

## Curriculum Aims and Purpose

History provides students with a broad range of historical knowledge and understanding, including a sense of chronological development over time and develop an appreciation of the people, culture, events, and attitudes of societies other than their own. Studying History at OIEA develops students' ability to analyse a wide variety of historical sources, study historical interpretations to help develop students to make informed judgements about key historical events and people. Lastly, by studying history students can learn from the mistakes of the past and provide them with transferable skills for future life.

Using the National Curriculum as a starting point and building on some KS2 topics, the curriculum at KS3 allows students to develop their subject knowledge chronologically through a knowledge rich curriculum. Each topic focuses around key areas on the role the State, Society and Religion has helped to shape Britain and the world around.

We go beyond the National Curriculum by ensuring students have access to historical scholarship, so students can analyse what historians have said and develop their own understanding around how historians form their opinions about the past. We teach our curriculum through 'big questions' to help make sense of the story of the past.

We ensure that we are a fully inclusive subject so study a wide range of cultures, races, gender, class or other factors.

We ensure students gain a deeper understanding of the diverse range of careers available to those who study History and include this into our curriculum. We help students to understand that in all jobs you need to work with people from a variety of backgrounds. Being able to understand differences is crucial in the world of work. History gives the skills required in a variety of jobs such as medicine, journalism, teaching, museum sector, charity sector, law, researching, politics and the civil service.

## How our Curriculum inducts students into the discipline of the subject:

Studying history helps students develop critical thinking, analytical skills and a deeper understanding of cause and consequences. It fosters research abilities, encourages the evaluation of diverse perspectives, and cultivates effective communication skills. It equips students with a framework to comprehend different societies and how they have changed over time.

### Year 7 Overview

Students begin their studies with a topic that focuses on history before 1066, investigating the Romans, Anglo-Saxons and Vikings. Afterwards students study a Local History unit, The Norman Conquest, Medieval World and finally a unit studying The Tudors.

Half Term	Focus
1	<p>Pre-1066 unit <b>'How have invaders and settlers left their mark on England?'</b></p> <p>This unit builds on student's chronological knowledge of what happened prior to. It is a significant period as it saw great changes that helped to shape what Britain is like today. By studying this period students have a knowledge foundation of the change and continuity in England and the reasons that led to this.</p>
2	<p>Local History unit <b>'How much has life changed in the past 100 years in Ilkeston?'</b></p> <p>In doing this, students analyse the reasons why it is important to study local history, and they also explore the interpretations of local Historians. Whilst doing this, students will be able to identify the similarities and difference over time and whether all changes are positive contributions to the local area.</p>
3	<p>The Norman Conquest unit – <b>Explain how William caused a 'truckload of trouble' in England.</b></p> <p>This will allow you to build on your prior knowledge and to extend it by continuing to look at a pivotal point of British history which is the Norman Conquest. Through this unit you will be able to gain an understanding of the challenges to England through the death of Edward the Confessor and the emergence of the three claims to the throne.</p>
4	<p>The Norman Conquest unit – <b>Explain how William caused a 'truckload of trouble' in England.</b></p> <p>This will allow you to build on your prior knowledge and to extend it by continuing to look at a pivotal point of British history which is the Norman Conquest. Through this unit you will be able to gain an understanding of the Norman conquest in terms of control and the introduction of the Feudal system and the Domesday book.</p>
5	<p>Medieval World unit <b>'What mattered to Medieval people?' and 'What mattered to Medieval People outside of Britain?'</b></p> <p>This will allow you to examine what life was like for Medieval people in Britain alongside life around the world at this time. Through this unit you will be able to gain an understanding of the similarities and differences in culture, technology and thinking and how it impacted life for people during the Medieval era.</p>
6	<p>The Tudors unit <b>'Why was religion such an issue for the early Tudors?'</b></p> <p>This unit allows students to examine the significance of religion during the Tudor era and how it affected the lives of people at the time. By giving students, the context surrounding why Henry VIII changed religion and the differences in Edward's and Mary's religion, students will see the effects that this had on England.</p>

