## <u>Topic Sequencing and Rationale</u>

# Key Stage 3

	Year	What is taught? Overview of Topics	Why this? Why then?
KS3	7	Britain from the Iron Age to 1066	This is the first unit work for students at Rossett School and because of the variety in the type, quantity and quality of history provision in primary school, it is important to establish a base that builds upon previous knowledge, where knowledge exists.
		Medieval England	This unit of work focusses on our theme of power, in addition to cause and consequence. Students will study various significant events from medieval history particularly – but not exclusively – those directly linked to the struggle for supremacy between the monarchy and the church.
		The Crusades	This unit is intentionally placed immediately after the unit on the struggle between the monarchy and the church for supremacy in England. Studying such a unit prior to this one will make it easier to understand why people were compelled to go on a crusade at the behest of the papacy, despite the astronomical cost and deadly risk.
		Sugar Trade	Students have studied two units specifically on Britain and one on the Crusades. This unit on the history of sugar, its relationship with the slave trade and also with Britain will draw together various threads. We will also be looking at over 1000 years of history so the language of change and related skills from the first unit will be practised again here.
		Mughal Empire	
			A study of the Mughal emperors is an attempt to alter the 'white narrative' that has percolated through much of history education through looking at the British Empire without a study of what came before. In this case, students will learn of a wealthy, advanced nation that was most likely wealthier and more prosperous than Britain – the very nation that came to dominate India.
		English Civil War	Later students will look at the unlikely story of how a company managed to gain a foothold in and eventually dominate India.

		Having studied units outside of Britain for the previous three units, students return to British – and particularly English – history. In the second unit of Year 7, students studied the relationship between the church and state; this unit on the English Civil War returns to that theme as well as introducing others.
8	First World War	In this unit, students will look in depth at the causes that led to the outbreak of the First World War, as well as the scale of the war, the contributions of women and the empire and the experience of fighting on the Western Front.
	Road to 9/11	In the unit on the road to 9/11, students again consider causation. They will build on their ability to analyse factors and construct an extended essay as they assess the role and impact of Osama bin Laden. Students will be encouraged to make links with the language and history of the Middle East as learned in Year Seven within the Crusades and Sugar Through Time units of work.
	Australia	Within the Australian Unit students will develop their source analysis disciplinary knowledge; in particular they will look at inference, assessing the reliability of sources and cross-referencing the content of sources of evidence with their own knowledge. The so-called discovery of Australia by Captain Cook is first covered, then on to the conditions within Georgian London, the beginning of transportation and the reasons for it ending are all studied in this unit.
	Migration to Britain	In the Migration to Britain Through Time unit, students can draw upon various other units as we look at the impact of migrants to Britain from the Roman Empire to the present day. We focus particularly on the reasons for migration to Britain, the experience of migrants to Britain and the reaction of the British population to the migration.
	The Rise of the Nazis, the Battle of Britain, Churchill, and the Home Front.	In this unit we look in depth at the reasons why Hitler and the Nazi Party were able to take control of a democracy and turn it into a dictatorship. Students will look at the various causes before forming their own ideas about the key reasons and constructing their last extended essay of the year. Thereafter students will look at the onset of the Second World War, including a study of the Battle of Britain and the Home Front to assess if there truly was a 'Blitz Spirit'.

9	Holocaust	The Holocaust is the only episode from history that we have a legal and moral obligation to teach, we chose to teach this in Year 9 because it includes topics, themes and lessons that would better suit a more mature student. We have given it the position at the start of the year because we feel it is certainly one of the most important topics that we must teach. It follows on from the unit on the rise of the Nazis and the Second World War from the end of Year 8.
	Liberalisation of British Society	A study of the horrors of the Holocaust and the Second World War are crucial to understanding the liberalisation of British Society in the post-war years, so we have included this next. A fundamental period in our nation story that helps us to understand the world we live in today with the decriminalisation of homosexuality, the ending of the death penalty and much more.
	Early Modern England	In the Early Modern unit, we move away from the twentieth century to study the Renaissance, the Reformation in Europe and the Reformation in England itself. During this unit we look at some art history, to try to use subject knowledge to interpret the symbolism within Early Modern portraits. Students must evaluate the factors that weakened the power of the church to identify key factors.
	The Industrial Revolution	In the Industrial Revolution unit students look at the causes of the Industrial Revolution, the consequences of the Industrial Revolution and they study typical living and working conditions. We use this unit of work as an opportunity to put sources of evidence at the centre of our lessons so that students develop confidence in handling primary source material, extracting information from it and assessing the use of individual sources of evidence to historians.
	The French Revolution and Protest	Within this unit, we look at the reasons that lay behind the French Revolution and other examples of protest, such as with the Chartists, the Peterloo Massacre, or more modern protests such as the campaign for nuclear disarmament to assess the similarities and differences through time.

