p> <p>Assessment Question: What influence did Renaissance Thinker have on society?</p> <p>Students will study the work of a number of Renaissance thinkers and the impact their work and discoveries had on society at the time. Students will use this evidence to reach a conclusion to answer the assessment question.</p>
	<p>Term 3: <u>Life in Industrial England.</u></p> <p>Assessment Question: Did life improve for ordinary people during Industrial England?</p> <p>Students will investigate the problems facing ordinary people during Industrial England. Students will use sources and evidence to identify the problems caused by housing, water and living conditions. Students will use this to help them answer the assessment question.</p>
	<p>Term 4: <u>How did War Transform Europe?.</u></p> <p>Assessment Question: How did war encourage progression in the 20<sup>th</sup> Century?</p> <p>Students will investigate some of the major breakthroughs in the 20<sup>th</sup> Century that were encouraged through war. Students will use evidence and sources to judge how war impact people positively and negatively.</p>
	<p>Term 5: <u>How have the lives of British people changed over time?</u></p> <p>Assessment Question: How much progress was there between 1250- present day?</p>



	<p>Students will begin to look at some of the big ideas from the Medieval period to the modern day that affected how British people lived their lives. Students will use a range of sources to investigate how society has changed and what factors encouraged that change.</p>
	<p>Term 6: <u>How has Britain changed over 1000 years?</u></p> <p>Assessment Question: How far has Britain changed over 1000 years?</p> <p>Students will look at the key themes that they have studied since year 7 and be able to come to judgements as to how far Britain has changed over 1000 years. Students will look at the role of the church, monarchy, communication etc.</p>
<b>Year 10</b>	<p><b>Exam Board:</b> EdExcel</p> <p>Early Elizabethan England 1558-1603</p> <p>British America Empire and Revolution 1713-1783</p> <p><b>Qualification:</b> GCSE History</p>
	<p>Term 1: <u>Queen, government and religion.</u></p> <p>Students will form knowledge on the background of Elizabeth and the problems she faces on her accession to the throne. Students will also investigate the religious settlement and the threats to it.</p> <p><u>Political context of British America in 1713 and the problems of slavery and piracy.</u></p> <p>Students will study the context of what British America was like in 1713 and the role of Britain in America. They will also study the issues of slavery and piracy and the implications they had for the American colonists and British authority.</p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p>
	<p>Term 2: <u>Queen, government and religion.</u></p> <p>Students will learn of the threat of extremists posed to the religious settlement and the problem of Mary, Queen of Scots upon her arrival to England in 1568.</p> <p><u>Cultural developments in British America.</u></p> <p>Students will learn of the impact of different cultural developments in British America and the role of Ben Franklin during the Great Awakening.</p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p>
	<p>Term 3: <u>Challenges to Elizabeth at home and abroad, 1569-1588.</u></p> <p>Students will learn of the plots and revolts across England to Elizabeth's position as Queen as well as the deteriorating relationship England had with Spain.</p> <p><u>British America: The aftermath of war and a disrupted society.</u></p> <p>Students will learn the details of King George's War and the French and Indian War, assessing the implications of the different groups of people involved.</p> <p>Students will be assessed through the completion of the exam questions that link to the unit</p>



	being studied.
	<p>Term 4: <u>Challenges to Elizabeth at home and abroad, 1569-1588.</u></p> <p>Students will investigate and learn of the reasons behind the outbreak of the war with Spain in 1588 and the events of the Spanish Armada, assessing the reasons for its failure in 1588.</p> <p><u>British America, 1713-1783.</u></p> <p>Students will learn of the growing tension of the American colonists against British authority. Students will learn of the British demands at taxation and how this led to a downturn in relations.</p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p>
	<p>Term 5: <u>Elizabethan society in the age of Exploration, 1558-1588.</u></p> <p>Students will learn details of the issues relating to education and leisure facing Elizabethan as well as the problem of the poor and how the crown responded to these problems.</p> <p><u>British America, 1713-1783</u></p> <p>Students will learn of the American War of Independence and how Britain lost an Empire in America. They will assess the consequences of this war on slaves, natives, colonists and the British themselves.</p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p>
	<p>Term 6: <u>Elizabethan society in the age of Exploration, 1558-1588.</u></p> <p>Students will finish investigating the voyages of exploration and discovery as well as the attempts of Walter Raleigh to colonise Virginia. Students will also consolidate change and continuity the time period studied since the beginning of the year.</p> <p><u>British America, 1713-1783</u></p> <p>Students will finish investigating the context of British America between the period 1713-1783.</p> <p>Students will also consolidate change and continuity the time period studied since the beginning of the year.</p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p>
<b>Year 11</b>	<p><b>Exam Board:</b> EdExcel</p> <p><b>Qualification:</b> GCSE</p> <p>Weimar and Nazi Germany</p>
	<p>Term 1: <u>Weimar Democracy and its Challenges</u></p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p> <p>Students will identify the impact of WW1 on Germany and the subsequent challenges that it faced because of the impact of the Treaty of Versailles. Students will identify the economic, political and social problems caused.</p>



