

## Shoreham Academy- History department: 7 Year Journey

During students' journey through Shoreham Academy, we wish to instil a love and passion for History. Not only in the classroom, but beyond that too with a deeper understanding of the wider world including politics, diversity, and worldviews. Our curriculum is designed to be ambitious and rich in content as well as rigorous for developing key historical skills. These combined, will allow for students to successfully go through their 7-year journey and beyond into the workplace.

|        | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                   |
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| Year 7 | <p><b><u>Topics covered:</u></b><br/>The World in 1000<br/>Empires across the world in 1000</p> <p><b><u>Skills:</u></b> chronology. Putting events in order and understanding vocab around time. Basic understanding of causation. Extended writing. Source skills, knowledge on Empires across the world.</p> <p><b><u>Knowledge links:</u></b><br/>Introduction of important concepts such as concepts of power/government/ social class/ the Church</p> | <p><b><u>Topics covered:</u></b><br/>Norman Conquest<br/>Norman Control</p> <p><b><u>Skills:</u></b> chronology. Putting events in order and understanding vocab around time. Basic understanding of causation. Extended writing. Source skills, useful.</p> <p><b><u>Knowledge links:</u></b><br/>Introduction of important concepts such as concepts of power/government/ social class/ the Church</p> | <p><b><u>Topics covered:</u></b><br/>Religion and life in the Medieval Era including the Crusades.</p> <p><b><u>Skills:</u></b> Causation<br/>Concept of power and authority. Source skills</p> <p><b><u>Knowledge links:</u></b><br/>Links to Religion and Worldviews in KS3 and KS4, knowledge about Christianity and Islam. Links to the Crusades. Interconnections with other world developments- links to Renaissance and links to GCSE Health and the People. Key themes of trade and religion.</p> | <p><b><u>Topics covered:</u></b><br/>Challenges to Medieval Monarchs.<br/>England's relations with her neighbours</p> <p><b><u>Skills:</u></b> Causation Concept of power and authority. Source skills</p> <p><b><u>Knowledge links:</u></b><br/>Links to Religion and Worldviews in KS3 and KS4, knowledge about Christianity and Islam. Links to the Crusades.</p> | <p><b><u>Topics covered:</u></b><br/>Medieval Mali<br/>The Renaissance</p> <p><b><u>Skills:</u></b><br/>Extended writing<br/>Explain</p> <p><b><u>Knowledge links:</u></b><br/>Medieval Mali has links with work in the worldview's topics including key themes like Empire and Trade. Renaissance lays the foundation for topics at GCSE and challenges to the monarchs helps them to understand the power struggle with Monarchs which results in the Reformation.</p> | <p><b><u>Topics covered:</u></b><br/>Renaissance continued<br/>Migration</p> <p><b><u>Skills:</u></b> focus on mastery of the curriculum, chronology, and facts. Source skills.</p> <p><b><u>Knowledge links:</u></b><br/>Links to diversity and links to the curriculum in Year 8 with slavery and the British Empire. Links with exploration in the Renaissance and the wider world.</p> |
| Year 8 | <p><b><u>Topics covered:</u></b> The Reformation; Henry VIII and the impact of religious changes, his successors and how they changed religion in England,</p> <p><b><u>Skills:</u></b> Source and interpretation skills. Chronology: putting</p>                                                                                                                                                                                                           | <p><b><u>Topics covered:</u></b> Elizabethan England; the threat of Catholics and how Elizabeth I dealt with other issues as monarch.</p> <p><b><u>Skills:</u></b> Source and interpretation skills. Chronology: putting events in time order. Extended writing. Change plays a huge role in this unit. Students will see a change in religion and monarchs. Students</p>                                | <p><b><u>Topics covered:</u></b> The English Civil War leading to the restoration of the Monarchs. The religious, economic, and political reasons for the ECW are explored in detail. Then the war itself and the legacy of the ECW in the past and today.</p>                                                                                                                                                                                                                                            | <p><b><u>Topics covered:</u></b> The Trans-Atlantic Slave Trade. What was the triangle trade? How were slaves treated? Students understand why slavery happened and why it was abolished with links to modern-day racism.</p> <p><b><u>Skills:</u></b></p>                                                                                                           | <p><b><u>Topics covered:</u></b> The British Empire- The rise and fall of the British empire and how it has affected societies today. What was the Empire intended to do and how was it mistreated?