#### Useful resources:

The Romans - <https://www.bbc.co.uk/bitesize/topics/zhxmn39>  
Anglo-Saxons  
<https://www.bbc.co.uk/bitesize/topics/zp6xsbk/articles/zphysk7>  
The Norman Conquest -  
<https://www.bbc.co.uk/bitesize/topics/zshtyrd>  
Medieval Life - <https://www.bbc.co.uk/bitesize/topics/zbn7jsg>  
The Tudors - <https://www.bbc.co.uk/bitesize/topics/zwcsp4j>

#### Assessment

- Students complete 3 formal assessments in History over the course of the year, building on their knowledge and skills throughout. With each assessment, there will be an element of testing knowledge and skills acquired in previous units.

## Year 8 Overview

History at Year 8 continues to work through chronologically, starting in the Renaissance Period with an in-depth study on Elizabeth I. Other units that are covered in Year 8 are The Stuarts, Enslaved People, The Industrial Revolution, and the British Empire.

Half Term	Focus
1	<p>Elizabeth I unit – <b>‘Why was Elizabeth’s reign so significant?’</b></p> <p>By studying the Tudor period, students gain knowledge about what some historians argue as one of the most famous time periods. This time was a turbulent one for religion as it changed from Catholic to Protestant. It will examine key moments in Elizabeth’s reign (such as the Spanish Armada, marriage, religion, culture and problems of the poor) and get students to delve into the significance of them.</p>
2	<p>Elizabeth I unit – <b>‘Why was Elizabeth’s reign so significant?’</b></p> <p>By studying the Tudor period, students gain knowledge about what some historians argue as one of the most famous time periods. This time was a turbulent one for religion as it changed from Catholic to Protestant. It will examine key moments in Elizabeth’s reign (such as the Spanish Armada, marriage, religion, culture and problems of the poor) and get students to delve into the significance of them.</p>
3	<p>The Stuarts unit – <b>‘How far was 17<sup>th</sup> century Britain turned upside down?’ and ‘How was religion a huge part of the Stuarts era?’</b></p> <p>It is a significant period as it saw great changes in terms of state and religion and helped to shape what Britain is like today. By studying the Stuarts period, students gain knowledge about what some historians argue as one of the most turbulent time periods. This time was a turbulent one for England as it abolished its monarchy then restored it,</p>
4	<p>The Stuarts unit – <b>‘How far was 17<sup>th</sup> century Britain turned upside down?’ and ‘How was religion a huge part of the Stuarts era?’</b></p> <p>It is a significant period as it saw great changes in terms of state and religion and helped to shape what Britain is like today. By studying the Stuarts period, students gain knowledge about what some historians argue as one of the most turbulent time periods.</p>
5	<p>Enslaved Peoples unit – <b>‘Why did the Slave Trade last so long?’ &amp; The Industrial Revolution - How did life change for everyone during the Industrial Revolution?</b></p> <p>It is important to understand the development of the slave trade, colonisation, and the links between slavery to the British Empire and the industrial revolution. They will examine the nature and effects of the slave trade, what life was like for those enslaved, resistance to it and its abolition. They will explore social history such as what living conditions, crime and policing.</p>
6	<p>The British Empire – <b>‘Good thing’ vs ‘Era of Darkness’, why has the British Empire been seen so differently?</b></p> <p>Students will make links between the slave trade, colonisation, and to the British Empire. The British Empire is one of the most famous and largest Empires in the world so it’s significance warrants studying. However, with movements to decolonise and diversify the curriculum it is important to teach topics such as Empire through the lens of a modern Historian.</p>

### Useful resources:

- Elizabeth I: <https://www.bbc.co.uk/bitesize/articles/zsysn9q#zvg3vwx>
- Slavery - <https://www.bbc.co.uk/bitesize/topics/z4x747h>
- British Empire: <https://www.bbc.co.uk/bitesize/topics/z7kvf82>

Assessment

- Students complete 3 formal assessments in History over the course of the year, building on their knowledge and skills throughout. With each assessment, there will be an increasing element of testing knowledge and skills acquired in previous units.

