







History Curriculum Map	
St. Cuthbert's Curriculum Vision 	<p>Here at St. Cuthbert's, our curriculum is rooted in our Catholic faith and the principles laid out in Catholic Social Teaching. Our goal is to help every child shine, feel valued, and make a positive mark in the world. With our core CARE values—Catholicity, Aspiration, Respect, and Excellence—guiding us, we aim to nurture each child's academic, social, emotional, and spiritual growth. We strive to foster an environment where every student feels secure, included, and supported, both inside the classroom and out.</p> <p>Complete curriculum vision.docx</p>
Subject statement of intent (History)	<p>At St Cuthbert's our History curriculum is designed to inspire an understanding and a love of learning about the past. We aim to make History meaningful by helping students to understand their own history, including personal, local and cultural heritage, enabling students to develop a strong sense of identity and belonging. We ensure geographical breadth, providing a broad and balanced exploration of British, European and global history. We ensure chronological breadth with a course spanning c63BC to the present day and opportunities to study historical topics over different timescales from broad thematic studies to small scale depth studies. Students are presented with the opportunity to engage with up-to-date historical scholarship and investigate how historians make claims about the past. We are committed to high expectations and promoting a strong work ethic. Through structured support and challenge, students are encouraged to take pride in their work and engage fully in their learning.</p>

Curriculum Icons Key				
Catholic Mission	Careers (CEIAG)	Cultural Capital and Enrichment Opportunities	Preparing for life in modern Britain	Skills for Life
				



SUBJECT 'at a glance'		
AUTUMN	SPRING	SUMMER
Pre 1066 Study: How did Christianity come to Rochdale? The Normans - Conquest	Why was the year 1066 a turning point in English history? The Power of the Church and Monarchy by 1547	Elizabeth I – The Golden Age English Civil War
Age of Revolutions 1750 – 1850 (Local study)	The British Empire African Kingdoms – Benin	Ireland
WWI WW2	The Holocaust	Cold War The British and American Civil Rights Movements
Thematic Study: Britain: Health and the People C1000 – Present Day		Conflict and Tension: First World War 1894 - 1918
Germany 1890 – 1945 Democracy and Dictatorship	British Depth Study: Norman England 1066-c1100	Revision of ALL four units



YEAR 7		AUTUMN		SPRING		SUMMER	
Year 7	Theme	<u>Pre 1066 Study:</u> <u>How did Christianity come to Rochdale?</u> NC7, NC8 <ul style="list-style-type: none">• Power and Control• Women <u>How did Christianity arrive in England?</u>	<u>Why was the year 1066 a turning point in English history?</u> NC1, NC8 <ul style="list-style-type: none">• Power and Control• Protest and Resistance• Women <u>1. Why was the year 1066 a turning point in English history?</u> <u>2. Was William of Normandy a ruthless conqueror or a clever ruler?</u>	<u>How important was the Church in people's lives by 1547, and how had its role begun to change?</u> NC1, NC2, NC8 <ul style="list-style-type: none">• Power and control <u>1. Why was the church so important during Medieval England?</u> <u>2. How did the church change after the break with Rome?</u>	<u>Was Elizabeth I's reign truly a golden age for England?</u> NC2 <ul style="list-style-type: none">• Power and Control• Women <u>1. What made the Elizabethan era 'golden'—and for whom?</u>	<u>Who was to blame for the English Civil War: Charles I or Parliament?</u> NC2, NC6, NC8, <ul style="list-style-type: none">• Power and Control• Protest and Resistance <u>1. Why did the English Civil War break out in 1642</u>	