</p>                                                                                                                                                                                                                                                                  | <p><b><u>Topics covered:</u></b> The Industrial Revolution- How did the industrial revolution affect peoples' lives? What were some of the causes of the IR and what did it change within British society? The long-term impact as well as short term.</p>                                                                                                                                 |

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|  | <p>events in time order. Extended writing. Change plays a huge role in this unit. Students will see a change in religion and monarchs. Students need to be able to find links to help cement knowledge.</p> <p><b><u>Knowledge links:</u></b> Leads on from the year 7 summer topic based on the Renaissance. Students will have knowledge about the relationship between the church and the English Monarchs.</p> | <p>need to be able to find links to help cement knowledge.</p> <p><b><u>Knowledge links:</u></b> Leads on from the year 7 summer topic based on the Renaissance. Students will have knowledge about the relationship between the church and the English Monarchs.</p> | <p><b><u>Skills:</u></b> Causation: the build-up to the English Civil War<br/>Significance Sources- inference and utility<br/>Empathy: How do we remember and ensure that lessons are learned.</p> <p><b><u>Knowledge links:</u></b> The English Civil war: key vocab and conceptual terms of Democracy, Parliament, taxation (link to year 7).<br/>Introduction of categories of causes such as social, political and economic – this has been mentioned during term 1 but now developed and links to previous learning on Empire in year 8 and the Coursework skills for KS5.<br/>Develop new vocabulary.<br/>Also, a core unit needed for the cycle test so focus on revision</p> | <p>Significance Sources- inference and utility<br/>Causation: What led to the Trans-Atlantic Slave Trade<br/>Empathy: How do we remember and ensure that lessons are learned.</p> <p><b><u>Knowledge links:</u></b> The Trans-Atlantic Slave Trade: Link to Empire in year 8 and GCSE USA topic.<br/>Develop new vocabulary.<br/>Also, a core unit needed for the cycle test so focus on revision.</p> | <p><b><u>Skills:</u></b> Significance: How significant was the Empire across the world.<br/>Change and continuity<br/>Consequences</p> <p><b><u>Knowledge links:</u></b> The British Empire: Link with WW1 in year 9 and the Industrial Revolution (next topic).<br/>Development of conceptual understanding of the role of racism.<br/>Link to colonies in the early US.<br/>Link to push and pull factors in Geography.</p> | <p><b><u>Skills:</u></b><br/>Change and continuity<br/>Consequences<br/>Similarity and difference between different groups in society. We look at the class system and compare the experience of the different groups during the Industrial Revolution.</p> <p><b><u>Knowledge links:</u></b><br/>The Industrial revolution: Bridge into modern History to prepare for year 9 – WW1. Also, Medicine topic in GCSE. Introduction of social history and looking at ordinary people.<br/>Link to English through literature of the time.<br/>Development of the government link to Health GCSE unit</p> |
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| Year<br>9 | <p><b>Topics covered:</b> Cause and consequence of World War 1. The idea of Popular Protest and the fight for Suffrage for women.</p> <p><b>Skills:</b> Chronology and causation. Source and interpretation work. Understanding the concept of power and control. Long- and short-term causes.</p> <p><b>Knowledge links:</b> term one leads directly into term 2. In term one we look at causation in a big way. Student will need this skill as they carry on into the rest of year 9. They understand how events run in chorological order and the impact that singular events have on the bigger picture. The Suffrage unit will also share a link with GCSE USA topic looking at the role of women.</p> | <p><b>Topics covered:</b> Emerging dictatorships with different political ideologies in Europe. Then focus WW2 and significant events that impacted the war.</p> <p><b>Skills:</b> Chronology and causation. Source and interpretation work. Understanding the concept of power and control. Long- and short-term causes.</p> <p><b>Knowledge links:</b> term one leads directly into term 2. In term one we look at causation in a big way. Student will need this skill as they carry on into the rest of year 9. They understand how events run in chorological order and the impact that singular events have on the bigger picture.