

History

"We are not makers of History. We are made by History." – Martin Luther King

Summerhill students will be **valuable members of society**

History is constantly evolving to incorporate the broadening perspectives and viewpoints from people all over the world.

By studying the experiences of a diverse range of people over a large scope of time, our students will develop empathy and an open-minded approach to the world.

They will also develop a critical mind-set and be able to evaluate and analyse a variety of historical sources. They will enter a world with increasingly polarised and fragmented views with the ability to respect and understand the views of all.

Summerhill students will be **great communicators**

Through analysis of a range of academic texts, interpretations and other media material, students will develop their own lens through which they can interpret the past.

The History curriculum will build on student's natural curiosity and enable them to make links between the past and the present day.

Students will be able to, in verbal and written form, articulate the causes of historical events, assess change and continuity across time and assess the reliability of source material. They will make use of an increasingly sophisticated range of specialist vocabulary to do this.

Summerhill students will be **knowledgeable**

Historians will study a range of periods between 410 AD and present day. They will be able to adopt a critical insight into different 'worlds' from the past. Key themes will include: how the story of power has developed in Britain and the role that Empire has played in shaping the world. They will evaluate a range of competing historical interpretations of key events and individuals.

Learning will incorporate substantive concepts such as Parliament and democracy in order to construct a layered understanding of the past. This will be sequenced through an approach that encourages the application of prior knowledge to new aspects of learning.

Our curriculum is underpinned by four key values:

- Courage** – doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development
- Ambition** – having the highest aspirations and expectations of ourselves and others; being brilliant in all we do; having a belief that challenges can be overcome with the right attitude and hard work
- Respect** – thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams
- Effort** – investing time and energy to achieve success; always giving our best in everything we do; demonstrating resilience through challenging times.

Year	Key Features	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 KS3	All students: 2 single periods per week.	<p>History skills:</p> <ul style="list-style-type: none"> • What is History? • How do we measure time? • How do we find out about the past? • How do we judge the usefulness of sources? <p>Who are the 'British?':</p> <ul style="list-style-type: none"> • How did people first get to Britain? • What did the Romans do for us? • Who opposed the Romans? • Did the Saxons create England? • Were the Vikings bloodthirsty raiders? 	<p>How did the Normans change England?</p> <ul style="list-style-type: none"> • Who should be king in 1066? • What happened at Stamford Bridge? • Why did William win the Battle of Hastings? • How did William use castles to control England? • How effective was the Feudal System? • How did the Domesday book help William rule? • Why was the North harried? 	<p>How did kings lose control of England?</p> <ul style="list-style-type: none"> • Why was Henry II whipped? • Who was the real King John? • Why was Magna Carta so important? <p>How did the Black Death change England?</p> <ul style="list-style-type: none"> • How did the plague spread to England? • Who were the first victims? • What did Walsham do to combat the plague? • How did the plague change England? <ul style="list-style-type: none"> • 	<p>What travelled along the Silk Roads?</p> <ul style="list-style-type: none"> • Why did knights go on Crusade? • How did the Crusaders reach the Holy Land? • How was Jerusalem captured? • Was the Mongol Empire built on blood and fear? • Does Richard deserve the name 'Lionheart'? • Who was Saladin? 	<p>Why did HVIII Break from Rome in the 16th century?</p> <ul style="list-style-type: none"> • Who was Henry VIII? • Why did Henry need a son? • Why would the Pope not allow Henry to divorce Catherine of Aragon? • How could divorce solve Henry's problems? 	<p>Was the Reformation a good thing for England?</p> <ul style="list-style-type: none"> • How did the Reformation change England? • What was the Dissolution of the Monasteries? • How did England resist the Reformation? • How Bloody was Mary I? <p>What was the Renaissance? (new teaching in 2024)</p> <ul style="list-style-type: none"> • How did Italy change in the 15th century? • How did art change during the Renaissance? • Who were the De Medici family? • Who was Savanorola?

