

**Subject:** History

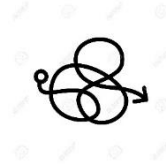


Stafford Manor  
High School

Curriculum Intent Statement

**Britain and its role in the world, 1066 to the Present**

**'Periods of control, chaos and change'**



To inspire a lifelong learning for history by developing inquisitive minds about the past, history at Stafford Manor High School is driven by enquiries and students thinking like historians.

At the core of Stafford Manor High School's history curriculum is the drive for knowledge of the past. We embed the key knowledge that all students will need to be successful at history and want them to understand how history is written. To do this, we make routine use of historical scholarship so that staff and students can interact with current debates in history.

Lessons are tailored so that students research like historians. They then apply their knowledge in the style of a historian and evaluate interpretations of the past. Through the study of sources, interpretations and historical texts, students are challenged to improve their literary skills and develop a passion for a subject with transferable skills essential to life in the twenty-first century.

It is now more important than ever that young people understand the importance of challenging the provenance of information, evaluate different interpretations, and process vast knowledge to create coherent arguments; whilst at the same time, developing empathy and tolerance, skills essential to living in the diverse and ever-changing nature of the British Isles.

Overall, we want students to have a coherent narrative of British history from 1066. We want students to understand the interrelationship between British and wider world history. We want students to understand the complexity of people's lives, the diversity of societies and the relationships between different groups. British history could be summarised in three concepts: control, chaos and change. By the end of Year 9, we want students to have an understanding of these themes and be secure in how they link through Britain's rich history.


KS3 –


**Year 7:**



This year focuses on medieval Britain's society, church and state. Students are to evaluate events that led to change, created chaos or who had control. Students are to then make a comparison with the Early Modern period and understand the changes that took place. Students are to have an understanding of this period's significant events and form a broad chronology of Britain and Europe's medieval history, carrying on their chronological understanding of what they should have studied in KS2. Overall, they are to understand how history is constructed and have their own interpretation of this period based on their own research and analysis of the evidence.


**Theme for Year 7:**


**Control, Chaos, Change: Which of these words best describes the Middle Ages?**

<b>Units &amp; Concepts</b>	<b>Curriculum coverage, sources, historical texts</b>	<b>National Curriculum link</b>
<p><b>The Norman Conquest (Control, Chaos and Change) Autumn 1</b></p> 	<p><b><u>Enquiry question:</u></b></p> <p>Was Orderic Vitalis correct in writing that William took control of England using 'brutal slaughter'?</p> <p><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>How have interpretations been constructed? The Anglo-Saxons – England's origins What was England like in the 1060s? How and why did William take the crown in 1066? How did the Normans gain control of England? How did the Normans keep control of England?</p> <p><b><u>Historical text:</u></b></p> <p><i>The Norman Conquest</i> by Marc Morris</p>	<p>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p> <p>The development of Church, state and society in Medieval Britain 1066-1510</p> <p>A local history study</p>

	<p style="text-align: center;"><b><u>Sources:</u></b></p> <p>The Bayeux Tapestry  Artistic reconstructions of the Battle of Hastings, castles, Old Sarum ceremony  The Domesday Book  Stafford Castle</p> <p style="text-align: center;"><b><u>Close-up:</u></b></p> <p>Picturing medieval monarchs</p> <p style="text-align: center;"><b><u>Visit:</u></b></p> <p>Stafford Castle</p>	
<p style="text-align: center;"><b>The  Crusades  (Chaos)  Autumn 2</b></p> 	<p style="text-align: center;"><b><u>Enquiry Question:</u></b></p> <p>How can we explain the First Crusade?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>Who joined the First Crusade and why?  What difficulties the crusaders faced on their journey to Jerusalem  How the crusaders captured Jerusalem</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>The First Crusade: The Call from the East</i> by Peter Frankopan</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>A map of the world made in the thirteenth century  Picture of Godfrey of Bouillon  A fourteenth century picture of the attack on Jerusalem, July 1099  Artistic reconstruction of Godfrey of Bouillon giving thanks to God, 1847</p> <p style="text-align: center;"><b><u>Close-up:</u></b></p> <p>A Muslim map of the world</p>	<p>The development of Church, state and society in Medieval Britain 1066-1510</p>

