

# History Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><u>SoW: What is History?</u></p> <p>KNOWLEDGE: Students gain a knowledge of History as an academic area of study.</p> <p>UNDERSTANDING: Students understand key analytical features such as chronology and sources.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to understand the concepts of periods in History and the types of evidence available to study said periods.</p> <p><u>SoW: What was life like in the Middle Ages?</u></p> <p>KNOWLEDGE: Students gain a knowledge of daily life in medieval England, Asia and Africa.</p> <p>UNDERSTANDING: Students will understand how the majority of the population in the medieval period were farmers who relied on agriculture to survive and thrive. The importance of religion is also emphasised.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to compare and contrast societies across the world in the middle ages and make inferences from primary sources.</p>	<p><u>SoW: What was the human cost of Empire?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the development and impact of the Slave Trade on Britain and the wider world</p> <p>UNDERSTANDING: Students will gain an understanding of the importance of sugar and other luxury goods as a driving force behind the enslavement of millions of Africans in the pursuit of profit.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to explain the significance of the Slave Trade to the development of European wealth and the impact on the enslaved in the Americas.</p>	<p><u>SoW: Why was the early 20th century an Age of Dictators?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the major political systems and ideas of the early 20th century and how dictatorships emerged in Europe.</p> <p>UNDERSTANDING: Students will gain an understanding of how dictators gained and maintained power over their societies, in particular through propaganda and terror.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to explain how dictators maintained their power and evaluate the main methods to form a judgement of why dictators rose to power in the early 20th century.</p>	<p><u>SoW: AQA: Anglo-Saxon England and the Norman Conquest</u></p> <p>KNOWLEDGE: Students will gain knowledge of the political structures of the Anglo-Saxon state, the persons and events of the Norman Conquest and the structures of the Anglo-Norman kingdom.</p> <p>UNDERSTANDING: Students will gain an understanding of the workings of early medieval kingship, particularly the use of power and economics to rule, in both the A-S and A-N states; furthermore, students will gain an understanding of the precise claims and events of the Norman conquest of 1066-69.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to judge and evaluate historical interpretations and primary sources, construct historical arguments based around second-order concepts such as causation and consequence, change and continuity and similarity and difference.</p>	<p><u>SoW: Edexcel Weimar and Nazi Germany 1919-1939</u></p> <p>KNOWLEDGE: Students will gain knowledge of the impact of World War and the establishment of the Weimar Republic. The Rise of Hitler and the Nazi Party and life in Germany under Nazi rule.</p> <p>UNDERSTANDING: Students will gain an understanding of how the Nazis were able to come to power in Germany and overthrow democracy. To assess the impact of Nazi rule on Germany and how life changed for various groups including; women, youth, minorities and Jews.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to analyse sources and interpretations to evaluate their utility and make judgements on them.</p>



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	<p><u>SoW: Who were the People of the Book?</u></p> <p><b>KNOWLEDGE:</b> Students gain a knowledge of the connections between the 3 Abrahamic religions of the middle ages.</p> <p><b>UNDERSTANDING:</b> Students will understand the connection and relationship between Judaism, Christianity and Islam during the middle ages.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to state the significance of religion and identity the similarities and differences between the 3 monotheistic religions of the medieval period</p>				
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Autumn 2	<p><u>SoW: Could medieval monarchs do as they pleased?</u></p> <p>KNOWLEDGE: Students will gain knowledge of how medieval kings ruled their kingdoms: particular emphasis will be placed upon the six key 'qualities of a good king' and how these applied in the context of medieval kingship. The extent and limitations of royal power will be considered against the other major power-holders in medieval society: the Church and the nobility.</p> <p>UNDERSTANDING: Students will gain an understanding of why and how the monarchy and Church were significant power holders in Medieval England. Particular emphasis will be given to understanding the workings of medieval kingship, in particular the use of law and warfare in running kingdoms.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to compare and contrast different medieval rulers and assess the strengths and weaknesses of their rulership within the framework of the qualities of a good king.</p>	<p><u>SoW: How did the British Empire affect its colonies?