	<p>Term 2: <u>The Golden Years of 24-28</u></p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p> <p>Students will study Germany from 1924-1929 and the policies of Stresemann which benefitted Germany politically and economically. Students will be able to explain the role of Women in society and the changes to German culture including, art, literature and film.</p>
	<p>Term 3: <u>The Rise of the Nazi party and the Hitler's road to Chancellor</u></p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p> <p>Students will study the causes of the Wall Street Crash and the subsequent demise of German prosperity in 1929. Students will be able to use this as well as other factors to explain how Hitler became Chancellor. Students will be able to judge if Hitler became Chancellor because of these or for other reasons.</p>
	<p>Term 4: <u>Opposition to the Nazi party</u></p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p> <p>Students will look at opposition to the Nazi party from different sections of society including the young (Edelweiss Pirates and the Swing Youth), civilian opposition as well as opposition from the Church. Students will be able to explain how successful their opposition was.</p>
	<p>Term 5: <u>Life in Nazi Germany 33-39</u></p> <p>Students will be assessed through the completion of the exam questions that link to the unit being studied.</p> <p>Students will be able to compare life in Nazi Germany for women and children and be able to explain Nazi ideology and policies towards these groups. Furthermore, students will identify the ideology towards minority groups, religious groups and the mentally and physically disabled. From this students will study the actions the Nazis took against these groups and explain the theory behind it.</p>
	<p>Term 6: Revision for the exam and completion of the exam.</p>
<b>Year 12</b>	<p><b>Exam Board:</b> AQA</p> <p><b>Qualification:</b> A Level History Unit 1: The Tudors, Unit 2 Democracy and Nazism</p>
	<p>Term 1: <u>Tudors:</u> Henry VII Consolidation of power, problems and the nobility. Students will investigate how Henry VII came to the throne and how he was able to consolidate his power before investigating policies towards the nobles.</p> <p><u>Democracy and Nazism:</u> The establishment of the Weimar Constitution.</p>
	<p>Students will investigate the reasons behind the German surrender in the First World War and the German Revolution of 1918. Students will use this to be able to explain the establishment of the Weimar Republic in Germany and the strengths and weaknesses of it.</p>



	<p>Term 2:</p> <p><u>Tudors:</u> Henry VII finances, foreign policy, government and society. Students will investigate how Henry VII strengthened his position as King of England by strengthening royal authority within government and setting up foreign alliances within marriage.</p> <p><u>Democracy and Nazism:</u> Economic and social problems in Weimar Germany. Students will begin to identify the economic problems caused by the first world war and the Treaty of Versailles. Students will identify how this affected the new Democratic government politically as well as socially, including political uprisings and the hyperinflation crisis.</p>
	<p>Term 4:</p> <p><u>Tudors:</u> Henry VIII foreign policy and the reform of the English Church. Students will investigate the causes of the break with the Roman Catholic Church and the implications that this had on religion, society, the economy and foreign relations.</p> <p><u>Democracy and Nazism:</u> Ideology of the Nazi party and the Wall Street Crash. Students will be able to explain the ideologies of the Nazi party including the role of anti-Semitism and aggressive nationalism. Students will be able to explain the role of the Wall Street Crash in the growing popularity of the Nazis using electoral results and social problems.</p>
	<p>Term 5:</p> <p><u>Tudors:</u> Henry VIII the impact of the English Reformation and Henrician society. Students will be able to assess the consequences of the English Reformation on English society and how Henry VIII was able to overcome opposition to his religious policies.</p> <p><u>Democracy and Nazism:</u> The fall of parliamentary government and the road to Chancellorship. Students will be able to explain what led to the fall of democracy in 1933 and should be able to identify the successes and failings of previous Chancellors. Students will be able to explain Hitler's road to Chancellor using backstairs intrigue as well as being able to explain this using other factors.</p>
	<p>Term 6:</p> <p><u>Tudors:</u> Henry VIII rebellions, economy and government. Students will investigate the implications of the economy and government within the reign of Henry VIII. They will then be able to address causes, developments and consequences of challenges to the authority of the crown.</p> <p><u>Democracy and Nazism:</u> The collapse of democracy in Weimar Germany. Students will be able to identify the steps that Hitler took to merge the offices of the Chancellor and the President upon the death of President Hindenburg. Students will be able to explain whether Hitler was able to do this through legal means.</p>
<b>Year 13</b>	<p><b>Exam Board:</b> AQA</p> <p><b>Qualification:</b> A Level History Unit 1: The Tudors, Unit 2 Democracy and Nazism</p>
	<p>Term 1:</p> <p><u>Tudors:</u> The reign of Edward VI: government, foreign policy, economy and rebellions. Students will investigate whether Edward VI strengthened his position as King of England by using Protectors. Students will weigh up the strength of royal authority within government and setting up foreign relations.</p> <p><u>Democracy and Nazism:</u> Hitler's Consolidation of Power: Gleichschaltung Students will look at the ways in which Hitler</p>