<p><b>Edward I (Control &amp; Chaos) Spring 1</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>What did King Edward I achieve?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>Edward's big problems Ruling England Edward's wars with Wales and Scotland</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>Edward I</i> by Andy King</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>Thirteenth century coronation picture The Great Seals of Edward I Sixteenth century picture of Edward and Parliament Jews in Medieval England Conwy Castle</p> <p style="text-align: center;"><b><u>Site study:</u></b></p> <p>The Tower of London – how and why castles change over time</p>	<p>The development of Church, state and society in Medieval Britain 1066-1510</p>
<p><b>Medieval life (Control) Spring 2</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>What mattered to medieval people?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>Life of medieval lords Life of medieval peasants Life of people in medieval towns Why medieval religion mattered so much to everyone European migrants in Medieval England</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>The Time Traveller's Guide to Medieval England</i> by Ian Mortimer</p>	<p>The development of Church, state and society in Medieval Britain 1066-1510</p>

	<p style="text-align: center;"><b><u>Sources:</u></b></p> <p style="text-align: center;"><i>The Luttrell Psalter</i></p> <p style="text-align: center;"><b><u>Site Study:</u></b></p> <p style="text-align: center;">Fountains Abbey</p>	
<p style="color: red;"><b>The Black Death (Chaos &amp; Change) Summer 1</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>How did people respond to the Black Death?</p> <p style="text-align: center;"><b><u>Sub-enquiries:</u></b></p> <p>What caused the Black Death? What did the Black Death change?</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>The Time Traveller's Guide to Medieval England</i> by Ian Mortimer</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>Archaeological dig at Charterhouse Square Medieval painting of the dead being buried A fifteenth-century painting from St. Mary's Church, Sparham</p>	<p>The development of Church, state and society in Medieval Britain 1066-1510</p>
<p style="color: red;"><b>A changing world (Change) Summer 2</b></p>	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>What changed, 1450 – 1550?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>The life and works of Leonardo da Vinci The Renaissance How the world became more connected The Reformation</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p>	<p>The development of Church, state and society in Britain 1509-1745 &amp; issue in world history and its interconnections with other world developments</p>

	<p><i>The Renaissance: A Very Short Introduction</i> by Jerry Brotton</p> <p><b><u>Sources:</u></b></p> <p>Art of da Vinci Map of voyages during the age of exploration Picture of Martin Luther from 1617</p> <p><b><u>Close-up:</u></b></p> <p>The Ambassadors by Hans Holbein</p>	
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**Year 8:**


In Year 8, students are to understand the development of Britain's Church, state and society between 1509 – 1745 understanding the key events and people, whilst evaluating how much changes for people in this period. Students will also have a diverse understanding of the past by studying an aspect of world history and then Britain's role in wider world history and gain an understanding of how Britain became a superpower.

**Theme for first half of Year 8:**


**'The world turned upside down.' How diverse were the experiences of people in Britain, 1509 - 1745?**

<b>Units &amp; Concepts</b>	<b>Curriculum coverage</b>	<b>National Curriculum link</b>
<p><b>The life of Henry VIII and the break from Rome (Control,</b></p>	<p><b><u>Enquiry question:</u></b></p> <p>What mattered to Henry VIII?</p> <p><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>Henry's early years, 1509-25</p>	<p>the development of Church, state and society in Britain 1509-1745</p>

