

# KENTON SCHOOL LEARNING JOURNEY - HISTORY



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>Lasting Legacy: The Impact of the Roman Empire on Britain</b> A study of the Roman invasion of Britain and the effects of the Roman legacy on the local area and Britain as a whole.</p>	<p><b>Medieval England: The Norman Conquest and Life in the Middle Ages</b> A study of the development of Church, state and society in Medieval Britain 1066-1485.</p>	<p><b>Reformation, Rebellion and Restoration: England 1485-1660</b> An enquiry-based study of the period 1485 – 1660 focusing on the following questions:</p> <ul style="list-style-type: none"> <li>• <b>Who ruled England during this time?</b></li> <li>• <b>How did Religion change from 1485-1649?</b></li> <li>• <b>To what extent was there unrest and rebellion</b></li> <li>• <b>How did England Fight Foreign and English Enemies?</b></li> <li>• <b>How did society change during the period 1485 – 1649?</b></li> </ul>		<p><b>Imperialism and Occupation: India</b> A study of the experiences of Indian people under the British Empire and developing students understanding of developing Imperialism during the latter part of the 18<sup>th</sup> and 19<sup>th</sup> centuries</p>	
Year 8	<p><b>Human Cargo: The Transatlantic Slave Trade and its Consequences</b> A study of the lingering impact of the Transatlantic Slave Trade, from its beginnings in the 16<sup>th</sup> Century to life in the 20<sup>th</sup> Century for the descendants of enslaved people.</p>	<p><b>Workshop of the World: Life in Britain during the Industrial Revolution</b> A study of the transforming landscape of British Industry, society and transport in Britain during the Industrial Revolution</p>	<p><b>Jack the Ripper: An investigation of Victorian England</b> An investigation that examines life in Victorian England through a case study on Jack the Ripper</p>	<p><b>Herstory: The struggle for Universal Suffrage</b> A study of the Women’s suffrage movement and its attempts to secure women’s voting rights</p>	<p><b>International Conflict: The First World War</b> A study of the causes and conditions of the First World War.</p>	

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<p><b>Year 9</b></p>	<p><b>Changing Regimes: Russia c1900 – c1953</b> A study of the Russian Revolution and its consequences for the people of Russia and the international community</p>	<p><b>From Democracy to Nazism: The Rise of the Nazi Regime</b> A study focusing on Germany’s recovery from war, the challenges of the 1920s and the rise of fascism.</p>	<p><b>The Holocaust</b> A study of the Nazi Holocaust of the Jewish people, with a focus on responsibility.</p>	<p><b>International Conflict: Word War Two</b> A study examining the key events of World War Two and its impact on the lives of those involved</p>	<p><b>Civil Rights in the 20<sup>th</sup> Century: The Struggle for Black Liberation</b> A study of inequality in the USA during the 20<sup>th</sup> Century and the individuals and groups who fought for the expansion of Civil Rights.</p>
<p><b>Year 10</b></p>	<p><b>Option BA Conflict and tension: The First World War, 1894–1918</b> This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.  This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p>	<p><b>Option AD America, 1920–1973: Opportunity and inequality</b> This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.  Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p>	<p><b>Option AA Britain: Health and the people: c1000 to the present day</b> This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.</p>		