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		<p><u>Source Examination</u> Primary sources from Roman invasion of Britain (Caesar's memoirs)</p> <p>Extract from <i>Bloody Foreigners</i> by Robert Winder</p> <p>Tacitus's account of the Battle of Watling Street</p>	<p><u>Primary Sources</u> Extracts from the <i>Anglo Saxon Chronicle</i> and the <i>Carmen</i></p> <p><u>Academic Reading</u> Marc Morris on the impact of the Norman invasion from <i>The Normans</i></p> <p>Simon Scharma's evaluation of the Normans bringing a <i>Truckload of Trouble</i></p>	<p><u>Primary Sources</u> Accounts of King John from medieval chroniclers such as Mathew Paris</p> <p><u>Academic Reading</u> Use extracts from John Harcher's <i>The Black Death</i> to assess the impact of the plague in Walsham</p>	<p><u>Academic Reading</u> Extracts from Peter Frankopan's <i>Silk Roads</i></p> <p><u>Primary Sources</u> Accounts of the siege of Jerusalem from various chroniclers</p>	<p><u>Primary Sources</u> Letters from Henry VIII to Anne Boleyn. Tudor portraits and interpretations of battles.</p> <p><u>Academic Reading</u> Extracts from Hilary Mantel and Alison Weir's new fiction on Henry VIII.</p>	<p><u>Academic Reading</u> Extracts from Diarmaid McCulloch on the impact of the Reformation. Account of POG from POV of Robert Aske. Interpretations of Mary from John Guy.</p> <p><u>Primary Sources</u> Images and paintings of Tudors. Extracts from the Pontefract Articles.</p>
8 KS3	All students: 1 single period per week.	<p>Stuart England:</p> <ul style="list-style-type: none"> • Why was there a 'witch craze' in the 17th century? • What role did James I play in the witch craze? • How were witches identified? • Why were people so open to the idea of witches? • Why did the Witch craze die out? 	<p>Stuart England:</p> <ul style="list-style-type: none"> • Did Charles I cause the Civil War? • Why did Parliament execute the king's best friend? • How did Civil War break out? • What really happened at Charles' execution? • Why do historians disagree about Oliver Cromwell? • Does Cromwell deserve his statue outside Parliament? 	<p>What is the legacy of the British Empire?</p> <ul style="list-style-type: none"> • Why did Britain want to rule others? • Why did America declare independence in 1776? • Was the Empire built on sugar and blood? • Did the British rule an 'empire of darkness' in India? • Who was Cecil Rhodes? • What is the legacy of the Empire? 	<p>Did the Industrial Revolution change lives for the better?</p> <ul style="list-style-type: none"> • How did England change in the 19th century? • Could your workplace kill you? • How filthy were Industrial towns? • What was the reputation of the police? • What is the legacy of the 19th century? 	<p>The Great War:</p> <ul style="list-style-type: none"> • Why did War break out in 1914? • Whose fault was war? • Why did soldiers sign up to fight? • How was the stalemate broken? • Who were the 'forgotten soldiers' of WW1? • How did war affect the Home Front? • How did the war end? 	

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		<p><u>Academic Reading</u> Extracts from Susan Doran's <i>Witchcraft</i> book</p> <p><u>Primary sources</u> Woodcuts from various pamphlets from trials of women in 1600s</p>	<p><u>Academic Reading</u> Extract on divine kingship and Bishops wars from <i>The Whyte King</i> by Leandra de Lisle</p> <p><u>Primary Sources</u> Views on Cromwell by various diplomats and historians over the past few hundred years</p> <p><u>Textbook Reading</u> Societies in Change p.98-103 on reasons for outbreak of the English Civil War</p>		<p><u>Source Examination</u> Olaudah Equiano's diary and other accounts from enslaved Africans</p> <p><u>Academic Reading</u> Extracts from Shashi Tharoor <i>Inglorious Empire</i>. Niall Ferguson <i>Empire and Empireland</i></p> <p><u>Textbook</u> P.165 of <i>British Empire</i> by Aaron Wilkes on the Indian Mutiny/ War of independence</p>	<p><u>Academic Reading</u> Enquiry built around Emma Griffin's <i>Liberty's Dawn</i>. Cases compared to Toynbee's view of the Industrial Revolution.</p>	<p><u>Academic Reading</u> <i>Forgotten Soldiers of WW1</i> by David Olusoga guided reading on Indian troops on Eastern and Western Fronts</p> <p>Extracts on generals and Amiens campaign from Gordon Corrigan's <i>Mud, Blood and Poppycock</i></p> <p><u>Primary Sources</u> Diary accounts from various soldiers serving on the western front to assess conditions.</p>