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the relationship between the British Empire and its colonies in the Americas, Africa and Asia, in particular India and the 13 Colonies.</p> <p>UNDERSTANDING: Students will gain an understanding of the impact of empire on both the colonised and the colonisers in places such as north America and India.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to compare and contrast the impact of the British empire on its colonies and evaluate the significance of colonisation as an historical force.</p>	<p><u>SoW: Why was World War Two another global conflict?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the key events of the Second World War.</p> <p>UNDERSTANDING: Students will gain an understanding of the key events of WW2, such as Stalingrad, the Battle of Britain and D Day, and how this conflict impacted the entire globe.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to explain at least two reasons to support and reject a historical interpretation (and begin to explain others) before reaching a reasoned judgement as to the extent to which they agree or disagree.</p>	<p><u>SoW: AQA: Anglo-Saxon England and the Norman Conquest</u></p> <p>KNOWLEDGE: Students will gain knowledge of the political structures of the Anglo-Saxon state, the persons and events of the Norman Conquest and the structures of the Anglo-Norman kingdom.</p> <p>UNDERSTANDING: Students will gain an understanding of the workings of early medieval kingship, particularly the use of power and economics to rule, in both the A-S and A-N states; furthermore, students will gain an understanding of the precise claims and events of the Norman conquest of 1066-69.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to judge and evaluate historical interpretations and primary sources, construct historical arguments based around second-order concepts such as causation and consequence, change and continuity and similarity and difference.</p>	<p><u>SoW: Edexcel Superpower Relations and the Cold War, 1941-1991</u></p> <p>KNOWLEDGE: Students will gain knowledge of the two world superpowers, the USA and the USSR.</p> <p>UNDERSTANDING: Students will be able to understand the significance of the clash between capitalism and communism and the threat of the nuclear war for relations between the superpowers.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to explain the consequences of key events in the Superpower Relations, to construct an analytical narrative of a series of events and explain the significance of key events.</p>
Spring 3	<p><u>SoW: How far did Rrats and Rebels transform England?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the major socio-economic events of the 14th century: the Great Famine, the Black Death and the Peasants' Revolt</p> <p>UNDERSTANDING: Students will</p>	<p><u>SoW: Why were the 18th and 19th centuries an Age of Revolution?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the major revolutions of the period, including their causes and consequences, set in the context of empire and the effects of colonisation.e 18th century saw multiple revolutions.</p>	<p><u>SoW: What was the Holocaust?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the persecution of Jewish communities in Germany and the historical roots of antisemitism.</p> <p>UNDERSTANDING: Students will gain an understanding of the extent and significance of this act</p>	<p><u>SoW: AQA Power and the People: 1170-present day</u></p> <p>KNOWLEDGE: Students will gain knowledge of key moments in the creation of civil rights in England, such as the Magna Carta and Peasants' Revolt to modern movements such as Chartism.</p> <p>UNDERSTANDING: Students will</p>	<p><u>SoW: Edexcel Superpower Relations and the Cold War, 1941-1991</u></p> <p>KNOWLEDGE: Students will gain knowledge of the two world superpowers, the USA and the USSR.</p> <p>UNDERSTANDING: Students will be able to understand the</p>



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	<p>gain an understanding of the interrelationship between climatic events, rural life and the medieval political system. This will help shape their understanding of peasant life in medieval England and how far, if at all, these events led to a transformation in the lives of ordinary communities throughout England.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to explain the significance of the events mentioned above and evaluate the impact these events in the short and long term.</p> <p><u>SoW: Why did England 'Break from Rome'?</u></p> <p><b>KNOWLEDGE:</b> Students will gain knowledge of the Reformation, the Tudor Dynasty and the relationship between the monarch and the Church in the 16th century.</p> <p><b>UNDERSTANDING:</b> Students will gain an understanding of how the challenges to the Church that originated in the 14th century created a larger, more powerful movement in the 16th century and how these ideas were utilised by Henry VIII in order to fulfil his own political ambitions.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to explain the reasons why England broke from the Catholic Church and evaluate the significance of the various reasons to form a judgement of the most important factor.</p>	<p><b>UNDERSTANDING:</b> Students will gain an understanding of the causes of revolution in the colonies, particularly in terms of lack of social and political freedoms and wealth inequalities.