Knowledge / skills		<u>Substantive Knowledge</u>	<u>Substantive Knowledge</u>	<u>Substantive Knowledge</u>	<u>Substantive Knowledge</u>	<u>Substantive Knowledge</u>
		<p>The origins of Christianity.</p> <p>How England shifted from pagan beliefs to Christianity.</p> <p>How Augustine of Canterbury was sent by Pope Gregory to convert King Æthelberht, (the formal arrival of Christianity in Anglo-Saxon England)</p> <p>Queen Bertha of Kent –</p> <p>St Cuthbert – Links to school.</p> <p><u>Disciplinary knowledge</u></p> <p>Change and significance</p> <p>Source analysis</p>	<p>Life in Anglo-Saxon England</p> <p>Who should be kings</p> <p>Stamford Bridge</p> <p>The Battle of Hasting</p> <p>His coronations</p> <p>Bayeux tapestry – historical source - scholarship</p> <p>Emma of Normandy</p> <p>Matilda of Flanders</p> <p>Feudalism, Medieval Society,</p> <p>Castle building</p> <p>Harrying of the North</p> <p>Domesday Book</p> <p><u>Disciplinary knowledge</u></p> <p>Chronology</p> <p>Causation - Why did William win?</p> <p>Significance - Why is 1066 considered a turning point in English history?</p> <p>Interpretation: How have historians and others interpreted the Norman Conquest?</p>	<p>Social and moral influences of the Church in British Society.</p> <p>Struggle between Crown and Church (Becket and Henry II)</p> <p>Impact of Black Death and how people turned to the church</p> <p>Women – Nuns</p> <p>Imtiaz Habib - The Untold Story (2016)</p> <p>Henry VIII break with Rome</p> <p>Reformation</p> <p>Black Tudors: John Blanke – Black trumpeter at Henry VIII's court.</p> <p><u>Disciplinary knowledge</u></p> <p>Change and continuity: What stayed the same in religious life? What changed?</p> <p>Cause and consequence: Why did Henry VIII break from Rome?</p>	<p>Key Features of the Elizabethan Era:</p> <p>The reign of Elizabeth I (1558–1603).</p> <p>The structure of Elizabethan society.</p> <p>The role of religion.</p> <p>Exploration (e.g. Sir Francis Drake, the Spanish Armada).</p> <p>Crime and punishment.</p> <p>The poor Laws.</p> <p>Expansion of trade and beginnings of empire.</p> <p>Challenges and Contradictions: poverty and social inequality, gender roles and status of women.</p> <p><u>Disciplinary knowledge</u></p> <p>Change and Continuity</p> <p>Significance – of her rule</p> <p>Source/interpretation</p> <p>Use contrasting sources: One praising Elizabeth's achievements, another highlighting poverty or rebellion.</p>	<p><u>Substantive Knowledge:</u></p> <p>Causes of the Civil War</p> <p>Conflicts between King Charles I and Parliament over power</p> <p>Know the difference between Royalists</p> <p>Parliamentarians</p> <p>Cromwell's rule.</p> <p>Restoration of the monarchy.</p> <p>Women:</p> <p>Henrietta Maria – Queen</p> <p>Lady Mary Bankes – Royalist</p> <p>Brilliana Harley – Parliamentarian</p> <p>Lucy Hutchinson – Parliamentarian</p> <p>memoirist.</p> <p><u>Disciplinary knowledge</u></p> <p>Cause and consequence: Why</p>



YEAR 7		AUTUMN		SPRING		SUMMER	
			Evidence: Using sources like the Bayeux Tapestry and chronicles,	Significance: Why was the Church so important? Why was the Reformation a turning point? Interpretation: How have historians viewed these events? Evidence: church records, paintings and accounts		did the war start? What were the short- and long-term causes? Significance: Why is the English Civil War important in British history? Interpretation: How historians have challenged Charles I and Cromwell Evidence: How do we know what happened? What sources can we trust?	



YEAR 7		AUTUMN		SPRING	SUMMER	
Rationale	Texts to be studied	<p>(Bede's Ecclesiastical History to understand the spread of Christianity) Peter Heather – Fall of the Roman Empire</p> <p>Previous Links: KS2 Romans, Anglo-Saxons. Jesus Christ – God and Christian conversion.</p> <p>Future Links: Norman England, Power of the Church. Reformation, Elizabeth, Civil War</p> <p>Why this? One of the most</p>	<p>Marc Morris – The Norman Conquest</p> <p>Medieval sources, including <i>Orderic Vitali</i></p> <p>Previous Links: Anglo-Saxons, Vikings, Life before 1066, Death of Edward the Confessor. Challenges to the English throne. The Church and other European invasions.</p> <p>Future Links: Power of the monarchy, Control, future battles, Tudors, Elizabethan England, Empire, Normans at GCSE,</p> <p>Why this? This unit provides students with a wider understanding of the period in British history</p>	<p>Imtiaz Habib The Untold Story (2016) John Blanke (Black Tudor trumpeter) – explored in Miranda Kaufmann's <i>Black Tudors</i></p> <p>Previous Links: Christianity – Links to school ethos, Anglo-Saxon society compared with Norman society.</p> <p>Future Links: Power and conflict throughout the course. The power of the church and changes to religion. Norman England GCSE.</p> <p>Why this? This unit allows the students at St. Cuthbert's to understand the importance of the church from an historical point of</p>	<p>Christopher Haigh – Elizabeth: argue that Elizabeth's success has been exaggerated."</p> <p>Susan Doran – Elizabeth and her Circle say her reign was impressive, especially compared to what came before."</p> <p>Previous Links: Religion, Henry and the Reformation, Power of the church/monarchs.</p> <p>Future Links: Empire, Women. Britain's role within Europe.</p> <p>Why this? Studying Elizabeth I of England allows students to learn about a significant female monarch. The</p>	<p>Previous Links: Elizabeth, Battle of Hastings (sides) Control – monarch, church and society</p> <p>Future Links: Causes of War, revolution, impact of war on society. Role of individuals in history and the role of government. WWI, WWII, conflict, and Germany.</p> <p>Why this? It is a key moment in history where people challenged the power of the</p>



