



HEADLANDS SCHOOL
SINCE 1965

History Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 7	<p><u>How did invaders shape Britain pre 1066?</u></p> <p>Understand why people settled in York pre 1066 Know the impacts of the Romans, Anglo Saxons and Vikings on York pre 1066 Understand why public health collapsed after the Romans left.</p> <p><u>How did William conquer England?</u></p> <p>Understand why Edward the Confessor was not an effective king Know who the contenders to the throne were in 1066. Analyse why the English lost at the Battle of Hastings</p>	<p><u>How did the Normans establish and maintain control of England?</u></p> <p>Understand why the Normans were able to conquer England Know how Norman rule changed life for the English Understand why Norman rule was so brutal Understand why life was tough for the English Understand the role of religion in everyday life</p>	<p><u>Was medieval life the same for everyone?</u></p> <p>Understand how town life was different to peasant life Analysis of how life was different for Jewish people. Understand social History - food, clothing, entertainment, family life, social differences</p>	<p><u>Who had more power, the King or the Church?</u></p> <p>Understand the role of conflict between: Civil War: The Anarchy 1135-1153. Church and Crown: Henry II and Thomas Becket</p> <p><u>Why did people risk their lives for Jerusalem?</u></p> <p>knowledge of key features of the Islamic World c.1100 Understand the motivating factors for going on a Crusade Analysis of potential challenges faced when going on a crusade</p>	<p><u>How was the feudal system threatened in the medieval period?</u></p> <p>Knowledge and understanding of: Foreign wars and their impact- Wales, Scotland, France. Legal challenges: Magna Carta Disease challenges: Black Death Rebellion Challenges: Peasants Revolt</p>	<p><u>How did Henry VII take and keep power?</u></p> <p>Knowledge of the causes of the Wars of the Roses. Analysis of Richard III - hero or villain Evaluation of why Richard lost at Bosworth Evaluation of how Henry VII managed to survive</p>

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Year 8	<p><u>Why did the Reformation happen and what impacts did it have in England?</u></p> <p>Knowledge of motivating factors in religious changes in Europe</p> <p>Understanding of how these religious changes impacted on England: Henry VIII, Edward, Mary, Elizabeth</p> <p>Analysis of religion based conflicts:</p> <p>Mary Queen of Scots</p> <p>Spanish Armada</p> <p>Gunpowder Plot</p>	<p><u>How much did lives improve in the Early Modern Period?</u></p> <p>Knowledge of social history focusing on housing, food, hygiene, clothing and seasonal celebrations</p> <p>Analysis on the utility of the Mary Rose as a source of evidence of social and military history</p> <p>Understanding of how life was different for different social classes and also rural and urban</p>	<p><u>How did Parliament become more powerful than the King in the 17th century?</u></p> <p>Understanding of what a civil war is and how the 1640s civil war started</p> <p>Analysis of why Charles I lost the civil war</p> <p>Evaluation of Oliver Cromwell and the impact he had on society in England and Ireland</p>	<p><u>Why were African Civilisations so successful 1200-1500?</u></p> <p>Knowledge of geographical features of North Africa</p> <p>Understanding of the reasons for the rise of Mali</p> <p>Analysis of why Benin was such a strong country in the 1500s</p> <p><u>How was Africa exploited by the slave trade?</u></p> <p>Knowledge of the triangular trade</p> <p>Analysis of what was so brutal and dehumanising about the transportation and use of slaves</p> <p>Understanding of how resistance grew to slavery and what this looked like</p>	<p><u>How far did the lives of ordinary people improve in the industrial age 1750-1900?</u></p> <p>Knowledge of where people lived in 1750 and how they made money</p> <p>Understanding of the impact of Arkwright and the factory system and how this changed people's lives</p> <p>Knowledge of the impact of Brunel and how his inventions impacted on ordinary people</p> <p>Understanding of how transport developed and the impact this had on people's lives - roads, canal, railways</p>	<p><u>How far did the lives of ordinary people improve in the industrial age 1750-1900?</u></p> <p>Analysis of why conditions were so bad in the towns and understanding of why changes were so limited</p> <p>Analysis of why Cholera was able to spread so rapidly in the towns</p> <p>Knowledge of the impact of social reformers, such as Cadbury and Fry, and analysis of why progress was difficult</p> <p>Understanding of how the rights of people changed and the impact of these changes, such as in housing and holidays</p>

