

# History on a Page 2024 / 2025

History

Subject Leader: James Wiggins

## CURRICULUM INTENT:

At Montsaye Academy, we believe the study of our History curriculum will enable learners to become confident, knowledgeable and inquisitive young people. Pupils will be prepared for the demands of a modern world; to question the world around them, becoming compassionate and gaining a deep knowledge and understanding of the world and its past. Enabling our learners to develop the core skills needed for sixth form, university and beyond. We will also ensure our students learn the skills of a historian, to research, record and report on events making analytical and supported judgements. Developing respect and compassion by studying a vast and intriguing history from around the world which links with present events, making our students well-rounded intellectuals.

"Learning from the past, for a better future."

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## Key Stage 3

<p>Year 7 unit 1 begins in Constantinople, where East meets West, ideas are exchanged, religions coexist, and trade flourishes. This provides an understanding of the interconnectedness between different parts of the world, such as tracking the influence of the Spice Roads from China into Europe. Students gain significant context and foundational knowledge about Christianity and Islam for later in the year when they visit this region again in unit 3 through the lens of medieval conflict and the crusades. It also prepares them with a conceptual understanding of the development of scientific knowledge and the spread of ideas. This is built on in unit 6, when they learn about the Renaissance, and explore the age of discoveries. The Year 7 curriculum comes full circle as unit 6 begins with the collapse of Constantinople in the 15th century, 400 years after they initially studied its importance and influence in the region in unit 1.</p>												
Year 7	Term 1	Worldviews in the 11th century - "How connected was the world in 1000?" is the question explored through: <ul style="list-style-type: none"> <li>The diversity and vastness of the Christian and Islamic worlds.</li> <li>The spread of knowledge and ideas.</li> </ul>	Term 2	The Norman Conquest - <ol style="list-style-type: none"> <li>1. What was England like in 1066?</li> <li>2. Who were the claimants to the throne?</li> <li>3. What happened at the Battle of Stamford Bridge?</li> <li>4. Why did William win at Hastings?</li> <li>5. How did William control his kingdom?</li> </ol>	Term 3	Religion in The Middle Ages - <ol style="list-style-type: none"> <li>1. What was the role of the Church in medieval England?</li> <li>2. What was the role of monks in medieval society?</li> <li>3. Why did people go on crusades?</li> <li>4. What was the impact?</li> <li>5. Why was religion significant in the Middle Ages?</li> </ol> <p>Authorit</p>	Term 4	14th Century Mali - <ol style="list-style-type: none"> <li>1. What evidence can we use to investigate Medieval Mali?</li> <li>2. Who was Mansa Musa?</li> <li>3. How did Mansa Musa demonstrate his power?</li> <li>4. How did Timbuktu become a cultural centre?</li> <li>5. Why is Medieval Mali significant?</li> </ol>	Term 5	Challenges to Medieval Monarchs - <ol style="list-style-type: none"> <li>1. Why was it so difficult for monarchs to control the Church? (Becket).</li> <li>2. What was the Magna Carta and what was its impact?</li> <li>3. Does King John deserve to be known as John as 'bad King John'?</li> <li>4. What was the Black Death</li> </ol>	Term 6	The Renaissance - <ol style="list-style-type: none"> <li>1. Where and how did the Renaissance begin?</li> <li>2. Which ideas and inventions shaped the Renaissance?</li> <li>3. Why was Columbus' voyage significant?</li> <li>4. Why and how did the Renaissance world expand?</li> </ol>
	<p>Throughout the Y7 curriculum the concepts of power, identity and connectivity are themes running through the curriculum and will correspond to the BIG question, how does power change? These questions will be used to challenge students thinking and as vehicles for discussion and debate, building oracy with purpose into the curriculum. Do Now tasks will be used to recap and assess pupils learning of knowledge throughout the curriculum. the skills, knowledge and understanding of the Y7 curriculum will support key learning points in subsequent years.</p>											

