

Curriculum Planning 2026-27

Curriculum Area: History

Curriculum Intent: The intent of the History Curriculum in Key Stage 3 is to provide all students, regardless of background, a high quality of education that provides a clear knowledge-based curriculum that offers a British history narrative that spans from 1066 up until the end of the Second World War. Topics are sequenced in chronological order and key historical themes such as monarchy, democracy, persecution, protest and social change are regularly explored, linked and compared throughout the time periods to consolidate a strong knowledge base amongst all students. As well as providing a strong knowledge of British history, students will learn about essential world events such as the international conflicts of the First and Second World War, the African-American experience from slavery to the Civil Rights Movement and the persecution and genocide of Jewish people during Holocaust. This will ensure that all students leave Bramhall High School (regardless of whether continue History at GCSE level) with a clear understanding of British values and how the world around them has been created over centuries, understanding of how their democracy functions, how protest has led to change and why multicultural is celebrated. As important as the broad and relevant knowledge base provided, students also develop a range of history specific skills such as knowledge and understanding, chronology, cause and consequence, significance, source skills and change and continuity. Students are assessed on four occasions over the course of each year, being given the opportunity to develop the aforementioned skills and teacher and peer feedback is used to improve skills during CPR lessons.

Below is a breakdown of the historical skills students develop throughout the 5 year curriculum:

Change and continuity:

- Explaining why some changes are more important than others.
- Making a judgement about change and continuity.

Interpretations:

- Explaining reasons for different interpretations while inferring from sources.
- Investigating interpretations and making a judgement considering the nature, origin and purpose of sources.
- Evaluating why a source might be useful for a historian.

Significance:

- Explaining why some people or events are more significant than others.
- Investigating different reasons for significance and making a judgement about them.
- Analysing how significance might vary according to different viewpoints.

Cause and consequence:

- Explaining why some causes and consequences are more important than others.
- Investigating events and making a judgement about change and continuity
- Analysing change and continuity, and explaining your own judgements.

The table below covers the historical themes explored throughout the five year curriculum that encourage students to build upon prior learning.

	Year 7	Year 8	Year 9	Year 10	Year 11
Power and authority	How did William the Conqueror use castles, feudalism and the Domesday book to control England? How did the reformation of the Church and dissolution of the monasteries increase Henry VIII's power after 1534?	How did the role of Abraham Lincoln and John F Kennedy improve the lives of African-Americans?	Why did the British government resist the Chartists and Suffragettes calls for extending enfranchisement? Who was responsible for the Holocaust?	How did parliamentary democracy and the rise of socialism cause difficulties for Kaiser Wilhelm in ruling Germany before the First World War?	How did Queen Elizabeth I use her royal court, patronage and the Privy Council to control England?
Development of Democracy	How did the Magna Carta strengthen the power of Parliament? How did Parliament challenge Elizabeth's Religious Settlement?	How did democracy progress with the extension of male suffrage during the industrial revolution? How did the Civil Rights Act of 1968 improve suffrage of African-Americans?	How did the abdication of Kaiser Wilhelm II and introduction of the Weimar Republic between 1918 and 1919 affect the German people?	How does modern Britain's First Past the Post electoral system compare with the Weimar Republic's Proportional Representation electoral system?	How did Parliament challenge the authority of Elizabeth over the Religious Settlement?
Protest Movements	How important was the Black Death and Poll Tax in causing the Peasants Revolt in 1381?	How significant was William Wilberforce's campaign on the abolition of the slave trade in 1807? Was Martin Luther King the most important factor in causing the Civil Rights Movement?	Why did the Indian Mutiny happen in 1857? How did the Chartists and Suffragette movements achieve their aims in the long term?	How successful was Nazi opposition (the Stauffenberg Bomb Plot, White Rose Group and the Red Orchestra) before and during the Second World War?	Was Mary Queen of Scots residence in England the main reason why there were so many Plots and Rebellion's against Queen Elizabeth before 1587?
Persecution of Minorities	Does Mary I deserve to be called 'bloody'? The persecution of Protestants as heretics during Queen Mary I reign.	What is it to be Jewish and why should we remember the Holocaust?	Why did Muslim and Hindu soldiers' rebel in the 1857 Indian Mutiny and why do Indian Nationalist describe events in 1857 as a fight for independence?	Persecution of Jews from the Jewish Boycott in 1933 through to the Final Solution and Auschwitz at the end of the Second World War	Why were Catholics and Puritans persecuted under Elizabeth I's reign?

