

Subject overview: KS4 HISTORY

Subject Rationale (Intent) linked to whole school curriculum mission

Department vision

The History department at St Edmund's aims to promote a fascination with the past, and a sense that History is a meaningful and vital intellectual pursuit, treating knowledge of history as a discipline. With a rich knowledge-based curriculum, pupils will engage meaningfully with the past and secure a chronological overview of major developments and periods to help contextualise new knowledge. Our aim is to empower students to know and remember more about events in combination with the methods and processes of historians. It is through History that we learn how to understand the world around us.

Intent

Building upon Key Stage 3 Knowledge

At St Edmund's Catholic Academy, our History curriculum for Key Stage 4 is thoughtfully designed to build upon the foundation of knowledge acquired in Key Stage 3, fostering a deeper understanding of British and World History. Our objective remains the same: to enable students to know and remember more about key historical events while developing their disciplinary knowledge and learning about how historians learn.

Sequenced Learning for Substantive and Disciplinary Knowledge

The curriculum is carefully sequenced so that substantive knowledge is built up before disciplinary knowledge is applied in the second year. Both years offer a different set of disciplines, with Year 10 being more focused on a broad schema of historical topics, and the second year focusing on the development of disciplinary knowledge and understanding the way historians work.

Exploring Historical Events and Concepts

Throughout Key Stage 4, students will delve into the complexities of historical events, examining the causes, consequences, changes, similarities, significance, evidence, and interpretations that shape our understanding of the past. By engaging with these second-order concepts, students develop a greater capacity for analysis and evaluation, honing their ability to construct well-supported claims.

Inspired by Academic History

Our curriculum takes inspiration from the rich traditions and intricate methodologies of academic history. We strive to present history in its true complexity, avoiding oversimplification or reductive approaches that might lead to misconceptions. Instead, we encourage students to grapple with the nuances, perspectives, and debates within historical discourse.

Comprehensive Approach: Substantive and Disciplinary Knowledge

To ensure a comprehensive and enduring understanding of history, we place emphasis on both substantive knowledge and disciplinary knowledge. Students will deepen their knowledge of key historical events, drawing upon a broad range of sources and perspectives. They will also develop an understanding of how historians investigate the

past, critically evaluating evidence, considering multiple interpretations, and reflecting on the limitations and biases inherent in historical sources.

Engaging and Empowering Learning Environment

Through engaging lessons, stimulating resources, and interactive activities, we aim to create an environment where students feel empowered to explore and analyse historical events with confidence. Our curriculum fosters the development of critical thinking, research skills, and historical empathy, equipping students with the tools necessary for success not only in their examinations but also in their broader academic and personal endeavours.

Nurturing Passion and Appreciation

At St Edmund's, we are committed to nurturing a lifelong passion for history and instilling in our students a deep appreciation for the complexities of the human story. We are proud to offer a Key Stage 4 History curriculum that challenges, inspires, and encourages students to become thoughtful and discerning historians.

The Making of America 1789-1900

This period study examines the significant period of the making of America, spanning from the inauguration of the first president in 1789 to the end of the nineteenth century. It focuses on the expansion of American territory during this time and its relationship with the cultures of indigenous Americans, African Americans, and white Americans.

We chose this topic because students will develop a comprehensive and interconnected understanding of the events, situations, and developments that shaped these three cultures and the conflicts that arose between 1789 and 1900. The study is organised into five sections, each highlighting specific content to foster a deep comprehension of the unfolding narrative.

Our curriculum places equal emphasis on building a strong schema of knowledge and disciplinary understanding. Students will develop a robust foundation in historical concepts, including changes and continuities over time, the causes and consequences of historical events, and the historical significance of people, events, and developments. By exploring the making of America, students will deepen their understanding of these second-order concepts, enabling them to analyse historical phenomena with precision and insight.

Through this period of study, students will cultivate a rich and interconnected knowledge base, enabling them to comprehend the complexities of American history during this transformative era. They will gain a comprehensive understanding of the social, political, economic, and cultural forces at work and their impact on different groups within American society. By immersing themselves in the narrative, students will develop a strong disciplinary knowledge and a holistic perspective, empowering them to engage critically with historical issues and make informed interpretations.