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<p>The Y8 curriculum continues to focus on the key concepts of power and identify and how they this drastically change through protest and the emergence of our democratic political system. Pupils will develop their source skills in Y8 by investigating the usefulness of a source's origin and content to assess and evaluate the utility of a source from history. The Y8 curriculum will continue to explore international history and focus on the significance of the British Empire, this unit will develop student understanding of the complexity of the British Empire, how it evolved over a long period of time and emerged in positions of power in different ways in different places at different times. There is focus on how people from across the empire and different experiences for example, experiences from India, Australia, and Africa. Y8 curriculum culminates by exploring the effects of the Industrial Revolution and how it led to the workhouse system in the 19th century, with a historical enquiry on Jack the Ripper. The Y8 curriculum will broaden the students' knowledge and understanding of key events in the 17th and 19th century which will support Y9 learning where we focus on the 20th century.</p>												
Year 8	Term 1	<p>Protest and democracy - 1. Why did people protest for the vote in the 19th century? 2. What were the effects of the Glorious Revolution? 3. How did the voting system change during the 19th Century? 4. How does democracy look today in our world?</p>	Term 2	<p>The British Empire - 1. What was the British Empire? Why did countries desire them? 2. How was Britain's relationship with India established and how did it change over time? 3. What was the impact of colonisation of the Aborigines? 4. How did the expansi</p>	Term 3	<p>Transatlantic slavery - 1. What was the role of the British Empire in the TAST? 2. How did the TAST work? 3. How was the slave Trade abolished? a. White middle-class campaigns b. Black rebellions and campaigners c. Economic changes</p>	Term 4	<p>Industrial Revolution - 1. What was the Industrial Revolution? 2. How did transport change? 3. What was the impact of key people? 4. Did everyone view the Industrial Revolution as progress? 5. What were the roles of women and children during the IndustriaTransatlantic slavery - 1. What was the role of the British Empire in the TAST? 2. How did the TAST work? 3. How was the slave Trade abolished? a. White middle-class campaigns b. Black rebellions and campaigners c. Economic changes</p>	Term 5	<p>Workers and shirkers of Victorian Britain - 1. How did the working conditions change in Victorian Britain? 2. What were some worst jobs in Victorian Britain? 3. What was the workhouse system? 4. How did the workhouse system affect families?</p>	Term 6	<p>Crime and Punishment in Victorian Britain - 1. Why was there so much crime in Victorian Britain? 3. Who was Jack the Ripper? 3. How did crime and punishment change in the 19th century?</p>
	<p>The Y8 curriculum allows our students to expand their knowledge and understanding of the key concepts of power and identity, by studying complex issues of empire, slavery and political reform, allowing students to increase their ability to make links across a whole curriculum. The skills of analysis and evaluation will be learnt and practiced throughout with extended writing being present in every term and fundamental source skills will be modelled and practiced consistently in lesson. and as always at the centre of their learning will be the acquirement and use of specific knowledge of the broad Y8 curriculum.</p>											

