Overall Curriculum Intent – The Brian Clarke CofE Academy

1. To open up new, national, international and local historical worlds to pupils, embracing political, social, cultural, religious, economic, scientific, artistic and military dimensions, so that pupils can understand how the past worked, how different or similar it was and why things have happened.

2. To enable pupils to develop an understanding of historical time and chronology and be able to place events in the big picture.

3. To furnish pupils' minds with historical vocabulary, concepts and expressions, which are revisited in different contexts, so that pupils articulate their thinking in history increasingly well and with increasing sophistication

4. To enable pupils to understand that history is a construct of the past, and that people construct the past based on their own beliefs, views and contexts; that some events are viewed as more significant than others and views on significance can change.

5. To teach students how to construct structured, coherent, cogent historical narratives that weighs cause and consequence, makes connections, draws contrasts and provides reasoned perceptive analysis, disciplined by evidence.

To have a chronological understanding of the past which allows pupils from all backgrounds to access and develop an understanding of the world we live in today and how past events have been both interpreted and have shaped our lives and those around us through key themes and concepts

Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	**Pre-1066: Were the Vikings raiders or traders?** • Fall of the Roman Empire/was there a Dark Ages? • Understanding of the pre-1066 context e.g. A-S Kingdoms • Impact and interpretations of the Vikings on England • Impact of early establishment of Christianity e.g., monasteries, Anglo-Saxon conversion	**How was power challenged in Medieval England?** • Understanding of the context of 1066 and the succession crisis • Understanding of daily life in England • Consolidation of Norman power • Challenges from the medieval church: why was the medieval Church so important and powerful? • Medieval religious context, e.g. Jews in England	**How was power challenged in Medieval England?** • Challenges from the nobility: the Magna Carta, origins of Parliament. • Challenges from peasants: the impact of the Black Death, Peasants Revolt **How did the Islamic world react to the Crusades?** • Growth of Islam and the Golden Age • Threats to the Byzantine Empire	**How did the Islamic world react to the Crusades?** • Why were they called the Crusades? [aims] • Why did people go on Crusade? • The first Crusade and its impact Response of the Muslims including the 2nd and 3rd Crusade	**Why did Henry VIII break with Rome?** • What was the world like in 1500? • Who was Henry VIII? • What was the King's 'Great matter' and how was it solved? [Wolsey/Cromwell] • Consequences of the break from Rome – Dissolution of the monasteries, religious changes, reform of Parliament, Pilgrimage of Grace • Long term consequences of the break with Rome e.g. religious roller-coaster	**Why was Stuart England full of turmoil?** • Gunpowder Plot • Causes of the civil war • Impact of the Civil war- Matthew Hopkins, Execution of Charles, Radical groups • Was Oliver Cromwell a hero or a villain? Moral laws / puritans • Why did we bring the monarchy back? • Was there a scientific revolution? Medicine, the Royal Society, science, superstition
Key vocabulary/ concepts/ideas students must master	Barbaric Anglo-Saxon Vikings trade Raiders pillage Violence monarchy Danelaw Heir Claimant Domesday Harrying Feudal Murdrum forest laws	Power Religion Hierarchy Revolt Church Archbishop Peasants Barons Black Death Parliament Succession Pope Heir	Crusade Islam Christianity massacre Knights peasants Pilgrims Magna Carta Holy land Byzantine Parliament government Barons Nobility Civil War	Jihad Siege Impact Significance	Protestantism Reformation Martin Luther Break with Rome Annulment Supremacy Succession Pope Heir Parliament Rebellion	Turmoil Civil war Treason Warfare New Model Army Cromwell Parliament Lord Protector Puritan Enlightenment Revolution Restoration
Knowledge revisited	**Power/authority**: power of a monarch; power of the Vikings (KS2 link) **Religion**: Paganism (KS2 link)	**Religion**: Christianity and the process of conversion/expansion **Power/authority**: Power of the monarch in early/dark ages medieval history	**Religion:** Religious conflict- Pagans VS Christians; Medieval Church **Diversity**: Middle East in Viking Age and in the Crusades.	**Religion:** Religious conflict- Pagans VS Christians; Medieval Church **Diversity**: Middle East in Viking Age and in the Crusades.	**Religion:** Papacy and pilgrimages. Features of the Catholic Church. **Power / authority**: shift of power in England transferred	**Religion:** Protestant Reformation; questioning religious teachings/ Gunpowder plot/ methods of control

