

History at the Albion

Teaching staff

Mr A. Marsh Head of Department, Miss L Wilson, Mrs J Milner, Mr C Brooks, Mrs C Parry.
Mr Marsh and Miss Wilson teach History at KS4.

Year 7

In Year 7 students will follow the schemes of work below;

Skills in History - First half term

Unit Descriptor – this unit has been designed to test, reinforce and develop the student's basic skills in order for them to understand and study history. Chronology: To be able to put events in the right chronological order. To understand the difference between BC and AD dating systems. To produce a timeline showing key events. To know how history is broken down into specific time periods, e.g. decades, century, millennium.

Anachronism: To be able to spot anomalies that should not appear in the past.

Primary and Secondary sources: To know and understand the difference between primary and secondary sources. To be able to identify and use sources to tell the story of the past.

Bias: To be able to spot bias and opinion and make informed judgements about the accuracy and usefulness of sources, evidence and information when investigating the past.

Interpretation and opinion: As above but beginning to question the motive and purpose of evidence, which will enable pupils to judge the accuracy and truthfulness of a given source.

The Romans – First and second half terms

Unit Descriptor – This unit of work has been designed to further develop students' knowledge and understanding of The Romans, especially their impact upon Britain. They will focus on the reasons for the Roman invasion of Britain, its conquest and its socio and economic impact on the British. The subject content will include the invasion of AD43 and the conquest including Boudicca's rebellion. The changes brought to Britain by the Romans, such as towns, cities and roads.

Roman Britain – Fourth half term

Unit Descriptor – This unit of work has been designed to further develop students' knowledge and understanding of The Romans, especially their impact upon Britain. They will focus on the reasons for the Roman invasion of Britain, its conquest and its socio and economic impact on the British. The subject content will include the invasion of AD43 and the conquest including Boudicca's rebellion. The changes brought to Britain by the Romans, such as towns, cities and roads.

Medieval Britain – Fifth and sixth half terms

Unit descriptor – This unit has been designed to enable students to gain knowledge and understanding of Medieval Britain. They will focus on, the Transition from Roman Britain to Norman England and why the Normans came to England and how their rule changed its society. Who should be King – 1066 a year of turmoil – who were the contenders for the throne? The battle of Hastings – why William won. William’s problems and how he overcame them; the Feudal System and how it worked, building castles their strengths and weaknesses, the Domesday Book – how it was compiled/how was it used.

Life of a peasant – differences between towns and villages

The Black Death – what caused it/ what cures were tried/the effects it had on England/Europe Medieval law and order – did the punishment fit the crime?

Religion – how important was it to the English -Heaven and Hell

Magna Carta – why was it written? What effects did it have on the English?

Year 8

In Year 8 students will follow the schemes of work below;

Tudors – First and second half terms

Unit Descriptor – Students will consider the key events of the Tudor period. Students will start with the ‘War of the Roses’, they will be able to understand and evaluate the reasons why Henry VII won at The Battle of Bosworth.

Students will be able to explain how Henry VII secured his reign and ended ‘The War of the Roses’, e.g. marrying Elizabeth of York, use of the ‘Star Chamber’, creation of the ‘Tudor Rose’ and banning private armies.

Students will study the reign of Henry VIII in detail – what he looked like and his character, his 6 wives – why he married them, what happened to them and their fate of their children. Students will also learn the reasons for Henry’s break with Rome and the establishment of the Protestant Church and the ‘Act of Supremacy’ and study the Pilgrimage of Grace. They will evaluate his reign – was he “a star or a monster”

Students will also study the differences between the Catholic and Protestant religions.

Students will study the reigns of Henry’s children focusing on the reign of Elizabeth. They will learn the key aspects of Elizabeth’s reign, including her character and what she looked like, her Middle Way, the Spanish Armada. They will evaluate whether she deserved the title of Gloriana.

English Civil War – Third and fourth half terms

Unit Descriptor – This unit of work will allow students to learn about why the English Civil War was fought, why Parliament won the civil war and how England was ruled under Oliver Cromwell.

Students will learn about why James I was picked as the next ruler of England after the death of Elizabeth I.

They will learn about the problems James I & Charles I had in dealing with Parliament. To do this students will cover problems, such as who should rule England the King or Parliament? Students will learn about the key concept of the Divine Right of Kings, monarchy and democracy.

Religion – why Charles I had problems with Protestants, Catholics, Puritans and the Scots.

Money – Why Charles I argued with Parliament about how money should be spent.

Power – Why Charles I ruled without Parliament for 11 years, why he called them back and why the arrest of 5 M.P.'s eventually led to the start of the English Civil War.

