



Our curriculum in History

What is the purpose of History?	Department information
<p>In History at Arthur Terry we have curated a ‘knowledge-engaged’ curriculum, exploring the key moments in History to transform the life chances of our students by developing their:</p> <ul style="list-style-type: none"> • Coherent, contextual and chronological historical knowledge, their understanding of the process of change and its legacy on Britain and the modern world • Cultural capital through the explicit teaching of second order concepts (e.g. cause and consequence; change and continuity; significance; interpretation; enquiry and source skills) and substantive concepts (e.g. Conflict; power; society; empire; religion and reform) <ul style="list-style-type: none"> • Understanding of the complexity of people’s lives, differing interpretations and the diversity of societies • Use of evidence to analyse and evaluate to reach reasoned judgements <p>The History curriculum is vital for all students, particularly those with SEND and those who are socially disadvantaged as it will enrich students' cultural capital and provide them with the foundation of historical knowledge and transferable skills to succeed once they have left school.</p>	<p>Core Leader: Amy Wright</p> <p>Subject Leader: Laura Davis and Josie Smith</p> <p>Exam board: AQA for GCSE and A level</p>
<p>How do we develop Arthur Terry Learners?</p>	



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We develop Arthur Terry Learners by ensuring our curriculum and lessons give time and opportunity to develop the foundations of the Arthur Terry Learner habits. We help support students in building resilience, and help to develop preparation both inside and outside of the classroom by using a variety of resources including knowledge organisers. We encourage students to take an active approach in lessons by allowing time for discussion and debate. Our lessons encourage and reward good learning values, as well as teaching British values. Finally, we allow time for students to develop meta-cognition and crucially, build in time for students to apply their new learning and skills.

History Curriculum 2024-25:

	Topics/Units	Summary of key content
7	<ol style="list-style-type: none"> 1. What does the Staffordshire Hoard reveal about life in Anglo-Saxon England? 2. What were the consequences of William's victory in 1066? 3. Why was Medieval England so important? 4. Why was the Black Death significant? 5. How did life change during the Tudor period? 	<ol style="list-style-type: none"> 1. This is our exciting local history study! We explore the lives of the Anglo-Saxons through the artefacts of the Staffordshire Hoard, and what it reveals about how they ruled; their education; art and culture to name a few areas! 2. We study the turbulent year that was 1066! We start by exploring the crisis left behind by the death of King Edward the Confessor, and the Battle of Hastings. We will look at why William won the battle and the factors involved. We then look at the consequences of William the Conqueror's victory by studying the role of castles, the feudal system and the Domesday Book. 3. In this unit, we will understand why Medieval England was so important. We will look at the power of the church and the murder of Thomas Becket. We will explore the crusades and their impact upon England. We will also look at why the Magna Carta was so important. 4. We study the Black Death of 1348 and why it was so deadly! In this unit, we will look at the causes and consequences of the Black Death, and how they caused the Peasants Revolt. 5. In this unit, we will be studying the rollercoaster reigns of the Tudors! We will understand how life and religion changed, and we will explore whether there really was a 'Golden Age' under Elizabeth I!



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<p>8</p>	<ol style="list-style-type: none"> 1. Why do we still have a monarch? 2. Why did women gain the vote? 3. Should we proud of the British Empire? 4. Why was the Industrial Revolution so significant? 5. Why was World War One significant? 	<ol style="list-style-type: none"> 1. We will look at the causes of the Civil War and why Charles I was beheaded. We will understand why England lost its monarchy under Cromwell and how it was restored. We will also study the creation of the UK. 2. We will look at the role of the suffragettes and the suffragists, and what happened to Emily Davison. We will understand the different factors involved in women gaining the vote. 3. We will study the British Empire and the impact this had on people and places. In this unit, we will study the history of the slave trade and the lives of enslaved people. 4. In this unit, we will understand what the Industrial Revolution was but focus specifically on how this changed the lives of the people who lived in Britain. 5. In this unit, we will study the reasons why World War One broke out in 1918. We will understand why men joined the army to fight (both in Britain and her Empire), and what life was like in the trenches. We will also explore why the war was so significant and the impact that it had.
<p>9</p>	<ol style="list-style-type: none"> 1. . How did Hitler turn Germany into a dictatorship? 2 . How did the Nazis control people? 3. Why do we remember the Holocaust? 4. . How was Nazi Germany defeated? 5. How did the world change after 1945? 	<ol style="list-style-type: none"> 1. We will be exploring post-war Europe, including the Treaty of Versailles (and the role of the League of Nations). We will study the tensions that were building in Germany and the rise of the Nazi party. 2. In this unit, we will understand how Hitler came to power in Germany and the variety of methods he used to control the Germany people, including the role of young people; education; terror and propaganda.



