

CoDA Curriculum

HISTORY



Improving the life chances of all students

Why Study History?

A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire student's curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identify and the challenges of their time.

At **Key Stage 3** students will follow the national curriculum:

History Curriculum Intent Year 7-9

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The curriculum will include:

A study of an aspect or theme in British history pre- 1066	The development of Church, state and society in Medieval Britain 1066-1509	The development of Church, state and society in Britain 1509-1745	Ideas, political power, industry and empire: Britain, 1745-1901	Challenges for Britain, Europe and the wider world 1901 to the present day (including the Holocaust)	A local history study	At least one study of a significant society or issue in world history and its interconnections with other world developments.
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At **Key Stage 4** students will follow the specifications:

Pearson Edexcel GCSE History

GCSE History will encourage and enable students to:

- Gain an understanding of how Britain changed, as well as a wider-world view.
- Analyse and interpret sources, questioning their utility and reliability.
- Use grammar correctly, punctuate and spell accurately
- Think critically about historical events and come to substantiated judgements on them.
- Link events together chronologically and work out why things happened the way that they did.
- Write accurately, effectively and analytically about historical events.
- Acquire and apply a wide range of specialist vocabulary.
- Read a wide range of historical extracts and explain their ideas.

Students will be taught and assessed on their ability to...

AO1	• Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	• Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).
AO3	• Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4	• Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

GCSE History at CODA

Paper 1: Medicine in Britain, c1250 to present *and* The British sector of the Western Front: injuries, treatment and the trenches

52 marks

30% weighting

1 hour 15 minutes

Paper 2: Superpower relations and the Cold War, 1941–91 *and* Early Elizabethan England, 1558–88

64 marks

40% weighting

1 hour 45 minutes

Paper 3: Weimar and Nazi Germany, 1918–39

52 marks

30% weighting

1 hour 20 minutes

History Year 7

Topic	Historical Skills (2 weeks)	The Norman Conquest	The Angevins	The Silk Roads	The Tudors	The Witch craze
End Points (Knowledge and Skills)	Knowledge: Know the difference between BC and AD. Explain the difference between a primary source and an interpretation. Historical concepts and skills: - Chronology - Source inference - Historical interpretations	Knowledge: Develop a chronological understanding of the build-up to the battle of Hastings. Explain how William kept control of England. Historical concepts and skills: Chronology Significance Source analysis	Knowledge: Develop a chronological understanding of the Angevin dynasty, including the sequencing of monarchs and key events. Historical concepts and skills: Reliability: Why are sources reliable. Interpretations: Identify the historian's views.	Knowledge: Describe what the silk roads were. Explain what travelled across the silk roads e.g. people, wisdom, disease. Historical skills: Source inference. Extended writing.	Knowledge Develop chronological understanding of Tudor monarchs. Historical skills Source inference. Academic writing – narrative account.	Knowledge Analyse why people were accused of witchcraft and describe how accused people were treated and tested. Historical concepts/skills Source analysis. Significance
What is assessed?	A01: Knowledge, Vocabulary A03: Source analysis A04: Interpretations	A01: Knowledge, Vocabulary A02: Significance A03: Source analysis	A01: Chronology, Vocabulary A02: Significance, Consequence A03: Source analysis A04: Interpretations	A01: Knowledge, Vocabulary A02: Analysis of what travelled along the silk road. A03: Source analysis.	A01: Chronology, Vocabulary A02: Narrative, Consequence A03: Source analysis A04: Interpretations	A01: Knowledge, Vocabulary A02: Analysis of why there was a rise in witch hunts. A03: Source analysis
Key Vocabulary	Chronology Primary Source Inference Interpretations BC AD Decade Century	Heir Norman Saxon Viking Motte Bailey Bayeux Harrying Peasant Retreat	Civil War Excommunicate Anarchy Chaos Archbishop Consequence Democracy Rights Traitor Magna Carta	Network Wisdom Merchant Nomad Pandemic Scholars Exchange Baghdad Pax Mongolica Population	Monarch Catholic Monastery Heretic Treason Protestant Vestment Legitimate Poverty Armada	Stereotype Familiars Superstition Trial Witchcraft Scapegoat Misogyny Accused Ignorance Craze
Literacy Skills Developed (Writing/Oracy/Tier 2)	<ul style="list-style-type: none"> Key Vocabulary Oracy 	<ul style="list-style-type: none"> Academic writing Reading Oracy Tier 2: Defeat, Hierarchy, Victory	<ul style="list-style-type: none"> Academic writing Descriptive writing. Reading Tier 2: Arrogant	<ul style="list-style-type: none"> Academic writing Reading Tier 2: Route, travel	<ul style="list-style-type: none"> Academic writing Reading Tier 2: Execute, Overthrow	<ul style="list-style-type: none"> Academic writing Reading Tier 2: Rise, confess
Career Links (Employability Skills, Career Opportunities)	Career Pathway – Detective Employability Skills – Resilience	Career Pathway – Museum Curator. Employability Skills – Communication	Career Pathway – Solicitor Employability Skills – Teamwork	Career Pathway – Tour Guide Employability Skills – Confidence	Career Pathway – Police Officer Employability Skills – Resilience	Career Pathway – Journalism Employability Skills – Communication
SMSC Links		Moral – Was William's method of control right or wrong.	Spiritual – Thomas Becket – martyr/saint Social – Impact of Magna Carta on law today.	Spiritual – Explore different religions on the silk roads. Cultural – develop interest in other faiths and cultures.	Spiritual – Impact of religion in Tudor England. Moral – Treatment of 'heretics'	Moral – treatment of those accused of witchcraft. Social – tolerance and acceptance of others.

