



King Harold Academy

History Curriculum Overview



YEAR 7

YEAR 8

YEAR 9

	Autumn Term	Spring Term	Summer Term	Rationale
Composites	History skills, success of the Roman Empire	Anglo-Saxon society, the Norman invasion	Medieval mysteries, introducing the Tudors	<p>Year 7 arrive in history with some basic knowledge from primary school where history lessons are not always standalone. These topics bring the students in line with each other in regards to their historical skills. These skills are continually revisited.</p> <p>We introduce a chronological programme of study that continues through to the end of year 9. By including the medieval mystery topic near the end of year 7, we are drawing on and revisiting all of their skills they have learnt. Consistently building and revisiting source analysis, chronological timelines and arguing significance.</p> <p>These topics also begin to introduce characters and narratives that the students will come across at GCSE providing a foundation for KS4.</p>
Key Components	Source skills, introduction of content, origin and purpose, timelines for context, examples of change and continuity, geography of pre-Roman World, Roman army, Roman government, Roman culture, end of the Roman era	Legacy of the Romans, organisation of Anglo-Saxon society, claimants to the throne, battle of Stamford Bridge, Battle of Hastings, changes from Anglo-Saxon society to Norman, Norman control	William Rufus's demise, King John, the Magna Carta, Robin Hood's existence, Princes in the Tower mystery, importance of Richard III, Battle of Bosworth, the Tudors, Henry VIII and the reformation, Tudor Kings and Queens legacy	
Tier 3 language	Secondary, primary, reliability, continuity, sources, analysis, Emperor, legion, century	Heir, successor, interpretation, claimant, conquest, feigned retreat	Deluged, oppressed, legend, myth, fiction, illegitimate, Catholic, Protestant, reformation, heresy	
Assessment	DNA—Weekly retrieval quizzes Formal assessment	DNA—Weekly retrieval quizzes Formal assessment	DNA—weekly retrieval quizzes Formal assessment	
The best that has been thought and said	Julius Caesar, Augustus, Nero	Edward the Confessor, Harold Godwinson, Harald Hadrada, William the Conqueror	William Rufus, King John, Robin Hood, Richard III, Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I, Martin Luther	
Composites	Stuarts, French Revolution	Slavery, British Empire	Industrial Revolution, London through time	<p>In year 8 we continue on our chronological journey through history. We start to introduce the impact of politics and religion more heavily in this year. We also have used the topics to build on the basic second order concepts that were introduced in year 7. For example change and continuity, difference and significance. Specifically the London through time topic that has been developed to help introduce students to change and continuity through time—not just through a short enquiry but over a topic. It is also an interesting way for students to see how an area, not far from here, has changed. Making the history relevant to them.</p> <p>Once again characters and narratives have been introduced that they will come across at KS4. However, the topics have been more heavily focussed on practising those second order concepts.</p>
