

UoB School Curriculum Outline – HISTORY 2017/2018

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Yr 7 3hrs	<p>When did modern Birmingham begin? <i>Pupils will look at Birmingham during the key periods of its history. This will introduce pupils to the big stories we will be building over the next three years. Also they will develop their understanding of change over time.</i></p>	<p>How radical was the Norman Conquest? <i>Historians cannot agree on the extent to which the Norman Conquest changed England and if that change was good or bad. Exploring the political, economic, social and religious impacts of the Norman Conquest pupils will reach their own conclusions.</i></p>	<p>How accurate is the view that King Richard was good and King John was bad? <i>Pupils will explore the reigns of Richard and John. They will look at the Richard's rule of England, the Third Crusade, John's loss of Normandy and John's relationship with the barons. Then they will assess how accurate the interpretation is.</i></p>	<p>How far did the Black Death change England? <i>Pupils will explore what the Black Death was before examining what life was like before and after the Black Death. Pupils will see the impact on the lives of rich and poor, those living in the town and in the countryside, on religious beliefs and on the treatment of minorities. Then they will assess how far the Black Death changed England.</i></p>	<p>What was the most important consequence of the Reformation? <i>Pupils will explore the social, political, economic and cultural impacts of the Reformation. They will then assess which they think is the most important.</i></p>	
Yr 8 2hrs	<p>How far did women get greater freedom during the Tudor Period? <i>There were two female monarchs during the Tudor period, but did life get better for them. Historians cannot agree and in this unit pupils will explore the lives of women to see if they did get better.</i></p>	<p>Why did people think the Civil War was 'the world turned upside down'? <i>The Civil War was a bloody battle between royalists and parliamentarians. Yet this period of time was thought of one where the normal order of things was tipped over. Pupils will explore some of the many changes to assess which they believe would have been more uncomfortable to people.</i></p>	<p>Why did Britain transport Africans as slaves to America? <i>The Slave Trade saw the large scale movement of Africans in awful conditions. Students will explore how it began and how it ended to see which side of the debate they are on for why it was Africans who were transported to America and why Britain took part.</i></p>	<p>Was the Industrial Revolution really revolutionary? <i>Pupils will explore many aspects of life to see if the Industrial Revolution deserves its title. Historians debate the extent to which work, living conditions and knowledge changed.</i></p>	<p>Should Britain be proud of its Empire? <i>The British Empire was the largest Empire in History and it transformed the world. The Empire spread technology around the world but it also spread misery and intolerance. Pupils will explore British rule in India to see if Britain should be proud or not.</i></p>	<p>Was the Victorian era really an age of progress? <i>Victorians thought they were more advanced in ideas and tolerance, pupils will explore if this is true. They will look at the treatment of women, their ideas about the origins of the species and their ideas about politics to reach their own conclusion.</i></p>
Yr 9 3hrs	<p>How similar was WW2 to WW1? <i>Pupils will look at the causes, weapons, tactics and consequences of both World Wars to assess their similarities. They will look at the war both at home and on the battlefield in constructing their argument.</i></p>	<p>Why was Hitler able to kill so many Jews? <i>The Holocaust saw the death of millions of Jews, yet Historians cannot agree on the reasons why Hitler was able to kill so many. Pupils will look at the roles played by SS officers, the role played by Jews working in camps, in the role played by foreign governments and in the role played by the German voter to see which they think played the greater part.</i></p>	<p>How far was the post-War Labour government radical? <i>After the Second World War the Attlee Government promised change. They created a free health service, they created the welfare state and aimed to create a fairer society. Yet pupils will assess if this really was as radical as it sounds.</i></p>	<p>How significant was the Cold War? <i>The Cold War saw the world come to the brink of nuclear destruction. Yet the significance of the Cold War is open to debate and students will explore the significance of the war at the time and today to assess how significant they think it is.</i></p>	<p>Did things get better under Tony Blair? <i>In 1997 Tony Blair promised that under his Labour Government that "things can only get better". Students will look at the policies at home (such as the PFI building programme, social policies and peace in Northern Ireland) and abroad (such as the Iraq & Afghanistan Wars) to reach their own judgement.</i></p>	<p>How has Birmingham, Britain and the World changed over the last 1000 years? <i>After studying the big questions over the last three years pupils are going to pull their narrative together to reach conclusions.</i></p>

