

# THE HISTORY CURRICULUM 2025 - 2026

Study History at AHS 6<sup>th</sup> form

Study History at a 6<sup>th</sup> form college

Study History at University

Use history to get a job in many different industries including journalism, marketing and law to name a few.

Revision and exam preparation

### Topic 3: Norman England, 1066–88

Students will evaluate the changing nature of society under Norman rule including methods such as the Feudal system and the power of the church.

### Topic 2: William I in power: Securing the kingdom 1066–87

Pupils will explore the methods William used to maintain control of England and the reaction of the English Earls to his rule.

### Topic 1: Anglo-Saxon England and the Norman Conquest 106–66

Students explore the key characteristics of Anglo Saxon England, who the claimants for the throne were in 1066 and the causes and consequences of the Battle of Hastings.

Paper 2: Anglo-Saxon and Norman England c.1060-88

### Key Topic 4: Reactions to, and the end or, US involvement in Vietnam, 1964–75:

Pupils will examine reactions to the war in the USA and within Vietnam, they will analyse the role of both supporters and opponents. Students will know how the war ended, its impact on the USA and why it was a failure.

**Key Topic 3: US involvement in the Vietnam war, 1954–1975:** Students will concentrate on the reasons for the US involvement in the Vietnam war and its escalation under different Presidents. They will then explore the different tactics used by both sides in the war and the impact of those focussing on events such as the May Lai Massacre.

## YEAR 11

### Key Topic 2: Protest, progress and radicalism, 1960–75

The unit moves on to explore the changing nature of the CRM with the development of more radical leaders such as Malcolm X and Stokely Carmichael. Students will analyse the influence of MLK in the North especially Chicago and evaluate what had been achieved by 1975.

### Key Topic 1: The development of the civil rights movement, 1954–1960:

This unit looks at the position of black Americans in the 1950s and begins to investigate the challenges made by the Civil Rights Movement to improve Civil Rights in all aspects of society including education, voting, housing and employment.

Paper 3: The USA Home and Abroad 1954–1975

### Modern medicine: Why was there such rapid progress in medicine since 1900?

Students will find out about the developments in the 20<sup>th</sup> century: introduction of the NHS, improvements in technology and the increased role of the government in health campaigns.

### Historic Environment: How were soldiers treated in WW1?

Students will explore how injured soldiers were treated and the role of the RAMC. They will know how WW1 was a catalyst for medical improvements in surgery and antibiotic.

### C18th and C19th: Why were there so many medical breakthroughs?

Assess the impact the germ theory had on the developments in medicine alongside improvements in public health and surgery.

### Renaissance: Was there really so little progress in medicine c.1500–c.1700?

Analysing change and continuity, focussing on the work of Harvey and Vesalius. Pupils will evaluate the factors which caused and prevented change.

### Medieval: Why was there so little change in Medieval medicine c.1250–c.1500?

Students will consider the influence of Hippocrates and Galen on medicine and explore how influential the church was in education and medicine.

Paper 1: Medicine Through Time with WW1 Depth Study

## YEAR 10

**Topic 3: The end of the cold war** Pupils will learn about the period of Détente and how it came to an abrupt end with the invasion of Afghanistan in 1979. The second cold war heightened tensions between the super powers. Pupils will then evaluate the causes and consequences of the fall of the USSR by 1991.

### Topic 2: The cold war crises 1958–70

Cold war tensions increase with disagreements over Berlin, the Cuban Missile Crisis and the Prague Spring uprisings in Czechoslovakia.

### Topic 1: The origins of the Cold War, 1941–91

Students will explore the relationship between East and West which emerged from WW2 and the events which put this relationship under strain such as the dropping of the atomic bomb and the formation of NATO.

Paper 2: Superpower Relations and the Cold War, 1941–91

### What caused WWII and what were the turning points of WW2?

Pupils will explore the reasons why just twenty years after the First World War the world found itself plunged in to another war. Students will then analyse key turning points in WWII including Dunkirk, D-Day and Hiroshima.

