

Linking our curriculum intention to our local community and a wider, global context:

Students benefit from a number of local, and international activities, including:

- marking key historical events with competitions which are an opportunity for students to build on the information we provide through the pastoral team in form time and assemblies.
- the opportunity to go to Berlin on a joint trip with the languages department.

Year 7 Curriculum Implementation					
Raiders and Migrants	Revolt!	Catholic V Protestant	King v Parliament	Restoration England	
<p>This short unit is an introduction to the background to Britain. It briefly covers the lifestyles, beliefs and achievements of the early settlers before 1066. This gives our students an understanding of the migrant nature of the early settlers in England, and builds a foundation on which to understand the impact and significance of the Norman conquest.</p>	<p>This study of the development of Church, state and society in Medieval Britain 1066-1509 begins with the Norman conquest and concludes with the mystery of the Princes in the tower. The key aim of this unit is to give our students an understanding of the basis of our political structure with study of William's consolidation of power of the existing nations of England. The early power struggles between church and state with the story of Thomas Becket, people and state with the Peasants' revolt and aristocracy and king with the reasons for and impact of the Magna Carta. This foundation allows our students an understanding of the early stages of steady development of England into a democracy, it suggests why England's form of democracy became a model for other democracies that grew out of the Empire in later years. The study of Castles shows how the powerful people of England impacted on the landscape and ordinary people of the nation.</p>	<p>This study of the development of Church, state and society in Britain 1509-1745 focusses on the long conflict between ideology and power provides an understanding of the importance of ideology and the conflict it can cause when used to gain or maintain power. The unit starts with a dedicated study of the differences between Catholic and Protestant and an explanation of how religion was used as a way of controlling the people and concentrating power in the hands of the Monarchy. This lays the foundation for long term understanding the importance of later political ideologies and the impact of belief and allegiance on the careers and fortunes of both powerful people and powerful countries.</p> <p>Also as a part of this unit we learn about the impact of these</p>	<p>The fourth topic is the English civil war and interregnum. Students will consider the reasons for the civil war and the impact it had on ordinary people in England.</p> <p>Students will understand the importance of the change in belief about the role of the king and the rights of individuals by studying the interregnum and the reasons for the restoration. To understand the huge social impact of the civil war and interregnum we complete a short case study of the growth in the belief in witches and the negative impact this had on ordinary people.</p> <p>..</p>	<p>After the death of Cromwell, England was plunged into uncertainty again. At this point the idea of monarchy became popular again and Charles Stewart was asked to return to England and be king. We learn about the social changes of the restoration age and the impacts of the great fire of London.</p> <p>We also look at the development of the political systems in England as the role of the monarchy shrank to a fully constitutional model after the glorious revolution</p>	

		<p>political machinations on the ordinary people of England a study of the impact of the loss of the monasteries, the impact of the political policies of Elizabeth and huge impact of forcing people to go against their beliefs in return for security.</p> <p>This unit also explores the early forays into the wide world with a look at the Elizabethan explorers and a study of why Elizabeth believed that exploration and ultimately, colonisation was an important tool in her management of power.</p>		
--	--	--	--	--

Year 8 Curriculum Implementation				
Industrial England.	Imperialism and colonialism.	World War 1	Peace-making	democracy and dictatorship
<p>We begin this unit with a study of Victorian London through the lens of the mystery of Jack the Ripper. This unit is a study of the impact of the industrial revolution on Britain with a particular focus on Telford. We begin with a general look at the changes brought about by the growth of industry. The coming of factories and the growth of cities. We consider the human impact of the</p>	<p>We then go on to look at the impact of Britain overseas. The first part of this unit is a study of the actions of Britain in India. We study the positive and negative developments that Britain made in India and understand the reasons why Britain was able to take over from the Mughals and why India ultimately campaigned for, and achieved independence from Britain. We also</p>	<p>This study of WWI focusses on the impacts of the war on the people who fought it and the governments who were involved. The aim is to understand the impact of the war on the attitudes of people and governments and how it led to global cooperation and ultimately global war in the later half of the 20th century. We study the causes of the war understanding the difference</p>	<p>This unit is an in-depth study of the peace at Versailles and the impacts it had on Europe as a whole. We look into the relationships between the big three and how their aims and attitudes changed the face of Europe.</p>	<p>This unit explores the concept of democracy and looks how it has developed over time. The unit begins with the question “How did Britain become a democratic country?” and goes on to look at the Peterloo massacre and the work of the women’s’ suffrage movement. We then go on to look at the dictatorships of Europe with a focus on the Russian revolution and reasons why the Russian people felt that communism was the best solution to their problems. We then compare this to the General Strike in Britain and consider why Britain didn’t also spiral into revolution. We</p>