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<p>The Y9 curriculum allows our students to understand how the 20th century shaped our modern world today, through studying many turning points, students will be able to make links back to their key learning from Y7 and Y8. During Y9 students will learn to sharpen their history skills from extended writing and class discussion to source analysis and evaluation of historical interpretations. Y9 students will have a vast knowledge and understanding of the last 1000 years by the end of Y9 and will be ready for the GCSE course if they wish to pick it as an option.</p>												
<b>Year 9</b>	Term 1	<p>Suffrage - 1. Why was suffrage desired by 19th century women and working-class men? 2. Which group was most effective in increasing the impact of the campaign for women's suffrage? 3. How far did WW1 help the campaign for universal suffrage? 4. Why did women gain the vote in 1918?</p>	Term 2	<p>Causes of World War Two - 1. How did WWI start WWII? 2. What was appeasement and how did it lead to WWII? 3. How did Hitler's foreign policy lead to WWII? 4. What was the Nazi-Soviet Pact? 5. What was the main cause of WWII?</p>	Term 3	<p>Nazi Germany and the Holocaust - 1. How did life change for Jews under the Nazi regime? 1933-39. 2. How did WWII effect European Jews? 3. How were the Nazis able to implement the Final Solution? 4. How far was Hitler responsible for the Final Solution?</p>	Term 4	<p>Post war Britain - 1. Why was the creation of the NHS significant? 2. What did mass migration mean for Britain? 3. How did life for women change during the 1960s?</p>	Term 5	<p>Post war Britain - 1. Why was the creation of the NHS significant? 2. What did mass migration mean for Britain? 3. How did life for women change during the 1960s?</p>	Term 6	<p>Modern medicine - 1. What are the main ideas about illness and disease in modern medicine? 2. How do we prevent illness and disease in the 21st century? 3. How significant was the development of penicillin? 4. What is lung cancer and how does the NHS t</p>
		<p>The Y9 curriculum is rich with engaging historical events, peoples and concepts, recall of knowledge across the year will allow students to to make strong links and connections. Key historical events of the 20th century are taught and key skills are embedded throughout the curriculum in preparation for the history GCSE.</p>										

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## Key Stage 4

<p>In GCSE History we deliver the Edexcel units and Y10 will start their journey with the American West Paper 2 Unit, which investigates the effects of American migration into the American West and the impact on the Native Americans. Key exam skills are taught including how to write an analytical narrative of certain events, and how to explain the importance of key factors. From the American West Y10 will learn the Paper 3 unit, Russia and the Soviet Union 1917-41. Here pupils will learn the key events in Russia which have shaped our modern world today. Y10 students will practice and perfect their source analysis skills and their analysis of historical interpretations. Pupils will be provided with modelled answers and Edexcel mark schemes and past exam questions will be used to support Y10 students throughout Y10, culminating in their end of Y10 exams, where pupils will experience the public exam conditions to prepare them for their real exams.</p>												
Year 10	Term 1	American West Topic 1 - Early Settlement 1835-1862 1. Who were the Plains Indians? 2. Why did white settlers move West? 3. Why was there so much conflict and tension in the West? How did the early settlers in the West succeed?	Term 2	American West Topic 2 and 3 - Develop and Conflict 1862-1895 1. Why was the cattle industry so important? 2. How did the Indian's way of life change? Why did farming and the cattle industry change? Why was there still conflict in the American West?	Term 3	Russia and the Soviet Union Topic 1: 1. Why was there a February Revolution in Russia in 1917? 2. Why was the Provisional Government so weak? 3. How did Lenin and the Bolsheviks take over Russia in October 1917?	Term 4	Russia and the Soviet Union Topic 2: 1. How did the Bolsheviks hold on to power? 2. How did the Bolsheviks win the Russian Civil War? 3. Did Lenin's economy improve people's lives?	Term 5	Russia and the Soviet Union Topic 3: 1. How did Stalin get into power? 2. What was the purge and the Great Terror? 3. How did Stalin control the Soviet Union using propaganda?	Term 6	Russia and the Soviet Union Topic 4: 1. How did Stalin change the farming of Russia? 2. What were the main changes in the Soviet Union's industry? 3. What was life like in the Soviet Union?
	<p>The Y10 Curriculum has been planned to teach our GCSE students the main exam skills they will need for their Y11 exams. throughout Y10 they will learn and practice key exam skills that make up over 50% of their marks. From learning how to write a narrative to analyse key events in the American West to learning how to evaluate two historical interpretations of events from Russia and the Soviet Union. Our GCSE pupils will have access to model answers and mark schemes to increase the confidence and knowledge of the key components which make up their History GCSE. Throughout the year pupils will have their knowledge tested at the beginning of lessons through Do Now tasks and factual quizzes at the end of each unit.</p>											