	<p>created a one party state by 'bringing in to line' the civil service, the existing political parties and the federal states, using illegal and legal methods. Students will judge the effectiveness of this.</p>
	<p>Term 2:</p> <p><u>Tudors:</u></p> <p>The reign of Mary I: government, foreign policy,economy and rebellions. Students will investigate whether Mary I strengthened her position as Queen of England and the extent of success she had in overcoming challenges within her reign. Students will weigh up the strength of royal authority within government and setting up foreign relations.</p> <p><u>Democracy and Nazism:</u></p> <p>The Terror State and Economic and Social Policies Students will be able to explain the structure of the Terror system implemented by Heydrich and Himmler and be able to evaluate the success of this. Furthermore, students will identify the different social policies of Schacht and Goering as well as the social policies towards women and children. Students will be able to evaluate the success of these and Volksgemeinschaft.</p>
	<p>Term 3:</p> <p><u>Tudors:</u></p> <p>The accession of Elizabeth and the religious settlement and foreign policy. Students will investigate the problems facing Elizabeth upon her succession and the problems abroad facing her. Students will assess the extent to which Elizabeth was able to overcome such issues.</p> <p><u>Democracy and Nazism:</u></p> <p>The Racial State Students will identify the racial beliefs of theNazi party and the concept of Eugenics and Untermenschen. Students will study the racial policies towards, Jews, religious groups, politicalgroups, asocials, mentally and physically disabled and the theory behind their policies. Students will be able to evaluate the effectiveness in removing them fromVolksgemeinschaft.</p>
	<p>Term 4:</p> <p><u>Tudors:</u></p> <p>Threats and Mary Queen of Scots, The SpanishArmada and the threat from extremism. Students will investigate the person and threatposed by Mary Stuart and the Spanish. Students will conclude by assessing the success that Elizabeth had in addressing these threats.</p> <p><u>Democracy and Nazism:</u></p> <p>Impact of War Students will study key events for Germany in World War Two. Including the Anschluss, the invasion of Poland, the invasion of the USSR and the role of Speer in mobilising the German economy for war. Students will also study key events that led to the loss of WW2 including the battle of Stalingrad and the Battle of Britain andthe impact of allied bombing on Germany.</p>
	<p>Term 5:</p> <p><u>Tudors:</u></p> <p>Society and the economy. Revision for theexam. Students will assess the extent of change and continuity by investigating the social and economic problems facing Elizabeth. Students will then begin revision for their A2 examination.</p> <p><u>Democracy and Nazism:</u></p> <p>Opposition and Resistance to the Regime. Students will study a wide range of opposition and resistance to the Nazi regime including, youth groups such as the Edelweiss pirates and the White Rose group, the army and the July Bomb Plot, Civilian resistance and resistance from the</p>



	Church. Students will be able to evaluate the effectiveness of these groups.
	<p>Term 6:</p> <p><u>Tudors:</u></p> <p>Revision for the exam. Completion of the exam.</p> <p><u>Democracy and Nazism:</u></p> <p>Revision for the exam. Completion of the exam.</p>
<b>Extra-Curricular Activities:</b>	<p>Trip to Dover- Year 7 Trip to Ypres- Year 8/9</p> <p>Trip to the Science Museum – Year 9</p> <p>Trip to Poland- Year 13</p>