YEAR 7		AUTUMN		SPRING	SUMMER	
		<p>important aspects of St. Cuthbert's whole-school curriculum vision is that we promote an understanding of Jesus Christ and his Church. This topic encapsulates our vision entirely, and has a lesson dedicated to the life of Jesus and further lessons which will allow students to comprehend how Christ went on to influence the lives of many.</p>	<p>that still holds significance today as, arguably, William was the King who shaped modern British society. (turning point) This unit engages students with the events of the Battle of Hastings but also introduces students to historical sites such as castles which they may have visited or may in the future. It is the starting point for understanding how modern government and law evolved. Students build critical historical thinking skills by comparing before and after 1066 – change and continuity</p>	<p>view and why religion is embedded into their education at our school. This topic links to the previous topic of the pre-1066 study of how Christianity came to England and gives students the opportunity to see the bigger picture and explore the continuation of religion which is very much still a part of their lives today.</p>	<p>monarchy has been male dominated throughout history and this series of lessons allow us to teach why this was the case and explore a pivotal change in history where it became more accepted that a woman could assume the throne. This topic feeds into the previous topic of the power of the church and the role of the Tudors. Although the country reverts to the monarch being the head of the church under Elizabeth, there is less tension between Catholicism and Protestantism during the reign of Elizabeth I, which promotes tolerance.</p>	<p>king and fought for more rights.</p> <p>It shows how political disagreements can lead to conflict and how war affects everyone.</p> <p>It also brings in the local study of Rochdale and the Civil War</p>



Year 8		AUTUMN	SPRING		SUMMER
Year 8	Theme	<p><u>Age of Revolutions – who or what has shaped this era to lead historians to call 1750-1850 the Age of Revolutions?</u></p> <p>NC3, NC4, NC6, NC8</p> <ul style="list-style-type: none"> Protest and Resistance Women <p>How did resistance put Manchester on the map?</p>	<p><u>How influential was the British Empire?</u></p> <p>NC3</p> <ul style="list-style-type: none"> Power and Control Protest and Resistance <ol style="list-style-type: none"> How did the British Empire affect the lives of people in India, Africa, and Ireland. In what ways were the British challenged 	<p><u>How and why did The Kingdom of Benin rise and fall?</u></p> <p>NC4, NC6 – non-European study</p> <ul style="list-style-type: none"> Power and Control Women <p>How should the Kingdom of Benin be remembered: as a centre of art and culture, or as a victim of empire?</p> <p>Should Britain return the Benin Bronzes?</p>	<p><u>Ireland = Why has Ireland's history been marked by conflict?</u></p> <p><u>Collaborative planning with the Trust</u></p> <ul style="list-style-type: none"> Power and Control Protest and Resistance <p>Why was Ireland so difficult to rule?</p> <p>How should we remember the troubles?</p>