History Year 8

Topic	The British Empire	Civil Rights in the USA	The Industrial Revolution	The fight for the franchise	World War One	The Russian Revolution
End Points (Knowledge and Skills)	Knowledge: - Gain in-depth of understanding of where, why and how Britain developed its empire. - Judge the consequence of empire and how it should be remembered. Historical concepts and skills: - Source inference - Interpretation analysis - Cause and Consequence	Knowledge: - Gain chronological understanding of the Civil Right Movement in the USA. - Explain how lives changed for African Americans post-slavery. Historical concepts and skills: - Source inference - Change and Continuity	Knowledge: - Describe the changes to Britain to during the Industrial Revolution - Assess whether life got better for men, women and children in Britain during the Industrial Revolution. Historical concepts and skills: - Source analysis - Change and Continuity	Knowledge: - Describe the various groups who protested for change. - Analyse how and why we have equal suffrage in Britain. Historical concepts and skills: - Source analysis	Knowledge: - Explain the causes of World War One - Describe life in the trenches, key features of the Western Front and the Home Front. Historical concepts and skills: - Causation - Narrative Account - Significance - Source analysis - Historical Interpretations.	Knowledge: - Analyse the causes of the Russian Revolutions. - Explain the impact on the people in Russia. Historical concepts and skills: - Causation
What is assessed	A01: Knowledge, Vocabulary A02: Cause, Consequence A03: Source analysis A04: Interpretations	A01: Chronology, Vocabulary A02: Change and Continuity A03: Source analysis A04: Interpretations	A01: Chronology, Vocabulary A02: Change and Continuity A03: Source analysis A04: Interpretations	A01: Chronology, Vocabulary A02: Significance A03: Source analysis A04: Interpretations	A01: Chronology, Vocabulary A02: Cause and consequence A03: Source analysis A04: Interpretations	A01: Chronology, Vocabulary A02: Cause and consequence A03: Source analysis A04: Interpretations
Key Vocabulary	Empire Colony Imperialism Trade Justify Famine Impoverished Partition Independence Slavery	Abolition Integration Segregation Boycott Civil Rights Protest Emancipate Terrorist Discrimination	Industrial Revolution Poverty Factory Mine	Franchise Massacre Riot Charter Equality Suffrage Martyr Democracy	Militarism Alliance Assassination Imperialism Nationalism Propaganda Trench Ration Butcher Abdicate	Tsar Revolution Continent Illiterate Peasant Serf
Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy/Writing/Reading	Writing/Reading	Writing/Reading	Oracy/Reading/Writing	Writing/Reading	Writing/Reading
Career Links (Employability Skills, Career Opportunities)	Career Pathway – Public Relations Employability Skills – Confidence	Career Pathway – Human Rights Researcher Employability Skills – Resilience	Career Pathway – Heritage Manager Employability Skills – Teamwork	Career Pathway – Civil Service Administrator Employability Skills – Communication	Career Pathway – Archaeologist Employability Skills – Teamwork	Career Pathway – Diplomatic Service officer Employability Skills – Resilience
SMSC Links	Moral – How should the Empire be remembered? Cultural – Understand and appreciate cultural influence in Britain.	Moral – Treatment and rights of African-Americans in the USA.	Cultural – How Britain became what it is today.	Social – Role of democracy Cultural – Knowledge of Britain's democratic parliamentary system.	Social – Impact of conscription on British society. Social – Impact of War on countries such as Germany.	Cultural – Analysis of different cultures across Russia. Social – Political Systems different to democracy e.g. communism