By studying the making of America, students will not only develop a deep understanding of this significant period in American history but also cultivate essential historical

thinking skills and a comprehensive knowledge base that will serve as a solid foundation for their future studies and inquiries in Key Stage 5.

History Around Us - Kenilworth Castle

We chose to study Kenilworth Castle holds immense value for learners as it connects them to the importance of local history. By exploring the historical significance of a site rooted in their local community, students develop a sense of pride and appreciation for the heritage that surrounds them. Kenilworth Castle serves as a tangible link to the past, allowing learners to engage with their own local history and develop a deeper connection to the people and events that have shaped their community over time.

Additionally, the study of Kenilworth Castle offers learners the opportunity to engage in experiential history. By visiting the castle or participating in immersive activities related to its history, students can step into the shoes of those who lived and interacted with the castle in the past. This hands-on approach allows learners to connect with history on a personal level, fostering a deeper understanding and empathy for the experiences of individuals who once walked the castle grounds.

Experiential history encourages learners to actively participate in historical inquiry, employing their senses and imagination to reconstruct and interpret the past. By engaging with artefacts, exploring the castle's architecture, and immersing themselves in historical reenactments or interactive experiences, students gain a holistic understanding of the castle's historical context and the lived experiences of its inhabitants.

The study of Kenilworth Castle, with its focus on local history and experiential learning, instils a sense of place and identity within learners. It encourages them to value and preserve their local heritage, fostering a deeper appreciation for the importance of historical sites in shaping their community's identity. Furthermore, the experiential aspect of this study enhances disciplinary knowledge, historical empathy, and a lifelong passion for history, empowering learners to become active participants in preserving and promoting local history for future generations.

By delving into the history of Kenilworth Castle, students not only gain knowledge about their local community's past but also develop a broader understanding of the role that local history plays in the larger historical narrative. This study cultivates a sense of belonging, an appreciation for the power of experiential learning, and a lifelong curiosity for exploring and preserving the rich tapestry of local heritage.

World Depth Study - Living Under Nazi Rule

This immersive world depth study builds upon the foundational knowledge acquired during Key Stage 3, particularly in relation to World War I, World War II, and the Holocaust. By expanding on these historical events, learners will deepen their understanding of the interconnectedness between the Nazi dictatorship and the broader context of the wars.

Through a comprehensive exploration of the impact of the Nazi dictatorship on individuals' lives within Germany and occupied Europe, students will develop a nuanced understanding of the political, economic, social, racial, and cultural forces at play. This study serves as a natural progression from their previous studies, enabling learners to analyse the causes, consequences, and complex dynamics that shaped this transformative period.

By engaging with interpretations, sources, and focused study of the specific content outlined within the five thematic sections, students will gain a more comprehensive understanding of the interplay between the Nazi dictatorship and the preceding world wars. This study encourages students to draw connections, critically evaluate historical evidence, and form well-informed interpretations that integrate their knowledge of World War I, World War II, and the Holocaust.

By building on the understanding acquired in Key Stage 3, learners will develop a holistic perspective of this tumultuous era in human history. This integrated approach fosters a deeper appreciation for the complexities of the Nazi dictatorship and its relationship to the broader historical context. Students will emerge from this study equipped with a comprehensive understanding of the interwoven factors that shaped the period, facilitating a more nuanced analysis of the events and experiences of individuals during this challenging time.

British Depth Study - The Elizabethans

We chose this depth study to provide learners with solid disciplinary and substantive knowledge regarding late-Elizabethan society. By immersing themselves in the study of this period, learners will develop a comprehensive understanding of the political, religious, economic, social, and cultural forces at play during late-Elizabethan England. They will engage with primary and secondary sources, building their substantive knowledge of historical events, individuals, and societal dynamics.

To ensure a robust grasp of the subject matter, we will actively embed knowledge retrieval practices throughout the study. Learners will be encouraged to regularly recall and review key information, facilitating the development of long-term memory retention. By systematically revisiting and reinforcing their understanding of late-Elizabethan England, learners will strengthen their ability to retrieve and apply knowledge in a variety of contexts.

In addition to disciplinary knowledge, this study will emphasise the cultivation of disciplinary knowledge and the evaluation of historical interpretations. Learners will explore the ways in which different perspectives have shaped our understanding of late-Elizabethan England, critically assessing the reliability and biases of various sources. By engaging with a range of written and visual interpretations, learners will sharpen their analytical abilities and develop a nuanced appreciation for the complexities of historical narratives.