Knowledge / skills	<p><u>Substantive Knowledge</u> Explore the changes in knowledge and thinking which took place between 1750-1850 Industrial Revolution. The working conditions Scientific revolution Political revolutions. Protests such as the Peterloo Massacre. Rochdale and the revolution: Cooperative society Cause and consequence of The French Revolution. The positive and negative impact of new ideas,</p> <p><u>Disciplinary knowledge</u> Chronology Cause and Consequence Significance Interpretations: historical debates Source analysis Eric Hobsbawm in the 1960s Emma Griffin , “Liberty’s Dawn” Dr Ben Marsh to consider how inevitable the French Revolution was.</p>	<p><u>Substantive knowledge</u> Creation of the empire. Britain’s role in the world. What Britain gained from having an empire. The impact of the British empire on other countries. Why Britain was engaged in the Slave Trade. Success and failures of the British Empire.</p> <p><u>Disciplinary knowledge</u> Interpretations: How is the Empire remembered? Cause and consequence: Why did Britain build an empire? What was the impact? Significance: Why is the empire still discussed today? Sources from different perspectives (British, colonised, modern historians). Sathnam Sanghera</p>	<p><u>Substantive knowledge</u> How Historians have gained knowledge about Africa during this period (scholarship) Benin’s Golden age. The culture and achievements of the Kingdom of Benin (art, trade, governance). Idia, mother of Oba Esigie – political and military influence. The Benin Bronzes and their significance. Benin’s involvement in the Slave trade. The British invasion of Benin in 1897 and its consequences. How Benin is represented in British and African histories.</p> <p><u>Disciplinary knowledge</u> Chronology Interpretation: How and why is Benin’s history told differently? Challenge. Significance: Why is Benin important in world history? Evidence: Using artefacts, accounts, and modern debates – David Olusoga BBC</p>	<p><u>Substantive Knowledge</u> What makes Ireland’s history different from England’s? The Tudors and the Plantations. Religion and Conflict — Cromwell in Ireland. Rebellion and Resistance. Home Rule and the Easter Rising. Why was Ireland so divided in the early 1900s? Partition and Independence. The Troubles. Legacy and Reconciliation</p> <p><u>Disciplinary knowledge</u> Cause & consequence (why conflict erupted at different times). Change & continuity Interpretations (contrasting perspectives: Irish vs. English sources). Significance (why Ireland still matters in UK history today)</p>
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Rationale	Tests to be included	<p>Eric Hobsbawm in the 1960s Emma Griffin , “Liberty’s Dawn” Dr Ben Marsh to consider how inevitable the French Revolution was.</p> <p>Previous Links: Pervious turning points in history. Challenges to authority by the underclasses. Empire.</p> <p>Future Links: Empire and Britain’s relationship with the wider world Slave trade WW1 and WW2 Y10 Health and the People – impact of Renaissance and Enlightenment era on understanding of the cause of illness, treatments and surgery and public health. Germany and Health – links to Franco-Prussian War</p> <p>Why this? This unit is important as it helps students understand how people across the world challenged authority, how they campaigned for change, and how these changes reshaped societies. It helps students understand how Britain—and eventually the world—was transformed by technology, industry, and social change.</p>	<p><i>Empireland: How Imperialism Has Shaped Modern Britain</i>, by Sathnam Sanghera. (for Staff to give context and lesson ideas to build on)</p> <p>Previous Links: Industrialisation, Political power, Power of the British monarchy, diversity.</p> <p>Future Links: Britain’s relationships with Europe and the Wider World. WW1 and Britain’s allies. Equality, Inequality, and the origins of this.</p> <p>Why this? This ensures that students have a clear understanding of Britain’s impact on the world and allows them to make informed decisions on the legacy of the Empire. This unit also exposes students to the study of other cultures as they examine the impact of the Empire on other countries and Britain’s</p>	<p>Historical Association – Exploring Benin’s Big Picture. The British Museum – Benin Amie Jane Leavitt – discovering the Kingdom of Benin. <i>Empireland: How Imperialism Has Shaped Modern Britain</i>, by Sathnam Sanghera – challenge his ideas of the legacy. David Olusoga – Western reaction to the Benin Bronzes.</p> <p>Previous Links: Medieval England – structure Elizabethan period and explorations. Empire and colonisation</p> <p>Future Links: Ireland World War I and II. Civil Rights Holocaust Normans Nazi Germany</p> <p>Why this? We teach the Kingdom of Benin not only because it is required by the National Curriculum as a non-European</p>	<p>Previous Links:</p> <p>Future Links:</p> <p>Why this? Irish Catholic heritage in all 4 schools in the Trust.</p> <p>Working on it.....</p>
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Year 8	AUTUMN	SPRING	SUMMER
	<p><i>"The Industrial Revolution was a turning point that transformed how people lived, worked, and thought—and its effects are still felt today. This is linked to our local study of Rochdale during the industrial revolution.</i></p> <p><u>Note: This unit of work will be delivered by ALL schools in the Trust. A central assessment will be performed at this point. The department are working collaboratively to embed scholarship/disciplinary knowledge into the curriculum.</u></p>	<p>involvement in the slave trade.</p> <p>There is an opportunity of a local study of Rochdale's anti-slavery activity which explores individual abolitionists who led speeches and public meetings, and cotton workers who supported public campaigns.</p>	<p>study, but also because it reflects the heritage of many of our students.</p> <p>By studying Benin, pupils see that African societies had rich, complex histories long before European contact, and they understand how those histories connect to both the British Empire and modern Britain.</p> <p>It challenges stereotype that Africa was 'uncivilised'. It further consolidates knowledge of the Empire. It allows for debate of the repatriation of historical artefacts.</p> <p>Pupils can compare the different systems of governance on other continents.</p> <p>It also can link back to the previous study of the Empire.</p>





YEAR 9		AUTUMN		SPRING		SUMMER	
Year 9	Theme	<u>War in the 20th Century WWI</u> <u>How did the Allies win the First World War?</u> N5 <ul style="list-style-type: none">Power and ControlWomen	<u>How was morale built on the Home Front during the Second World War?</u> N5 <ul style="list-style-type: none">Power and ControlWomen	<u>The Holocaust</u> <u>How and why did the Holocaust happen?</u> NC5 <ul style="list-style-type: none">Power and ControlResistance	<u>The Cold War</u> <u>Was the Cold War driven more by fear or by ideology?</u> NC4 <ul style="list-style-type: none">Power and Control	<u>Inequality in the UK and the USA</u> NC4, NC8 <ul style="list-style-type: none">Protest and Resistance	
		<u>Substantive Knowledge:</u>	<u>Substantive Knowledge:</u>	<u>Substantive Knowledge:</u>	<u>Substantive Knowledge:</u>	<u>Substantive Knowledge:</u>	






