

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	“The History department at KRS aims for students to develop curiosity, imagination and love of the ‘otherness’ of the past. We strive to impose order and meaning, make connections and understand how ordinary people’s lives have shaped the world.”					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Why did Britian’s last successful invasion succeed?</i>	<i>How did William secure his reign from rebellion?</i>	<i>Why was the Black Death so terrifying?</i>	<i>Was Genghis Khan a savage or a saviour?</i>	<i>Why were the Tudors significant?</i>	<i>How can we learn from the Black Tudors?</i>
Key Content						
Intent						
How does this link to your intent?	Curiosity	Make connections	Understand ordinary people’s lives	Imagination and love of the ‘otherness’ of the past	Curiosity	Love of the ‘otherness’ of the past
Sequencing						
Why this and why now?	National curriculum Imperialism, expansion, and conflict	National curriculum Social and political changes over time	National curriculum Social and political changes over time	Gain understanding of wider world Imperialism, expansion, and conflict	National curriculum Power and authority- the challenges of ruling	Gain understanding of wider world- Decolonisation of curriculum- Diversity Resistance against persecution and prejudice
National Curriculum Audit						
Know and Understand History of British Isles	✓	✓	✓		✓	✓

Know and understand significant aspects of the history of the wider world			✓	✓		
Gain and deploy a historically grounded understanding of abstract terms	✓	✓	✓	✓	✓	✓
Understand the methods of historical enquiry	✓	✓	✓	✓	✓	✓
Gain historical perspective	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary						
12 or less	Anglo-Saxon Battle of Hastings Housecarls Fyrd Shield wall Cavalry Claimant Oath Normans	Domesday Book Harrying of the North Feudal System Motte and Bailey Murdrum Fine Peasant Rebellion Baron	Bubonic Pneumonic Septicaemic Asian origins Buboes Cesspits of plague	Temujin Bekter Borte Mongolia Northern China, (Jin) Shah Mohammed Kublai Khan 14th century	1509 Henry VII Catherine of Aragon 1527 Anne Boleyn Pope Monasteries Reformation Dissolution Defender of the Faith	John Blanke Edward Swarthy Mary Fillis Jaques Francis Tournament Roll Caribbean Muslim Robert Dudley

Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description	Retrieval practice	Retrieval practice Assessment preparation	Retrieval practice	Assessment preparation	Retrieval practice	Wider reading
Assessment						
Type	Essay	Essay	Source analysis and essay	Source analysis and essay	Source analysis and essay	Source analysis and essay
Why this style of assessment and why now?	Cause and consequence	Structuring and organising knowledge	Using historical vocabulary	Interpretations	Change and continuity	Evidence

Year 8

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Faculty Intent	?					
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	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>How did Elizabeth secure her reign?</i>	<i>Why did the King go to war against his people?</i>	<i>Why were European views of Africa so wrong?</i>	<i>Why was the slave trade abolished?</i>	<i>How was life different for the rich and working class?</i>	<i>Who were the 5 victims of Jack the Ripper?</i>
Key Content						
Intent						

How does this link to your intent?	Curiosity	Make connections and understand ordinary peoples' lives	Love of the otherness of the past	Impose order and meaning	Understand ordinary people's lives	Understand ordinary people's lives
Sequencing						
Why this and why now?	Power and authority- the challenges of ruling	The development of democracy and civil rights	Resistance against persecution and prejudice	Resistance against persecution and prejudice	Social and political changes over time	Resistance against persecution and prejudice
National Curriculum Audit						
Know and Understand History of British Isles	✓	✓		✓	✓	✓
Know and understand significant aspects of the history of the wider world			✓	✓	✓	✓
Gain and deploy a historically grounded understanding of abstract terms	✓	✓	✓	✓	✓	✓
Understand the methods of historical enquiry	✓	✓	✓	✓	✓	✓

Gain historical perspective	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary						
12 or less	Nobility Gentry Mary Queen of Scots Reformation Tudor Dynasty Succession Golden Age Parliament	English Civil War Monarchy Charles I Parliament Cavaliers vs. Roundheads Oliver Cromwell The New Model Army Battle of Naseby Execution of Charles	African Kingdoms: Great Zimbabwe Mali Empire: Mansa Musa. Songhai Empire: I Kingdom of Ghana: Axum Empire: Ethiopia and Eritrea. Kingdom of Kush: Explore the civilization along the Nile w Swahili Coast: Trade and culture. Benin Empire	Transatlantic Slave Trade. Middle Passage. Triangular Trade. Slavery. African Diaspora Abolition. Slave Auctions. Plantations European Colonization	Industrial Revolution Factory System Textile Industry Steam Engine Railroads Urbanization Capitalism Child Labor Luddites Industrialization in Europe: Textile Mills Mass Production	Jack the Ripper: Whitechapel Murders Victims Mary Ann Nichols, Annie Chapman, Elizabeth Stride, Catherine Eddowes, and Mary Jane Kelly. Autumn of Terror Modus Operandi Social Context Prostitution in Victorian London Media Sensation Forensic Science
Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						

