

Curriculum | History



Co-op Academy
Florence MacWilliams

History

Intent: Who am I? History answers this at an individual level, local level (Stoke), national level (British) and global level (UK/ Europe/ West). History is the study of stories of the past, and which stories we choose to tell play an important part in shaping who we are and where we want to go. History at Florence tells students who they are and helps them forge their identity in an ever changing world. Students are proud of their history, knowing the story of their city and proud of their heritage. Students have awareness and understanding of different histories from different societies and cultures to their own, developing them as citizens and broadening their gaze. Students are exposed to how power can affect ordinary people living at the time, but also how those people can shape power in return. This empowers students to positively seek the change they want to see and shapes them into caring young adults. Excellence underpins history as students work with rigour to analyse events of the past and analyse evidence and opinions. Students show ambition by setting themselves targets to improve in history, based on teacher input in lessons and assessments, and through completion of their homework. Students are caring as they are exposed to different stories in history, developing empathy and morals that link to the other humanities subjects and means they can support and understand others after their school journey. Each year in history students will study at least one historical text linked to a topic, and will regularly look at how historians carry out the past through the use of sources.

History is who we are, and it is what we do. It shapes our identities for self, school and city.

	Autumn Term		Spring Term		Summer Term
<u>How did invasion, power and religion change Britain and the world until 1603?</u>					
7	<u>Why was Medieval Baghdad a golden age?</u> Power, War, Religion Change and Continuity. Historical text: Silk Roads by Peter Frankopan Careers link: Archaeology	<u>How did the Norman Conquest change England?</u> Power, war, invasion, religion, trade, sources Change and Continuity, Cause and Consequence. Sources	<u>Who had power in Medieval England?</u> Power, Ordinary people, war, rebellion, trade, religion, Change Sources	<u>How did empires expand and collapse?</u> Religion, power, change and continuity. Interpretations Historical text: Connected Worlds Textbook	<u>How did religion change the world?</u> Ordinary people, war, rebellion, trade, religion, Change Sources
					<u>Was Tudor England a golden age?</u> Religion, power, change and continuity. Interpretations Historical text: Time Traveler's Guide to Elizabethan England Career link: Historian
<u>How did protest, empire, trade and religion change Britain and the world from 16th to 20th Century?</u>					
8	<u>How did the slave trade change the world?</u> Trade, power, protest. Sources	<u>How did revolutions change the world?</u> Power, ordinary people, revolutions, judgements Interpretations	<u>How did Empire change India?</u> Power, ordinary people, empire, trade, Interpretations	<u>How did Stoke change through time?</u> Power, ordinary people, war, colonisation, industrialisation Sources	<u>Were reforms to power "great" in the 19th century?</u> Power, religion, protest change and continuity, judgements Judgement
<u>How has government, wars, economics and rights changed Britain and the wider world?</u>					
9	<u>Was WW1 a "great" war?</u> Governments, war, economics, Cause and consequence, significance, judgements	<u>What are ideologies?</u> Governments, war, economics, Change and continuity, judgements	<u>Why was WW2 a turning point?</u> Wars, governments, economics, rights, Cause and consequence, significance Career link: Secret Service	<u>Why did the world split into East and West?</u> War, governments, economics, rights, Cause and consequence, significance	<u>Why are rights so important?</u> Rights, government, economics,, Change and continuity, significance, individuals, judgements Career link: Human Rights lawyer

How did invasion, power and religion change Britain and the world until 1603?

Why was Medieval Baghdad special?

This is the introduction to history. Year 7 is a study of the medieval world.. Students will start with two lessons that take place in England looking at sources and interpretations relating to the Anglo-Saxon hoard. This is the starting point due to the varied diet at primary schools, and allows student to understand how history is made. The hoard took place at a similar time as Medieval Baghdad and therefore acts as a comparison point. Then the focus shifts to Medieval Baghdad: studying what the area was like before the city was built, why the city was built and the impact of Medieval Baghdad with a focus on interpretations (The Silk Roads by Peter Frankopan). By the end of this unit students will have written their first historical piece of writing, and be able to start to answer the larger question for Year 7.

Historical text: Silk Roads by Peter Frankopan
Careers link: Archaeology

How did the Norman Conquest change England?

This unit continues the chronology from Medieval Baghdad, focusing back onto British history. Students will learn what England was like before the Norman Conquest and how England changed as a result with a focus on sources. This introduces students to a key part of history that forms the Britain nation, and allows students to compare and contrast differing Medieval worlds. There is a local focus on Stafford Castle. By the end of this unit students will be able to select factors that affect history such as economics, or society, to explain change in relation to the question for Year 7. Students will also be able to start to analyse sources.