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Year 9	<p><u>How much change was there by 1900?</u></p> <p>Knowledge and understanding of what the main features were of life in 1900, such as rights, education, transport, poverty and the impact that this had on people</p> <p><u>How much impact did the suffragettes have?</u></p> <p>Understanding of who the Suffragettes were and what they wanted</p> <p>Analysis of the effectiveness of the Suffragettes</p>	<p><u>Why was World War I more devastating than previous wars?</u></p> <p>Analysis of how the long and short term causes of World War I worked together to help make a war far more likely</p> <p>Analysis of the role of media in WWI</p> <p>Evaluation of why so many men died in WWI compared to earlier fighting techniques</p> <p>Evaluation of the reasons for so many deaths</p>	<p><u>America in the 1920s</u></p> <p>Understanding of the reasons for the 'Roaring 20s'</p> <p>Analysis of how much normal people were impacted by the change such as Flappers and Prohibition</p> <p>Evaluation of why so many people broke the law during Prohibition</p> <p>Analysis of why so many people were so prejudiced against other people</p>	<p><u>What different paths did the World take after World War I? Nazi Germany in the 1930s</u></p> <p>Understanding of why German people voted for the Nazis in the early 1930s</p> <p>Analysis of how much life changed for German people under the Nazi Regime in the 1930s</p> <p>Understanding of why WWII started</p>	<p><u>How different was World War One from World War Two?</u></p> <p>Analysis of strategy choices in WWII - Blitzkrieg, Battle of Britain, Blitz, Pearl Harbour, Operation Barbarossa, D Day</p> <p>Analysis of reasons for the German loss in WWII</p> <p>Evaluation of how much life changed on the Home front during World War II</p> <p><u>How planned was the Holocaust?</u></p> <p>Analysis of Nazi treatment of Jewish people prior to 1939.</p> <p>Understanding of reasons for the development to the Holocaust.</p> <p>Understanding of conditions in the ghettos and the death camps.</p>	<p><u>How important has Scarborough Castle been throughout British History?</u></p> <p>Why was Scarborough Castle built?</p> <p>How was it changed by King John?</p> <p>What did Henry III add to the site?</p> <p>Why was it destroyed in 1645?</p> <p>What happened to other castle sites in the area?</p> <p>What was built after 1645 at the site?</p> <p>How did Scarborough change after the 1600s?</p> <p>Why was the castle attacked in 1914?</p>

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Year 10	<p><u>The People's Health in the Middle Ages:</u></p> <p>What was public health like in the Middle Ages in the towns and countryside?</p> <p>What did people think made them ill in the Middle Ages?</p> <p>How did Medieval people react to the Black Death?</p> <p>Why did monasteries have better public health than the towns?</p> <p>How much progress was there in the later middle ages with public health?</p> <p><u>Early Modern Public Health</u></p> <p>What was public health like in the early modern towns and countryside?</p> <p>What did people think made them ill in the early modern time period?</p> <p>How did early modern people react to the Black Death?</p> <p>How much progress was there from Medieval times?</p> <p>How much progress was there with the Gin Acts and the rebuilding of London after the Fire of London?</p>	<p><u>The People's Health in the 19th century</u></p> <p>What was public health like in the 19th century towns and countryside?</p> <p>Urban living conditions in the early nineteenth century: housing, food, clean water and waste</p> <p>What did people think made them ill in the 19th century?</p> <p>How did 19th century people react to diseases such as Cholera?</p> <p>Why was progress so slow in the 19th century towns?</p> <p>Public health reform in the nineteenth century including the Public Health Acts and local initiatives</p> <p><u>Public Health in Britain since 1900:</u></p> <p>Living conditions and lifestyles: housing, food, air quality and inactivity</p> <p>Responses to Spanish Influenza and AIDS</p> <p>Growing government involvement in public health including pollution controls, anti smoking initiatives and the promotion of healthy lifestyles</p>	<p><u>The Making of America 1789-1900</u></p> <p><u>America's expansion, 1789-1838</u></p> <p>How and why the USA expanded, from 1789 to 1838</p> <p>The expansion of Southern cotton on plantations, and of slavery, 1793-1838</p> <p>The removal of indigenous people from the East, 1830-38</p> <p><u>The West, 1839-60</u></p> <p>The culture of the Plains Indians, including a case study of the Lakota Sioux</p> <p>The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah</p> <p>The nature and impact of the Californian Gold Rush (1848- 49) and the consequences of the Pike's Peak Gold Rush (1858-59)</p>	<p><u>Civil War and Reconstruction, 1861- 77</u></p> <p>Divisions over slavery and the causes of the Civil War</p> <p>The African-American experience of the Civil War, 1861-65</p> <p>Reconstruction and continuing limitations to African American liberty</p> <p><u>Settlement and conflict on the Plains, 1861-77</u></p> <p>The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns</p> <p>Homesteaders: living and farming on the Plains</p> <p>The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865-68) and the Great Sioux War (1876-77)</p>	<p><u>American cultures, 1877-1900</u></p> <p>Changes to the Plains Indians' way of life, including the impact of reservations and the destruction of the buffalo</p> <p>The impact of economic, social and political change on the lives of African Americans</p> <p>The growth of big business, cities and mass migration</p> <p><u>Revision programme</u> - two weeks in run up to the mocks.</p>	<p>Year 10 exams</p> <p><u>The Elizabethans, 1580-1603</u></p> <p>The contrasting lives of rich, middling and poor Elizabethans</p> <p>Family life: husbands and wives, parents and children, wider kinship</p> <p>Poverty: its causes, Elizabethan explanations and responses</p> <p><u>Popular culture in Elizabethan England</u></p> <p>Issue: 'Merry England'</p> <p>Theatres and their opponents</p> <p>The Puritan attack on popular culture</p> <p>The persecution of witches</p>