History Year 9

Topic	World War Two + Cold War	The Holocaust	Medieval Medicine	Renaissance Medicine	Medicine in Industrial	Modern Medicine
End Points (Knowledge and Skills)	Knowledge: <ul style="list-style-type: none"> - Explain why WW2 started. - Analyse the key events of the war. - Analyse why the war ended and the consequences. Historical concepts and skills: <ul style="list-style-type: none"> - Cause and consequence. - Source analysis 	Knowledge: <ul style="list-style-type: none"> - Understand what the Holocaust was and the impact it had. - Develop chronological understanding of Jewish persecution. Historical concepts and skills: <ul style="list-style-type: none"> - Source analysis - Historical interpretations 	Knowledge: <ul style="list-style-type: none"> - Describe what people believed caused disease. - Explain how disease was prevented and treated. - Analyse who cared for the sick. Historical concepts and skills: <ul style="list-style-type: none"> - Change and continuity - Similarity and difference. 	Knowledge: <ul style="list-style-type: none"> - Describe what people believed caused disease. - Explain how disease was prevented and treated. - Analyse who cared for the sick. - Explain how ideas about disease changed. Historical concepts and skills: <ul style="list-style-type: none"> - Change and continuity - Similarity and difference. - Significance 	Knowledge: <ul style="list-style-type: none"> - Describe what people believed caused disease. - Explain how disease was prevented and treated. - Analyse who cared for the sick. - Explain how ideas about disease changed. Historical concepts and skills: <ul style="list-style-type: none"> - Change and continuity - Similarity and difference. - Significance 	Knowledge: <ul style="list-style-type: none"> - Describe what people believed caused disease. - Explain how disease was prevented and treated. - Analyse who cared for the sick. - Explain how ideas about disease changed. Historical concepts and skills: <ul style="list-style-type: none"> - Change and continuity - Similarity and difference. - Significance
What is assessed	A01: Knowledge, Vocabulary A02: Cause, Consequence A03: Source analysis A04: Interpretations	A01: Knowledge, Vocabulary A02: Change A03: Source analysis A04: Interpretations	A01 – Knowledge A02 – Change and Continuity, Significance	A01 – Knowledge A02 – Change and Continuity, Significance	A01 – Knowledge A02 – Change and Continuity, Significance	A01 – Knowledge A02 – Change and Continuity, Significance
Key Vocabulary	Hitler Appeasement Blitzkrieg Abdicate Morale Luftwaffe Propaganda Blitz Spirit Evacuation D-Day	Antisemitism Holocaust Aryan Pogrom Kristallnacht Ghetto Concentration Camp Resistance Bystander Perpetrator	Galen Hippocrates Humours Physician Apothecary Rational Purging Miasma Astrology Supernatural	Anatomy Dissection Circulatory Observation Contagious Printing Press New World Dissolution Monastery Quarantine	Sanitation Germ Anaesthetic Antiseptic Aseptic Public Health Vaccination Nurse	Legislation Hereditary Laparoscopic NHS Intervention
Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy Reading	Reading Writing	Academic Writing	Academic Writing	Academic Writing	Academic Writing
Career Links (Employability Skills, Career Opportunities)	Career Pathway – Secondary School Teacher Employability Skills – Confidence	Career Pathway – Museum Educational Officer Employability Skills – Communication	Career Pathway – Archivist Employability Skills – Resilience	Career Pathway – Higher Education Lecturer Employability Skills – Communication	Career Pathway – Academic Librarian Employability Skills – Confidence	Career Pathway – Solicitor Employability Skills – Communication
SMSC Links	Cultural – Impact on Britain Social – How the war impacted the public at home.	Moral – Difference between right and wrong. Spiritual – interest in others' beliefs.	Spiritual – The role of the Church in medicine	Cultural – Influences from the New World and exploration.	Moral – Government intervention in public health.	Social – Individual freedom to make choices which may impact our health.