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Yr 10 5hrs	<p>How far has people's health changed during the Medieval and Early Modern Periods?</p> <p><i>Pupils will explore the impact of living conditions on people's health during the Medieval and Early Modern Periods including the growth of towns. Pupils will assess, the response to plague outbreaks in the medieval and early modern periods. Pupils will evaluate the attempts to improve public health in medieval and early modern towns, in medieval monasteries and the reaction of the government to the Gin Craze.</i></p>	<p>How far has people's health changed since 1750?</p> <p><i>Pupils will explore the impact of living conditions on people's health during the Industrial and Modern Periods including rapid urbanisation, industrialisation, air-quality and development of sedentary life-styles and poor diets. Pupils will assess, the response to the cholera epidemics, outbreak of Spanish Flu and AIDS. Pupils will evaluate the attempts to improve public health through the Public Health Acts, through anti-smoking initiatives and promotion of healthy lifestyles.</i></p>	<p>How secure was Elizabeth the First's power during her reign?</p> <p><i>Pupils will assess the power of Queen Elizabeth the First including looking at her court, her use of parliament, her local government, her use of propaganda, her religious policies, her dealing with Catholic threats and war with Spain.</i></p>	<p>Was Elizabethan England really a 'Merrie' time?</p> <p><i>Pupils will explore the lives experiences of different social groups, family roles and the responses to poverty. Pupils will examine the Elizabethan theatre, popular pastimes and the persecution of witches. Pupils will assess Elizabethan explorers, trade and England's first American colony.</i></p>	<p>How do we do well in our mock examinations?</p> <p><i>Pupils will improve their performance in mock examination questions to ensure that they do their very best.</i></p>	<p>What can we learn from the remaining evidence about Beaudesert's long history?</p> <p><i>Pupils will explore the long history of Beaudesert site from an iron age fort, to a medieval bishop's palace, to a Tudor manor house, to an industrial site, to a 19th century mansion, to dilapidation and destruction and rebirth as a campsite. Pupils will assess the strength of the structural and archaeological evidence and evaluate what it tells us about wider historical events.</i></p>
Yr 11 5hrs	<p>Why did America expand its territory following its declaration of independence until the Civil War?</p> <p><i>Pupils will assess the reasons why the USA expanding, the impact of slavery and the removal of native Americans from the east. Pupils will explore the cultural of Plains Indians, the journeys of migrants to California and Oregon and the founding of Utah. Pupils will evaluate the impact of the Gold Rushes.</i></p>	<p>How far was late nineteenth-century America really the home of the 'American Dream'?</p> <p><i>Pupils evaluate the relative importance of causes of the Civil War, the African-Americans experiencing in the Civil War and the lives of African Americana after the wall. Pupils assess the impact of settlement on Plains Indians including the Indian Wars. Pupils judge the impact on social, economic and political change on African Americans, migrants and the Plains Indians.</i></p>	<p>Why was Hitler able to establish himself as dictator of Germany?</p> <p><i>Pupils will assess the methods used to achieve total power during 1933 and 1934. Pupils will analyse the Nazi methods of control including the SS, the Gestapo, the courts, propaganda and concentration courts.</i></p>	<p>How far did Nazi rule change people's lives?</p> <p><i>Pupils will assess the impact of the Nazis on men and women and on young people. Pupils will analyse the growing persecution of Jews leading to the Final Solution. Pupils will evaluate the impact of the slide towards war on the people of Germany and Nazi occupation on Europe during the Second World War.</i></p>	EXAMS	EXAMS

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Yr 12 9 hrs	<p>King John & Nicholas II <i>Students will explore competing historical interpretations for why John lost control of Normandy, analyse the extent to which John's relationship with the Church changed and assess John's reputation for Unit 1. For Unit 2 students will evaluate the causes of the 1905 Revolution, examine the extent to which Russia was on the verge of Revolution in 1914 and reach a judgement on the main reason Nicholas II abdicated in 1917.</i></p>	<p>Henry III & the Provisional Government <i>Students are going to analyse the role played by William Marshal in the victory over Louis of France, to assess the reasons for unrest during the minority and evaluate the extent of success that Henry achieved during his personal rule for Unit 1. For Unit 2 students will evaluate the claim that the Provisional Government was doomed from the start, reach a judgement on the relative importance of causes of the October Revolution and examine the effectiveness of the methods used by Lenin to keep hold of power.</i></p>	<p>'Mad Parliament' and the rule of Lenin <i>Students are going to assess the reasons for the 1258 coup before moving on to evaluate the reforms introduced for their radicalness. Then students will explore the reasons for the continual shifts in power until 1263 for Unit 1. For Unit 2 students will explore the reasons why the Bolsheviks won the Civil War, will analyse the extent to which Lenin was a dictator and reach a judgement on the main reason that Stalin role to power.</i></p>	<p>De Montfort's fall and Stalin <i>Students will use the available material to explore de Montfort's motivations, to analyse the efforts to achieve reconstruction and reconciliation and to evaluate the impact of Magna Carta for Unit 1. For Unit 2 students will assess Stain's responsibility for the adoration and terror of his rule before assessing the effectiveness of his economic and social policies.</i></p>	EXAMS	<p>Henry VII and Introduction to Coursework Research <i>Students will explore Henry VII's reign to assess if dynastic rebellions were more threatening than economic ones for Unit 3. For Unit 4 students will create their coursework question and then develop their note-taking and research skills.</i></p>
Yr 13 9hrs	<p>Henry VIII and Writing a coursework factor <i>Students will evaluate how far the most threatening rebellions were religious and explore the interpretations of historians of the Pilgrimage of the Grace for Unit 3. For Unit 4 students will use their notes to write their first coursework factor to their question.</i></p>	<p>Edward VI, Mary I and Completing our coursework <i>Students will assess how threatening rebellions motivated by social conditions and dynastic were and explore the interpretations of historians of Western Rebellion. For Unit 4 students will complete their coursework by introducing their argument, presenting their argument through a range of factors and then reaching a compelling conclusion in a fully referenced essay.</i></p>	<p>Elizabeth the First and Refreshing our memory of our topics from last year <i>Students will analyse the threat posed by economic, religious and dynastic rebellions to Elizabeth the First. Students will explore historians' interpretations of Tyrone's Rebellion. Students will refresh their memory with a summary of the central topics studied in Units 1 and 2.</i></p>	<p>How to answer Unit 1, Unit 2 and Unit 3 A-Level Questions <i>Students will develop their awareness at answering the A-Level version of the Unit 1 and Unit 2 questions in preparation for their Mock Examination.</i></p>	EXAMS	