# <u>Topic Sequencing and Rationale</u>

# Key Stage 4

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4 10		Whitechapel Case Study	The environment study examines the relationship between a place and historical events and developments. The development of London as it became a global city has been a long and arduous one. Victorian London in particular had a great many social issues, which are studied here.
		Crime and Punishment	This is a thematic study which challenges students to consider change and continuity over 1000 years. Students will understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied. They will apply their knowledge and understanding of this unit to several key factors including: attitudes in society; individuals and institutions (Church and government); and science and technology.
		Anglo-Saxon and Norman Britain	This period of history takes students to the eleventh century and there is a plethora of key words, people and events to establish to develop a comprehensive understanding of this turbulent period in English history. Students will return to a look at power, who wields it and how the church influenced it. Students have ample opportunity to look at cause, change and continuity as we look at the extent to which the events of 1066 transformed Britain.
	11	USA 1954-75,	This unit of work looks at the USA in the 20 <sup>th</sup> century. It is an opportunity to consider the evolution of Civil Rights legislation, the issues of racism in America, and the USA's position in the world. Key individuals such as Martin Luther King Jr and Malcolm X offer two opposing, but arguably equally convincing, views on black people's place in American society which still resonate today. It allows students to consider how governments and societies in general react to upheaval and challenges.
		The Cold War	The Cold War has arguably shaped the world in the 21st Century. The tensions which still exist between the USA, Western Europe and the "Eastern" powers of Russia and China are reported on an almost daily basis. This unit allows students to understand how the second half of the 20th century was characterised by a war of words and political posturing. It also allows students an opportunity to develop a deep and complex understanding of global politics – something which is key to many careers. Lastly, students will develop an understanding of diplomacy and hopefully gain an understanding that "might" isn't always right.

# <u>Topic Sequencing and Rationale</u>

# Key Stage 5

	Year	What is taught? Overview of Topics	Why this? Why then?
K\$5	The Making of Modern Britain 1951-79	The Affluent Society, 1951–1964	In this unit students will receive a grounding in the workings of the British government.  Students will look at reasons for the Conservative dominance of the period as well asl evaluating the actions of the Prime Ministers, key cabinet members and other important individuals in government.  Students will look at economic history, a complex topic that requires significant time to embed in the minds of students with concepts and key words aplenty. Interest rates, the balance of payments and stop-go policies are just a few of the aspects of this introduction to economic history.  Students will also look at society, including an assessment of whether Macmillan was correct to claim that the British had 'never had it so good'. Themes such as the position of women, young people and migrants to Britain are investigated.  Finally, students will look at British relations with the wider world, including the retreat from Empire, the nuclear bomb, attempts to join the newly formed EEC and the maintenance of the 'special relationship' with the USA.
		The Sixties, 1964–1970	Within the political theme in 'The Sixties', we will look at the personality and impact of Harold Wilson, in addition to the inner-workings of the Labour Party in government. We will also look at the challenges posed by industrial action, the Northern Ireland troubles, and various other internal affairs.  We will look at the transformation of British Society during this period and the role of Roy Jenkins, private member's bills, and the role of backbenchers in pushing through liberalising legislation. We will look at how immigration and the development of teenage subcultures affected Britain, as well as assessing the extent to which the status of women improved.

	The end of Post-War Consensus, 1970—1979	With regards to foreign policy, we will evaluate the second attempt made by Britain to join the EEC, the strain put on the 'special relationship' by the Vietnam War and the continuation of decolonisation.  As we move into the next decade, students will assess the continuing Northern Ireland troubles and the British government's attempt to deal with the myriad of complex issues. We will also look at industrial relations and in particular the miner's strikes. We will study Prime Minister Heath as a political leader and evaluate his decisions and policies.  Within British Society we will consider the impact of political, economic, and industrial problems, as well as feminism, the Sex Discrimination Act, Race and Immigration as well as environmentalism.
		With regards to foreign policy, we will look at Britain's entry into Europe, the fluctuating status of the 'special relationship' and British attitudes towards the communist sphere.
The Making of a Superpower: USA 1865-1920	The Era of Reconstruction and the Gilded Age, 1865–1890	Students begin the unit with a look at the function of US government, and this gives them a chance to compare it to what they study in the other half of the course with the British unit. Students look at a divided America and the attempts at reconstruction. In particular there is a focus on the plight of African Americans and the extent to which the 13th, 14th and 15th Amendments actually altered their lives.
		In terms of foreign policy, students look at the influence of the Monroe Doctrine on US foreign policy and in particular the extent to which the USA could be consider an isolationist nation.
		Domestically we evaluate the idea that this was a Gilded Age full of political corruption and weak presidents. In the economic sphere we consider the reasons for the rise of corporations, railroads, oil and the general - but uneven - economic growth experienced at this time.
	Populism, progressivism and imperialism, 1890–1920	A key focus of the Progressive Era is foreign policy, and we assess whether the USA moved away from isolationism and if their actions could feasibly be labelled as 'imperialism'. We look at the impact of Populism, the reasons for Populism and the influence of such political ideas on the development of Progressivism.