Knowledge and skills	Key causes of WWI – MAIN How did tow bullets cause the death of 20 million? Franz Ferdinand Schlieffen plan Why was there a stalemate Why were men so keen to join up? Recruitment and Propaganda Soldiers of the Empire Life in the trenches Key battles of WWI The Home Front <i>Women's involvement during the war.</i> How Germany was punished after the war.	Causes of the Second World War. Positives and negative of Dunkirk How the Blitz affected morale on the Home Front. Know what evacuation was like for people during the Second World War. The impact rationing had on people's lives. Normandy Landings <i>Nancy Wake: Member of the French Resistance. One of the most decorated women of WWII.</i> <i>Resistance, espionage, female agency</i>	Who were the Jewish People Why the Jews How did Hitler persecute the Jews Other minority groups The final solution Resistance <i>Sophie Scholl: German student and anti-Nazi activist.</i> <i>Part of the White Rose movement; executed for distributing anti-Nazi leaflets.</i> Britain's role Genocide after the Holocaust.	Causes of the Cold War – Communism vs Capitalism Yalta and Potsdam Elements that created tension: Division of Berlin Blockade Cuban Missile Crisis Disciplinary Knowledge Significance – Why major events were significant Causation – Why the Cold War started Using historical evidence <i>John Lewis Gaddis Cold War historian. balanced interpretations of both US and Soviet perspectives.</i> <i>Source Analysis: Students examine a short extract from Gaddis and a speech from either Kennedy or Khrushchev.</i>	Segregation and the Jim Crow Laws Protests KKK Education – Little Rock How the case of Emmett Till sparked the Civil Rights Movement Role of the different leaders <i>Coretta Scott King: Civil rights activist and wife of Martin Luther King Jr. Continued the movement after his death, advocating for women's rights and LGBTQ+ rights</i> Challenges to inequalities in Britain. Windrush Generation Bristol Bus Boycotts Mangrove Nine The Brixton and Toxteth Riots. (UK Riots of 1981). 2001 Oldham Race Riots (Local Study).



	<p>General Haig and trench warfare. <i>"Was Haig the Butcher of the Somme?"</i> <i>Dan Snow</i></p> <p>Previous Links: War: impact on society. Industrialisation and mechanisation. Britain's relationships with Europe, the British Empire.</p> <p>Future Links: Conflict and Tension GCSE Studies. Social, economic and political responses to war. Nazi Germany, Modern Warfare. International relations,</p> <p>Why this? Studying the First World War draws together the students' recent study of Britain's place in the world and new industrial developments that also changed the nature of</p>	<p>Interpretation</p> <p>Previous Links: Unity: how Britain reacts in times of crisis, The Empire, Leadership WWI, Position of the government.</p> <p>Future Links: Holocaust, Terrorism, modern warfare (Cold War). GCSE Democracy and Dictatorship. Conflict and Tension.</p> <p>Why this? This unit allows students to understand the efforts undertaken by members of the British public during the Second World War. This introduces the students to the concept of 'history from below' and the stories about people that they can identify with. It also encourages students to look at the use of propaganda in Britain</p>	<p><i>Complex causation (not just Hitler)</i></p> <p>Previous Links: WWI, rise of Nationalism, Militarism and Imperialism, TOV Inter war years, WWII, life on the home front, Nazi occupation.</p> <p>Future Links: Post war, Cold War, Other Genocides, Civil Rights Movement, Germany: Democracy to Dictatorship at GCSE.</p> <p>Why this? This unit supports students with understanding of the Consequences of Prejudice and Hatred. The Holocaust shows how racism, anti-Semitism, and discrimination can escalate when left unchecked. It helps students to recognise the dangers of dehumanisation and intolerance in society.</p>	<p>Future Links: Modern warfare, Civil Rights terrorism and GCSE Nazi Germany</p> <p>Why this? The Cold War module takes students up into modern political events and goes a long way in explaining the current international situation. It also introduces students to the differences between Capitalism and Communism and the relationship between Britain, the USA and the European Union.</p>	<p>Previous Links: Industrialisation, Inequalities, slave trade, empire, power of the people and Holocaust.</p> <p>Future Links: Power of the people, protest, Holocaust and Nazi political ideals in GCSE.</p> <p>Why this? Students learnt about the impact of slavery in Year 8; they also learnt about the role Britain played in this. Students pick up the story of equality in America after the study of the world wars, the Holocaust and the origins of the Cold War. This is important because they need to place the civil rights movement into the context of the 1950s and 1960s and understand the impact of the second world war on returning soldiers. Students also revisit the skills of significance, change and continuity and aim to independently demonstrate these during lessons. It links to the world today, institutional racism in society (both in the</p>
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		warfare. This draws student's attention to the depth studies that allow them to understand modern international relations and difficult concepts such as communism and terrorism. Students will have the opportunity to engage in a local study related to the topic.	and the impact this had on morale. This will be linked to the recent historical events - COVID 19 and how British morale was important throughout.	Studying the stories of survivors fosters empathy and emotional intelligence. It helps students reflect on moral choices and the		USA and at home) and allows student to question if equality can ever be fully achieved.
	Rationale			As the compulsory part of the National Curriculum, we have done our best to ensure that our Holocaust education is at the highest standard possible. The CL and members of staff have attended CPD on this area and some have visited concentration camps in Poland.		,