Religious Change	Why did Henry VIII Break from Rome in 1534? What was the counter-reformation? How did Cromwell's Republic strengthen Puritanism?	Why did religious leaders in Britain support the Abolition of Slavery in 1807?	What is it to be Jewish and why should we remember the Holocaust?	How did Nazi Religious Policies towards the Catholic Church and the creation of the Reich Church increase their control over the German population?	How did Elizabeth's Religious Settlement attempt to find a 'middle way' between Catholicism and Protestantism?
Social Change	How were medieval towns different to modern towns?	How did the Civil Right Act of 1968 improve the lives of African-Americans in the USA? How did the industrial revolution change how people live?	How did the First World War transform the roles of women and encourage the British Government to grant universal suffrage?	How did the British Blockade affect German civilians during the First World War? How did Nazi social policies affect the German people? Focus on a range of demographics including women, youth, working classes, middle classes, Jews, gypsies, socialists.	What caused increases in poverty during the Elizabethan era? How did Elizabeth's government respond to the poor? In depth local studies into culture (Globe Theatre) and architecture (Hardwick Hall)
Poverty	How did Elizabeth deal with the problem of poverty during her reign?	How did racial segregation and the Jim Crow laws entrench poverty for African-Americans during the 1950s and 60s? What were the biggest difficulties having to live and work during the Industrial Revolution?	How did the extension of the franchise improve public health across industrial Britain during the late nineteenth century?	How did the Wall Street Crash the Great Depression increase poverty, unemployment, homelessness and hunger after 1929?	How effective were the Elizabethan Poor Laws at dealing with the problem of poverty in Elizabethan England?
War and Peace	Why did William the Conqueror and Harald Hadrada's invade England in 1066? The British Empire and the case study of Australia	Was Hitler's foreign policy aim of Lebensraum and how did it help cause the Second World War?	How did the League of Nations attempt to overcome the ambitions of imperialism?	Why did Kaiser's foreign policy aims of Weltpolitik and Mitteleuropa help cause the First World War? How did Hitler's Social Darwinist belief lead to a foreign policy aim of Lebensraum?	How did Sir Walter Raleigh attempt to develop the first English colonies in North America? How did imperialism cause small pox to kill millions of native Americans?

Year 7

Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?
Autumn 1	What is History? - How do we measure time? - Chronology - Artefacts - Anachronisms - History Detective – using artefact to investigate history The Lindow Man – Local History – Lindow Man was found in Wilmslow	History Programmes of Study: Key Stage 3 History National Curriculum 2013: The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 – The Iron Age Local History study: a study of an aspect or site in local history dating from a period before 1066 – Lindow fields where Lindow man was found	Homework: Chronology - Create a timeline of your life using ten key events Homework: source skills - Create five artefacts about yourself and explain their significance of each one October Assessment: Source skills: What happened to the Lindow Man?	Enrichment: Students encouraged to visit Lindow fields in Wilmslow where Lindow Man's body was found to gain a better understanding of the local environment. Cross-curricular link: art –creating display of artefacts and anachronisms
Autumn 2	The Norman Conquest - The death of Edward the Confessor and the claimants to the throne - Battle of Stamford Bridge - Battle of Hastings Medieval society, economy and culture - Feudal System - Castles - Domesday Book - Medieval towns	History Programmes of Study: Key Stage 3 History National Curriculum 2013: The Development of Church, state and society in Medieval Britain 1066-1509	Classwork: Knowledge and understanding - Why should your claimant be king? Write a speech persuading support for your claimant Homework: Cause and consequence - Why did William win the Battle of Hastings? January Assessment: Interpretation - The use of castles was the most successful method King William I used to control England – Do you agree?	Cross-curricular links: English writing a speech in a persuasive style to win support for their chosen contender to the throne Historic themes: Theme of power of the Monarchy which will be revisited in Spring term when covering Henry VIII and the dissolution of the monasteries.
Spring 1	The Black Death and its social and economic impact	History Programmes of Study: Key Stage 3 History National Curriculum 2013: The	Classwork: Change and Continuity - What advice would	Historic themes: Themes of protest will be linked from the Peasants Revolt to