		Domestically we continue to look at the monumental rise of US industry as the country grew into becoming an economic world power. We again look at the extent to which reconstruction actually improved the lives of African Americans, but we also look at new aspects and issues such as nativism.  As ever, there is a study of the Presidents and an evaluation of how effective their policies and actions were.  Finally, we look at the impact of the outbreak of the First World War on the USA and the eventual reasons for the USA entering the war on the side of the Allies.
The Making of Modern Britain 1979-2005	The impact of Thatcherism, 1979–1987	In political terms students will study the personality, policies and impact of Margaret Thatcher, the weaknesses and divisions within the Labour Party and the Northern Ireland troubles.  In the economic sphere, students look at the tumultuous changes that occurred under Thatcher including monetarism, privatisation, and deregulation. Students will try to understand why Thatcher felt it necessary to make such radical changes and look at the strong reaction to the new-look economy.  When studying British Society, students will look at the sale of council houses, industrial disputes, and issues such as the public response to the introduction of a poll tax.  Students will also look at foreign affairs, the ever-changing status of the 'special relationship' with the USA and the ending of the Cold War. We will look at Thatcher as an international figure as well as attitudes towards Europe.
	Towards a new Consensus, 1987–1997	We begin with a look at the fall of Thatcher from power and the legacy that she left behind. We will look at economic developments, including 'Black Wednesday' and its impact. There is a focus on political sleaze, scandals, and satire as well as a look at the divisions growing within the Conservative Party. We also look at the significant changes within Labour that would eventually contribute to an election victory in 1997.  Social issues of this era range from the extent of 'social liberalism', the antiestablishment culture, the position of women and race relations.

		In foreign affairs, students will look at the relations with Europe including the impact of the Single European Act and the Maastricht Treaty. We will look at interventions in the Balkans, the Gulf War, and attitudes towards the end of the Cold War.
	The Era of New Labour, 1997–2007	In their final unit, students look at the factors that came together to bring Labour to power in 1997 after almost two decades in opposition. We look at Blair's character, ideology, his policies, and his relationship with other key figures in the Labour government.
		We look at the Conservative Party in opposition, their leaders and the reasons for the divisions within the party, in addition to the reasons for their failure to win the 2001 and 2005 elections.
		In terms of foreign policy, we look once more at the 'special relationship' but this time in the context of the 'war on terror'. We end by looking at Britain's position in the world by 2007.
		In British society we look at trends and changes through time, key turning points and the extent to which Britain had become and multicultural society by 1997.
The Making of a Superpower: USA 1920-1975	Crisis of identity, 1920–1945	We look in this unit at the emergence of the United States as an economic superpower that maintained isolation from Europe and the wider world in foreign policy. We look at the Republican dominance of the 1920s, including the impact of their policies on the US economy. We look at the reasons for the boom in the economy, as well as the long and short-term reasons for the Great Depression.
		In US society, students will look at the 'Jazz Age', the impact of Prohibition and the role of women in society. There will be a study of African Americans and other minorities, as well as the rise of the KKK. We evaluate the extent to which the United States remained a divided nation.
		Towards the end of this unit, we look in detail at the 1932 election and the reasons for the Democrat landslide victory. We look at the first Hundred Days of Roosevelt's time in office

The Superpower, 1945–1975	By 1945 the United States emerged as the pre-eminent superpower in global politics, and we look at how the United States adapted to this role, with particular focus on relations with the Soviet Union as the US abandoned isolationism and the Monroe Doctrine.
	Politically we look at a period in which both Democrats and Republicans took turns in holding office. We compare policies, actions and the elements of change and continuity from administration to administration.
	In American society we investigate the spectre of McCarthyism and how this atmosphere at home affected politics at home and abroad. We consider the extent to which the United States had become more united, or if deep divisions still existed. We evaluate the position of women, minorities and in particular the position of African Americans in US society in an era of Civil Rights activism and success.
Non-Examined Unit (Coursewo	Towards the end of Year 12 until the Christmas holidays in Year 13, students will devise their own lines of enquiry on a topic of their choosing and will construct their non-examined piece of work. This constitutes 20% of their course.
	Their focus question must be set within a period of roughly 100 years. There must be no overlap with other parts of the course, and we make recommendations of topics to study, but students are free to pursue their own areas of interest. Within their work, students must demonstrate mastery of all the key assessment objective key skills, from constructing an essay, to assessing sources of evidence and interpretations. Unlike the exams, students must research and select their own interpretations and sources that would be appropriate to their question before commencing with their evaluations.