### Year 9 Overview

History at Year 9 focuses on 'Women Through Time' investigating the changes in women's rights from the Medieval Period to the Present Day. After this topic, students then focus on World War I, World War II, The Holocaust, and the Cold War.

Half Term	Focus
1	<p>Women Through Time – <b>How did the role of women change between 1250 and the present day?</b></p> <p>This unit builds on student's chronological knowledge of the changing role of women, from 1250 to the present. In each of the periods, the role of women is explored using a range of historical sources. Change and continuity between each of the periods is also identified.</p>
2	<p>Women Through Time – <b>How did the role of women change between 1250 and the present day?</b></p> <p>Students assess why these changes came about and the impact on society that they had. This leads students to assess how far women have equal rights in the society that we live today.</p>
3	<p>World War I - <b>What were the consequences of WWI?</b></p> <p>This unit focuses on the causes of WWI in terms of the long-term and short-term causes. This unit then follows the propaganda campaign and the introduction of conscription. This unit investigates the conditions on the Western front, General Haig, medical conditions and how the war ended, investigating the Treaty of Versailles and how it impacted Germany.</p>
4	<p>World War II - <b>What happened during World War Two?</b></p> <p>This topic focuses on the key events leading up to and during World War II (1939-1945). We will look at the causes of World War II, why Hitler was able to make advances during World War II and look at what led to the end of World War II with Hitler's defeat.</p>
5	<p>The Holocaust - <b>What were the causes and consequences of the Holocaust?</b></p> <p>This topic focuses on what happened after Adolf Hitler came to power in 1933 and how, from 1933 to 1939, Jews in Germany faced terrible discrimination and prejudice, and some were killed. However, it was during the Second World War that the mass killing of approximately six million Jews across Europe occurred. The Nazis and their collaborators wanted to destroy Jewish life.</p>
6	<p>The Cold War - <b>What were the key moments of the Cold War?</b></p> <p>Students' final topic at Key Stage 3 focuses on key moments of the Cold War including the Iron Curtain, Berlin Wall and Cuban Missile Crisis.</p>

### Useful resources:

- World War I - <https://www.bbc.co.uk/bitesize/topics/z4crd2p>
- World War II & The Holocaust - <https://www.bbc.co.uk/bitesize/topics/zk94jxs>
- Cold War - <https://www.bbc.co.uk/bitesize/topics/z8k9q6f>

Assessment

Students complete 3 formal assessments in History over the course of the year, building on their knowledge and skills throughout. With each assessment, there will be an increasing element of testing knowledge and skills acquired in previous units.

### Year 10 Overview

Students studying GCSE History will study the Edexcel syllabus. The Topics that students study in Year 10 are Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment, and the trenches. Early Elizabeth I (1558-1588) and The American West (1835-1895).

Exam specification - <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

Half Term	Focus
1	<p><b>Medicine in Britain (Paper 1)</b> Students study what people thought caused disease in the period 1250-1500 and 1500-1700 along with the treatments they used and methods on how to prevent illnesses.</p> <ul style="list-style-type: none"> <li>• Key Topic 1 – Medieval Medicine</li> <li>• Key Topic 2 – Renaissance Medicine</li> </ul>
2	<p><b>Medicine in Britain (Paper 1)</b> Students study what people thought caused disease in the period 1700-1900 and 1900- present, along with the treatments they used and methods on how to prevent illnesses and disease.</p> <ul style="list-style-type: none"> <li>• Key Topic 3 – Industrial Medicine</li> <li>• Key Topic 4 – Modern Medicine</li> </ul>
3	<p><b>Medicine in Britain (Paper 1)</b> Students study the British sector of the Western Front during World War I.</p> <ul style="list-style-type: none"> <li>• Key Topic 5 - The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</li> </ul>
4	<p><b>Early Elizabeth (1558-1588) Paper 2</b> Students study Early Elizabeth I, in particular, how society and her government were structured and the problems Elizabeth I faced when she became Queen at both home and abroad.</p> <ul style="list-style-type: none"> <li>• Key Topic 1 - Queen, government, and religion, 1558–69.</li> <li>• Key Topic 2 - Challenges to Elizabeth at home and abroad, 1569–88.</li> </ul>
5	<p><b>Early Elizabeth (1558-1588) Paper 2</b> Students study the reasons why Elizabethan society is known as the ‘Age of Exploration’ investigating reasons as to why exploration increased and why the establishment of a colony in Virginia failed.</p> <ul style="list-style-type: none"> <li>• Key Topic 3 - Elizabethan society in the Age of Exploration, 1558–88</li> </ul>
6	<p><b>The American West (1835-1895) Paper 2</b> This topic focuses on how complexities of how the American West came to be. You will investigate themes such as settlement, religion and beliefs, nationalism, technology, farming, government, and tribal structures.</p> <ul style="list-style-type: none"> <li>• Key topic 1: The early settlement of the West, c1835–c1862</li> </ul>