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<b>Year 11</b>	<p><b>Option AA Britain: Health and the people: c1000 to the present day</b></p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.</p> <p>Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation.</p>	<p><b>BA Norman England, c1066–c1100</b></p> <p>This option allows students to study the major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p> <p>Students will also be examined on a <b>specific site in depth</b>. The site will relate to the content of the rest of this depth study. It is intended that the study will enrich students' understanding of Norman England.</p>	<h2>Revision and Exams</h2>
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<b>Y12 – Breadth Study</b>	<p style="text-align: center;"><b>1C The Tudors: England, 1485–1603</b></p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none"><li>• How effectively did the Tudors restore and develop the powers of the monarchy?</li><li>• In what ways and how effectively was England governed during this period?</li><li>• How did relations with foreign powers change and how was the succession secured?</li><li>• How did English society and economy change and with what effects?</li><li>• How far did intellectual and religious ideas change and develop and with what effects?</li><li>• How important was the role of key individuals and groups and how were they affected by developments?</li></ul> <p><b>In year one students will study “Part one: consolidation of the Tudor Dynasty: England, 1485–1547</b></p> <p><b>Henry VII, 1485–1509”</b></p> <ul style="list-style-type: none"><li>• Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty</li><li>• Government: councils, parliament, justice, royal finance, domestic policies</li><li>• Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</li><li>• Society: churchmen, nobles and commoners; regional division; social discontent and rebellions</li><li>• Economic development: trade, exploration, prosperity and depression</li><li>• Religion; humanism; arts and learning</li></ul> <p><b>Henry VIII, 1509–1547</b></p> <ul style="list-style-type: none"><li>• Henry VIII: character and aims; addressing Henry VII’s legacy</li><li>• Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy</li><li>• Relationships with Scotland and other foreign powers; securing the succession</li><li>• Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion</li><li>• Economic development: trade, exploration, prosperity and depression</li><li>• Religion: renaissance ideas; reform of the Church; continuity and change by 1547</li></ul>	<p style="text-align: center;"><b>After the end of Spring 2, both sides of the course focus on completing the Non-Examined Assessment portion of the A-Level Course</b></p> <p style="text-align: center;"><b>Component 3: Historical investigation (non-exam assessment</b></p> <p>The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification.</p> <p>Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.</p> <p>The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:</p> <ul style="list-style-type: none"><li>• ask relevant and significant questions about the past and undertake research</li><li>• develop as independent learners and critical and reflective thinkers</li><li>• acquire an understanding of the nature of historical study</li></ul>
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## Y12 – Depth Study

### **20 Democracy and Nazism: Germany, 1918–1945**

This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.

**In year one student will study Part One: the Weimar Republic, 1918–1933**

#### **The Establishment and early years of Weimar, 1918–1924**

- The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses
- The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad
- Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation
- Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924

#### **The 'Golden Age' of the Weimar Republic, 1924–1928**

- Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan
- Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles
- Political developments and the workings of democracy: President Hindenburg; parties; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability
- Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament

#### **The Collapse of Democracy, 1928–1933**

- The economic, social and political impact of the Depression: elections; governments and policies
- The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda
- Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor
- Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933

- organise and communicate their knowledge and understanding in a piece of sustained writing

#### **Introduction**

Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations. The Historical Investigation must:

- be independently researched and written by the student
- be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this
- place the issue to be investigated within a context of approximately 100 years
- be an issue which does not duplicate the content of Components 1 and 2.

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<p><b>Y13 – Breadth Study</b></p>	<p><b>Part two: England: turmoil and triumph, 1547–1603</b>  <b>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</b></p> <ul style="list-style-type: none"> <li>• Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers</li> <li>• The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought</li> <li>• Mary I and her ministers; royal authority; problems of succession; relations with foreign powers</li> <li>• The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought</li> <li>• Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers</li> <li>• The impact of economic, social and religious developments in the early years of Elizabeth's rule</li> </ul> <p><b>The triumph of Elizabeth, 1563–1603</b></p> <ul style="list-style-type: none"> <li>• Elizabethan government: court, ministers and parliament; factional rivalries</li> <li>• Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain</li> <li>• Society: continuity and change; problems in the regions; social discontent and rebellions</li> <li>• Economic development: trade, exploration and colonisation; prosperity and depression</li> <li>• Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music</li> <li>• The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</li> </ul>	<p><b>Revision and Exams</b></p>
<p><b>Y13 Depth Study</b></p>	<p><b>Part two: Nazi Germany, 1933–1945</b>  <b>The Nazi Dictatorship, 1933–1939</b></p> <ul style="list-style-type: none"> <li>• Hitler's consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg</li> <li>• The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism</li> <li>• Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites</li> <li>• Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule</li> </ul> <p><b>The Racial State, 1933–1941</b></p> <ul style="list-style-type: none"> <li>• The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti</li> <li>• Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws</li> </ul>	<p><b>Revision and Exams</b></p>

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- The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichkristallnacht; emigration; the impact of the war against Poland
- The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations

## **The impact of War, 1939–1945**

- Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth
- The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war
- Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution'
- Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945