	The Peasants Revolt	Development of Church, state and society in Medieval Britain 1066-1509	you give to people in 1348 to overcome the Black Death if you could travel back in time?	the Civil Rights Movement (Year 8) and opposition to the Nazis (Year 10).
Spring 2	The English Reformation and Counter-Reformation - King Henry VII - King Henry VIII and his six wives - Break from Rome - Mary I	History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745	Classwork: Interpretation – Marriage was the main reason why Henry VIII broke from Rome in 1534. How far do you agree?	Historic themes: Theme of religious change will be linked from Reformation and Counter-reformation with the role religion played at abolishing slavery in year 8 and religious change under the Nazis in year 10.
Summer 1	The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) - Elizabeth and her court - The Religious Settlement - Northern Rebellion - Spanish Armada Stuart England: Gunpowder Plot: Catholic Persecution	History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745	Classwork: Knowledge and understanding - Diary account explaining the differences between the Tudor rich and poor.	Cross-curricular links: English writing a diary account in a honest and secretive style reflect on Elizabethan's thoughts on wealth and status
Summer 2	The English Civil War - Divine Right of Kings, sovereignty and democracy - Causes of the Civil War - Battle of Marston Moor, Edgehill and Naseby - The New Model Army - Oliver Cromwell and implementing Puritanism	History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745	June Assessment: Source analysis How useful are sources A and B to a historian study the Black Death of 1348?	

Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?
Autumn 1	Britain's transatlantic slave trade: its effects and its eventual abolition • Slave triangle • Middle Passage • Slave auctions • Life on the plantations	<u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Ideas, political power, industry and empire: Britain, 1745-1901	Classwork: knowledge and understanding - Write an account of the Atlantic Slave Triangle / Write a Slave Diary account of the Middle Passage, auction and life on the plantation. Classwork: source skills - How useful is Source A to a historian studying a slave auction?	<u>Enrichment</u> Students offered opportunity to attend a day visit to Liverpool Maritime Museum in order to enrich student learning on the transatlantic slave trade
Autumn 2	The African-American experience through the nineteenth century: • Abolition of Slavery • American Civil War and Emancipation	<u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> A Study of a significant society or issue in world history and its interconnections with other world developments	<u>October Assessment:</u> Source utility – How useful is source A in explaining why slavery was abolished? Classwork: knowledge and understanding - Write an account of racial segregation in 1950s USA.	
Spring 1	The African-American experience: through the twentieth century • The Ku Klux Klan • Jim Crow Laws and Segregation • Civil Rights Movement	<u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> A Study of a significant society or issue in world history and its interconnections with other world developments	January Assessment: Interpretation – Rosa Parks and the Montgomery Bus Boycott had the greatest influence on the passing of the 1964 Civil Rights Act – How far do you agree?	
Spring 2	Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform • Origins of the industrial revolution • Richard Arkwright • Factory System • Transport	<u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Ideas, political power, industry and empire: Britain 1745-1901 <u>Local history study:</u> a depth study of Stockport Ragged School , Higher Hillgate and the experiences of Ellen	<u>March Assessment:</u> Change and continuity - What was the industrial revolution and how did it affect the British people? <i>Following the whole school marking policy, assessment is reduced due to GCSE focus</i>	<u>Enrichment:</u> Students are encouraged to visit Quarry Bank Mill in Styal, Staircase House in Stockport and the Science and Industry Museum and People's History Museum in Manchester to enrich their learning on the industrial revolution.