Ultimately, this depth study aims to provide learners with a comprehensive understanding of late-Elizabethan society, equipping them with the disciplinary and substantive knowledge necessary for rigorous historical inquiry. By embedding knowledge retrieval practices and fostering disciplinary knowledge, learners will develop a strong foundation to engage with and evaluate historical sources, enabling them to become informed and discerning historians.

We have designed a curriculum that is informed by knowledge of the rich traditions and complex methodology of academic history.

The curriculum is designed to represent the complexity of academic history and avoids the oversimplification or reductive approaches that would encourage misconceptions.

- Influenced by a **mastery learning model** - lessons are broken into learning steps rather than strict weekly content and teachers are encouraged to seek mastery of the finger-tip knowledge from their students (evidenced through quizzing and formative assessments) before moving forward.
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Exam Specification

OCR GCSE (9-1) History B - J411

- The People's Health
- Elizabethans
- History Around Us
- Making of America
- Living Under Nazi Rule

YEAR 10

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <u>St Edmund's curriculum mission</u>)	Main method of assessment?
Term 1:1	<p><u>The Making Of America</u></p> <p><u>America's Expansion 1789–1838</u></p> <ul style="list-style-type: none"> ● How and why the USA expanded, from 1789 to 1838 ● The expansion of southern cotton plantations and of slavery, 1793–1838 ● The removal of indigenous people from the east, 1830–1838 	<p>Understanding Plains Indians: Exploring Settler Expansion and its Consequences</p> <p>This sequence of lessons delves into the dynamic period of American cultures from 1877 to 1900, offering students a comprehensive exploration of the profound changes that reshaped the nation. By studying the transformations experienced by the Plains Indians.</p> <p>African Americans in a Changing Nation: Analysing Struggles, Achievements, and Inequalities</p> <p>Moreover, the curriculum examines the multifaceted impact of economic, social, and political change on the lives of African Americans, allowing students to critically analyse the struggles,</p>	<p>Year 10 will sit mock exams in the Summer terms and Year 11 sit mock exams in Autumn term.</p> <p>The use of interleaved retrieval activities in our curriculum is</p>