YEAR 10		AUTUMN (1+2)	SPRING (1+2) + SUMMER 1	SUMMER 2
Year 11	Theme	<u>Britain: Health and the People c1000 – Present Day Thematic study</u> 	<u>Conflict and Tension – First World War 1894 – 1918 - Depth Study</u> 	<u>Germany 1890 – 1945 (if possible) Democracy and Dictatorship</u> 
	Knowledge / skills	<p>Topic 1 Medieval Medicine – Medicine stands still Knowledge:</p> <ul style="list-style-type: none"> • Galen/Hippocrates • Medieval Surgery • Influence of the Church • Black Death <p>Skills:</p> <ul style="list-style-type: none"> • Utility Of sources • Explaining • Judgement <p>Topic 2 Renaissance Medicine Knowledge:</p>	<p>Topic 1: Causes of the First World War Knowledge:</p> <ul style="list-style-type: none"> • The Alliance System. • The crises in Morocco. • Balkans. • Anglo-German rivalry. • Outbreak of war. <p>Skills:</p> <ul style="list-style-type: none"> • Source comparison • Causation • Significance • Extended writing 	<p>Topic 1: Germany and the Growth of Democracy Knowledge:</p> <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties of ruling Germany. • Impact of the First World War. • Weimar democracy. <p>Skills:</p> <ul style="list-style-type: none"> • Interpretation • Extended writing • change • Significance <p>Topic 2: Germany and the depression.</p>





YEAR 10		AUTUMN (1+2)	SPRING (1+2) + SUMMER 1	SUMMER 2
		<ul style="list-style-type: none"> European influence Growth of hospitals Key discoveries The Great Plague <p>Skills:</p> <ul style="list-style-type: none"> Significance Similarity Factors <p>Topic 3: 19th Century</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Germ Theory Vaccinations Public Health Cholera <p>Skills:</p> <ul style="list-style-type: none"> Sources Extended Writing Similarities Significance Change and Continuity <p>Topic 4: 20th Century</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Government intervention Modern Medicine Impact of War <p>Skills:</p>	<p>Topic two: The stalemate</p> <p>Knowledge:</p> <ul style="list-style-type: none"> The Schlieffen Plan. The Western Front. The wider war <p>Skills:</p> <ul style="list-style-type: none"> Source comparison Causation Extended writing <p>Topic 3: Ending the War</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Changes in the Allied Forces. Military developments in 1918. Germany surrenders. <p>Skills:</p> <ul style="list-style-type: none"> Source comparison Causation Extended writing 	<p>Knowledge:</p> <ul style="list-style-type: none"> The impact of the depression. Failure of Weimar democracy. Establishment of a dictatorship. <p>Skills:</p> <ul style="list-style-type: none"> Interpretations Extended writing change Significance <p>Topic 3: The experience of Germans under the Nazis:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Economic changes in Nazi Germany. Social Policy in Nazi Germany. Control in Nazi Germany. <p>Skills:</p> <ul style="list-style-type: none"> Interpretations Extended writing change Significance