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Year 11	<p><u>Popular culture</u></p> <p>Theatres and their opponents</p> <p>The Puritan attack on popular culture</p> <p>The persecution of witches</p> <p><u>Elizabeth and government</u></p> <p>Elizabeth and her court, including the Privy Council and the rebellion of the Earl of Essex</p> <p>Elizabeth and her parliaments including opposition from Puritans</p> <p>Elizabeth and her people including local government and propaganda</p> <p><u>Catholics - the nature and extent of a Catholic threat</u></p> <p>The enforcement of Elizabeth's religious settlement after 1580</p> <p>Catholic links abroad; plots against Elizabeth, and the Elizabethan spy network</p>	<p><u>Mock exams</u></p> <p>Mary Queen of Scots, the Armada and war with Spain</p> <p><u>The wider world</u></p> <p>Imperial ambition: the motives and achievements of Elizabethan adventurers</p> <p>Roanoke: England's attempt at an American colony</p> <p>Trade with the east, including first contacts with India</p> <p><u>Living under Nazi Rule, 1933-45</u></p> <p>Hitler and the Nazi Party in January 1933</p> <p>Establishing the dictatorship, January 1933 to July 1933</p> <p>Achieving total power, July 1933 to August 1934</p>	<p><u>Control and opposition, 1933-39</u></p> <p>The machinery of terror including the SS, the law courts, concentration camps and the Gestapo</p> <p>The range and effectiveness of Nazi propaganda</p> <p>Opposition to Nazi rule including the Left, Church leaders and youth groups</p> <p><u>Changing lives, 1933-39</u></p> <p>Work and home: the impact of Nazi policies on men and women</p> <p>The lives of young people in Nazi Germany including education and youth movements</p> <p>Nazi racial policy: the growing persecution of Jews</p>	<p><u>Germany in war</u></p> <p>The move to a war economy and its impact on the German people, 1939 - 42</p> <p>Growing opposition from the German people including from elements within the army</p> <p>The impact of total war on the German people, 1943-45</p> <p><u>Occupation</u></p> <p>The contrasting nature of Nazi rule in eastern and western Europe</p> <p>The Holocaust, including the Einsatzgruppen, ghettos and the death camps</p> <p>Responses to Nazi rule: collaboration, accommodation and resistance</p>	<u>Revision / Exams</u>	<u>Revision / Exams</u>

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Year 12	<u>Henry VII's claim to the throne</u> Opposition to Henry VII Relations with the nobility Royal government Exam skills and practice questions.	<u>England's position in Europe in 1485</u> Henry VII's aims in foreign policy Key events and actions in Henry VII's foreign policy Henry VIII's personality <u>The Age of Wolsey</u> Foreign policy Exam skills and practice questions.	<u>The Age of Wolsey</u> Domestic policy The divorce and Wolsey's fall Religious change and opposition in the 1530s and 1540s <u>Thomas Cromwell</u> Cromwell's rise Domestic policy Exam skills and practice questions.	<u>The Fall of Cromwell</u> Foreign policy in the 1540s Faction in 1540s Weaknesses of the Mid Tudor Monarchs Edward's religious policies. Exam skills and practice questions.	<u>The Rebellions - causes and how these were dealt with</u> The Prayer Book Rebellion Kett's Rebellion LJG Rebellion Wyatt's Rebellion Government and Faction 1549-1558. Fall of Somerset. Exam skills and practice questions.	<u>Mary I</u> Religious change Reaction to Mary's religious changes Factions, N+S, Paget v Gardiner. Exam skills and practice questions.
	<u>Consequences of the First World War</u> The Weimar Constitution and coalition governments Impact of the Treaty of Versailles Challenges to Weimar Communist revolts - Kapp Putsch, Munich Putsch, invasion of the Ruhr Hyperinflation Stresemann and the 'Golden Years' Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; The impact of the Great Depression, elections and governments 1928- 1933 Rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR;	<u>Rise and Appeal of Nazism</u> Role of propaganda and Hitler: Papen, Schleicher and 'backstairs intrigue' Hitler's appointment as Chancellor Hitler's consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one party state, Night of the Long Knives, army oath and death of Hindenburg	<u>System of Government and Administration</u> Censorship and propaganda, machinery of terror, including courts, SS, Gestapo; Treatment of opposition Religious policies Economic policies Schacht's New Plan Goering's Four Year Plan, public works, conscription and autarky	<u>German Labour Front</u> 'Strength through Joy' policy towards women Education and policy towards youth Racial policies to 1939 benefits of Nazi Rule	<u>The War Economy and Total War;</u> Impact of bombing Morale and rationing war and racial policies The Final Solution Opposition and resistance <u>Consequences of the Second World War</u> Cold War Potsdam, Division of Germany Bizonia Developments in the Soviet Zone Currency and the Berlin Blockade The creation of West Germany and the DDR The Basic Law and constitution of West Germany The 1949 election The economic miracle Political and social stability Elections of 1953, 1957 and 1961 foreign policy,	<u>Berlin Wall</u> Adenauer's decline and the Der Spiegel Crisis of 1962 West Germany in 1963 the GDR in 1949 Uprising 1953 Economic change, land reform, collectivisation, nationalisation and heavy industry Social change: churches, trade unions, education and youth