<p><b>Chaos &amp; Change)</b> <b>Autumn 1</b></p> 	<p>Henry's middle years, 1526-34 Henry's later years, 1535-47</p> <p><b><u>Historical text:</u></b></p> <p><i>Henry</i> by David Starkey</p> <p><b><u>Sources:</u></b></p> <p>A portrait of Henry VIII A print from the 1530s The Whitehall Mural The front page of Henry VIII's 'Great Bible', 1539</p> <p><b><u>Site study:</u></b></p> <p>Hampton Court Palace</p>	
<p><b>Elizabethan England (Control &amp; Change)</b></p>  <p><b>Autumn 1/2</b></p>	<p><b><u>Enquiry question:</u></b></p> <p>How far was Elizabethan England a 'golden age'?</p> <p><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>The defeat of the Spanish Armada, 1588 Wealth and poverty in Elizabethan England England and the wider world Black Tudors A 'golden age' of culture?</p> <p><b><u>Historical text:</u></b></p> <p><i>The Time Traveller's Guide to Elizabethan England</i> by Ian Mortimer</p> <p><b><u>Sources:</u></b></p> <p>Portraits of Elizabeth I Hardwick Hall Blakesley Hall A woodcut of a beggar being whipped</p>	<p>the development of Church, state and society in Britain 1509-1745</p>

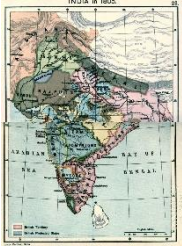
	<p style="text-align: center;"><b><u>Close-up:</u></b></p> <p>The new theatres in Elizabethan England</p>	
<p style="color: red;"><b>The Years of Turmoil (Control, Chaos &amp; Change) Autumn 2</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>Why is 1625-60 known as the 'Years of Turmoil'?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>The road to civil war, 1625 – 42 Fighting the Civil War The Interregnum The Restoration</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>The Blazing World: A New History of Revolutionary England</i> by Jonathan Healey</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>Portraits of King Charles I in 1633 and 1649 A print of riots in St Giles Church, 1630s</p> <p style="text-align: center;"><b><u>Site study:</u></b></p> <p>Dyrham Park</p>	<p>the development of Church, state and society in Britain 1509-1745</p>
<p style="color: red;"><b>The Glorious Revolution (Change) Autumn 2</b></p>	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>What was the impact of the Glorious Revolution?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lesson focus</u></b></p> <p>The Glorious Revolution The Huguenots Enter the Georgians The Battle of Culloden</p>	<p>the development of Church, state and society in Britain 1509-1745</p>





	<p style="text-align: center;"><b><u>Historical text:</u></b></p> <p style="text-align: center;"><i>The Blazing World: A New History of Revolutionary England</i> by Jonathan Healey</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>Portrait of James II Drawing of William of Orange's arrival Massacre of Glencoe site Portraits of Georgian kings</p>	
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**Theme for second half of Year 8:**

**Who benefited from the British Empire?**

<b>Units &amp; Concepts</b>	<b>Curriculum coverage</b>	<b>National Curriculum link</b>
<p style="text-align: center;"><b>Mughal Empire and the British in India (Control, Chaos &amp; Change) Spring 1</b></p> 	<p style="text-align: center;"><b><u>Enquiry questions:</u></b></p> <p>Who ruled India before the British &amp; What mattered to the British rulers of India?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lesson focus:</u></b></p> <p>Who was the greatest Mughal emperor? The East India Company Company rule of India, 1757 – 1803 From rule to rebellion, 1803 – 59 The British Raj, 1858 – 1905</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>The Mughal Throne: The Saga of India's Emperors</i> by Abraham Eraly</p> <p><i>Inglorious Empire: What the British did to India</i> by Shashi Tharoor</p>	<p>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)</p> <p>ideas, political power, industry and empire: Britain, 1745-1901</p>