### Homework

- Homework is set weekly. Students will be able to access the link via Class Charts. The homework will take 45 minutes to complete.

### Useful resources:

- Medicine in Britain - <https://www.bbc.co.uk/bitesize/topics/zppr4xs>
- Early Elizabeth - <https://www.bbc.co.uk/bitesize/topics/z29rbk7>

- The American West - <https://www.bbc.co.uk/bitesize/guides/znhkpg8/revision/1>

#### Assessment

- Synoptic and end of topic assessments.
- One mock exam in June/July.

#### Year 11 Overview

Students studying GCSE History will study the Edexcel syllabus. The Topics that students study in Year 11 The American West (1835-1895) and Weimar and Nazi Germany (1918-1939).

Exam specification - <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

Half Term	Focus
1	<p><b>The American West (1835-1895) Paper 2</b></p> <p>This topic focuses on how complexities of how the American West came to be. You will investigate themes such as settlement, religion and beliefs, nationalism, technology, farming, government, and tribal structures.</p> <ul style="list-style-type: none"> <li>• Key topic 2: Development of the Plains, c1862–c1876</li> <li>• Key Topic 3: Later developments in the West, c1876–c1895</li> </ul>
2	<p><b>Weimar and Nazi Germany, 1918-1939 (Paper 3)</b></p> <p>Studying this topic enables you to understand the complexities and challenges that the democratic Weimar Republic faced and how it was transformed into a one-party state under the leadership of the Nazis. The unit starts with the look at the aftermath of World War I and how the democratic Weimar Republic was established.</p> <ul style="list-style-type: none"> <li>• Key Topic 1: The Weimar Republic 1918–29</li> </ul>
3	<p><b>Weimar and Nazi Germany, 1918-1939 (Paper 3)</b></p> <p>Studying this topic gets students to investigate how Hitler rose to power between the years of 1919-1933, investigating some key turning points such as the Wall Street Crash.</p> <ul style="list-style-type: none"> <li>• Key Topic 2: Hitler’s rise to power, 1919–33</li> </ul>
4	<p><b>Weimar and Nazi Germany, 1918-1939 (Paper 3)</b></p> <p>Once Hitler became Chancellor in January 1933, this topic investigates how Hitler established a dictatorship in Germany and how he controlled the lives of women, the youth and minority groups in the period 1933-1939.</p> <ul style="list-style-type: none"> <li>• Key topic 3: Nazi control and dictatorship, 1933–39</li> <li>• Key Topic 4: Life in Nazi Germany, 1933–39</li> </ul>
5	Interleaved Revision of all 3 papers

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GCSE Exams

Interleaved Revision of all 3 papers.

GCSE Exams

#### Homework

- Homework is set weekly. Students will be able to access the link via Class Charts. The homework will take 45 minutes to complete.

#### Useful resources:

- The American West - <https://www.bbc.co.uk/bitesize/guides/znhkpg8/revision/1>
- Weimar and Nazi Germany - <https://www.bbc.co.uk/bitesize/topics/zymqwx>

#### Assessment

- Synoptic and end of topic assessments.
- One mock exam in January.
- This culminates in students sitting their actual GCSE exams in May and June.