<p><u>The West 1839–1860</u></p> <ul style="list-style-type: none"> • The culture of the Plains Indians including a case study of the Lakota Sioux • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah • The nature and impact of the California Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859) 	<p>achievements, and ongoing inequalities faced by this marginalised group during this transformative era.</p> <p>Economic Growth, Urbanisation, and Mass Migration: Exploring Societal Transformations Additionally, the study of the growth of big business, cities, and mass migration provides students with insights into the economic transformations and societal shifts that accompany industrialisation and urbanisation. By engaging with second-order concepts such as cultural adaptation, power dynamics, and socio-economic change, our curriculum fosters the development of disciplinary knowledge and a substantive understanding of the diverse American cultures during this period, enabling students to build a robust schema of knowledge and appreciate the complexities of this pivotal era in American history.</p> <p>Immersing in Plains Indian Culture: The Case Study of Lakota Sioux This sequence explores the transformative period of the West from 1839 to 1860, providing students with a comprehensive understanding of the cultural, social, and economic dynamics that shaped this significant era. By immersing themselves in the rich culture of the Plains Indians, with a particular focus on the case study of the Lakota Sioux, students develop a deep appreciation for the diverse indigenous societies that thrived in the region.</p> <p>Westward Journeys and Historical Migrations: Motivations, Challenges, and Impact Additionally, the study of the westward journeys undertaken by early migrants to California and Oregon, as well as the Mormon settlement of Utah, allows students to examine the motivations, challenges, and impact of these historical migrations, fostering an understanding of the complexities of frontier life.</p> <p>Economic and Social Transformations: The Gold Rush and its Consequences Furthermore, the exploration of the California Gold Rush (1848-1849) and the consequences of the Pikes Peak Gold Rush (1858-1859) provide insights into the economic and social transformations brought about by these significant events. This encourages students to critically analyse the nature of resource extraction, the social dynamics that emerged, and the lasting impact on the region.</p>	<p>justified by cognitive load theory, which suggests that interleaving different topics or concepts during learning enhances long-term retention and transfer of knowledge.</p> <p>By incorporating interleaved retrieval activities into every lesson, we provide regular opportunities for students to actively retrieve and apply information from memory, promoting deeper understanding and strengthening memory connections.</p> <p>This approach not only helps manage the cognitive load by avoiding over-reliance on blocked practice but also fosters desirable difficulties, challenging students to engage with the material, make connections, and develop effective retrieval strategies. By embedding interleaved</p>
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			<p>retrieval activities in every lesson, we aim to optimise learning, promote metacognitive skills, and enhance students' ability to recall and apply knowledge in diverse contexts.</p> <p><u>Exam Practice Booklet used at teacher's discretion for assessment.</u></p> <p><u>Digital quizzes will be used to check mastery at appropriate points.</u></p>
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<p>Term 1:2</p>	<p><u>Civil War and Reconstruction 1861–1877</u></p> <ul style="list-style-type: none"> • Divisions over slavery and the causes of the Civil War • The African American experience of the Civil War, 1861–1865 • Reconstruction and continuing limitations to African American liberty 	<p>Divisions and Causes: Exploring the Road to Civil War.</p> <p>Our sequence of lessons on the Civil War and Reconstruction (1861-1877) is carefully designed to provide students with a profound understanding of this significant period in American history. Through an exploration of the divisions over slavery and the underlying causes of the Civil War, students engage with second-order concepts such as causation, change, and significance, enabling them to critically analyse the complex factors that led to this pivotal conflict.</p> <p>African American Experience: Contributions, Aspirations, and Struggles.</p> <p>By delving into the African American experience during the war and the challenges they faced, students develop a substantive knowledge of their contributions, aspirations, and the ongoing struggle for equality and civil rights.</p> <p>Reconstruction and its Legacy: Comprehending Complexities and Lasting Impact.</p> <p>The study of Reconstruction and its enduring limitations on African American liberty deepens students' comprehension of the complexities and lasting impact of this transformative era</p>	<p>Use of interleaved retrieval activities in our curriculum is justified by cognitive load theory, which suggests that interleaving different topics or concepts during learning enhances long-term retention and transfer of knowledge. By incorporating interleaved retrieval activities into every lesson, we provide regular opportunities for students to actively retrieve and apply information from memory, promoting deeper understanding and strengthening memory connections. This approach not only helps manage the cognitive load by avoiding over-reliance on blocked practice but also fosters desirable difficulties, challenging students to engage with the material, make connections, and develop effective retrieval strategies. By</p>