		Ogden		
Summer 1	Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform - Working conditions - Living conditions and cholera - The emergence of Stockport and Manchester	History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901 Local history study: a depth study of Hallam Mill and Ephraim Hallam, Heavily Stockport.	Homework: Knowledge and Understanding - What does Hallam Mill tell us about our industrial past? Classwork: Knowledge and Understanding – A diary account of a working class child (Ellen Ogden) who lived in industrial Stockport.	Enrichment: Students are encouraged to visit Quarry Bank Mill in Styal, Staircase House in Stockport and the Science and Industry Museum and People's History Museum in Manchester to enrich their learning on the industrial revolution.
Summer 2	Crime and Punishment in nineteenth century Britain - Prison Ships - Transportation - Jack the Ripper - Elizabeth Fry and Prison reform The role of Queen Victoria as Monarch and Empress of India	History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901	June Assessment: cause and consequence - Why was Jack the Ripper able to escape justice?	

Curriculum Area: History Year 9 2021-22 and onwards

Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?
Autumn 1	People and Protests during the eighteenth and nineteenth century - Great Reform Act of 1832 - Peterloo - Chartists	<u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Ideas, political power, industry and empire: Britain 1745-1901	<u>October Assessment: Interpretation - The First World War was the main reason why women were granted the vote in 1918. How far do you agree?</u>	
Autumn 2	People and Protests during the eighteenth and nineteenth century - Suffragette movement - Impact of the First World War	<u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Ideas, political power, industry and empire: Britain 1745-1901		<u>Historic themes:</u> Theme of Imperialism linked from the British Empire with the causes of the First World War in year 9.
Spring 1	- The Second World War and the wartime leadership of Winston Churchill/Blitzkrieg, fall of France and Evacuation of Dunkirk - Battle of Britain and the Blitz - Operation Barbarossa and Pearl Harbour - Stalingrad and the Battle of Berlin - Nagasaki and Hiroshima	<u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Challenges for Britain, Europe and the wider world 1901 to the present day <u>Local History:</u> Students study the impact of the Blitz on their local area, looking at Christmas Blitz of Manchester in 1940 and the loss of life in Shaw Heath (within our catchment area). The building of Lancaster Bombers at Woodford airfield Diesel engine for Royal Navy battleship at ManDiesel on Mirlees are also referenced with photos and explanations.	<u>June Assessment:</u> cause and consequence – What caused the Second World War? <u>Classwork:</u> ‘The Evacuation of Dunkirk was a success for the British Army’. How far do you agree?	<u>Enrichment:</u> Whilst visiting Liverpool Maritime Museum, students are given the opportunity to access the exhibitions on the war at sea during the Second World War. Here they enrich their learning about rationing and the Battle of the Atlantic.
Spring 2	The Holocaust	<u>History Programmes of Study: Key</u>	<u>Homework:</u> Knowledge and	<u>Whole School Assemblies:</u> All

	• Anti-Semitic persecution 1933-1939 • Ghettoization • The Einsatzgruppen • The Final Solution	Stage 3 History National Curriculum 2013: Challenges for Britain, Europe and the wider world 1901 to the present day Local History Study – studying Shaw Heath during the Blitz	Understanding – Explain how Anti-Semitic persecution increased between 1933 and 1939.	year groups participated in Holocaust Remembrance assemblies that ensure all students have a clear understanding of why we remember the Holocaust.
Summer 1	Why did the Great Powers of Europe and their empires go to war in August 1914? • The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the ‘Entente’ powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.	GCSE History AQA Paper 1 Conflict and tension, 1894–1918 Part 1 Students complete the First World War topic first in year 9 as it is conceptually the straightest forward of the topics that are taught with topics following a clear chronology.	Homework: Knowledge and Understanding - Write an account of the build-up of the alliance system before 1914.	
Summer 2	Why did the Great Powers of Europe and their empires go to war in August 1914? • Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm’s aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.	GCSE History AQA Paper 1 Conflict and tension, 1894–1918 Part 1 Students complete the First World War topic first in year 9 as it is conceptually the straightest forward of the topics that are taught with topics following a clear chronology.	Homework: Knowledge and Understanding - Write a detailed account of how the Anglo-German Naval Race created international tensions before 1914.	Historic theme: Explaining Kaiser Wilhelm II's foreign policy aims and arms race is supported by linking theme of imperialism from prior learning on the British Empire in year 7.

Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?
Autumn 1	Why did the Great Powers of Europe and their empires go to war in August 1914? Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.	GCSE History AQA Paper 1 Conflict and tension, 1894–1918 Part 1 Students complete the First World War topic first in year 9 as it is conceptually the straightest forward of the topics that are taught with topics following a clear chronology.	<u>November Track Assessment:</u> - Write an account of how the 1905 Moroccan Crisis became an international crisis. - Write an account of how Kaiser Wilhelm II foreign policy created tensions after 1900. Homework: Source skills - How useful are sources A and B to a historian studying Austrian attitudes towards Serbia in 1914?	
Autumn 2	Why were both sides unable to break the stalemate on the Western Front between October 1914 and April 1918? - The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate. - The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.	GCSE History AQA Paper 1 Conflict and tension, 1894–1918 Part 2 Students complete the First World War topic first in year 9 as it is conceptually the straightest forward of the topics that are taught with topics following a clear chronology.	Homework: Knowledge and Understanding - Write a detailed account of how new developments in technology led to a crisis for both sides on the Western Front. Homework: Knowledge and Understanding - Write an account of how the War at sea became a crisis for both sides?	<u>Enrichment:</u> In July of year 9 students are offered the opportunity to attend a five day residential trip to the Battlefields of Belgium and France (this trip has regularly been taking place every summer for decades). To enrich students learning, students visit the battlefields of Passchendaele, Ypres and the Somme and learn about the weaponry that was deployed and adapted over the course of the war, the battle strategies

	The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.			and learn why it was so difficult for either side to break the stalemate. This is best illustrated on the Somme where students follow the same route as the Accrington Pals battalion, learning minute-by-minute what happened to them on the first day of the battle.
Spring 1	Why did the First World War end in November 1918 with Germany surrendering to the allies despite defeating Russia on the Eastern Front? - Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war. - Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days. - Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat	GCSE History AQA Paper 1 Conflict and tension, 1894–1918 Part 3 Students complete the First World War topic first in year 9 as it is conceptually the straightest forward of the topics that are taught with topics following a clear chronology. Local History: Using Stockport1914-1918 website, student's research one of the 3,500 local soldiers from Stockport paid lost their lives in the First World War. Teachers model examples such as Thomas Neild (who was born and bred within the school's catchment area) to show what can be learnt. Students are then given opportunities in Belgium and France to visit the graves / memorials of their chosen soldier.	January Assessment: - Source Skills - How useful are sources A and B to a historian studying the Battle of Marne - Interpretation - The Schlieffen Plan was the main cause of the First World War. Do you agree? Homework: Interpretation - 'The main reason for the German decision to surrender in November 1918 was the failure of the Ludendorff Offensive in the spring of 1918.' How far do you agree with the statement?	Enrichment: To enrich the students learning of the British blockade, we take the student from Hull Zeebrugge on the overnight ferry to understand the scale of the war at sea and the areas the Royal Navy had to patrol in order to enforce the blockade. On the final day of the visit, we attend the Passchendaele Museum where student enrich learning about the improvement of battle techniques in the final months of the war that enabled the allies to break the stalemate and push the German army back through the Hindenburg Line in October 1918.
Spring 2	How did democracy first of all challenge Kaiser Wilhelm II and eventually replace him in the aftermath of the First World War? Kaiser Wilhelm and the difficulties	GCSE History AQA Paper 1 Germany, 1890–1945: Democracy and dictatorship Part 1	Homework: In what ways did political and economic changes make Kaiser Wilhelm II's role difficult before the First World War? Describe two problems German	Enrichment: In December of year 10, students are offered the opportunity to attend a 4 day residential visit to Munich and Nuremburg (trip took place in December 2018 and 2019).