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9 KS3	All students: 2 single periods per week.	<p>Why couldn't the police catch Jack the Ripper?</p> <ul style="list-style-type: none"> •What was London like in 1888? •What did the victims have in common? •Why were the witness statements unreliable? •How did the police try and catch Jack? <p>Why did the suffragettes want to watch the world burn?</p> <ul style="list-style-type: none"> • What was the position of women before WW1? • Why did suffragettes become militant after 1910? • Were the Suffragettes terrorists? • How had women's lives improved by 1920? 	<p>Why did Russia turn Communist in 1917?</p> <ul style="list-style-type: none"> • What was Russia like in 1900? • Who were the Romanovs? • How did WW1 change the situation? • Why was there a Revolution in 1917? • What did Lenin change after 1917? <p>How 'roaring' were the 1920s?</p> <ul style="list-style-type: none"> •Why was there a boom? •What was like for women? •What was the 'Black Renaissance'? •Why did America turn to Prohibition? •Who was Al Capone? •How did the Depression happen? 	<p>Why did WW2 happen?</p> <ul style="list-style-type: none"> •What was the impact of the Treaty of Versailles? •Who was Hitler? •What did Hitler believe? •Why did Britain appease Hitler? •What were the consequences of appeasement? 	<p>How did Germany lose WW2?</p> <ul style="list-style-type: none"> •How did war break out in Europe? •How should we remember Dunkirk? •Who were the 'few' and why do we owe them? •How important was the Battle of the Atlantic? •What mistakes did Hitler make in the East? •How important was D-Day? <p>How could the Holocaust happen?</p> <ul style="list-style-type: none"> •How did anti-Semitism begin? •How did the persecution increase? •Who was responsible for the Holocaust? •Who resisted the Nazis? •Why do we remember the Holocaust? 	<p>How did the Cold War intensify?</p> <ul style="list-style-type: none"> •Why did America drop the A-bomb? •What were the origins of the CW? •How did Berlin become the frontier of the Cold War? •How close was WW3? •What was détente? •How did the Cold War end? <p>Why is there so much conflict in the Middle East?</p> <ul style="list-style-type: none"> • Why was the state of Israel created? (Israeli view) • Why was the state of Israel created? (Palestinian view) • How did the conflict escalate in the 1960s? • What was the Yom Kippur War? • Why have Palestinians resorted to terrorism? • How was a ceasefire reached in the 1990s? 	<p>What happened to the British Empire?</p> <ul style="list-style-type: none"> •What happened to India after 1948? •Who were the Windrush Generation? •What does the Suez Crisis tell us about British power? •What was the nature of the 'Special Relationship'? •Why did Britain go to war over the Falklands? •Why did Brexit happen?

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		<p><u>Academic Reading</u> Extracts on the lives of the five ripper victims from <i>The Five</i> by Hallie Rubenhold</p> <p><u>Primary Sources</u> Police reports of murders Reports on the social conditions of late 19th century London</p> <p>Andrew Marr and Fern Ridell on the Suffragette movement</p>	<p><u>Academic Reading</u> <i>Soviet Russia</i> by E Chagrinski.</p> <p><u>Primary Sources</u> Extracts from Shepherd Textbook – Rasputin’s letters, interpretations of the Tsar and Lenin.</p>	<p><u>Academic Reading</u> <i>Appeasing Hitler</i> by Tim Bouverie – interpretation of the Anschluss in 1938</p> <p>David Low appeasement cartoons</p>	<p><u>Academic Reading</u> Compare interpretations on the importance of D-Day</p> <p>Tom Holland on the importance of the <i>Dowding system</i> during the Battle of Britain</p> <p><u>Academic Reading</u> <i>Black Earth</i> extract exploring ‘double invasions’ and the einsatzgruppen from Tim Snyder</p> <p><u>Primary Sources</u> Extracts from British soldiers in Dunkirk</p> <p>Accounts from German soldiers in Russia</p> <p><u>Textbook Reading</u> <i>Peace and War</i> textbook p.134 on reasons for RAF’s victory during the Battle of Britain</p>	<p><u>Academic Reading</u> <i>Extracts from Prisoners of Geography and Line in the Sand.</i></p> <p><u>Primary Sources</u> Accounts from textbook of key events such as Yom Kippur War and Terrorist action.</p>	<p><u>Academic Reading</u> Extracts from ‘<i>Britain Alone</i>’ and ‘<i>Who Dares wins</i>’</p>