YEAR 10		AUTUMN (1+2)	SPRING (1+2) + SUMMER 1	SUMMER 2
		<ul style="list-style-type: none"> • Sources • Extended Writing • Similarities • Significance • Change and Continuity 		
	Rationale	<p>Previous Links: Health of the people, religious beliefs during the Medieval period and the power of the church. Industrial Revolution and living conditions Protests – Power of the people, and Impact of War.</p> <p>Future Links: Power of the government, Laissez-Fair attitude to the government, public health, Britain's place in Europe and the wider world. Conflict and tension</p> <p>Why this? At St. Cuthbert's the History department teach the breadth study first as it allows students to be introduced to GCSE content in a way that is most accessible and has clear links to some of the units they have covered in science. This component focuses on the development of medicine in Britain over the last 1000</p>	<p>Previous Links: War, Britain's place in the World, social, economic and political impact. Britain's strength in its Empire.</p> <p>Future Links: Modern warfare, impact on countries: political, social and economic. Future wars, emergency aid. Students may opt to take this at A Level, and then on to university at degree level.</p> <p>Why this? This SOL builds on the Causes of WWI study that students covered in Year 8. This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change</p>	<p>Previous Links: Industrialisation, Democracy, Diversity, Inequalities, Holocaust, Propaganda, Dictatorship – Cold War</p> <p>Future Links: Political wars, political ideals, Future leadership, democracy and dictatorship, genocide, chemical warfare, and terrorism.</p> <p>Why this? This study looks specifically at the development of Germany during a turbulent half century of change. Students study the rise and collapse of democracy, and the rise and fall of the Nazi dictatorship. The study of interpretations will allow students to reflect on the way in which the past can be seen in different ways. Through learning about the dismantling of democracy in Germany, students will become better British citizens and learn</p>



YEAR 10		AUTUMN (1+2)	SPRING (1+2) + SUMMER 1	SUMMER 2
		<p>years and students must be able to explain key individuals, discoveries and themes:</p> <p>Belief and Faith, Christianity and the power of the church.</p> <p>Development of the NHS – British medicine (Social)</p> <p>Changes in Public Health (Political)</p> <p>The Enlightenment opened the door for free discussion and the development of ideas such as democracy that we value so highly today.</p> <p>All values can be covered when looking at the development of the NHS and the problems that were overcome by medical pioneers in the world war.</p> <p>Rule of law now applies to medicine and welfare. This is the modern way, and it is important that students know how this happened.</p>	<p>and how they were affected by and influenced international relations.</p>	<p>to have a stronger moral voice in their own community.</p>

YEAR 11		AUTUMN (1)	AUTUMN (2) SPRING (1)	SUMMER
Year 11	Theme	<u>Germany 1890 – 1945</u> <u>Democracy and Dictatorship</u> 	<u>Norman England c 1066 – c1100</u> <u>British Depth Study</u> 	Revision ALL 4 Units (revision will commence as soon as all four topics are completed.) School Policy is that we finish at February half-term.
	Knowledge / skills	Topic 1: Germany and the Growth of Democracy Knowledge: <ul style="list-style-type: none"> Kaiser Wilhelm and the difficulties of ruling Germany. Impact of the First World War. Weimar democracy. Skills: <ul style="list-style-type: none"> Interpretation Extended writing change Significance Topic 2: Germany and the depression. Knowledge: <ul style="list-style-type: none"> The impact of the depression. Failure of Weimar democracy. Establishment of a dictatorship. 	Part 1: Conquest and control: Knowledge: <ul style="list-style-type: none"> Causes of 1066 Military aspects Maintaining control Skills: <ul style="list-style-type: none"> Interpretations Significance, Change and Continuity Cause and consequence Part 2: Life under the Normans Knowledge: <ul style="list-style-type: none"> Feudalism and government Economic and social changes. Skills: <ul style="list-style-type: none"> Interpretations Significance 	Build on and consolidate knowledge and skills. Be exam ready by revising independently and plugging the gaps of any missing knowledge. Attend all revision sessions and practice past exam papers.



YEAR 11		AUTUMN (1)	AUTUMN (2) SPRING (1)	SUMMER
		<p>Skills:</p> <ul style="list-style-type: none"> • Interpretations • Extended writing • change • Significance <p>Topic 3: The experience of Germans under the Nazis:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Economic changes in Nazi Germany. • Social Policy in Nazi Germany. Control in Nazi Germany. <p>Skills:</p> <ul style="list-style-type: none"> • Interpretations • Extended writing • change • Significance 	<ul style="list-style-type: none"> • Change and Continuity • Cause and consequence <p>Part 3: The Norman Church and monasticism:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • The Church, Monasticism <p>Skills:</p> <ul style="list-style-type: none"> • Interpretations • Significance • Change and Continuity • Cause and consequence <p>Topic Four: Historic environment question. This question changes year upon year.</p>	
	Rationale	<p>Previous Links: Industrialisation, Democracy, Diversity, Inequalities, Holocaust, Propaganda, Dictatorship – Cold War</p> <p>Future Links: Political wars, political ideals, Future leadership, democracy and dictatorship, genocide, chemical warfare, and terrorism.</p> <p>Why this?</p>	<p>Previous Links: Power of the Monarch, relationships between the church and the king. 1066 BOH, Changes made under the Normans. Feudal system, medieval society and international relations.</p> <p>Future Links: International relations War, significant leadership, power of the people and challenges to the government.</p>	