	Hitler's appeal. The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor. The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer			Fire in February 1933.
Summer 2	What was it like to live under Nazi rule between 1933 and 1945 and how did the Second World War affect society? - Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. - Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. - Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the	Germany, 1890–1945: Democracy and dictatorship part 3	Summer assessment: Seen examination of part 2 of Germany 1890-1945 Homework: In what ways did Nazi social policy changes between 1933 and 1939 affect the German people? Homework: Which was more successful at controlling the German people: terror or propaganda? Homework: In what ways did Nazi did Nazi racial policy affect Jewish people living in Germany?	Enrichment: As part of the Germany visit, we attend the Nuremberg Rally grounds which were central to Nazi Propaganda. While there, we consolidate learning on the role Social Darwinism played in Nazi race theories and about the infamous film 'Triumph of the Will'.

	SS and Gestapo; opposition and resistance, including White Rose group. Swing Youth. Edelweiss			
Half-term (or	Programme of Learning	Links to the National Curriculum / Specification /	Assessments	What extra learning opportunities are planned?

specific weeks)		Additional		
Autumn 1	How did Queen Elizabeth govern England and what difficulties did she face? - Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. - The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.	Elizabethan England, c1568–1603 part 1	Homework: Write an account of Elizabeth's relationship with Parliament and the Privy Council. Homework: Explain what was important about Elizabeth's decision not to marry. Homework: Write an account of the ways in which the Northern Rebellion affected Elizabethan England.	Enrichment: Year 11 students have the opportunity to attend a day trip to London in February during the Skills For Life Day (trip taken in 2019 and 2020). During the visit students given tour of Westminster including Parliament, Whitehall and Buckingham Palace. Students able to reflect on five years of learning on monarchy, democracy and imperialism with a specific focus on Elizabeth's government.
	What was it like to live during in Elizabethan times? - A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. - The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. - English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.	Elizabethan England, c1568–1603 part 2	Homework: How convincing is Interpretation B about the Elizabethan theatre? Explain your answer using Interpretation B and your contextual knowledge. (8 marks)	
Autumn 2	What troubles did Elizabeth face at home and abroad? Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's	Elizabethan England, c1568–1603 part 3 Elizabethan England, c1568–	November Mock – full unseen paper 1 Homework: Explain what was important about the	Enrichment: As part of the visit to London, students will visit the Golden Hinde where they will be able to examine the specific design of the ship and how this allowed the English navy to

	excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. • Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. • Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.	1603 part 4 Local History: Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.	problem of poverty in Elizabethan England. Homework: How convincing is Interpretation C about the motives for Drake's round the world voyage. Explain your answer using Interpretation C and your contextual knowledge. Homework: Explain what was important about the execution of Mary Queen of Scots for Elizabethan England Homework: How convincing is Interpretation B about the failure of the Spanish Armada?	outmanoeuvre the large Spanish galleons of the Armada. This will support students understanding the historical environment question. In 2019, the focus was the Globe theatre where we visited and in 2018, students were encouraged to visit Hardwick Hall to gain a first-hand experience of the local history project.
Spring 1	How did war and religion limit medical progress during the Medieval period? • Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. • Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. • Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.	Britain: Health and the people: c1000 to the present day Part 1 and 2	Homework: Explain the significance of religion on medicine in the medieval period Homework: How useful is Source A to a historian study Medieval Surgery? Homework: Explain the significance of John Hunter and Vesalius on surgery during the Renaissance	Historic Themes: We cover Medicine last as it is conceptually the most difficult topic with students requiring a maturity of understanding which has been developed through a combination of the first three topics. Content from the Elizabethan era (Dissolution of the Monasteries, the Poor laws and the rise of the gentry through new international trading opportunities) support understanding on improvements in public health and charitable donations to hospital such as St Thomas during the Renaissance.