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to explain the causes and consequences of the various revolutions.</p>	<p>of genocide and why people in Germany participated in this event, either actively or passively.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will explain the significance of the Holocaust as an historical events and evaluate the main causes of this act of genocide.</p>	<p>gain an understanding of the struggle for political rights in England from the medieval period to the present day.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to judge and evaluate historical interpretations and primary sources, construct historical arguments based around second-order concepts such as causation and consequence, change and continuity and similarity and difference.</p>	<p>significance of the clash between capitalism and communism and the threat of the nuclear war for relations between the superpowers.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to explain the consequences of key events in the Superpower Relations, to construct an analytical narrative of a series of events and explain the significance of key events.</p>
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<p>Spring 4</p>	<p><u>SoW: How did Elizabeth I rule England?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the reign of Elizabeth I, her claim to the throne, her resolution of the religious issues caused by the Reformation and Counter Reformation and her dynastic strategies</p> <p>UNDERSTANDING: Students will gain an understanding of the issues faced by female monarchs in a period when women were considered to be subordinate to men.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to explain the significance of Elizabeth's reign, in particular evaluating the issues facing a female monarch in a patriarchal society.</p> <p><u>SoW: Why was Early Modern England a Devil Land?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the reign of James I, in particular the threats to the monarch from Catholic dissidents during the Gunpowder Plot and societal fears typified by the 'witch craze'.</p> <p>UNDERSTANDING: Students will gain an understanding of the religious issues caused by the Reformation and the relationship between societal fears and royal influence in the identification and persecution of 'witches'.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to explain the causes of social fear in relation to</p>	<p><u>SoW: How did the Industrial Revolution transform Britain?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the key features of the Industrial Revolution, such as rural to urban migration, industrialisation and urbanisation and the living and working conditions faced by ordinary people in the towns and cities of Britain</p> <p>UNDERSTANDING: Students will gain an understanding of how the Industrial Revolution changed the lives of ordinary people in Britain.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to compare and contrast the socio-economic conditions before and after the IR and evaluate whether the IR had a positive or negative impact on the lives of ordinary people in this period.</p>	<p><u>SoW: What was the legacy of World War Two?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the legacy of WW2 in Britain and the empire, looking at key events such as the Partition of India and the migration of the Windrush generation.</p> <p>UNDERSTANDING: Students will gain an understanding of how WW2 weakened Britain, leading to the call for aid from the colonies; students will also understand how Britain lost its position as a global superpower.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to analyse the legacy of WW2 on Britain, both in terms of its global power as an empire and the effects of migration on Britain in the post-war era, explaining the significance of these events on society in Britain.</p>	<p><u>SoW: AQA Power and the People: 1170-present day</u></p> <p>KNOWLEDGE: Students will gain knowledge of key moments in the creation of civil rights in England, such as the Magna Carta and Peasants' Revolt to modern movements such as Chartism.</p> <p>UNDERSTANDING: Students will gain an understanding of the struggle for political rights in England from the medieval period to the present day.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to judge and evaluate historical interpretations and primary sources, construct historical arguments based around second-order concepts such as causation and consequence, change and continuity and similarity and difference.</p>	<p><u>SoW: Edexcel Superpower Relations and the Cold War, 1941-1991</u></p> <p>KNOWLEDGE: Students will gain knowledge of the two world superpowers, the USA and the USSR.</p> <p>UNDERSTANDING: Students will be able to understand the significance of the clash between capitalism and communism and the threat of the nuclear war for relations between the superpowers.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to explain the consequences of key events in the Superpower Relations, to construct an analytical narrative of a series of events and explain the significance of key events.</p> <p><u>Consolidation and Revision</u></p>
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	different religious and marginal groups, such as women.				