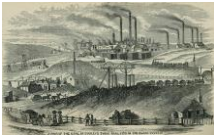
	<p style="text-align: center;"><b><u>Sources:</u></b></p> <p>Paintings of the Mughal emperors          Portraits of EIC men          Statue of Robert Clive          Portrait of Shah Alam II transferring his tax-collecting rights          Portrait of 'White Mughals'          Drawing of the massacre at Cawnpore          A photograph of the execution of rebels, 1857          A photograph of a British family with their servants</p> <p style="text-align: center;"><b><u>Close-up:</u></b></p> <p>Asian migrants to Britain, 1750 - 1900</p>	
<p style="text-align: center;"><b>Sugar and slavery          (Control &amp; Change)          Spring          2/Summer 1</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>How did sugar lead to slavery?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lessons:</u></b></p> <p>How sugar spread to Europe and the Caribbean          Transatlantic sugar          The human cost of sugar          The anti-slavery movement</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>Sugar: the world corrupted: from slavery to obesity</i> by James Walvin</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>A fifteenth century picture of a feast at the court of Richard II          An engraving from the sixteenth century showing how sugar was made into sugar loaves          A sixteenth century picture of Christopher Columbus</p>	<p>the development of Church, state and society in Britain 1509-1745</p> <p>ideas, political power, industry and empire: Britain, 1745-1901</p>



	<p>A portrait of Jonathan Tyers and his family, 1740  A painting of an Antiguan plantation, 1823  Wedgwood's sugar bowls</p>	
<p><b>Australia  (Control &amp;  Change)  Summer 2</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>How did the British colonise Australia?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lessons:</u></b></p> <p>Claiming Australia  Creating a convict colony  Aboriginal Australians  The settlers</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>Australia: A new history of the Great Southern Land</i> by Frank Welsh</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>An advertising poster from the Australian National Travel Association, 1930  An engraving of a convict hulk, 1825  Aboriginal Australian rock art  A poster produced for Aboriginal Australian people in 1828  A painting of Government Farm at Rose Hill, NSW, 1791  A painting of Australian gold diggings, 1855</p>	<p>ideas, political power, industry and empire: Britain, 1745-1901</p>

**Year 9:**

**Theme for the first half of Year 9:**

**How did the Industrial Revolution change British society?**


<b>Units &amp; Concepts</b>	<b>Curriculum coverage</b>	<b>National Curriculum link</b>
<p><b>The Industrial Revolution (Change) Autumn 1</b></p> 	<p><b><u>Enquiry question:</u></b></p> <p>What was the impact of the Industrial Revolution on people's working lives?</p> <p><b><u>Sub-enquiries/lessons:</u></b></p> <p>What was the Industrial Revolution? The working lives of men The working lives of women The working lives of children</p> <p><b><u>Historical text:</u></b></p> <p><i>Liberty's Dawn: A people's history of the Industrial Revolution</i> by Emma Griffin</p> <p><b><u>Sources:</u></b></p> <p><a href="#">Emma Griffin Voices from our Industrial Past - YouTube</a> <a href="#">Voices From Our Industrial Past: Women - BBC Sounds</a> An engraving of nineteenth-century Bradford 'The Dinner Hour, Wigan' by Eyre Crowe, 1874 An illustration from <i>The Life and Adventures of Michael Armstrong, Factory Boy</i>, by Frances Trollope, 1840</p> <p><b><u>Site study:</u></b></p> <p>Ancoats, Manchester – an industrial landscape</p>	<p>ideas, political power, industry and empire: Britain, 1745-1901</p>
<p><b>Peterloo (Control)</b></p>	<p><b><u>Enquiry question:</u></b></p>	<p>ideas, political power, industry</p>



<p><b>Autumn 1/2</b></p> 	<p>How should we remember the Peterloo Massacre?</p> <p><b><u>Sub-enquiries/lessons:</u></b></p> <p>The background to Peterloo 16 August, 1819 After Peterloo Impact of Peterloo</p> <p><b><u>Historical text:</u></b></p> <p><i>Peterloo: the English uprising</i> by Robert Poole</p> <p><b><u>Sources:</u></b></p> <p>A picture of Peterloo from a history book in 1900 A poster put up by the authorities in Manchester on the day before Peterloo A surviving banner from the Peterloo demonstration A print of the Peterloo Massacre, 1819 Elizabeth Healy's account of the massacre A cotton handkerchief printed with a picture of the Peterloo Massacre, 1819 A beaker with a picture of Henry Hunt, 1819</p>	<p>and empire: Britain, 1745-1901</p>
<p><b>Victorian society (Change) Autumn 1/2</b></p> 	<p><b><u>Enquiry question:</u></b></p> <p>What can paintings tell us about Victorian attitudes to family life?</p> <p><b><u>Sub-enquiries/lessons:</u></b></p> <p>A rural family The ideal family Families in difficulty</p> <p><b><u>Historical text:</u></b></p> <p><i>The Victorians</i> by A.N. Wilson</p> <p><b><u>Sources:</u></b></p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day</p>