Description	Retrieval practice and assessment preparation	Retrieval practice and assessment preparation	Assessment preparation	Assessment preparation and wider reading	Assessment preparation	Assessment preparation
Assessment						
Type	Essay	Debate and source analysis	Essay and source analysis	Speech	Essay and source analysis	Essay and source analysis
Why this style of assessment and why now?	Cause and consequence	Evidence	Interpretations	Structuring and organising knowledge	Evidence	Evidence

Year 9

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	“The History department at KRS aims for students to develop curiosity, imagination, and love of the ‘otherness’ of the past. We strive to impose order and meaning, make connections and understand how ordinary people’s lives have shaped the world.”					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Why did women get the vote?</i>	<i>Was Douglas Haig the ‘Butcher of the Somme’?</i>	<i>Was the USA really the land of opportunity?</i>	<i>Was Hitler fully to blame for starting WW2?</i>	<i>How was the might of the German war machine defeated?</i>	<i>What can we learn from Black Britons after World War 2?</i>
Key Content						
Intent						
How does this link to your intent?	Understand how ordinary people’s lives have changed the world.	Make connections	Curiosity	Impose order and meaning	Make connections	Understand how ordinary people’s lives have changed the world.
Sequencing						

Why this and why now?	Development of democracy and civil rights	Imperialism, expansion and conflict	Resistance against persecution and prejudice	Imperialism, expansion, and conflict	Imperialism, expansion, and conflict	Resistance against persecution and prejudice
National Curriculum Audit						
Know and Understand History of British Isles	✓	✓		✓	✓	✓
Know and understand significant aspects of the history of the wider world	✓	✓	✓	✓	✓	✓
Gain and deploy a historically grounded understanding of abstract terms	✓	✓	✓	✓	✓	✓
Understand the methods of historical enquiry	✓	✓	✓	✓	✓	✓
Gain historical perspective	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary						
12 or less	Suffragette Women's	World War I (WWI)	Roaring Twenties: Jazz Age	Treaty of Versailles	Battle of Britain Pearl Harbor Operation Barbarossa	Windrush Generation Commonwealth Immigration Notting Hill Riots (1958) Race Relations Act (1965)

	Suffrage Movement Suffragist Emmeline Pankhurst: Women's Social and Political Union (WSPU). Suffragette Militancy Cat and Mouse Act Derby Day Epsom Derby Incident	Allies and Central Powers Assassination of Archduke Franz Ferdinand Trench Warfare Western Front and Eastern Front War of Attrition Weapons of World War I Battle of the Somme	Prohibition Flappers Harlem Renaissance Consumer Culture Great Migration Great Depression Dust Bowl New Deal Great Depression Social Security Act	Rise of Totalitarianism Adolf Hitler Appeasement Axis Powers Expansionism and Imperialism Invasion of Poland: Non-Aggression Pact Blitzkrieg Munich Agreement	Stalingrad D-Day (Normandy Invasion) Total War Rationing Propaganda	Carnival in Notting Hill Black Arts Movement Linton Kwesi Johnson
Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description	Retrieval practice and assessment preparation	Assessment preparation	Assessment preparation	Assessment preparation	Assessment preparation	Wider reading
Assessment						

Key concepts / Vocabulary						
12 or less	German Revolution (1918-1919): Weimar Constitution (1919) Friedrich Ebert Reparations Treaty of Versailles Dawes Plan (1924) Hyperinflation (1923) Rentenmark: Young Plan (1929) Spartacist Uprising (1919) Kapp Putsch (1920) Beer Hall Putsch (1923)	Reichstag Fire (1933) Enabling Act (1933) Gleichschaltung Night of the Long Knives (1934) Joseph Goebbels Reich Ministry of Public Enlightenment and Propaganda Hitler Youth Censorship	Yalta Conference (1945) Potsdam Conference (1945): United Nations (UN) Capitalism vs. Communism Iron Curtain Soviet Occupation of Eastern Europe: Cominform (1947) Marshall Plan (1948-1952) Berlin Blockade and Airlift (1948-1949): Division of Germany North Atlantic Treaty Organization (NATO)	Berlin Wall (1961) Cuban Missile Crisis (1962) U-2 Incident (1960) Bay of Pigs Invasion (1961) Prague Spring (1968) Vietnam War (1955-1975) Suez Crisis (1956)	Perestroika (1986) Glasnost (1986) Revolutions of 1989 Solidarity Movement (Poland) Intermediate-Range Nuclear Forces Treaty (INF, 1987) Reagan-Gorbachev Summits Malta Summit (1989) Fall of the Berlin Wall (1989) Collapse of Communist Governments in Eastern Europe	
Learning Outside the Classroom / Cultural Capital						