History Year 10

Topic	Medicine on the Western Front	Early Challenges to Elizabeth	Revolts and Plots	Elizabeth society	The Weimar Republic	Early Nazi Party
End Points (Knowledge and Skills)	Knowledge: - Describe key battles and aspects of trench warfare - Describe new treatments for illness and injury during WW1. - Know how to analyse sources for their utility. Skills: Source utility	Knowledge: - Identify how Elizabethan society and government were organised. - Describe the problems Elizabeth faced when she became queen and how she dealt with them. - Explain why Mary, Queen of Scots was a threat to Elizabeth.	Knowledge: - Describe the plots against Elizabeth and the outcomes. - Describe the key events in the decline in Anglo-Spanish relations. - Explain why Philip II sent the armada and why it failed.	Knowledge: - Describe how Elizabethans were educated and spent their leisure time. - Explain why poverty increased and how it was dealt with. - Explain why exploration increased and describe the attempts to colonise Virginia.	Knowledge: - Describe the origins of the Weimar Republic - Describe the challenges from the left and the right. - Explain the economic and political recovery. - Explain how German society changed.	Knowledge: - Describe the early Nazi Party - Explain why the Munich Putsch failed. - Describe the impact of the economic depression. - Identify how Hitler became Chancellor
What is assessed	A01 – Knowledge A03 – Source analysis	A01 – Knowledge A02 – Causation, Significance	A01 – Knowledge A02 – Causation, Significance	A01 – Knowledge A02 – Causation, Significance	A01: Knowledge A02: Analysis A03: Sources A04: Interpretations	A01: Knowledge A02: Analysis A03: Sources A04: Interpretations
Key Vocabulary	Trench Duckboard De-lousing Shrapnel Debridement	Nobility Court Divine Right Legitimacy Puritan Clergy Royal Supremacy Recusant Heretics Trade embargo	Revolt Plot Papal bull Privateer Circumnavigate Mercenary Fireships	Cock-fighting Poor Relief Vagabonds / vagrants Enclosure Impotent poor Quadrant Galleon Colony Algonquian Roanoke	Reparations Abdicate Armistice Kaiser Constitution Republic Inflation Coalition Diktat Dolchstoss	Reich Nationalist Socialist Dictatorship Putsch Electorate Lebensraum Chancellor Democracy November Criminals
Literacy Skills Developed (Writing/Oracy/Tier 2)	Academic Writing	Academic Writing	Academic Writing	Academic Writing	Academic Writing Tier 2 – Utility, Context, Provenance	Academic Writing Tier 2 – Utility, Context, Provenance
Career Links (Employability Skills, Career Opportunities)	Career Pathway – Public Relations Employability Skills – Confidence	Career Pathway – Human Rights Employability Skills – Communication	Career Pathway – Heritage Manager Employability Skills – Resilience	Career Pathway – Civil Servant Employability Skills – Confidence	Career Pathway – Secret Service / Lawyer Employability Skills – Resilience	Career Pathway – Diplomat Employability Skills – Communication
SMSC Links	Social – How men coped living in trenches during the war.	Spiritual – Religious differences between Catholics and Protestants	Moral – Reasons for War with Spain.	Social – Elizabethan Society and how it is different to modern society.	Social – The Role of Democracy in German Society.	Social – Impact of war and economy on political groups.