	<p>'A cottage interior' by William Henry Midwood, 1868          'Baby's birthday' by Frederick Daniel Hardy, 1877          'Many happy returns of the day' by William Powell Frith, 1856          'Applicants for admission to a Casual Ward' by Luke Fildes, 1874          'The Outcast' by Richard Redgrave, 1851</p> <p style="text-align: center;"><b><u>Site study:</u></b></p> <p>Birmingham Town Hall</p>	
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## Theme for the second half of Year 9

### 'A century of chaos.' How far do you agree with this interpretation of the twentieth century?

<b>Units &amp; concepts</b>	<b>Curriculum coverage</b>	<b>National curriculum link</b>
<p><b>The First World War (Chaos &amp; change) Spring 1</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>What was the impact of the First World War on people's lives?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lessons:</u></b></p> <p>Causes of the First World War          Why did men join the British army?          Living and fighting on the Western Front          The global conflict          Civilians' lives on the Home Front</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>The First Day on the Somme</i> by Martin Middlebrook  <i>The World's War: Forgotten soldiers of Empire</i> by David Olusoga</p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day</p>

	<p style="text-align: center;"><b><u>Site study:</u></b></p> <p>Newfoundland Memorial Park</p>	
<p style="text-align: center;"><b>The Holocaust (Chaos &amp; control) Spring 2</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>What was the Holocaust?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lessons:</u></b></p> <p>Defining the Holocaust Increasing persecution, 1933 - 39 Ghettos, 1939 - 43 Mass murder, 1941 - 45</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p><i>The Holocaust: a new history</i> by Laurence Rees</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>Definitions from IWM, US Holocaust museum &amp; Yad Vashem Photos of Kristallnacht Photos of the Jewish boycott Photos of the ghettos Photos of Auschwitz-Birkenau</p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day</p>
<p style="text-align: center;"><b>Dictatorships (Control) Summer 1</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>How did dictatorships lead to chaos in the twentieth century?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lessons:</u></b></p> <p>What is a democracy? What is a dictatorship? Communism Fascism Why was there another world war?</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day</p>

	<b><u>Sources:</u></b>	
<p style="color: red;"><b>Equal rights (Change) Summer 1/2</b></p> 	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>What helped the struggle for equal rights in Britain after 1960?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lessons:</u></b></p> <p>Timeline of key events Campaigns and campaigners Factors and trends</p> <p style="text-align: center;"><b><u>Historical text:</u></b></p> <p style="text-align: center;"><i>A History of Modern Britain</i> by Andrew Marr</p> <p style="text-align: center;"><b><u>Sources:</u></b></p> <p>A photograph at London Pride, 2016 A photograph of the Dagenham Women, 1968 Testimony from Doreen Lawrence A photograph of Stonewall activists, 2011 A photograph of the March on Washington, 1963 A photograph of the Rock Against Racism march, 1978</p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day</p>
<p style="color: red;"><b>9/11 (Chaos &amp; control) Summer 2</b></p>	<p style="text-align: center;"><b><u>Enquiry question:</u></b></p> <p>What caused the 9/11 attacks?</p> <p style="text-align: center;"><b><u>Sub-enquiries/lessons:</u></b></p> <p>What was 9/11? Western involvement in the Middle East, 1800 – 1966 The formation and growth of al-Qaeda, 1967 – 96 Threats and attacks, 1997 – 2001</p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day</p>





**Historical text:**

*The Looming Tower* by Lawrence Wright

**Sources:**

A photograph of the 'Twin Towers' shortly after the attack on 11 September 2001

A map of the Middle East in the 1920s

A photograph of Sayyid Qutb in prison in Cairo, 1966

A photograph of the Mujahideen, 1980s

A photograph of a US soldiers carrying the American flag across the Kuwait-Iraq border in 1991

A photograph of Kenyan police officers securing the site of the devastated US embassy, 1998

## KS4:

### **Exam board and specification:**

There are five elements organised in three component groups. Students take three components, one from each group. Components 1 and 2 are studied in Year 10.