<p>changes and study Victorian values to understand the nature of industrial Britain. We then focus on the impacts of industry on the Coalbrookdale valley. This study will include a trip to the first blast furnace and a study of the natural resources of the area. It is based on the model of the GCSE historical environment unit and will pose the question: "Natural resources was the most important reason for the success of the Derbys in Coalbrookdale, how far do you agree?"</p>	<p>look at the impact of the triangle trade in slaves with a study of the emancipation of the slaves and the resulting civil war in America.</p>	<p>between long and short term causes and establishing a generic understanding of the pitfalls of international relations based around alliance and competition. We then study the way the war was fought. From trench warfare to the development of the royal air force. We use the trenches as a case study in using and testing historical sources like poetry and letters to establish a truth about events in the past and develop an understanding of the evolution of interpretations.</p> <p>We end the unit with a study of the Treaty of Versailles with a focus in understanding the limitations of it and the impact it had on Germany. Students are asked to suggest their own treaty and suggest a treaty from the point of view of one of the leaders before we look at the reality, this introduces the idea of how self-interest can have a far reaching impact on the history of nations.</p>		<p>finish the unit with a look at the impacts of the Wall street crash and the rise of Hitler in Germany.</p>
--	--	---	--	---

Year 9 Curriculum implementation				
1	2	3	4	5.
The successes and failures of the league of Nations.	The actions of Hitler	World War 2.	Global war	The development of Modern states
<p>This unit looks at how the League of nations tried to solve the problems in the world in the 1920's and early 1930's. We look at the aims of the league in terms of the commission to make the world a better place, for example: By controlling the trade of drugs and rehoming refugees.</p> <p>We also look at their attempts to solve conflict between countries. For example the successes in the Aaland Islands and the failures in Manchuria and Abyssinia.</p>	<p>This unit looks at the final steps to World War II. We study the reasons why the governments of Britain and France followed the policy of appeasement. We also study the reasons why Hitler wanted to expand the land controlled by Germany. This unit is a case study in why war happens and the mistakes that can be made when we misunderstand the purpose of regimes.</p>	<p>Our study of WWII is similar in its aims to our study of WWI. We explore the impact of the war on ordinary people learning about the home front and the impact of war on the British not only in a physical way but in the development of the British attitude and understanding themselves with concepts like "Dunkirk Spirit" and "keep calm and carry on"</p> <p>We look at key events like Dunkirk, the battle of Britain, the Blitz, and the Holocaust. And we study the end of the war in Europe.</p>	<p>We explore the impact of WWII on ordinary people and learn why global cooperation was so important to the British war effort. The aim of this unit is to understand how and why it was a world war when so often our focus of understanding is on the events in Europe between the Allies and the Germans. We look at key events like, The battle of the Atlantic and the war in the Pacific, and the contribution of soldiers from the Caribbean and India. We study the end of the war in Japan and the impact of the bombing of Hiroshima and Nagasaki.</p> <p>We aim to understand why the colonies of Britain were essential to survival during the war and consider the extent to which world war two was the beginning of the end for Empire.</p>	<p>This unit is a study of the development of different types of state in the 20th century. It falls into three distinctive sections.</p> <p>The first is a study of the principles and practicalities of the introduction of the NHS in post-War Britain. We then go on to study the development of Ireland with a short study of the issues that led to the violence of the troubles and the final settlement of a division between North and South.</p> <p>The final study is of apartheid in South Africa. This is designed to allow students the opportunity to consider how and why it was allowed to happen and to begin to understand the legacy it has left behind.</p>