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<p>In GCSE History we deliver the Edexcel units and Y11 will cover the Paper 1 Medicine Through time and the Western Front units. Pupils will learn how medicine has changed since the Middle Ages and which key factors were significant in change and continuity of medicine. Pupils will begin Y11 by learning the key features of medicine in the Western Front during WWI, where pupil will practice their source analysis skill which were learnt in Y10. Pupils will be provided with modelled answers and Edexcel mark schemes and past exam questions will be used to support Y11 with their home learning and revision, which will be assessed during two mock exam periods which will cover all three Papers, then culminating in their public exams.</p>												
Year 11	Term 1	<p>Paper 1 Historical Environment - Western Front 1914-1918</p> <ol style="list-style-type: none"> <li>1. How did trench warfare effect medicine on the Western Front?</li> <li>2. How did the RAMC evacuate wounded soldiers?</li> <li>3. What new techniques were developed during WWI?</li> <li>4. How did poisonous gas affect WWI soldiers?</li> <li>5. How useful are WWI sources?</li> </ol>	Term 2	<p>Paper 1 Medicine through time - Medieval and Renaissance -</p> <ol style="list-style-type: none"> <li>1. How did the Middle Ages effect medicine?</li> <li>2. What changed in medicine during the Renaissance period?</li> <li>3. What can we learn about medicine from the Great Plague?</li> <li>4. How significant was the</li> </ol>	Term 3	<p>Paper 1 Medicine through time - Industrial Medicine -</p> <ol style="list-style-type: none"> <li>1. How did science and technology change medicine in the 19th century?</li> <li>2. What was the most significant change in hospital care and surgery?</li> <li>3. How did public health change during the 19th century?</li> <li>4. How significant was Jenner's smallpox vaccination?</li> <li>5. How significant were the cholera epidemics in changing public health?</li> </ol>	Term 4	<p>Paper 1 Medicine through time - Industrial Medicine -</p> <ol style="list-style-type: none"> <li>1. How did science and technology change medicine in the 19th century?</li> <li>2. What was the most significant change in hospital care and surgery?</li> <li>3. How did public health change during the 19th century?</li> <li>4. How significant was Jenner's smallpox vaccination?</li> <li>5. How significant were the cholera epidemics in changing public health?</li> </ol>	Term 5	GCSE revision and exam preparation	Term 6	<p>Year 11 New Knowledge will be complete by 4/4/2025</p>
	<p>The Y11 curriculum has been planned to support the development of our historians, Y11 allows our pupils to practice and perfect key skills for their exams, whilst learning one of the most engaging topics, the history of medicine from the Middle Ages to modern times. Two mock exam periods have been planned in to allow pupils to practice and perfect key exam skills and to recall and revise key historical knowledge throughout the year. All culminating in an opportunity for our pupils to succeed in their exams and hopefully to continue their love of history with us at A-level.</p>											