</p> | <p><b>Topics covered:</b> Nazi Germany- exploring the experiences of people in Nazi Germany and whether indoctrination through propaganda or terror through groups such as the SS was more significant.</p> <p><b>Skills:</b> Similarities and differences. Source work. Causation is key for both units</p> <p><b>Knowledge links:</b> . This topic leads on to the 20<sup>th</sup> Century theme lessons. Students will have the building blocks required for understanding of the themes linked to the Cold War and Peace.</p> | <p><b>Topics covered:</b> The Holocaust- focussing on how people experienced the Holocaust; the different persecuted groups, the perpetrators and those who resisted. Then the legacy of the Holocaust is explored, looking at who is blamed and memorials.</p> <p><b>Skills:</b> Similarities and differences. Source work. Causation is key for both units<br/>Chronology: what are the events leading to it<br/>Empathy: How do we remember and ensure that lessons are learned.</p> <p><b>Knowledge links:</b> Students can carry what they learned about the persecution of people during the Slave Trade into both units. Students can demonstrate empathy and understanding about the severity of both topics and the impact they have had on society today. Both topics lead on to the 20<sup>th</sup> Century theme lessons. Students will have the building blocks required for understanding of the themes linked to the Cold War and Peace.</p> | <p><b>Topics covered:</b> 20<sup>th</sup> Century Themes- Exploring the different themes that have emerged during the 20<sup>th</sup> century e.g., feminism, tension, and peace.</p> <p><b>Skills:</b> Causation. Interpretation work. Consequences: Links to freedom and rights granted to diverse groups in society. Significance: Major turning points such as the Cuban Missile Crisis or the Stone Wall Riots.</p> <p><b>Knowledge links:</b> Links to many of the GCSE topics including the USA topic where students look at feminism. Also, links to the Korea and Vietnam topic where students need to understand the Cold War in detail. Students look at interpretations which links to the first 3 questions on the USA paper.</p> | <p><b>Topics covered:</b> 20<sup>th</sup> Century Themes- Exploring the different themes that have emerged during the 20<sup>th</sup> century e.g., feminism, tension, and peace.</p> <p><b>Skills:</b> Causation. Interpretation work. Consequences: Links to freedom and rights granted to diverse groups in society. Significance: Major turning points such as the Cuban Missile Crisis or the Stone Wall Riots.</p> <p><b>Knowledge links:</b> Links to many of the GCSE topics including the USA topic where students look at feminism. Also, links to the Korea and Vietnam topic where students need to understand the Cold War in detail. Students look at interpretations which links to the first 3 questions on the USA paper.</p> |
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The structure of KS4 and KS5 often changes due to the needs of the cohort. So the outline below is the current example of how we teach, but this is subject to change. This is an outline of the units and topics we cover. There is also substantial time allocated across both key stages for revision.

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| KS4       | <p>Paper 1: America: 1920-73</p> <p><u>Topics:</u> 1920s America – boom and bust, experiences of different groups e.g., African Americans post slavery<br/>1930s America – the Depression, impact on society and groups<br/>Post-War America – cultural changes, Civil Rights movement, and Feminism</p> <p><u>Skills:</u> Handling interpretations, change and continuity, causation, similarity, and differences.</p> <p><u>Knowledge links:</u> KS3 topics such as 20<sup>th</sup> century themes. Also links Conflict and Tension unit. Links with Paper 2 and Normans with handling interpretations.</p> | <p>Paper 1: Conflict and Tension in Asia: 1950-75</p> <p><u>Topics:</u> The Cold War and the differences between Capitalism and Communism, The Korean War; causes, impact and consequences, The Vietnam War; causes, experiences, impact, and consequences</p> <p><u>Skills:</u> Handling historical sources, analysis of them, cause and consequence and significance.</p> <p><u>Knowledge links:</u> KS3 topics such as 20<sup>th</sup> century themes - focus on the Cold War. Source utility in Paper 2 with Health.</p> | <p>Paper 2: Elizabethan England: 1558-1603</p> <p><u>Topics:</u> Elizabeth I's problems at home and abroad, issue of marriage, Spanish Armada, religious opposition and threats, Mary Queen of Scots, etc.</p> <p><u>Skills:</u> Handling interpretations, change and continuity, causation, significance.</p> <p><u>Knowledge links:</u> KS3 links to Year 8 topic on the Tudors and specifically Elizabeth I and links with Paper 1 and USA with handling interpretations.</p> | <p>Paper 2: Health and the People: C1000-Present day</p> <p><u>Topics:</u> Causes and treatments of disease, public health, and development of surgery. Looking at the impact of different factors such as government, science, individuals, religion, etc.</p> <p><u>Skills:</u> Handling historical sources, analysis of them, change and continuity, significance.</p> <p><u>Knowledge links:</u> Links to KS3 Year 7 topics such as the Renaissance.</p> |