Students will learn why Parliament won the Civil War especially the role of Cromwell and the New Model Army.

Students will learn what life was like in England under Cromwell and the Puritans.

Black Peoples of the Americas – Fifth and sixth half terms

Unit Descriptor – An introduction to slavery and be able to define the term slavery. They will understand why Africa became key to the slave trade and what drew Europeans to it.

They will investigate the Golden Triangle and understand why this was important to the slave trade and how it made money on each of its stages

They will describe and explain the Middle Passage and develop their empathetic skills. They will appreciate what life was like for slaves on board a slave ship. They will use a range of sources to do this and develop and improve their utility and source evaluation skills.

They will investigate slave auctions and know what went on at slave auctions and how slaves were sold. They will establish what made a good slave for auction and why some slaves were sold for more money than others. They will use a range of sources to do this and further improve and develop their utility and source evaluation skills.

They will describe, explain and evaluate life as a slave and know the different experiences of slaves on a Plantation. They will understand the difference between a House Slave a Field Hand and the different roles between men and women.

They will describe, explain and evaluate slave resistance and understand the different ways slaves fought back. They will do this for both the USA and Britain and cover Parliamentary Reform, the work of Wilberforce, Lincoln and the abolitionists, The Maroon Uprising, the impact of religion and the media and the roles of individuals – Olaudah Equiano.

They will further study how slaves were freed in the British Empire and understand the different reasons for slaves being set free in the British Empire.

They will investigate the American Civil War and understand the reasons why the American Civil war began. They will look at both the short and long-term causes of the war and evaluate the most important reason(s) it began.

They will describe, explain and evaluate the role of the 54th Massachusetts and understand the experiences of black soldiers in the American Civil War.

They will investigate the aftermath of the Civil War. Answer the questions – how far were slaves free? - were they any better off now they were free or were they better off as slaves?. They will understand how the Jim Crow Laws worked and the beginning of segregation. They will use a variety of sources to underpin their learning and continue to improve and develop their utility and source based skills.

They will describe, explain and evaluate the role of the KKK. They will understand the reasons why it started and the activities it used to maintain white supremacy in the southern states of America. They will understand the reasons why it reach a 5 million

membership by the mid 1920's and why its ideas and activities spread throughout the USA. They will evaluate the reasons why membership fell to 100 000 by 1929 by investigating the David Curtiss Stephenson and Madge Oberholtzer Case.

They will describe, explain and evaluate the reasons for the growth in the Civil Rights Movement, including – Montgomery Bus Strike, Brown Verses Topeka Court Case, Crisis at Central High, the murder of Emmet Till and the work and assassination of Medgar Evers. They will evaluate the role of key figures in the Civil Rights Movement – Medgar Evers, Malcolm X, Ernest Green, Martin Luther-King, Rosa Parks, and Stokley Carmichael. They will evaluate which individual did the most to get Black Americans their Civil Rights.

Year 9

In Year 9 students will follow the schemes of work below;

Pupils will study the different forms on governments. In January they will then be asked to make a choice between History and Geography. They will then begin the GCSE Course. British history will be 40% of the assessed content over the full course and understanding the Modern World will be 60%.

Paper 1: Understanding the modern world

Paper 2: Shaping the nation

Different forms of Government – First and second half terms

Unit Descriptor - To describe, explain and evaluate the different forms of government of the 20th century ie democracy, capitalism, dictatorship, monarchy, fascism, communism, republic, proportional representation.

To understand how these different types of governments came about and their pros and cons. To focus on particular types of government – Communist Russia and Fascist Germany

To describe and explain the reasons for the beginning of the Cold War

To describe and explain the key events of the Cold war between 1945 and 1953 ie Yalta and Potsdam conferences, Truman Doctrine, Marshall Plan, Iron Curtain, Formation of NATO and Warsaw Pact, the Berlin Blockade and the War in Korea

Conflict and tension: the First World War, 1894–1918

Unit Descriptor – This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Part one: The causes of the First World War – Third and Forth half terms

The Alliance System.

The Triple Alliance and Triple Entente.

Franco-Russian Alliance.
Relations between the 'Entente' powers.
The crises in Morocco (1905 and 1911).
Balkans (1908–1909), and their effects on international relations.
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.
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.
Schlieffen Plan.
Belgium neutrality and the Treaty of London.
Reasons for the outbreak of hostilities and the escalation of the conflict.
How a small war in Eastern Europe develops into a World War?