History Year 11

Topic	Nazi control	Life in Nazi Germany	Origins of Cold War	Cold War Crises	End of Cold War	Revision and exams
End Points (Knowledge and Skills)	Knowledge: - Describe the creation of the Nazi Dictatorship. - Explain how the Nazi's controlled people attitudes and beliefs. - Describe the opposition to the Nazis.	Knowledge: - Describe Nazi views and policies towards women - Describe Nazi views and aims towards the youth. - Explain how the Nazi's dealt with unemployment - Explain how minorities were persecuted.	Knowledge: - Identify ideological differences between East and West. - Describe how US-Soviet rivalry led to the division of Europe. - Explain how the development of the atomic bomb led to the arms race.	Knowledge: - Explain why the Berlin Wall was built. - Describe the Cuban Missile Crisis and its consequences. - Describe how the Soviets stopped Czechoslovakian attempts to break away from USSR.	Knowledge: - Describe Détente and its impact on superpower relations. - Describe how relations deteriorated during the 'Second Cold War'. - Analyse why the USSR collapsed.	
What is assessed	A01: Knowledge A02: Analysis A03: Sources A04: Interpretations	A01: Knowledge A02: Analysis A03: Sources A04: Interpretations	A01 – Knowledge A02 - Analysis	A01 – Knowledge A02 - Analysis	A01 – Knowledge A02 - Analysis	
Key Vocabulary	Conform Resistance Opposition Censorship Propaganda Rally Nazified Police state Führer Purge	Eugenics Racial Hygiene Anti-Semitism Autobahns Rearmament Labour Service (RAD) Indoctrination Aryan Undesirable Lebensborn	Communism Capitalism Arms Race Satellite state Containment Trizonia NATO Warsaw Pact Uprising Deterrent	Refugee Ultimatum Summit Revolution Exiles Crisis Blockade Non-proliferation Reforms Doctrine	Détente SALT MAD Ratify mujahideen boycott SDI New thinking Perestroika Glasnost	
Literacy Skills Developed (Writing/Oracy/Tier 2)	Academic Writing Tier 2 - Utility, Context, Provenance	Academic Writing Tier 2 - Utility, Context, Provenance	Write a narrative account Tier 2 – Cause, Consequence, Importance	Write a narrative account Tier 2 – Cause, Consequence, Importance	Write a narrative account Tier 2 – Cause, Consequence, Importance	
Career Links (Employability Skills, Career Opportunities)	Career Pathway – Civil Servant / Lawyer Employability Skills – Communication	Career Pathway – Journalism Employability Skills – Communication	Career Pathway – Civil Servant, Lawyer Employability Skills – Resilience	Career Pathway – Civil Servant / Lawyer Employability Skills – Communication	Career Pathway – Civil Servant Employability Skills – Confidence	
SMSC Links	Moral – The role governments play in controlling people.	Cultural – Far-Right attitudes towards minority groups.	Social - Different political systems such as Communism.	Moral – Use of Nuclear weapons in Cuban missile crisis.	Social – Fall of the Soviet Union and end of Communism.	