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10 GCSE	Optional 3 periods per week GCSE History (Edexcel 1H10)	American West <ul style="list-style-type: none"> •Who were the American Indians? •Why did people begin moving West in the 1840s? •Why were people moving onto the plains after 1860? •Why was there so much conflict on the plains? How were the Indians defeated? 	Medicine through time: <ul style="list-style-type: none"> •Why was there little medical progress in the Middle Ages? •How did the Black Death affect England? •What was the medical Renaissance? How far did medicine improve during the Medical Renaissance?	Medicine through time: <ul style="list-style-type: none"> •How was the real cause of disease finally discovered? •What is the big story of Public Health in the 19th century? •How much did surgery improve after 1840? •How important is Florence Nightingale? •Why was the NHS founded? •What injuries did soldiers suffer on the battlefield? How did WW1 help revolutionise medical treatments?			
		<u>Textbook Reading</u> <i>American West</i> Hodder edition Double page spreads available routinely every lesson to support student learning. Particular examples include: <ul style="list-style-type: none"> • Concept of Manifest Destiny • Homestead Act • Struggle for the plains (Red Cloud and LBH) <u>Primary Sources</u> <ul style="list-style-type: none"> • John Sullivan on Manifest Destiny • Accounts of LBH • Andrew Jackson on the Indian Removal Act • George's view of Native American way of life 	<u>Textbook Reading</u> <i>Medicine through the ages</i> Pearson edition Double page spreads available routinely every lesson to support student learning. Particular examples include <ul style="list-style-type: none"> • Thomas Sydenham • Work of Edward Jenner • Development of penicillin <u>Academic Reading</u> Lindsey Fitzharris' <i>Butchering Art</i> used for guided reading on Joseph Lister. <i>Time traveller's guide to medieval England</i> on doctors and medicine in the middle ages <u>Primary sources</u> <ul style="list-style-type: none"> • Edward III's account of the Black Death • Boccaccio's account of the Black Death • Jean Riolan's critique of the 4 humours • Diary account of the death of Charles II 	<u>Textbook Reading</u> <i>Medicine through the ages</i> Pearson edition Double page spreads available routinely every lesson to support student learning. Particular examples include <ul style="list-style-type: none"> • Injuries sustained in WW1 • Role of women in WW1 • Development of plastic surgery on WF <u>Primary sources</u> <ul style="list-style-type: none"> • Edwin Chadwick's 1842 report on sanitation • John Snow's report on cholera in 1854 • Lister's account of the treatment of James Greenlees with carbolic acid • Series of diaries, speeches reports as part of HE source study on WW1 			

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11 GCSE	Optional 3 periods per week GCSE History (Edexcel 1H10)	<p>Weimar and Nazi Germany:</p> <ul style="list-style-type: none"> • Was the Weimar Government doomed from the start? • Did Stresemann rescue Germany? • Why did people turn to the Nazis in 1933? • How did Hitler become Fuhrer? • Did the Nazis rule through fear? • Who opposed the Nazis? • How did life change for ordinary Germans? • 	<p>Elizabethan England</p> <ul style="list-style-type: none"> • Who was Elizabeth? • What was Elizabeth's biggest problem when she became Queen? • Why was Mary Queen of Scots executed? • Why did England war with Spain? • How was the Armada defeated? <p>Was Elizabethan England really a 'golden age' to live in?</p> <ul style="list-style-type: none"> • 				
		<p><i>Weimar and Nazi Germany 1919-39</i> Hodder edition</p> <p>Double page spreads available routinely every lesson to support student learning. Particular examples include</p> <ul style="list-style-type: none"> • Increased support for Nazi party in 1930s • Challenges to the Weimar Government • Social policies of Nazi party <p><u>Academic Reading</u> Compare interpretations on numerous topics by historians such as Ian Kershaw, Richard Evans, Geoff Layton, Richard Overy and many more.</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • Primary sources used in every lesson due to the nature of the paper 	<p><i>Elizabethan England 1558-88</i> Hodder edition</p> <p>Double page spreads available routinely every lesson to support student learning. Particular examples include</p> <ul style="list-style-type: none"> • Elizabethan Church settlement • Plots against the crown after 1570 • Causes of poverty in Tudor England <p><u>Academic Reading</u> Study Crowson's interpretation of the Spanish Armada from <i>Tudor Foreign Policy</i></p> <p>Interpretation of Elizabethan church settlement from <i>Elizabeth</i> by Helen Castor</p> <p><i>Time Traveller's Guide to Elizabethan England</i> guided reading on poor law, exploration and causes of poverty in 1570s.</p>				