	Economy: introduction to trade and global links to England	**Conflict**: Comparison of warfare from early to Middle Ages **Diversity**: Viking trade in the Middle East. Links to powerful Queens (Aethelflaed).	Influence of women/Queenship. Links to Africa. **Power**: Monarch VS Church **Society**: Feudal System **Economy**: Golden Islamic Age comparison to Medieval England	**Power/authority:** William's consolidation of power to compare with the consolidation of power of the Christian Kingdom of Jerusalem **Conflict**: Links back to Medieval Warfare (1066)	from Rome to England [monarchy] **Conflict**: Change and continuity in warfare from Middle Ages	**Society**: Feudal System; Tudor Society **Conflict**: Tudor warfare/Medieval Warfare **Science / Technology**: How a lack of it led to witchcraft accusations but the development of it led to its decline **Diversity**: role of women/witchcraft
CEIAG Links/ Opportunities	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ **Introduction to role of archaeology and historians** ✓ **Project management – Brian Clarke (mills)** ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating**	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating**	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ **Critical thinking** ✓ **Written communication** ✓ **Oracy and debating** ✓ **Research skills** ✓ **Historical Fiction Competition (HA)** ✓ **Project management – medieval life project**	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating** ✓ **Young Historians Award (HA)**	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating** ✓ **Young Quills Award (HA)**	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating**