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<p>Term 2:1</p>	<p><u>Settlement and conflict on the Plains 1861–1877</u></p> <ul style="list-style-type: none"> • The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the Plains • The Indian Wars including Little Crow’s War (1862), Red Cloud’s War (1865–1868) and the Great Sioux War (1876–1877) <p><u>The wider world Issue: The nature and significance of England’s connections with the wider world</u></p> <ul style="list-style-type: none"> • Imperial ambition: the motives and achievements of Elizabethan adventurers • Roanoke: England’s attempt at an American colony • Trade with the east, including first contacts with India 	<p>Exploitation and Settlement on the Plains: Causes and Impact</p> <p>This unit explores the settlement and conflicts on the Plains during the period of 1861-1877, providing students with a comprehensive understanding of the historical events that shaped this transformative era. Through an examination of the causes and nature of white American exploitation of the Plains, including the development of railroads, ranches, and cow towns, students engage with substantive knowledge, developing a deep understanding of the socioeconomic factors that influenced settlement patterns and the impact on both settlers and indigenous peoples.</p> <p>Homesteaders on the Plains: Challenges and Triumphs</p> <p>The study of homesteaders' experiences, their daily lives, and agricultural practices on the Plains allows students to grasp the challenges and triumphs of those who sought a new life in this harsh environment.</p> <p>Indian Wars: Interactions, Tensions, and Violence</p> <p>Furthermore, by delving into the Indian Wars, including significant conflicts such as Little Crow's War (1862), Red Cloud's War (1865-1868), and the Great Sioux War (1876-1877), students explore the complexities of the interactions, tensions, and violence between indigenous peoples and the expanding white settlements.</p>	<p>The use of interleaved retrieval activities in our curriculum is justified by cognitive load theory, which suggests that interleaving different topics or concepts during learning enhances long-term retention and transfer of knowledge. By incorporating interleaved retrieval activities into every lesson, we provide regular opportunities for students to actively retrieve and apply information from memory, promoting deeper understanding and strengthening memory connections. This approach not only helps manage cognitive load by avoiding over-reliance on blocked practice but also fosters desirable difficulties, challenging students to engage with the material, make connections, and develop effective retrieval strategies. By</p>
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<p>Term 2:2</p>	<p><u>Elizabethans</u></p> <p><u>Elizabeth and government Issue: The power of the Queen</u></p> <ul style="list-style-type: none"> • Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex • Elizabeth and her parliaments including opposition from Puritans • Elizabeth and her people including local government and propaganda <p><u>Catholics Issue: The nature and extent of a Catholic threat</u></p> <ul style="list-style-type: none"> • The enforcement of Elizabeth's religious settlement after 1580 • Catholic links abroad, plots against Elizabeth, and the Elizabethan spy 	<p>Elizabethan Power and Governance: Exploring Court Dynamics and Local Governance The study of Elizabethan England offers students a comprehensive understanding of this pivotal historical period. Exploring topics such as Elizabeth's power and government, the court dynamics, parliaments, and local governance, students acquire a strong foundational knowledge.</p> <p>The Catholic Issue: Threats, Religious Settlement, and International Connections A significant aspect of this study is the examination of the Catholic issue, encompassing the nature and extent of the Catholic threat, the enforcement of Elizabeth's religious settlement, Catholic connections abroad, plots against Elizabeth, and the intricacies of the Elizabethan spy network. Delving into events like the Mary Queen of Scots saga, the Armada, and the war with Spain, students develop a nuanced understanding of the political, religious, and international challenges faced by Elizabeth and their impact on the era.</p> <p>Source Analysis and Critical Thinking: Evaluating Evidence and Constructing Arguments By combining rigorous knowledge acquisition with the analysis of sources and interpretations, students cultivate disciplinary knowledge and historical discernment. They learn to navigate diverse perspectives, assess the reliability and biases of sources, and construct well-supported arguments. This approach equips them with the necessary tools to explore the complexities of Elizabethan England, fostering analytical abilities, historical empathy, and a deeper</p>	<p>The use of interleaved retrieval activities in our curriculum is justified by cognitive load theory, which suggests that interleaving different topics or concepts during learning enhances long-term retention and transfer of knowledge. By incorporating interleaved retrieval activities into every lesson, we provide regular opportunities for students to actively</p>

