

Subject: History

Term 2. (Jan to April)

This term, we are studying...

Year	Topic(s)	Why this? Why now?
Year 7	<p>How did the Normans change and control England? After completing work on the Norman Conquest, students will study how the Normans kept control of England, through violence, the Domesday book and the role of castles.</p> <p>What were the challenges faced by medieval kings and their people? Students will understand the challenges faced by medieval kings and their people. The role of the Church and conflict between Church and King (Henry II), Magna Carta and King John as well as the problems caused by the Black Death and the Peasant's Revolt will be studied and the different ways that this has been interpreted through time.</p>	<p>The study of Norman rule in England explains how England moved from an Anglo-Saxon society to a Norman, feudal system. It also shows how castles and other key features of the English landscape were created. Students will understand how the Normans kept control, and this will then link to the challenges to the power of future medieval kings.</p> <p>The medieval kings unit follows the successors to the Normans and show how the power of the English kings was challenged by the Church, the Nobles and the people at various times during the Middle Ages. This will then allow us to explore how the relationships between King, Parliament and the people continued to change during the Tudor and Stuart periods. The units will focus on the key concepts of kingship, aristocracy and the power of the Church so that students understand the rise of the Tudors.</p>
Year 8	<p>Year 8 will continue to the Industrial Revolution. The focus will mainly be upon its social impact on the people of Britain and how it led to urbanisation. The impact on health, crime, women and children will all be studied. Students will gain a deep understanding of hierarchy, social structure and living conditions that will support their understanding of the development of democracy,</p> <p>How did Britain move towards being a true democracy during the 1800 and 1900's?</p>	<p>Students will use the backdrop of their understanding of slavery to link to the Industrial revolution. The themes of industrialisation and slavery will be linked. This will allow students the powerful knowledge to understand the later topics of Suffrage and the British Empire.</p>
Year 9	<p>What was the impact of WWII? Focussing on the key turning</p>	<p>Students will complete their study of the events and the impact of WWII, leading to key events</p>

	<p>points of the war: Stalingrad, Pearl Harbor, D-Day and the dropping of the Atomic bomb, students will understand the key events and interpretations of the Second World War.</p> <p>Why do we need to understand the story of genocide in the 20th Century? Students will focus on the reasons for antisemitism and how the Germans people were convinced to take part in it. It will also focus on the key events and on how Jews and other minorities sought to resist the Holocaust.</p>	<p>that led to the end of the war and the dropping of the Atomic Bomb.</p> <p>Students will then focus on a thematic study of the genocide in the 20th Century, using the Holocaust as a case study. This unit will trace the History of antisemitism, exploring issues of persecution and prejudice and allow students to make judgements about the role of key groups within the Holocaust. It will also expand beyond the Holocaust to explore at least one other form of genocide in the modern era to show that these issues have not been resolved and allow the students to understand the reasons for this continuity in the modern world. They will be able to draw contrast and parallels between different periods of time. .</p>
Year 10	<p>Medicine Through Time: Medicine in the era 1900-Present.</p> <p>Study of the Historic Environment: Western Front in WWI:</p> <ul style="list-style-type: none"> - Nature of trench warfare. - Key battles of WWI - The chain of evacuation. - New medical treatments including plastic surgery and brain surgery. - Development of technology including X-rays. 	<p>Students will complete the thematic unit of Medicine through Time, ending with the development and advances in modern medicine. Students will then be able to judge change and continuity (and the reasons for it) across a broad period of time.</p> <p>The last part of Medicine through Time is through exploring the context of the Western Front and the development of medicine during WWI. This explores issues of key individuals, technologies and extensively develops the source skills of students.</p>
Year 11	<p>Henry VIII and his ministers. This includes:</p> <ul style="list-style-type: none"> - Henry's royal government and style of rule. - The rise and fall of Cardinal Wolsey. - Henry's annulment and marriage to Anne Boleyn. - The rise of Cromwell and the death of Boleyn. - The English reformation and 	<p>The student will then complete their GCSE course with Henry the VIII.</p> <p>This is British depth study for GCSE History - focusing on Renaissance England which the students have some familiarity with from the medicine unit. Students will understand the vital role of Henry's reign in creating the modern religious and political landscape of Britain and</p>

	<p>the Dissolution of the Monasteries.</p> <ul style="list-style-type: none"> - The Anne of Cleves marriage and the fall of Cromwell. 	<p>focus on some of the most infamous characters in English History!</p>
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<p>Year 12</p>	<p>Student will continue their study of both Nazi Germany and Fascist Italy. They will be looking at two key themes in Nazi Germany:</p> <ul style="list-style-type: none"> - Economics - Aspects of life (including Education and women. <p>In Fascist Italy, students will focus on:</p> <ul style="list-style-type: none"> - The creation of the Fascist dictatorship by Mussolini - The key social, economic and cultural influences of Fascism. 	<p>Germany continues to focus on key themes in key periods of time, having completed work on Hitler's control of Germany and the rise to power of the Nazis.</p> <p>Italy continues to follow a chronological path, with students having studied the reasons for the downfall of the Liberal State in Italy as well as the role of Mussolini in the rise of the Fascist party.</p>
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