	How did science and technology, improved communication and individual genius increase the rate of medical progress during the Renaissance? • The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. • Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.			
Spring 2	How did the industrial revolution accelerate progress further but limit public health? • The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers;	Britain: Health and the people: c1000 to the present day Part 3	<u>November Mock paper:</u> Students complete a full paper 1 mock in examination conditions. Homework: Explain the significance of Louis Pasteur and Germ theory on the development of medicine in the industrial revolution Homework: Compare the development of Edward Jenner's vaccination and the development of Alexander Fleming's penicillin. In what ways are they similar?	<u>Historic Themes:</u> Themes of war are developed using prior learning of Germany 1890-1945 (Franco-Prussian War and the Second World War). This supports student understanding on Koch and Pasteur's rivalry in the late nineteenth century and as well as British public support for the Welfare State after 1945. <u>Historic Themes:</u> Content from the First World War (New weaponry, Battle strategies and injuries incurred) support understanding of improvements in surgery such X-ray machines.

	local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. How have improvements in government funding and technology enhanced medicine further? • Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. • The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.	Britain: Health and the people: c1000 to the present day Part 4	Homework: Has the role of war been the main factor in the development of surgery in Britain since the medieval times?	
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Appendix 1

History Department's Adherence to National curriculum in England: history programmes of study

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Below is breakdown of how the History Department at Bramhall High School adhere to the KS3 National Curriculum set out in 2013. The department ensured that every aspect of the National Curriculum has been covered throughout year 8 and 9. Furthermore, we are very keen to develop the full range of skills that we believe every student should leave school with regardless of whether they choose to take it beyond KS3. To demonstrate our broad curriculum coverage, we have identified below the topics that we cover in green

Pupils should be taught about:

The development of Church, state and society in Medieval Britain 1066-1509

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

The development of Church, state and society in Medieval Britain 1066-1509

Examples (non-statutory)

This could include:

- the Norman Conquest (Year 7 Autumn Term)
- Christendom, the importance of religion and the Crusades
- the struggle between Church and crown
- Magna Carta and the emergence of Parliament (Year 7 Autumn Term)
- the English campaigns to conquer Wales and Scotland up to 1314
- society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature (Year 7 Autumn Term)

- the Black Death and its social and economic impact (Year 7 Autumn Term)
- the Peasants' Revolt (Year 7 Autumn Term)
- the Hundred Years War
- the Wars of the Roses; Henry VII and attempts to restore stability

The development of Church, state and society in Britain 1509-1745

Examples (non-statutory)

This could include:

- Renaissance and Reformation in Europe
- the English Reformation and Counter-Reformation (Henry VIII to Mary I) (Year 7 Spring Term)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) (Year 7 Spring Term)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain (year 7 summer term)
- the Restoration, 'Glorious Revolution' and power of Parliament (year 7 summer term)
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature

Ideas, political power, industry and empire: Britain, 1745-1901

Examples (non-statutory)

- the Enlightenment in Europe and Britain, with links back to 17th-century thinkers and scientists and the founding of the Royal Society
- Britain's transatlantic slave trade: its effects and its eventual abolition (Year 8 Autumn term)
- the Seven Years War and The American War of Independence
- the French Revolutionary wars
- Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform (Year 7 Summer Term)
- the development of the British Empire with a depth study (for example, of India) (Year 7 Summer Term – using Australia and India as case studies)
- Ireland and Home Rule
- Darwin's 'On The Origin of Species'

Challenges for Britain, Europe and the wider world 1901 to the present day

In addition to studying the Holocaust (Year 8 Summer term), this could include:

Examples (non-statutory)

- women's suffrage
- the First World War and the Peace Settlement (Year 8 Summer Term)
- the inter-war years: the Great Depression and the rise of dictators
- the Second World War and the wartime leadership of Winston Churchill (Year 8 Summer Term)
- the creation of the welfare state
- Indian independence and end of Empire (Year 9 autumn)
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945

Local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above (1940 Blitz bomb sites in Shaw Heath as part of Second World War, Hallam Mill and Stockport Ragged School as part of the Industrial Revolution)
- a study over time, testing how far sites in their locality reflect aspects of national history – (Lindow Man autumn year 7)), (some sites may predate 1066)
- a study of an aspect or site in local history dating from a period before 1066

The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

Examples (non-statutory)

- the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
- Britain's changing landscape from the Iron Age to the present
- a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
- a study in depth into a significant turning point, for example, the Neolithic Revolution (Lindow Man in Autumn term of Year 7)

At least one study of a significant society or issue in world history and its interconnections with other world developments: for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th century. (Year 8 Autumn Term)