### Holocaust: How and why did it happen?

Students will explore the treatment of Jewish people in WWII which led to the Final Solution, focussing on individual experiences of the Holocaust

### Why was Hitler voted in to power and to what extent did life improve?

Students will explore the reasons why people voted Adolf Hitler in to power, analysing the impact of Hitler's rule within Germany and how different sectors of society were effected.

## YEAR 9

### Sex, drugs and shooting: How roaring was the USA in the 1920s?

You will investigate the key features of the USA in the 1920s including, flappers, gangsters and prohibition.

### Why do historians disagree over General Hague?

Students will investigate the Battle of the Somme and evaluate evidence to analyse why some historians believe Hague deserves the nickname the 'Butcher of the Somme'.

### How did 2 bullets kill 20 million people?

An overview of the short and long term causes of WW1 including the assassination of Archduke Franz Ferdinand, militarism, imperialism, nationalism and the alliance system.

### How significant were the tactics of the Suffragettes in women winning the vote in 1918?

Students will analyse the reasons why the Suffragettes turned to violent tactics and the impact these tactics had on the campaign for suffrage.

### How has people power driven politics and society since 1800?

Students will track the progress of political rights that were gained in the 19<sup>th</sup> Century as far as the present day, focussing on female suffrage. We will also look at some of the other developments in the late 20<sup>th</sup> century such as feminism, equality and issues surrounding the LGBTQ.

### How 'advanced' did Britain become during the Industrial Revolution period up to 1900?

Pupils will explore the impact of the industrial revolution on all sectors of society with a local focus on Cromford. We will then explore the developments in working rights.

### How and with what impact did the Transatlantic slave trade develop?

Students will explore Britain's involvement in the transatlantic slave trade. Analysing the experiences of enslaved Africans; from capture to abolition. Students will investigate the abolition of the slave trade in the British Empire making comparisons with the USA and the Civil Rights Movement.

### Why do people have conflicting opinions of the British Empire?

Assess the implications of the British Empire for the British government, the people of Britain and for those people around the globe who became part of the British Empire. Students will carry out a case study of the British subjugation of India.

## YEAR 8

**Global Civilisations:** Pupils will investigate key features of medieval civilisation to broaden their understanding of where England fit in to the bigger picture.

### The English Civil War: Why did England behead their king?

Students will continue to analyse the political development of Britain through learning about the causes and consequences of the English Revolution, over time. This unit allows students to explore the role of parliament and the crown and the means by which it has evolved

### Elizabeth I – Was Elizabeth's reign a Golden Age?

Students will investigate the interpretation that Elizabeth I's reign was a 'Golden Age'. Students will investigate The problems facing Elizabeth and the successes and problems of her reign. Students will use this knowledge to explain why historians have different interpretations of Elizabeth.

### Magna Carta, Beckett, Peasant's revolt and The Reformation: How did the way England was governed change?

Students will learn about the challenges facing Royal authority in medieval England from The Nobility, The Church and ordinary people; and how people fought for an increase in their rights. They will also look at the changing nature of power of The Church in medieval England culminating in the break with Rome.

### Battle of Hastings: How did the Normans conquer and control England?

Students will learn the key consequences of the Battle of Hastings, and its impact on England, with a key focus on the methods used by William I to maintain control of England, analysing the consequence of these on society.

### Who are the English?

This unit will explore the Anglo-Saxon and Viking invasions of Britain and the creation of England. Students will gain an understanding of how England became a single nation and who those original 'English' were.

### Transition: What is history?

Pupils will gain an understand of key historical concepts and terminology such as chronology, interpretation and primary sources. The knowledge of this unit focusses on Britain pre 1066 and sets the context for unit 1.

## YEAR 7

- Reoccurring themes:**
- Systems of government, democracy, autocracy and monarchy
  - Protest and terrorism
  - Religion and Society
  - Technology and warfare
  - Empires and Nationalism
  - Locality

- Second order concepts:**
- Cause and consequence
  - Change and continuity
  - Significance
  - Evidence
  - Interpretation
  - Chronology
  - Knowledge