YEAR 11		AUTUMN (1)	AUTUMN (2) SPRING (1)	SUMMER
		<p>This study looks specifically at the development of Germany during a turbulent half century of change. Students study the rise and collapse of democracy, and the rise and fall of the Nazi dictatorship. The study of interpretations will allow students to reflect on the way in which the past can be seen in different ways. Through learning about the dismantling of democracy in Germany, students will become better British citizens and learn to have a stronger moral voice in their own community.</p>	<p>Why this? This option allows students to study the arrival of the Normans and the establishment of their rule. Students focus on major aspects of Norman rule, from economic, religious, political, social and cultural standpoints of this period. At St. Cuthbert's we value the importance of social history, and this topic looks at this theme in detail. For example, William's introduction of the Feudal system and the Domesday Book give students the opportunity to understand the origins of the social structure of modern Britain.</p> <p>Building on the knowledge and skills visited in Year 7, students will examine the identified historical site.</p>	



Catholic Mission:

Whilst studying History at St Cuthbert's students will always demonstrate treating other human beings with dignity. Linking the study of History to the Catholic Mission will allow students understand how faith, values, and social justice are woven into the human story.

Studying Civil Rights Movements - The fight for racial equality reflects the Church's teaching on the dignity of every human being. Martin Luther King was a Christian whose activism was rooted in faith and nonviolence. The study of the Troubles in Northern Ireland or post-WWII will teach the importance of forgiveness. Our new them of Women in History links to Equality and Dignity. The Holocaust and Nazi Germany units are linked to Human Dignity and Solidarity showing the importance of standing against hatred and protecting the vulnerable.

By evaluating the actions of key figures and the consequences of historical decisions, students are encouraged to think critically about how Catholic Social Teaching can inform our understanding of the past and inspire a commitment to building a more compassionate world



Preparing for Life in Modern Britain:

The study of History equips students with the knowledge, skills, and values needed to engage thoughtfully with life in Modern Britain. By exploring key themes such as **democracy, migration, civil rights, and conflict**, students develop a deeper understanding of the **diverse society** they live in. History encourages critical thinking, empathy, skills essential for active citizenship. Through examining the struggles for equality, the development of political systems, and Britain's role in global events, students are prepared to reflect on their responsibilities within a democratic society and contribute positively to their communities



Skills for Life:

Through the study of key historical topics such as the Holocaust, the British Empire, the Civil Rights Movement, Germany and Conflict, students will develop a wide range of life skills. These topics encourage critical thinking and ethical reflection, helping students to analyse complex issues, challenge injustice, and understand the importance of human rights and equality. By exploring diverse experiences, students ~~build empathy, cultural awareness, and the ability to engage respectfully~~ with others. They also strengthen their communication skills through discussion and debate and develop resilience and independence through enquiry-based learning.



Enrichment Opportunities:

Enrichment within our history lessons is designed to deepen students' engagement and bring historical learning to life. Lessons include a variety of activities such as debates, role-play, source investigations, and historical reconstructions that allow students to explore key events like the Holocaust, the British Empire, WWI and WWII, and the Civil Rights Movement in dynamic and meaningful ways. Students are encouraged to think critically, ask challenging questions, and reflect on ethical issues. Opportunities to work collaboratively, present findings, and engage with historical interpretations helps our students build confidence, curiosity, and have a deeper appreciation of how the past shapes the present

There are opportunities for students to engaged in whole school History Days, for example: The Holocaust Memorial Day, Black History Month, St Cuthbert's Feast Day.

Students in KS4 attend a Revision PGL Trip and each year we aim to visit the Site Study for the Normans.



Careers:

Evaluating sources, identifying one sidedness, and forming balanced arguments are key skills in law, journalism, politics, and research.

Writing clearly, presenting ideas, and debating historical interpretations help prepare students for careers in teaching, public relations, media, and business.



Cultural Capital:

Our curriculum actively supports the development of students' cultural capital by introducing them to key events, individuals, and ideas that have shaped society. Through our study of Elizabeth I, students explore themes of leadership, religion, and gender in Tudor England, gaining insight into modern monarchy and national identity. The English Civil War encourages reflection on democracy, power, and political conflict, helping students understand the origins of **parliamentary government** and **civil liberties**. The Industrial Revolution provides opportunities to examine technological change, **social reform**, and the impact of industrialisation on everyday life. Alongside topics such as the Holocaust, Empire, Civil Rights, and the Role of Women, these units expose students to a wide range of historical perspectives and experiences, building their knowledge, empathy, and ability to engage confidently with the world around them.



<p>Investigating historical questions and using evidence supports careers in the police, museums, archives, and policymaking.</p> <p>Understanding diverse perspectives and global histories is essential in healthcare, social work, international relations, and community leadership.</p> <p>Studying how people responded to challenges in the past helps students develop decision-making skills useful in management, law enforcement, and business.</p>	