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13	<p><u>Urban and Rural Popular Culture</u></p> <p>Popular and elite culture, their definitions Participation in popular culture and the withdrawal of the elite The significance of ritual The role of pageants and the festivals of misrule Public humiliation The role of magic in society Moral regulation and challenges to popular culture Religious change Political change Economic change Social control</p> <p><u>The main reasons for the growth and decline in the persecution of witches</u></p> <p>Developments from the Papal Bull of 1484 and the Malleus Maleficarum (1486) to the end of the period</p> <p><u>The persecuted</u></p> <p>The geography of the Witchcraze in Europe and North America Regional variations - towns and countryside Religious variations: gender, age, social and employment composition of those prosecuted for witchcraft. beliefs, impact on the reformation</p>	<p><u>The main reasons for the growth and decline in the persecution of witches</u></p> <p>Causes of growth and decline, including: Religious changes and confessional strife Economic causes Social structure Changes and divisions within society Scapegoats and minorities Popular culture and cultural changes Growth of rationalism and enlightened thinking Understanding of medicine and remedies Persecution from above or below The role of wars and natural disasters including plague and the mini Ice Age</p>	<p><u>30 mark compulsory question prep:</u></p> <p>The Witchcraze in Southern Germany c.1590-1630 Hopkins and the witch hunt of 1645-1647 The Salem Witch Trials</p>	<p><u>The Response of the Authorities</u></p> <p>Legal developments including the inquisitorial system of criminal procedure and secular courts on both a local and regional scale Campaigns against medieval superstition Survival of popular beliefs Impact on the Reformation Torture, trials, felony, burnings, sleep deprivation, confessions Mistrust and fear, denunciations Impact on legal procedure</p>	<u>Revision / Exams</u>	<u>Revision / Exams</u>

	<p><u>Was the Holocaust the result of centuries of Anti-Semitism or Twentieth century developments?</u></p> <p>Students understand the variety of traditional accusations against Jews from Roman/Ancient Greeks to Medieval</p> <p><u>Why was AS so widespread across Europe?</u></p> <p>Understanding of the chronology of the Holocaust</p> <p>Parallels of traditional and 20th C Anti Semitism - historical interpretations</p> <p><u>To what extent was Hitler to blame?</u></p> <p>Why was the notion of racial struggle a threat to the Jews?</p> <p>Why was AS becoming increasingly racial in the 19th century?</p> <p>The impact of the First World War and heightened nationalism</p>	<p><u>Anti-Semitism in action 1933-9</u></p> <p><u>To what extent was WW2 a turning point in Nazi policies towards the Jews?</u></p> <p>Discrimination against Jews</p> <p>Emigration</p> <p>Einsatzgruppen</p> <p>Impact of the Nazi Soviet Pact</p> <p>Deportation and Ghettos</p> <p>Euthanasia and the T4 programme</p>	<p><u>Study Skills tutorials</u></p> <p>Students work independently in class to prepare for and write their personal studies</p> <p>One-One discussions (formally written up) between teacher and student</p> <p>Support can be offered but this will affect the final mark, depending on the extent of support needed (see assessment criteria)</p>	<p><u>Study Skills tutorials</u></p> <p>Students work independently in class to prepare for and write their personal studies</p> <p>One-One discussions (formally written up) between teacher and student</p> <p>Support can be offered but this will affect the final mark, depending on the extent of support needed (see assessment criteria)</p> <p>Revision of Germany 221 work</p>		
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