KS3 – Year 8

Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	**What was the impact of the Industrial Revolution on Britain?** • What caused Britain's industrial revolution? E.g. reduction in King's power, scientific revolution • What was Britain like in 1750? • Why did Britain's population grow? • What was the agricultural revolution? • What was life like in Industrial towns? • Life in Industrial Oldham	**What was the impact of the Industrial Revolution on Britain and the wider world?** • What was the British Empire? • Africa before the British Empire • Triangular trade • What was India like before the British • British rule in the Empire (case studies)	**What were the MAIN causes of World War One?** • World in 1900 – empires, industry, trade, German unification • Who was Kaiser Wilhelm? • What were the MAIN causes? • Why did the First World War start in the Balkans? • How did a "scrap of paper" lead to Britain joining the First World War?	**What caused the allied victory in WW1?** • Why did men join the armed forces? • Why and how did soldiers fight in trenches? • Why was World War One the first 'modern war'? [weapons] • What role did the British empire play in the war? • Why was the first day of the Somme a disaster? • Why did the USA join the war? • How did the war end? Armistice, Gains and losses, the Treaty of Versailles	**How did American become a superpower and did everyone in the America prosper in the 1920s?** • An introduction to the History of the USA • What caused the boom? • What was the Roaring Twenties like? • Who suffered in the 1920s (African Americans, Farmers, Women) • What was America's noble experiment?	**What was the impact of the 'crash of 1929'?** • Why did the boom bust? • Impact of the Great depression on the world (Germany ,UK, Asia) • Impact of the Great depression on the USA – Hooverville's, repossessions, unemployment • The New Deal – The end of the noble experiment, alphabet agencies
Key vocabulary/ concepts/ideas students must master	Agriculture Enclosures Revolution Industry Infrastructure Urbanisation Cotton Ventilation Economy Public Health Cholera Vaccination	Triangle of trade Plantation Exploitation Independence Cash-crop Racism Colony Imperialism Oppression Legacy	Alliances Nationalism Militarism Imperialism Schlieffen Plan Assassination Balkans Kaiser Weltpolitik Naval race Treaty	Patriotism Recruitment Conscription Propaganda Pals Battalion Western Front Trench warfare Artillery Conscientious Objector Armistice Treaty of Versailles League of Nations Reparations Diktat War guilt	Prosperity economic boom Roaring twenties marketing mass production propaganda Assembly line Prohibition Tax Model T Laissez Faire Jim Crow Laws Discrimination Segregation Inequality	Economic depression Bust Stock market Hoovervilles Repossessions Dust Bowl Unemployment Breadline New Deal Alphabet Agencies
Knowledge revisited	**Power/authority**: role of the church (as it was in decline) **Science and Technology**: Formation of the Royal society and declining influence of the church **Diversity**: Links to migration (Medieval/Tudor England). Role of women and children. **Society**: living and working conditions and the shifts in the way society worked, improvements to public health and education **Local History**: Manchester in the Domesday Book	**Religion**: Links to the conflict between Muslims/Christians during the Crusades **Power/authority**: Power of the monarch/government when looking at India/South Africa during the British Empire **Conflict**: Warfare/weaponry in Stuart England **Diversity**: culture of key groups linked to Empire – Indians, Africans, Irish, role of Queen Victoria **Religion**: Links to the how British dominated over other groups / religion – missionaries **Science/technology**: role in technology in dominating other countries	**Conflict:** Causes of conflict in Medieval/Tudor/Stuart England and during the Crusades. Importance of alliances. **Science and technology**: Changing nature of weaponry. **Power/authority:** Role of the monarch (in Germany it is comparable to Medieval/Tudor monarchs). Role of empires in Europe.	**Local History:** Oldham and its developments. role of Pals Battalions, local war history **Religion**: Religious symbolism; importance within a community **Conflict:** Causes of WW1 **Science and technology:** Changing nature of warfare/weaponry **Diversity**: Links to migration/Indian troops in WW1	**Society**: Features of a strong economy in the British Empire (similarities e.g. trade, lots of goods) **Diversity**: Migration into/out of Europe (reasons for). Impact of policies on different groups. Role of women through time. **Power/authority**: Power of government/parliament **Religion:** Importance within people's lies/influence **Technology:** Goods created during the Industrial Revolution	**Society:** The Roaring 20's and features of the time period. Industrial Revolution and aspects of those at the bottom of society. Also, the impact of the Treaty of Versailles on Europe. Improvements made during the Industrial Revolution to improve outcomes/conditions. **Technology**: 1920's developments **Diversity**: impact of the Boom on different groups (comparable to impact)

CEIAG Links/ Opportunities	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Project management – local history project	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Historical Fiction Competition (HA)	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ Army recruitment ✓ British Legion ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ VE Day competition (Spirit of Normandy)	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Young Historian Competition (HA)	Links to 2nd, 3rd and 4th Gatsby benchmark ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating

KS3 – Year 9

Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	Did the Treaty of Versailles lead to the outbreak of the Second World War? • Terms of the Treaty, German reaction to the Treaty (diktat, Dolschtoss) • The League of Nations – set up, strengths and weaknesses • Rise of fascism (Italy and Germany) • Failures of the League – Abyssinia and Manchuria Crises	How and why did the Holocaust happen? • An overview of antisemitism • Increasing persecution in Nazi Germany across the 1930s • How were the Nazis able to implement the Final Solution? • The legacy and impact of the Holocaust	How did the Second World War shape the modern world? What caused tension in the Middle East before 1956? • The Middle East before 1914 (Ottoman Empire) • Increase in Jewish immigration to the Middle East. (Sykes-Picot agreement, Balfour Declaration, Arab Independence) • Why did the Arab-Israeli war break out?	Who took to the streets for rights after World War II? How has migration shaped modern Britain? • Windrush Generation • Tensions and Challenges faced by migrants 1950s and 1960s (Kelso Cochrane murder, Notting Hill Riot, Bristol Bus Boycott) • Enoch Powell and Rivers of Blood 1968	Who took to the streets for rights after World War II? How has migration shaped modern Britain? • Government impact on immigration 1970-present • Contributions by migrants • LGBTQ+ rights • Womens rights • Disability rights	How did the Second World War shape the modern world? How successful was the struggle for Civil Rights in America? • Who was Jim Crow? • Why was there a crisis in Little Rock in 1957? (Brown vs Board of Education 1954 and its impact) • Montgomery Bus Boycott 1955 – causes, events, and consequences (Emmett Till and the start of the CR movement)