| STRUCTURE | <p><b>AUTUMN TERM</b></p> <p><u>YEAR 10:</u><br/><b>Autumn 1:</b> America 1920-73<br/><b>Autumn 2:</b> America 1920-73</p> <p><u>YEAR 11:</u><br/><b>Autumn 1:</b> Health and the People<br/><b>Autumn 2:</b> Elizabethan England</p>                                                                                                                                                                                                                                                                                                                                                                         | <p><b>SPRING TERM</b></p> <p><u>YEAR 10:</u><br/><b>Spring 1:</b> Korea &amp; Vietnam<br/><b>Spring 2:</b> Korea &amp; Vietnam</p> <p><u>YEAR 11:</u><br/><b>Spring 1:</b> Elizabethan England<br/><b>Spring 2:</b> Revision for GCSEs</p>                                                                                                                                                                                                                                                                                   | <p><b>SUMMER TERM</b></p> <p><u>YEAR 10:</u><br/><b>Summer 1:</b> Korea &amp; Vietnam/<br/>Health and the People<br/><b>Summer 2:</b> Health and the People</p> <p><u>YEAR 11:</u><br/><b>Summer 1:</b> Revision for GCSEs<br/><b>Summer 2:</b> N/A</p>                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| KS5       | <p align="center"><b>Paper 1:</b></p> <p><b>Topics:</b> Political and Economic environment of the UK (1918-79), The Welfare State (1918-79), Society in transition (1918-79), Changing quality of life (1918-79), The Impact of Margaret Thatcher's government (1979-1997)/ Historical Interpretations of Thatcher.</p> <p><b>Skills:</b> Handling Historical Interpretations, analysing and evaluating arguments.</p> <p><b>Knowledge links:</b> Post WW1/2 world, and women's suffrage (year 9). Post Industrial Revolution Britain (year 8)</p> | <p align="center"><b>Paper 2:</b></p> <p><b>Topics:</b> 1955-92: Affluence and conformity, protest and reaction, social and political change, Republican dominance.</p> <p><b>Skills:</b> Depth study, chronology, depth of knowledge, analysing sources in combination.</p> <p><b>Knowledge links:</b> Link to GCSE knowledge. Link to contextual knowledge required for coursework.</p> | <p align="center"><b>Paper 3</b></p> <p><b>Topics:</b> 1750-1928, breadth study focussing on political parties and franchise extension. Depth studies; radical reformers, Chartism, Contagious Diseases Acts, Suffragettes, Trade Union Movement.</p> <p><b>Skills:</b> Breadth and depth combination. Analysing source looking for two enquires.</p> <p><b>Knowledge links:</b> Link to year 9 topic of suffrage and reform. Link to Paper 1 British history.</p> | <p align="center"><b>Coursework</b></p> <p><b>Topics:</b> Martin Luther King's role in the Civil Rights Movement. Students choose a variety of interpretations to handle in their coursework in order to come to a conclusion.</p> <p><b>Skills:</b> Handling interpretations, significance, causation.</p> <p><b>Knowledge links:</b> Links to Paper 2 with lots of contextual knowledge. Links to Paper 1 with handling of interpretations and GCSE History knowledge.</p> |
| STRUCTURE | <p align="center"><b>AUTUMN TERM</b></p> <p align="center"><b>YEAR 12</b></p> <p><b>Autumn 1:</b> Paper 2/ Paper 1<br/><b>Autumn 2:</b> Paper 2/ Paper 1</p> <p align="center"><b>YEAR 13</b></p> <p><b>Autumn 1:</b> Coursework / Paper 3<br/><b>Autumn 2:</b> Coursework/ Paper 3</p>                                                                                                                                                                                                                                                            | <p align="center"><b>SPRING TERM</b></p> <p align="center"><b>YEAR 12</b></p> <p><b>Spring 1:</b> Paper 2/ Paper 1<br/><b>Spring 2:</b> Paper 2/ Paper 1</p> <p align="center"><b>YEAR 13</b></p> <p><b>Spring 1:</b> Paper 3/ Revision<br/><b>Spring 2:</b> Paper 3/ Revision</p>                                                                                                        | <p align="center"><b>SUMMER TERM</b></p> <p align="center"><b>YEAR 12</b></p> <p><b>Summer 1:</b> Paper 3/Paper 1<br/><b>Summer 2:</b> Paper 3/ Coursework</p> <p align="center"><b>YEAR 13</b></p> <p><b>Summer 1:</b> Revision<br/><b>Summer 2:</b> N/A</p>                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Important information about KS5: The course is taught between 2 teachers – you have 4 hours of History a week, 2 with each teacher. One teacher does one half of the course and teaches Paper 1 and coursework, the other teacher will cover Paper 2 and Paper 3.**