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## Key Stage 5

<p>Y12 curriculum has been planned to develop on the knowledge and skills from GCSE to support their journey at A-Level. Y12 will learn two different communist states comparing key features of the Soviet Union and Communist China. They will learn how to develop their analytical skills of key factors and also develop their source analysis skills. Both Paper 1 Russia and Paper 2 China have been planned to compliment each other, the use of knowledge recall and exam will be consistent to support our Y12s progress. Mock exams are planned in during the year to assess key knowledge and understanding, the use of modelled answers and mark schemes will support our pupils throughout Y12.</p>												
Year 12	Term 1	<p>Paper 1 Russia - How did the Communists consolidate their power? 1. How did Lenin and Bolsheviks increase their control? 2. What were the key features of Stalin in power? 3. How did Communist control change between the years 1953-1985? Paper 2 Mao</p>	Term 2	<p>Paper 1 Russia - Industrial and agricultural change, 1917-85 1. What were the key changes to the economy between the years 1918-28? 2. How did Stalin transform the Soviet Unions economy? 3. What were the key changes to agriculture and industry</p>	Term 3	<p>Paper 1 Russia - Control of the people, 1917-85 1. How was media, propaganda and religions used to control the Soviet Union in the years 1918-85? 2. What was the significance of the secret police for Communist control in the years 1918-85? 3. How</p>	Term 4	<p>Paper 1 Russia - Social Developments, 1917-85 1. How did Soviet leaders affect housing, employment and society in the years 1918-85? 2. How did the status of women change between the years 1918-85? 3. How did education change in the years 1918-85?</p>	Term 5	<p>Paper 1 Russia - What explains the fall of the USSR, c1985-91? 1. The significance of the economic weaknesses of the USSR and the failure of reform. 2. The effects of Gorbachev's failure to reform the Communist Party and the Soviet government.</p>	Term 6	<p>Revision of Paper 1 Russia and Paper 2 China in preparation for end of year exams. Coursework unit is introduced - enquiry question of the causes of WWI - introduction of the historiography - how to reference for your coursework - background reading of</p>
	<p>During Y12 pupils will be taught key knowledge component for both Paper 1 and Paper 2. Recall or Do Now activities will test prior knowledge, marks schemes and model answers will support the development of Y12 pupils' understanding to increase their analytical and evaluation skills. 20 mark essays are practiced consistently throughout the year and teachers will model all levels to support all abilities of our pupils. Timely assessment points have been planned to allow pupils opportunities to identify their strengths and areas to develop through precise feedback and support.</p>											

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<p>The Y13 curriculum has been planned to give pupils the best opportunity to succeed at A Level History, pupils will learn key components for their Paper 3 and History Coursework. Y13 pupils will learn how social welfare and public health provision significantly changed between the years of 1780-1939. The poverty unit assess pupils deep knowledge and understanding of key changes throughout the time, whilst the public health unit assesses pupils' broader knowledge and understanding. Y13 skills would have already been introduced in Y12 and will be developed further during Y13, again using modelled answers and examiner mark schemes to fully understand key knowledge and exam skills. Y13 pupils will also be undertaking their History coursework which will investigate the main causes of the First World War. Pupils will learn how to explain and analyse differing historical interpretations, whilst evaluating the main causes of the First World War.</p>												
Year 13	Term 1	Paper 3 : Public Health - The impetus for public health reforms - 1. What were the main reasons for changing public health provision? 2. How did the changes in attitude and social opinion affect public health? Paper 3: Poverty Unit - Paupers and pa	Term 2	Paper 3 : Public Health - Changes in public health - 1. What were the key changes in Public Health in the years 1780-1939? 2. How significant were individuals in changing public health provision? Paper 3 : Poverty - Less eligibility: the Poor Law	Term 3	Paper 3 : Poverty - The government, self-help and charity, 1847-80 - 1. How did government control of poor provision change after the Andover Workhouse scandal? 2. How significant was charity and self-help for relieving poverty in the years 1832-47?	Term 4	Paper 3 : Poverty - Social and welfare reforms: pressure and action, 1880-1914 - 1. What were the main pressure for reform in the late nineteenth century? 2. What was the significance on the 1905 Royal Commission on the poor law? 3. How did the	Term 5	Paper 3 : Poverty - Depression and the dole: poverty in the inter-war years, 1920-39 - 1. How did the Wall Street Crash affect poverty in the 1920s and 30s? 2. What was the impact of the Jarrow and Hunger Marches? 3. How significant were the gove	Term 6	Year 13 New Knowledge will be complete by 4/4/2025
	<p>During Y13 pupils will be taught key knowledge component for their Paper 3 Unit and will also be guided through their independent coursework. Recall or Do Now activities will test prior knowledge, marks schemes and model answers will support the development of Y13 pupils' understanding to increase their analytical and evaluation skills. 20 mark essays are practiced consistently throughout the year and teachers will model all levels to support all abilities of our pupils. Timely assessment points have been planned to allow pupils opportunities to identify their strengths and areas to develop through precise feedback and support. By Easter pupils will be supported in their preparation for the Summer Exams and will have access to past paper questions and example answers.</p>											



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