Who had power in Medieval England?

This unit focuses on the change in power during the medieval period. Students understand the power of monarchs through the terms: power, wealth, empire, legacy and support. Their understanding slowly builds over the unit. The concept of power is a key concept in the history curriculum at Florence at KS3 and later KS4. Students by the end of the topic will be able to answer the topic question and analyse sources to show an understanding of the past by supporting what they can see with their contextual understanding. This is part of the curriculum with a British focus, where students will learn who we are as a nation.

How did empires expand and collapse?

This unit studies different empires in the medieval world. It returns to Medieval Baghdad and how the Mongols destroyed the city and expanded their own empire. The focus then shifts to the story of Mansa Musa in West Africa, comparing the golden age of Baghdad to West Africa. Finally it ends back in England, with the impacts of England expanding to the British isles, Black Death and Hundred Years War.

Historical text: Connected Worlds Textbook

How did religion change the world?

This unit focuses on the power of religion in medieval England and Europe. Students will learn about the crusades in more detail by exploring the causes, life in crusader kingdoms and crusading monarchs. Students then will look at catholic Spain as a growing empire and threat to England, studying the unification of Spain by Isabelle and Ferdinand making an important basis for knowledge developed in the next Tudor topic.

Was Tudor England a golden age?

This unit studies the rise of the Tudors with the War of the Roses followed by the rule of Henry VII, followed by the idea that Tudor England was a Golden age by focusing on Henry VIII, Mary I and Elizabeth I as monarchs. Changes to the church, life and power are tracked by students. The concept of golden age is returned to and reframed in the context of British history. Students will understand how the power of religion slowly diminished as monarchs challenged power during this time.

Historical text: Time Traveler's Guide to Elizabethan England
Career link: Historian

	Autumn Term		Spring Term		Summer Term
<u>How did protest, empire, trade and religion change Britain and the world from 16th to 20th Century?</u>					
8	<u>How did the slave trade change the world?</u> This unit focuses on the development of the slave trade. This continues learning from Year 7 where students learned about the birth of exploration in Spain and later Tudor England. Students will learn about the origins of the slave trade, and how England joined the slave trade. Students will learn about experiences of slaves in Jamaica including rebellions as well as the campaign to end Slavery. Students will be prepared to use empire and trade to answer the wider question about change.	<u>How did revolutions change the world?</u> This unit focuses on the differing revolutions in the 18th and 19th century. Students will learn about the American Revolution, French Revolution, Haitian revolution and then compare interpretations about the impact of these revolutions on the wider world. This will prepare them to answer the Y8 question at the end of the year.	<u>How did Empire change India?</u> This unit continues from exploration touched in the Tudor topic in Year 7 and the slave trade in Year 8 to focus on the impacts of empire on India. Students will study empire in India, how the British controlled India and the impact of empire focusing on the Indian rebellion. This will give students a comprehensive, detailed knowledge about empire in India.. This builds on their knowledge mastered in Year 7 of empire and power. Students will use interpretations to challenge or support their views by taking a critical look at empire.	<u>How did Stoke change through time?</u> This unit focuses on Stoke changing through time. Students will learn about Stoke in Ancient times, such as the role of potteries in Roman England, Stoke during the Norman Conquest and Stoke during the industrial revolution. The industrial revolution will be a focus in this topic.	<u>Were reforms to power "great" in the 19th century?</u> This unit continues the chronology of the history story of Britain and focuses on the impact of industrialisation and the shifts in power. It will recap Year 7 power, and students will learn how power shifted more from monarchy to Parliament. Students will study impacts of movements like the Chartists and the Great Reform Act. Students will be able to explain how ordinary people, government and economics can play a role in changing life. Students at the end of this topic, will be able to address the Year 8 topic question using information from all topics.

How has government, wars, economics and rights changed Britain and the wider world?

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Was WW1 a "great" war?

This unit focused on the causes of WW1 and the significance of events during WW1 for the nation. Students will study the significance of the war on Stoke through personal stories of soldiers. This is the first introduction of the concept significance to students.

What are ideologies?

This unit continues the historical chronology by examining the rise of fascism and communism during the interwar years and the aftermath during cold war, and their profound impact on both the global stage and Britain. Students will explore the role and ultimate failure of international peacekeeping efforts during this period, enabling them to recognise similar trends in contemporary events.

Why is WW2 a turning point?

This unit explores the causes and consequences of World War II, key events, and primarily focuses on its far-reaching consequences and global impacts. There will be a specific focus on the plight of Jewish populations in Europe and the subsequent creation of the nation-state of Israel. Students will begin to grasp the emerging East-West global divide and apply this understanding to current world news. This will continue the study in significance.

Why did the world split into East and West?

This unit starts with the Holocaust as a turning point for the world. Then the unit focuses on the build up of tension between East and West into the Cold War.

Why are rights so important?

This unit investigates the change in the USA and UK linked to race relations. The enquiry starts in the USA focusing on racism before 1950s and then the rise of the Civil Rights movement in the USA. Students will then learn about the UK Bristol Bus Boycotts to see similarities.

	Autumn Term		Spring Term		Summer Term	
	Elizabeth (BC Paper 2)		Power and the People (BB Paper 2)		Power and the People (BB Paper 2) / Conflict and Tension (BB Paper 1)	
10	<u>Early Elizabeth: Governance, Religion and Plots</u> Students will recap prior KS3 learning linked to the Tudors. Over this first unit they will learn about Elizabeth's background, relationship with court and government, issues of a female ruler, religious reforms and as a result of these reforms plots against her. This will be taught in chronological order to help build students sense of past. Students will be exposed early the the skills required for the paper: essay writing in terms of significance and interpretations.	<u>Life in Elizabethan England and Historical Environment</u> In the second Unit students will focus on if the era was a Golden age, by looking at changes in society, the difference in rich and poor, the development of exploration and finally an in depth study of the historical environment for that year: The Globe (2026) Hardwick Hall Kenilworth Castle (2028) The Spanish Armada (2027) Students will complete a mock of the Elizabeth part of Paper 2 at this stage.	<u>Feudalism and Challenging Authority</u> Power and the People is the breadth topic at GCSE. Students will recap understanding of the feudal system and challenges to authority studied at KS3: Magna Carta, Peasants Revolt, and English Civil War. They will also study the impacts of the impacts of the American Revolution and Pilgrimage of Grace. This topic will focus on sources and introducing factor essays. The factors will underpin most lessons to show the links. War Religion Government and Economy Individuals	<u>Reform and Reformers</u> The second unit follows the chronological story of power and the people by studying the work of Chartists, Great Reform Act and the Peterloo Massacre. Students will continue to build on their source analysis skills and factor essays by showing change and continuity over time. Students will complete a mock of the Power and People part of Paper 2 at this stage.	<u>Equality and Rights</u> The final unt ends with the suffrage movement, general strikes and 20th Century rights such as immigration, Windrush and race relations. This will mean students have a broad understanding of how Britain's democracy has changed over time to what it is like today: rule of law, tolerant, democracy, and the two BV. Students will complete their learning by writing a factors question showing a broad understanding of the themes. Students will sit the whole of Paper 2 by this stage.	<u>Peacekeeping</u> Conflict and Tension (inter war years) focuses on the mindset of peace after WW1 and the gradual descent and breakdown of peacekeeping into WW2. This links to the Nazi Germany topic. Unit 1 focuses on the end of WW1, the creation of the League of Nationa, Treaty of Versailles and plants the seeds for the later failure of peacekeeping efforts.

	Autumn Term		Spring Term		Summer Term	
	Conflict and Tension (BB Paper 1) / Opportunity and Inequality (AB Paper 1)		Opportunity and Inequality (AB Paper 1)		Revision and Exams	
11	<u>League of Nations and International tensions</u> In unit 2 students will learn about the League of Nations, its structure and the weaknesses and successes the League had in the 1920s. Students will further practice their source analysis skills. The final unit covers the rise of fascism, walks out from peacekeeping and the causes of WW2. This will enable students to judge the merits and demerits of peacekeeping.	<u>American people and the "Boom"</u> This topic focuses on the story of the USA from the 1920s to 1970s. This topic focuses on the roaring 1920s, the Great Depression and life in the USA. Students will complete a Paper 1 mock by this stage and repeat Elizabeth Paper 2.	<u>Bust- Depression and New Deal</u> This unit focuses on the American society during Depression. Students will evaluate the effectiveness of the New Deal, opposition and then the impact of WW2. Students will complete a Paper 1 and Paper 2 complete mock.	<u>Post-War America</u> This unit focuses on post-war America society and economy. This unit also focuses on racial tension in the 60s. Finally the work of Presidents Kennedy and LBJ will be examined. Students will complete a Paper 1 and Paper 2 complete mock. Students will be confident in the demands of the GCSE paper.		



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At Co-op Academy Florence MacWilliams, colleagues and pupils work at 'PACE' ensuring pride, ambition, care, and excellence for self, school and city