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	<p>6. Why and how did Civil Rights develop in America?</p>	<p>3. We will study the events leading to the Holocaust in Germany, such as the Nuremburg Laws and Kristallnacht. We study the Holocaust and life in the concentration and death camps, as well as the heroes of the Holocaust.</p> <p>4. We will understand the events leading up to World War Two breaking out, and how the Nazis conquered Europe so quickly. We will explore important turning points in the war such as Dunkirk and Pearl Harbour. We will look at life on the home front and what happened to Birmingham during the Blitz. We will understand the role that soldiers of the Empire played in World War Two, and the dropping of the Atomic Bomb.</p> <p>5. In this unit, we will be exploring how the world changed after World War Two. We will look at how life in Britain changed, including the Windrush and the NHS. We will also look at how and why the Cold War developed and key events including the Cuban Missile Crisis. We finish this unit by looking at modern day conflict in the Middle East and 9/11.</p> <p>6. In this unit, we will understand what is meant by Civil Rights. We will look at the position of Black Americans after the American Civil War, and what factors were important in the development of Civil Rights in America. We will explore factors such as sport, government and individuals such as Martin Luther King.</p>
<p>10</p>	<p>1. GCSE: Conflict and Tension (WWI) 1895-1918</p> <p>2. GCSE: Germany, 1890–1945: Democracy and dictatorship</p>	<p>1. We will look at what Europe was like before World War One, and the building up of tensions across Europe. We will explore the various causes of World War One, looking at the long, short and trigger causes of war. We will study the war itself and various battles such as the Somme and Verdun. We will then finish this topic by looking at how war came to an end. We will study the role of various factors such as the arrival of the USA and the troubles in Germany.</p> <p>2. In this unit, we will begin by studying Weimar Germany. We will look at the impact war had on Germany and how that led to the rise of the Nazi party. We will study the reasons why the Nazis came to power and life in Nazi Germany for people such as workers, young people, Jewish</p>



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		people and women. We will also look at fear and terror across Germany as well as opposition and resistance.
11	<ol style="list-style-type: none"> 1. GCSE: Health and the People 2. GCSE: Elizabethan England 1568-1601 Historic Environment: Hardwick Hall 	<p>1. In this unit, we study Health from Medieval England to today. We will explore the three main themes of medicine: disease and infection; surgery and anatomy and public health. Students will understand change and continuity over this 1000-year period, identifying key factors important for change.</p> <p>2. In this unit, we study Elizabethan government, Parliament and the court. We investigate problems Elizabeth faced as ruler and how she overcame these. We will study the lives of the Elizabethans, including culture and the lives of the poor. Students will also study events such as the Spanish Armada. Finally, students will investigate the Historic Environment. For 2025, this will be Hardwick Hall in Derbyshire.</p>
12	<ol style="list-style-type: none"> 1. The Tudors 1485-1547 2. The Cold War 1945-1962 3. NEA (non-examined assessment) Civil Rights in America 1863-1968 	<p>1. In the first part of our A Level Tudor course, we learn about Henry VII and Henry VIII. We look at how Henry VII came to power and the Battle of Bosworth. For Henry VIII, we will understand how religion changed and the impact this had on the country. For both monarchs, we will study key themes of their reigns, such as character and consolidation; government; foreign relations; society; economy and religion.</p> <p>2. In the first part of our A Level Cold War course, we look at why the Cold War emerged. We will look at the major political ideologies and the various military flashpoints, including blockades and proxy wars. We study the expansion of the Soviet Union and the Korean War. We finish year 12 by studying the Cuban Missile Crisis and how close the world was to nuclear war.</p> <p>3. For the Non-Examined Assessments, students will study Civil Rights in America 1863-1968. Students work independently to write an essay up to 4,500 words in length.</p>
13	<ol style="list-style-type: none"> 1. The Tudors 1547-1601 2. The Cold War 1962-1991 	<p>1. In the second part of the A Level students study the three remaining Tudors: Edward VI, Mary I and Elizabeth I. We will explore the same themes of character and consolidation; government;</p>



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3. NEA (non-examined assessment) Civil Rights in America 1863-1968

foreign relations; society; economy and religion. We will explore the idea of a 'mid-Tudor crisis' and how religion continued to change.

2. In the second part of the A Level, students study the period of Détente. They will look at how and why the Cold War came to an end and explore who 'won' the Cold War.

3. For the Non-Examined Assessments, students will study Civil Rights in America 1863-1968. Students work independently to write an essay up to 4,500 words in length.