	<p>network</p> <ul style="list-style-type: none">• Mary Queen of Scots, the Armada and war with Spain	<p>appreciation for the forces that shaped the era.</p>	<p>retrieve and apply information from memory, promoting deeper understanding and strengthening memory connections. This approach not only helps manage the cognitive load by avoiding over-reliance on blocked practice but also fosters desirable difficulties, challenging students to engage with the material, make connections, and develop effective retrieval strategies. By embedding interleaved retrieval activities in every lesson, we aim to optimise learning, promote metacognitive skills, and enhance students' ability to recall and apply knowledge in diverse contexts.</p> <p><u>Exam Practice Booklet used at teacher's discretion.</u></p> <p><u>Digital quizzes will be used to check mastery at appropriate points.</u></p>
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<p>Term 3:1</p>	<p><u>Daily lives Issue: The nature and dynamics of Elizabethan society</u></p> <ul style="list-style-type: none"> • The contrasting lives of rich, middling and poor Elizabethans • Family life: husbands and wives, parents and children, wider kinship • Poverty: its causes, Elizabethan explanations and responses <p><u>Popular culture Issue: “Merry England”?</u></p> <ul style="list-style-type: none"> • Theatres and their opponents • The Puritan attack on popular pastimes • The persecution of witches 	<p>Contrasting Lives: Exploring Social Classes and Family Dynamics</p> <p>The study of daily lives and popular culture in Elizabethan England is crucial for students as it provides valuable insights into the nature and dynamics of society during this period. By examining topics such as the contrasting lives of different social classes and family dynamics, students gain a comprehensive understanding of the multifaceted aspects of Elizabethan society.</p> <p>Popular Pastimes and Persecution: Theatres, Puritans, and Witch Hunts</p> <p>This study involves analysing topics such as poverty, theatres, the Puritan attack on popular pastimes, and the persecution of witches. By delving into these subjects, students explore the influence of popular culture, the challenges faced by entertainment, and the social and religious dynamics of the era.</p> <p>Source Analysis and Critical Evaluation: Utilising Historical Evidence</p> <p>This study involves analysing a range of sources and interpretations, including primary sources and scholarly perspectives. By engaging with these sources and interpretations, students develop the ability to critically evaluate and utilise historical evidence. This enables them to develop a deeper appreciation for the complexities of the past while honing their analytical skills and historical empathy.</p>	<p>The use of interleaved retrieval activities in our curriculum is justified by cognitive load theory, which suggests that interleaving different topics or concepts during learning enhances long-term retention and transfer of knowledge. By incorporating interleaved retrieval activities into every lesson, we provide regular opportunities for students to actively retrieve and apply information from memory, promoting deeper understanding and strengthening memory connections. This approach not only helps manage cognitive load by avoiding over-reliance on blocked practice but also fosters desirable difficulties, challenging students to engage with the material, make connections, and develop effective retrieval strategies. By</p>
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			<p>embedding interleaved retrieval activities in every lesson, we aim to optimise learning, promote metacognitive skills, and enhance students' ability to recall and apply knowledge in diverse contexts.</p> <p><u>Exam Practice Booklet used at teacher's discretion.</u></p> <p><u>Digital quizzes will be used to check mastery at appropriate points.</u></p>
<p>Term 3:2</p>	<p><u>Kenilworth</u></p> <ul style="list-style-type: none"> • The sites first owners: De Clinton and the Suspicious Earl • The First Royal Owner: Henry II • Soft Sword - Lackland King John • John Of Gaunt (Royal Show Off) • Dudley's Palace of Love? 	<p>Historical Context: Exploring Kenilworth Castle under Various Owners Kenilworth Castle holds significant historical and architectural importance, making it a valuable topic to include in a GCSE-level local history study. Its inclusion provides students with a strong opportunity for knowledge acquisition, enabling them to delve into the specific historical context of the castle under various owners, such as the De Clintons, Henry II, John of Gaunt, and King John.</p> <p>Substantive Knowledge: Construction, Defense, and Changes Over Time Studying Kenilworth Castle allows students to develop strong substantive knowledge by exploring the castle's construction, defensive features, and the changes made by different owners over time. This deepens their understanding of the castle's historical significance and architectural development.</p> <p>Second-Order Concepts: Social, Political, and Military Factors Furthermore, it encourages students to grasp second-order concepts by examining the social, political, and military factors that shaped the castle's history. This analysis helps students understand how broader historical forces influenced the castle's purpose, design, and significance.</p>	<p>The use of interleaved retrieval activities in our curriculum is justified by cognitive load theory, which suggests that interleaving different topics or concepts during learning enhances long-term retention and transfer of knowledge. By incorporating Interleaved retrieval activities into every lesson, we provide regular opportunities for students to actively</p>