Opportunities	Foreign trip to Berlin					
Homework						
Description	Flipped learning	Flipped learning	Flipped learning	Flipped learning	Flipped learning	Flipped learning
Assessment						
Type	Exam Style Questions	Exam Style Questions	Exam Style Questions	Exam Style Questions	Exam Style Questions	Exam Style Questions
Why this style of assessment and why now?	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives

Y11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	“The History department at KRS aims for students to develop curiosity, imagination, and love of the ‘otherness’ of the past. We strive to impose order and meaning, make connections and understand how ordinary people’s lives have shaped the world.”					
Exam Board & Specification	Edexcel					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name Key Content	The British Sector of the Western Front- Injuries, treatments, and the trenches.	Medicine in Medieval England (1250-1500)	Medicine in Renaissance England (1500-1700)	Medicine in the industrial and modern period (1700-Present)	Queen Government and Religion 1558-69	Challenges to Elizabeth at Home and Abroad
Intent						
How does this link to your intent?	Curiosity	Curiosity	Curiosity	Curiosity	Curiosity	Curiosity

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Key concepts / Vocabulary					
12 or less	Bolsheviks October Revolution (1917) Russian Soviet Federative Socialist Republic (RSFSR) Treaty of Brest-Litovsk (1918) Russian Civil War (1918-1922) Communist Party of the Soviet Union (CPSU) Soviet Union General Secretary Collectivization Five-Year Plans Secret Police (Cheka, NKVD, KGB)	Economic Stagnation Centralized Planning Corruption and Inefficiency Arms Race Spending Gorbachev's Economic Reforms Political Repression Bureaucratic Corruption Gorbachev's Political Reforms Nationalism Revolutions of 1989	Liberation of Beijing (1949) Land Reform Campaign (1950-1952) Korean War (1950-1953) First Five-Year Plan (1953-1957) Economic Planning Collectivization Socialist Transformation Marriage Law of 1950 Campaign Against Counterrevolutionaries (1950-1954) Suppression of Counterrevolutionaries (1955-1957)	Land Reform (1950-1952) Agrarian Land Law of 1950 Mutual Aid Teams (1951-1952) Agricultural Cooperatives (1953) First Five-Year Plan (1953-1957) Three-Anti and Five-Anti Campaigns (1951-1952) Hundred Flowers Campaign (1956) Anti-Rightist Campaign (1957) Great Leap Forward (1958-1961) People's Communes (1958) Backyard Furnace Movement	Cultural Revolution (1966-1976) Red Guards Little Red Book (Quotations from Chairman Mao): Four Olds (Sweep Away the Four Olds) Lin Biao Denunciation Meetings Mao Zedong's Personality Cult: Down to the Countryside Movement (1968-1978) Mao Zedong's Death (1976)

Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description	Flipped learning	Flipped learning	Flipped learning	Flipped learning	Flipped learning	Flipped learning
Assessment						
Type	Exam Style Questions	Exam Style Questions	Exam Style Questions	Exam Style Questions	Exam Style Questions	Exam Style Questions
Why this style of assessment and why now?	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives

Y13

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
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Exam Board & Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name Key Content	Coursework- Choice of Topics	Irish Nationalism: from agitation to civil war	British reaction: from resistance to acceptance	Towards emancipation 1774-1830	The Irish Famine, 1843- 51	Improving working and living conditions: trades union militancy in Ireland, 1907-14

Intent						
How does this link to your intent?	Curiosity	Curiosity	Curiosity	Curiosity	Curiosity	Curiosity
Sequencing						
Why this and why now?	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives	Hit Assessment Objectives
Key concepts / Vocabulary						
12 or less	Penal Laws (1695-1829) United Irishmen (1791) Wolfe Tone Act of Union (1800) Repeal Association (1830) Daniel O'Connell Great Famine (1845-1852) Young Ireland Movement (1840s) Fenian Brotherhood (1858) Irish Republican Brotherhood (IRB) Isaac Butt: Founder of the Home Rule League Home Rule Bill (1886) Land League (1879) Charles Stewart Parnell		Protestant Ascendancy Penal Laws (1695-1829) Act of Union (1800) Government of Ireland Act (1920) First Irish Home Rule Bill (1886) Second Irish Home Rule Bill (1893) Coercion Acts Land Acts Kilmainham Gaol Treaty (1882)	Relief Acts Catholic Committee Papists Act (1778) Catholic Relief Act (1793) Daniel O'Connell and Henry Grattan Catholic Emancipation Act (1829) Catholic Association	Potato Blight Subsistence Farming Blight Spreads (1845) Peel's Relief Measures Soup Kitchens Workhouses Evictions Work Relief Projects Charles Trevelyan Emigration Cultural Impact Political Consequences	Trade Union Labor Militancy Industrial Conciliation and Arbitration (ICA) Act (1900) Larkinism James Larkin Irish Transport and General Workers' Union (ITGWU) Syndicalism The Great Dublin Lockout (1913) William Martin Murphy Dublin Employers' Federation
Learning Outside the Classroom /						

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