Key Components	Religious change under James I, witchcraft, interpretation of the Gunpowder Plot, Introduction of Charles I, narrative of the English Civil war, narrative of the French Revolution, impact of the Revolution	The origins of slavery, narrative of life as a slave including their journey, the geography of slavery, the abolition of slavery, geography of the British Empire, explorers of the British Empire, control of India, significance of the Sepoy rebellion	Changes to England between 1750 and 1900, life in industrial Britain, comparison of different protest movements to judge their significance, Peterloo massacre, living conditions, changing landscape of London's skyline	
Tier 3 language	Christendom, conspiracy, terrorist, civil war, parliamentarians, royalists, treason, puritan, restoration, exile, guillotine	Plantation, justified, triangular trade, middle passage, castration, colonies, inhabitants, Sepoy	Agriculture, industry, turnpikes, transport, panorama, suburbs, landscape	
Assessment	DNA—weekly retrieval quizzes Formal assessment	DNA – weekly retrieval quizzes Formal assessment	DNA—weekly retrieval quizzes Formal assessment	
The best that has been thought and said	James I, Charles I, Charles II, Marie Antoinette, Louis XVI, Oliver Cromwell, Guy Fawkes, David Starkey	Olaudah Equiano, William Wilberforce	Tolpuddle martyrs, Titus salt,	
Composites	Jack the Ripper, Suffragettes	World War 1, USA 1918-1929	Dictatorship through Nazi Germany	<p>Year 9 continues the chronological teaching of history as we enter the 19th and 20th century. The topics have been selected so that the skills from the previous two years can be utilised and practised. They are also topics that students are familiar with and provide some relevance. These topics provide students with a better understanding of social history and build on the concept that society can impact history—for example the social conditions of Whitechapel potentially leading to the murders of Jack the Ripper.</p> <p>There are some cross-curricular links this year with America and the teaching of Mice and Men in English. Also the teaching of World War 1 poets and the teaching of World War 1. We end the topics of year 9 with Nazi Germany so that this can link seamlessly to their learning at KS4.</p>
Key Components	Geography of Whitechapel, social conditions in east End of London, victims of Jack the Ripper, suspects of the Jack the Ripper case, evidence from the case, increased equality of women in the 20th century, women's suffrage and impact of the vote	Catalysts that started WW1, trench warfare, development of weapons, women, conscription, Gallipoli, battle of the Somme, end of WW1, legacy of WW1, USA in 1918, manufacturing, prohibition, civil rights, economic crash	Life in Germany 1918, treatment of Germany by other countries, creation of Weimar Germany, weaknesses of Weimar Germany, impact of Weimar Germany in creating a dictatorship, Hitler's early life, Hitler's road to dictatorship	
Tier 3 language	Canonical, suffragette, suffragist, suffrage, suspect, decipher, effective, ineffective, martyr	Assassination, militarism, nationalism. Imperialism, stalemate, trenches, futile, prohibition, immigration	Kaiser, armistice, surrender, putsch, occupation, hyperinflation, reparations, inference	
Assessment	DNA—weekly retrieval quizzes Formal assessment	DNA—weekly retrieval quizzes Formal assessment	DNA—weekly retrieval quizzes Formal assessment	
The best that has been thought and said	Jack the Ripper, Annie Chapman, Polly Nicholls, Elizabeth Stride, Catherine Eddowes, Mary-Ann Kelly, Hallie Ribenbold, Millicent Fawcett, Emmeline Pankhurst, Emily Davison	Archduke Franz Ferdinand, General Haig, Alcapone, Henry Ford, Jim Crow, Ku Klux Klan	Kaiser Wilhelm, Wolfgang Kapp, Rosa Luxembourg, Karl Liebknecht, Friedrich Ebert, President Hindenburg, Gustav Stresemann, Adolf Hitler	