By exploring Kenilworth Castle, students gain a well-rounded understanding of local history while honing their disciplinary knowledge and ability to analyse historical developments in a broader context. This enriches their appreciation for the historical and architectural significance of Kenilworth Castle and its place within the wider historical narrative.

retrieve and apply information from memory, promoting deeper understanding and strengthening memory connections. This approach not only helps manage the cognitive load by avoiding over-reliance on blocked practice but also fosters desirable difficulties, challenging students to engage with the material, make connections, and develop effective retrieval strategies. By embedding interleaved retrieval activities in every lesson, we aim to optimise learning, promote metacognitive skills, and enhance students' ability to recall and apply knowledge in diverse contexts.

Exam Practice Booklet used at teacher's discretion.

Digital quizzes will be used to check mastery at appropriate points.

YEAR 11 (Note: Current Y11, leaving in 2024, will do Elizabethans in Y11 as well as Living Under Nazi Rule)

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <u>St Edmund's curriculum mission</u>)	Main method of assessment?
Term 1:1	<p align="center"><u>Living Under Nazi Rule Dictatorship</u></p> <ul style="list-style-type: none"> • Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 <p align="center"><u>Control and Opposition, 1933–1939</u></p> <ul style="list-style-type: none"> • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups 	<p>Living under Nazi Rule: Examining Everyday Life The study of Nazi Germany in secondary schools is essential to provide students with a comprehensive understanding of this significant historical period. By examining topics such as living under Nazi rule, students explore the diverse experiences of individuals and groups, as well as the complex historical processes that shaped this era.</p> <p>Establishment of the Dictatorship: Machinery of Terror and Propaganda Students delve into the establishment of the Nazi dictatorship, examining the machinery of terror and the powerful propaganda machine. This analysis allows them to understand the tactics employed by the Nazi regime and the impact they had on society.</p> <p>Opposition to Nazi Rule: Examining Resistance and Consequences Additionally, students explore the topic of opposition to Nazi rule, examining acts of resistance and the consequences individuals faced.</p>	<p>Knowledge Quiz</p> <p>Exam Practise Book</p> <p>Digital Quizzes</p>
Term 1:2	<p><u>Living Under Nazi Rule Changing Lives, 1933–1939</u></p>	<p>This sequence provides students with a comprehensive understanding of the profound societal transformations during the Nazi regime, building a substantive understanding of the</p>	<p>Mock Exams</p>

	<ul style="list-style-type: none"> • Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews 	<p>youth movements under the Nazi regime then examining the racial policies of the Jews. The disciplinary expertise of the students will be tested as they look into the change over time for the Nazi regime. Students will build on KS3 knowledge about the Holocaust and World War One.</p>	
Term 2:1	<p><u>Living Under Nazi Rule</u> <u>Changing Lives, 1933–1939</u></p> <ul style="list-style-type: none"> • Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews 	<p>By examining topics such as the impact of Nazi policies on work and home life, the experiences of men and women, the lives of young people including education and youth movements, and the escalating persecution of Jews due to Nazi racial policies, students engage with second-order concepts such as change over time, diversity of experience, significance, cause, and consequence.</p> <p>Through the analysis of historical sources and interpretations, students develop a deeper appreciation for the complexity of individuals' lives, the far-reaching effects of Nazi policies, and the significance of these events in shaping the course of history.</p>	<p>Knowledge Quiz</p> <p>Exam Practise Book</p> <p>Digital Quizzes</p>
Term 2:2	<p><u>Living Under Nazi Rule</u> <u>Germany in War</u></p> <ul style="list-style-type: none"> • The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945 	<p>Teaching secondary school students about the topics of the move to a war economy, growing opposition, and the impact of total war on the German people during World War II is crucial for developing a comprehensive understanding of this significant historical period. By examining the shift to a war economy and its repercussions on the German population from 1939 to 1942, students gain insight into the societal changes, economic hardships, and sacrifices experienced by individuals during wartime. Additionally, studying the growing opposition, including resistance within the army, highlights the complexities of dissent and the diverse perspectives within German society. Finally, exploring the impact of total war on the German people from 1943 to 1945 sheds light on the devastating consequences of prolonged conflict, such as the destruction of cities, loss of life, and the disruption of daily lives. Through these topics, students develop a deeper awareness of human experiences, the consequences of war, and the importance of critical analysis in understanding historical events.</p>	

Term 3:1	<u>Occupation</u> <ul style="list-style-type: none"> • The contrasting nature of Nazi rule in Eastern and Western Europe • The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance 	<p>Teaching secondary school students about the occupation during World War II is of great importance in developing a comprehensive understanding of this significant historical period. By examining the contrasting nature of Nazi rule in Eastern and Western Europe, students gain insights into the diverse experiences and methods of control employed by the Nazi regime. The study of the Holocaust, including the Einsatzgruppen, ghettos, and death camps, provides students with a profound understanding of the atrocities committed and the systematic genocide of millions of people. Additionally, exploring the responses to Nazi rule, including collaboration, accommodation, and resistance, allows students to analyse the complex choices made by individuals and societies under occupation. Through these topics, students develop a deeper appreciation for the significance of historical context, and the impact of the Nazi occupation and the importance of critically examining sources and interpretations to gain a more nuanced understanding of this dark chapter in history.</p>	<p>Knowledge Quiz</p> <p>Exam Practise Book</p> <p>Digital Quizzes</p>
Term 3:2	Public exams	Public exams	Public exams