Part two: The First World War: stalemate – Fifth and sixth half terms

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.
Trench warfare.
The war of attrition;
Key battles:
Verdun, Somme and Passchendaele, the reasons for, the events and significance of these battles.
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.

Year 10

In Year 10 students will follow the schemes of work below;

Part three: Ending the war the First World War – First half term

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.

America 1920 – 1973 – Second, third, fourth, fifth and sixth half terms

Unit descriptor - This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: American people and the 'Boom'

The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.
Social and cultural developments: entertainment, including cinema and jazz.
The position of women in society, including flappers.
Divided society: organised crime, prohibition and their impact on society.
The causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.

Part two: Bust – Americans' experiences of the Depression and New Deal

American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.
The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians;
Roosevelt's contribution as president; popular culture.
The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.

Part three: Post-war America

Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.
Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.

America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development. The impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.

Year 11

Power and the People – First and second half terms

Unit Descriptor - This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact. It allows students to construct an understanding of the rights and responsibilities of the citizen.

Students will have the opportunity to see how ideas, events or developments in the wider world affected the course of Britain's political development and will promote the idea that ideas of authority, challenge and rights did not develop in isolation, but these developments should be seen in terms of how they affected Britain and British people.

Students will study the importance of the following factors:

War

Religion

Chance

Government

Communication

The economy

Ideas such as equality, democracy, representation

The role of the individual in encouraging or inhibiting change.

Students will study how factors worked together to bring about particular developments at a particular time and their impact upon society.

Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, eg short/long-term causes, intended/unintended consequences.

This option focuses on the following questions:

Why have people's rights and their relationship with the state changed?

How have people challenged authority and how have governments responded to those challenges?

How has Parliament and parliamentary democracy evolved?

What impact have changes in political status had on people's lives?

What is the significance of key individuals and events in the changing relationship between the individual and the state?

Part one: challenging authority and feudalism

Constraints on kingship.

The barons' dissatisfaction with King John's rule and its resolution.

Magna Carta, its terms and its short and long-term impact.

The origins of parliament.

Issues between King Henry III and his barons.

The role of Simon de Montfort.

The Provisions of Oxford and the Parliament of 1265 and their short and long-term impact.

Medieval revolt and royal authority.

Peasants Revolt; the social, economic and political causes.

Impact of the Peasants' Revolt.

Part two: Challenging royal authority

Popular uprisings against the Crown.

Pilgrimage of Grace; the social, economic, religious and political causes

Henry VIII and his government's reaction and the impact of the uprising.

Divine Right of Kings and parliamentary authority.

The causes of the English Revolution.

The New Model Army

The development of political radicalism during the Civil War era

The short and long-term impact of the English Revolution.

Significance of trial and execution of Charles I.

Significance of Oliver Cromwell and the Commonwealth.

Royal authority and the right to representation.

The causes of the American Revolution including the relationship between the government and people.

Impact and significance of the American Revolution.

Part three: Reform and reformers

The extension of the franchise.

Radical protest.

The Great Reform Act, causes and impact, including further reform.

Chartism, causes, actions and impact.

Protest and change.

Campaigning groups and their methods and impact.

Anti-Slavery movement.

Anti-Corn Law League.

Factory reformers; social reformers.

Workers movements.

The development of trade unionism and its impact, including Grand National Consolidation Trades Union (GNCTU).

Tolpuddle Martyrs.

New Model Unions and new unionism.

Match girls' and dockers' strikes.

Part four: Equality and rights

Women's rights: the campaign for women's suffrage, reasons, methods and responses.

Role of individuals, including the Pankhurst's.

The reasons for the extension of the franchise and its impact.

Progress towards equality in the second half of the 20th century.

Workers' rights.

The General Strike (1926), actions, reactions and impact.

Trade union reform in the late 20th century.

Minority rights: the development of multi-racial society since the Second World War.

Discrimination, protest and reform.

The Brixton Riots, their impact, including the Scarman Report.

Elizabethan England, c1568–1603 – Third, Fourth and Fifth half terms

Unit descriptor - This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Part one: Elizabeth's court and Parliament.

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.

Part two: Life 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.

Part three: Troubles at home and abroad.

Religious matters: the question of religion, English Catholicism and Protestantism.

The Northern Rebellion.

Elizabeth's 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.

Part four: The historic environment of Elizabethan England.

The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.

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.

There is no requirement to visit the specified site.

Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.

Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied. Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period.

Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.

The following aspects of the site should be considered: • location • function • the structure • people connected with the site eg the designer, originator and occupants • design • how the design reflects the culture, values, and fashions of the people at the time • how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied.