

CURRICULUM OVERVIEW 2019-2020

SUBJECT: History

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS
YEAR 11	2B: Elizabethan England, 1558-1603 Describe how the poor were treated. Explain why they were dealt with in different ways. Evaluate the effectiveness of the Elizabethan Poor Laws.	2B: Elizabethan England, 1558-1603 Describe the causes of the Armada and its key events. Explain how the relationship between England and Spain deteriorated. Evaluate the main reasons for the defeat of the Armada.	2B: Elizabethan England, 1558-1603 Explain how Elizabethan society was structured. Evaluate how much change occurred. Was her reign a 'Golden Age'?	Revision and exam practice for mocks.	Revision and exam practice.	Final exams.
YEAR 10	1A: America, 1840-1895 Describe what happened when Europeans first arrived in America in the 1600s. Explain the impact. Describe how the geography of North America affected people's settlement. Explain why settlers went west in the 1840s and the problems they faced.	1A: America, 1840-1895 Describe the differences between the lifestyles of the Native people and the settlers. Explain the reasons for the increase in conflict between them. Evaluate how effectively the US government dealt with the 'Indian problem.'	1A: America, 1840-1895 Describe the causes of the Civil War. Explain its impact politically, socially and economically. Explain the reasons for the increased settlement of the west in the 1860s.	1A: America, 1840-1895 Describe the US governments 'final solution' to the 'Indian problem.' Explain how this changed over time.	2B: Elizabethan England, 1558-1603 Identify the religious changes Henry VIII made to the country. Describe the dangers princess Elizabeth faced in her early life. Explain how Elizabeth's government was organised. Explain the problems she faced as a female monarch.	2B: Elizabethan England, 1558-1603 Describe Elizabeth's 1559 Religious Settlement. Explain the challenges she faced from religious extremists. Assess the extent of the threat. Evaluate how effectively her government dealt with these threats.

YEAR 9	2A: People's Health Describe the beliefs of Ancient civilisations. Describe the key message of the source. Explain the utility of the source based on your factual knowledge. Analyse the author's interpretation of... (key discovery)	2A: People's Health Describe the key ideas medieval doctors had about the cause of disease and how to treat it. Explain the significance of Hippocrates and Galen. Evaluate the importance of religion as a factor in this period. How did this change during the Renaissance? Explain why medical progress was slow in the Renaissance period.	2A: People's Health Describe how the chance factor led to important medical discoveries. Explain the importance of discoveries made in the 19 th and 20 th centuries. Compare the 19 th century with the medieval period. Evaluate the impact this medical progress had upon British people and society.	2A: People's Health Describe the key message of... Explain its utility... Explain the significance of ... Compare... in what ways are they similar/different? Explain and evaluate which factor was most important in...	1B: Conflict and Tension, 1919-1939 Identify key individuals and describe the key ideas behind communism. Explain how life in communist Russia differed to life in a capitalist country. Explain the problems the peacemakers faced in 1919. Evaluate the effectiveness of the League of Nations in the 1920s and 1930s.	1B: Conflict and Tension, 1919-1939 Explain Hitler's actions in the 1930s and how they led to a Second World War. Describe the key message of the source. Explain the utility of the source for learning about... Analyse the author's interpretation of... Evaluate the most important cause of World War Two.
YEAR 8	The British Empire and partition of India What were the experiences of the different people involved and how can these differences be explained?	The Industrial Revolution How did working and living conditions change for ordinary people?	The Women's Suffrage Movement How did women gain the right to vote in Britain? How do interpretations differ?	World War One What were the causes of the war? What was trench warfare like in reality? How did the Allies defeat Germany?	World War Two How did Hitler gain power? What were the causes of the Second World War? How can I make a judgement?	The Cold War and Civil Rights Movement What were the experiences of different people involved and what impact was there? How can I produce an accurate narrative?
YEAR 7	Medieval Britain What was life like for ordinary people after the Norman invasion of 1066? How do I place events in chronological order?	The Tudor takeover How did the Tudor family gain power? How can I explain different interpretations of the past?	Religious problems and invasion How did the Tudors deal with religious change?	Beginnings of democracy Why did the Stuart kings lose power to parliament?	The English Civil War Why did parliament go to war with their King? How can I describe the significance of an event?	The Triangular Slave Trade How did the triangular trade system work? How was it ended?

- Pre- 1066 British study to cover the Romans as a homework project in year 7.
- Year 11 2019-2020 will be studying a slightly different curriculum.