### **Component group 1: British history**

*There are two elements:*

- Thematic study
- British depth study

The thematic study requires students to understand change and continuity across a long sweep of history, from c. 1250 to the present.

- Migrants to Britain, c. 1250 to present.

Each option begins in the late Middle Ages and encourages students to think about the relationship between past and present by following the theme through to the present day.

The depth study focuses on a particular period in British history during which the country faced severe pressure due to possible or actual invasion.

- The Norman Conquest, 1065—1087

The British depth study encourages students to engage with the range of ways in which history is constructed and interpreted, and the interplay of political, military, religious, economic, social and cultural forces.

### **Component group 2: History around us**

Students study the history of a selected local site. They discover how physical features and other sources inform an understanding of historical events both locally and in a wider historical context. Studying the history around them provides a valuable approach to studying history, and helps students find a connection with the lives of people from the past. At Stafford Manor High School, students study Lichfield Cathedral.

### **Component group 3: World history**

There are two elements:

- Period study
- World depth study

The period study offers learners the opportunity to study the unfolding narrative of a wider world society during a particularly interesting period in its history. Students look at the relationships between different cultures at times of great upheaval, and consider the experiences and perspectives of different individuals and groups of people in the past.

- The Making of America, 1789—1900.

The world depth study enables learners to develop an understanding of a traumatic short period in world history when different cultures or ideologies were in conflict.

- Living under Nazi rule, 1933—1945.

The richness of contemporary sources for each of these periods encourages students to engage with the nature of evidence and the ways in which history is constructed.

**Year 10:**

Why this – why then...

<b>Term</b>	<b>Curriculum coverage</b>	<b>National Curriculum link</b>
Autumn term 1	Migrants to Britain, 1250 to Present	Thematic Study
Autumn term 2	Migrants to Britain, 1250 to Present	Thematic Study
Spring term 1	The Norman Conquest, 1065 to 1087	British Depth study
Spring term 2	The Norman Conquest, 1065 to 1087	British Depth Study
Summer term 1	History Around Us: Lichfield Cathedral	Local history study
Summer term 2	History Around Us: Lichfield Cathedral	Local history study

**Key resources:**

GCSE History OCR B: Schools History Project Revision Guide - for the Grade 9-1 Course (CGP GCSE History 9-1 Revision)

GCSE Pod

<https://www.youtube.com/channel/UCqsqAa020mrtrYeE-kMu1mA> - Multiple revision videos linked to Norman Conquest and History Around Us

Textbooks:

OCR GCSE History SHP: Migrants to Britain, 1250-Present  
 OCR GCSE History SHP: Norman Conquest 1065-1087

**Year 11:**

Why this – why then...

<b>Term</b>	<b>Curriculum coverage</b>	<b>National Curriculum link</b>
Autumn term 1	Making of America, 1789 to 1900	Period Study
Autumn term 2	Making of America, 1789 to 1900	Period Study
Spring term 1	Living Under Nazi Rule, 1933 to 1945	World Depth Study
Spring term 2	Living Under Nazi Rule, 1933 to 1945	World Depth Study
Summer term 1	Revision	
Summer term 2	Exams and end of year.	

**Key resources:**

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GCSE Pod

<https://www.youtube.com/channel/UCqsgAa020mrtrYeE-kMu1mA> - Multiple revision videos linked to Making of America and Living Under Nazi Rule topics

**Textbooks:**

OCR GCSE History SHP: The Making of America 1789-1900

OCR GCSE History SHP: Living Under Nazi Rule 1933-1945