Year 10 curriculum implementation.					
Conquered and conquerors	Looking west	Expansion and empire	British empire in 20th century	Elizabeth court and parliament	Life in Elizabethan times
<p>In the summer term we return to our thematic study: Britain, Migration, Empires and the People. Moving on to the period of expansion in the British Empire. We learn about the physical expansion of land held by Britain and the impact that this had on the people who lived under British control. We also learn about the changes within Britain brought about by the Industrial Revolution.</p> <p>The first growth of Empire case study is India. We learn how the East India company went from being a simple trading organisation to being the government of India and how certain key individuals like Robert Clive and Warren Hastings were important to this change. We explore the ways in which Britain benefitted from controlling India and we consider the changes that were made in the country and whether or not they had any positive impact on Indian people.</p> <p>We then go on to study the vast continent of Africa. Britain was heavily involved in the scramble for Africa in the 19th Century</p>	<p>The final part of our study of the British Empire is the huge changes that took place in the 20th Century. The backdrop to the Century is worldwide conflict of the first and second world wars and the impact of the cold war on nations across the world. Our Students already have a secure understanding of the nature and outcomes of international relations during this period so this is a view of the impact of those events of the British Empire. At the start of the Century Britain controlled over a quarter of the globe and it was said that the sun never set on the British Empire. By the end of the Century almost all of this power had been lost.</p> <p>We begin with the Impact of WWI on India looking at how the huge contribution of Indian soldiers to the successful war effort led the growth of calls for more freedom and the right to home rule in India. We focus on the early work of Gandhi, a story which is picked up later as he grew in influence. Next we learn about the impact of WWII on India and we see how the second world war made independence for India essential through the work of Gandhi and his followers.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • This unit will also include the study of our historic environment which is part of the English depth study and changes every year. 		

<p>and the different countries taken over all have different stories and were taken by Britain for different purposes. We learn about the impact of figures like Cecil Rhodes, developments like railway, the Suez Canal and telegraph and we learn about the aims and activities of missionaries to Africa. We end our scramble for Africa unit with the Boer war. Back in Britain there was considerable upheaval caused by the internal migrations triggered by urbanisation due to the industrial revolution, the Irish Famine and the Jewish Pogroms in Eastern Europe. These events led to many people moving within Britain to seek safety or work or moving out to the new colonies in Australia and New Zealand. We learn about the impact of modern technology like refrigerated ships, telegraph and railways on the settlement and success of the antipodean colonies.</p>	<p>Our study of India ends with partition of India and the freedom of the states on the Indian peninsula. Our next focus of study the fight freedom on the African continent. We learn about the work of Nkrumah and Kenyatta and Pan African movement. Finally we turn to Britain itself and learn about migration to Britain: The Windrush- Caribbean migration and Claudia Jones, Uganda and Idi Amin and the impact these migrations had on the country including the significant problems with racism in the 1960's. Britain's role on the national stage changed during the later 20th century as she became a leader in the Commonwealth and suffered the defeat a The Suez Crisis. We also learn about Britain's long-term relationship with Europe both as an outsider and later member ending with the referendum of 2016. As part of our study of Europe we learn about Margaret Thatcher and the Falklands war. This study of Britain in the latter 20th century will also build on understanding of the impacts of the world wars and the changing relationships between the people who made Britain their home including non-European migrants and the migrants from Eastern Europe who joined the EU at the end of the Cold War.</p>				
--	---	--	--	--	--

Year 11 curriculum implementation.					
Elizabeth court and parliament	America, 1920–1973: Opportunity and inequality Boom-The roaring '20s.	America, 1920–1973: Opportunity and inequality Bust – Americans' experiences of the Depression and New Deal	America, 1920–1973: Opportunity and inequality <i>Post-war America</i>	Bespoke revision and or intervention.	Revision
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>The wall street crash in 1929 had a massive impact around the world as we discovered in year 8. This unit looks at the ways America attempted to recover from the economic disaster. We will look at the measures they implemented and assess the success or otherwise of them. We also compare their response to that of other governments around the world like Hitler's Germany and later responses by governments in Europe after the crash of 2007.</p> <p>Specifically; we will study the impact of unemployment and the detail of the New Deal with a focus on the individual influence and approach of Roosevelt.</p>	<p>For this unit we pick up the Story of America at home. We understand how America turned WWII to their advantage making them the most powerful country in the world. We pick up the story of the growth of consumerism and understand the impact of television and mass media on the ordinary people of America. We also look at the problems within America with a study of the civil rights movement in the 1950's and 1960's and the women's' rights movement in the 1970's. This unit provides the perfect backdrop to our study of the cold war and gives our student an understanding of how the cold war effected policy both at home and abroad.</p>		