YEAR 10

YEAR 11

	Autumn Term	Spring Term	Summer Term	Rationale
Composites	Nazi Germany, Cold War	Cold War	Anglo-Saxons	<p>At the end of year 9 students have looked at society's treatment of Germany and how the war has impacted Germany. Students who take history as an option then seamlessly move into the study of Hitler's rise to power and his control over Germany. This is a source based paper where the skills acquired at KS3 will be particularly useful. Due to the nature of the content we then begin to study the Cold War at the end of the Autumn term and beginning of the spring term.</p> <p>The Cold War begins with the Grand Alliance of 1941. By leading on from Germany students already have the understanding of the International Relations of this period. During this topic there are DNA every lesson that revisit their knowledge of Nazi Germany so that a topic is not forgotten even though we have moved on.</p> <p>We begin the Anglo-Saxons in the summer term as this topic makes up the second part of paper 2.</p>
Key Components	1933 Hitler's rise to power—including Reichstag Fire, Enabling Act and Hitler becoming President, control of Germany by the Nazis, life in Nazi Germany, relationship of the Grand Alliance, increased tensions	Berlin Wall, Cuban Missile Crisis, Prague Spring, de-escalation of tensions between countries, reescalation of tension with the invasion of Afghanistan, end of the Cold War	Introduction of Anglo-Saxon society, the geography of Earldoms and threats to Anglo-Saxon society, battle of Fulford Gate, battle of Stamford Bridge, battle of Hastings, beginning of the Norman conquest	
Tier 3 language	Autobahn, autarky, lebensraum, gauleiter, Chancellor, gestapo, concordat, totalitarian, proganda, censorship, Lebensborn, anti-Semitic, demilitarise, expansionism, blockade, doctrine	Refugee, ultimatum, laissez-faire, hotline, exiled, socialism, détente, majuhadeen, reunification	Hides, coerls, thegns, embassy, earldoms, geld tax, fyrd, uprising, wergild, hundreds, shire, witan	
Assessment	Retrieval practice—DNA every lesson SMHW—multiple choice quizzes End of topic assessment of exam questions	Retrieval practice—DNA every lesson SMHW—multiple choice quizzes End of topic assessment of exam questions	Retrieval practice—DNA every lesson SMHW—multiple choice quizzes Mock exams—paper 3	
The best that has been thought and said	Marin Niemoller, Ernst Rohm, Heinrich Himmler, Reinhard Heydrich, Marinus Van der Lubbe, Joseph Goebbels, Hermann Goering, Winston Churchill, Roosevelt, Stalin, Truman	Khrushchev, Eisenhower, Matyas Rakosi, Imre Nagy, JFK, Francis 'Gary' Powers, Jan Palech, Brezhnev, Dubchek, Ronald Reagan, Gorbachev	Tostig Godwinson, Edgar Aethling	
Composites	Anglo-Saxon, crime and punishment	Crime and punishment. Whitechapel	Revision	<p>We begin by revisiting the Anglo-Saxon topic we started in the half term before the summer. We continue this until October half term. This means that a full paper 3 and paper 2 can be sat in the November mock exams.</p> <p>In the second half of the Autumn half term we begin the crime and punishment topic. The topic begins with crime and punishment in the Medieval period, and with students having already completed the Anglo-Saxon topic they already have the knowledge needed to progress quickly through this. The Crime and punishment topic is taught chronologically but broken down into the three areas—crime, law enforcement and punishment.</p> <p>The Whitechapel unit makes up 10% of the final grade and is part of the crime and punishment unit. We spend just under a half term working through this part building on knowledge already gained through their understanding at KS3. Revision then takes place in the summer term using a variety of different methods and retrieval activities.</p>
Key Components	Norman control, rebellion of the North, harrying of the North, rebellion of the Earl's, succession crisis of William, William's death, Medieval crime and punishment, importance of the church for crime and punishment, early modern period crime and punishment, Gunpowder Plot	Crime and punishment during the Industrial revolution, abolition of public capital punishment, changing nature of social crimes, prison reform, creation of the early police force, modern crime and punishment, abolition of capital punishment, conscientious objection	Interleaved revision with regular retrieval practice interspersed, knowledge organisers, quizzes, tarsia puzzles, PLC's, revision clocks,	
Tier 3 language	Submission, marcher earldoms, harrying, forfeit, forfeiture, landholding, feudalism, magnate, hierarchy, Normanisation, tithings, clergy, maiming	Excommunicate, recant, vagabond, vagrancy, deterrent, rehabilitate, enlightenment, penal, homophobic, extortion, pogrom, sensationalist,		
Assessment	Retrieval practice—DNA every lesson SMHW—multiple choice quizzes End of topic assessment of exam questions Mock exams—Paper 3 and paper 2	Retrieval practice—DNA every lesson SMHW—multiple choice quizzes Mock exams—Paper 1 and paper 2 Walking/talking mocks	GCSE's	
The best that has been thought and said	Hereward the Wake, Robert Cumin, Edwin, Morcar, Roger De Bretheil, Waltheof, Ralph de Gael, Stigand, Lanfranc, Robert Curthose, Bishop Odo, Robert Gatesby	Matthew Hopkins, John Howard, Elizabeth fry, Robert Peel, Fielding Brothers, Derek Bentley, Ruth Ellis,		