Summer 5	<p><u>SoW: How did the Civil War transform England?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the English Civil War, the causes and consequences of the conflict and the changing nature of authority in this period.</p> <p>UNDERSTAND: Students will gain an understanding of how power in this period was transferred from the monarchy to parliament, creating the foundation of the modern British state.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to compare and contrast the political situation before and after the Civil War and identify reasons for the weakened state of the monarchy.</p>	<p><u>SoW: Why was Industrial Britain a land of inequality?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the political system in the 19th century and how ordinary men and women were deprived of their civil rights and the efforts they made to gain universal suffrage.</p> <p>UNDERSTANDING: Students will gain an understanding of the disparity of power between the wealthy and the poor in industrial Britain and understand the methods used by campaigners to equalise this situation.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to explain the causes of political inequality and describe the lengths made by groups to gain universal suffrage.</p>	<p><u>SoW: How did people experience the Cold War?</u></p> <p>KNOWLEDGE: Students will gain an understanding of what the Cold War was, including the main events such as the construction of the Berlin Wall and the Cuban Missile Crisis.</p> <p>UNDERSTANDING: Students will gain an understanding of how people lived through the fear of MAD and experienced the major crises of the Cold War</p> <p>DISCIPLINARY KNOWLEDGE: Students will examine primary sources to evaluate how people experienced the Cold War.</p>	<p><u>SoW: AQA Conflict and Tension: the Inter-War Years, 1918-1939</u></p> <p>KNOWLEDGE: Students will gain knowledge of how WW1 affected societies in Germany and Italy and how dictatorships rose in this country leading to the formation of fascist dictatorships in Germany and Italy.</p> <p>UNDERSTANDING: Students will gain an understanding of the major events of the inter-war years and how these laid the foundations for the formation of dictatorships in Russia, Germany and Italy.</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to judge and evaluate historical interpretations and primary sources, construct historical arguments based around second-order concepts such as causation and consequence, change and continuity and similarity and difference.</p>	GCSE Examinations
Summer 6	<p><u>SoW: Why were African and Asian empires powerful?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the empires of Mali and Songhai in West Africa and the Mughal Empire in India. Students will be able to identify the main characteristics of these empires and why aspects such as trade and religion made them so powerful.</p> <p>UNDERSTAND: Student will be able to understand how African</p>	<p><u>SoW: What was the Human Cost of World War One?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the causes of the Great War and the impact of this conflict on the soldiers on the front lines, the civilians on the Homefront and the role of Britain's colonies.</p> <p>UNDERSTANDING: Students will gain an understanding of how WW1 was a global conflict that</p>	<p><u>SoW: What was the impact of the Civil Rights Movement?</u></p> <p>KNOWLEDGE: Students will gain knowledge of the key figures and actions of the Civil Rights Movement in the USA, south Africa and the UK. historical connections between these countries and the legacy of empire and the slave trade will also be examined.</p> <p>UNDERSTANDING: Students will gain an understanding how</p>	<p><u>SoW: AQA Conflict and Tension: the Inter-War Years, 1918-1939</u></p> <p>KNOWLEDGE: Students will gain knowledge of how WW1 affected societies in Germany and Italy and how dictatorships rose in this country leading to the formation of fascist dictatorships in Germany and Italy.</p> <p>UNDERSTANDING: Students will gain an understanding of the major events of the inter-war years and</p>	





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	<p>and Asian empires organised and utilised their vast agricultural and mineral resources to become hugely wealthy through trade and taxation.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to compare and contrast African and Asian empires, both with one another and with European powers in order to evaluate the significance of imperial/monarchical power across time and space.</p> <p><u><b>SoW: What was the impact of the early European 'discovery' of the New World?</b></u></p> <p><b>KNOWLEDGE:</b> Students will gain knowledge of the European attempts to find a 'passage to India'.</p> <p><b>UNDERSTANDING:</b> Students will gain an understanding of the impact of European colonisation on indigenous societies in Africa, Asia and the Americas.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to explain the significance of European colonisation on indigenous societies in the New World.</p>	<p>involved all sections of society in the war effort.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to evaluate the impact of the Great War on the various sectors of British society and explain the significance of the political and socio-economic consequences of the war on communities in Britain and the empire.</p>	<p>differential treatment in law and education and so forth results from differing power dynamics in society and the need of the white population in the southern US and South Africa to maintain their economic, social and political power.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to explain impact of the civil rights movement and evaluate the consequences of these campaigns in their historical contexts.</p>	<p>how these laid the foundations for the formation of dictatorships in Russia, Germany and Italy.</p> <p><b>DISCIPLINARY KNOWLEDGE:</b> Students will be able to judge and evaluate historical interpretations and primary sources, construct historical arguments based around second-order concepts such as causation and consequence, change and continuity and similarity and difference.</p>	

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