	• Hitler's actions in Europe and Appeasement		• What were the consequences of the Arab-Israeli war? • Why did Nasser nationalise the Suez Canal? • How did the Suez crisis impact Britain's reputation in the world?			• The March on Washington 1963 • MLK vs. Malcolm X
Key vocabulary/ concepts/ideas students must master	Treaty of Versailles Diktat Appeasement Armistice Fascism Appeasement Occupation Nationalism Rearmament Extremism Lebensraum	Antisemitism Aryan Boycott Gestapo Ghetto Kristallnacht Lebensraum Nuremberg Laws Wansee Conference Concentration Camp	Arab-Israeli Conflict Partition Balfour Ottoman Empire United Nations	Immigration migration Windrush Legacy Equality Democracy Citizen Commonwealth Discrimination multi-culturalism Legacy	Government Legislation Protest Civil Rights Disabilities Feminism Immigration Parliament	Jim Crow Laws Washington Presidency Civil Rights Segregation Amendments Constitution Boycott Minorities Integration Protest
Knowledge revisited	**Society:** Treaty of Versailles and the end of WW1. Role of Empires in the 19th and 20th centuries **Power and authority:** Power of leaders/generals in Europe in WW1. Role/power of the President in the 1920's.	**Religion**: Religious persecution across topics. **Power/authority**: Role of leaders in European countries/USA **Society**: Links to the economic situation in USA in 1929 and how they improved the economy.	**Religion:** Religious conflict: Crusades, Britain in India etc. **Diversity**: Links to Middle East topics e.g. Crusades **Society**: Empires within Europe; Ottoman Empire (WW1). Role of trade (across multiple topics). **Conflict:** Warfare in WW1/WW2; role of alliances. **Power/authority:** Role of leaders (e.g. Presidents, monarchs etc). **Technology**: Development of weaponry	**Technology:** Developments within 1920's America/1930's Europe **Society**: Role of Prime Minister. Role of the British Empire. **Diversity**: Immigration (push/pull factors). Impact of migration. **Local History**: Migration to Oldham/Manchester and the developments as a result	**Local History:** How local activists fought for rights for different groups, e.g. Suffragettes. **Diversity**: How different groups have fought for rights and change through time, e.g. Suffrage movement and the Peasants Revolt.	**Society**: Economy/society in the USA. Impact of individuals for change (e.g. suffrage movement- Citizenship); slavery in the European Empires. **Power/authority**: Power of presidents/ process of American lawmaking **Diversity**: USA in the 1920's/1930's – including the struggle for Civil Rights. Role of individuals for change.
CEIAG Links/ Opportunities	**Links to 2nd, 3rd and 4th Gatsby benchmark** ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating** ✓ **Roles within political systems**	**Links to 2nd, 3rd and 4th Gatsby benchmark** ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy** ✓ **Archivist**	**Links to 2nd, 3rd and 4th Gatsby benchmark** ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating** ✓ **International relations / politics)**	**Links to 2nd, 3rd and 4th Gatsby benchmark** ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating** ✓ **Active citizens**	**Links to 2nd, 3rd and 4th Gatsby benchmark** ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating** ✓ **Active citizens**	**Links to 2nd, 3rd and 4th Gatsby benchmark** ✓ **Critical thinking** ✓ **Written communication** ✓ **Research skills** ✓ **Oracy and debating** ✓ **Police** ✓ **Media**