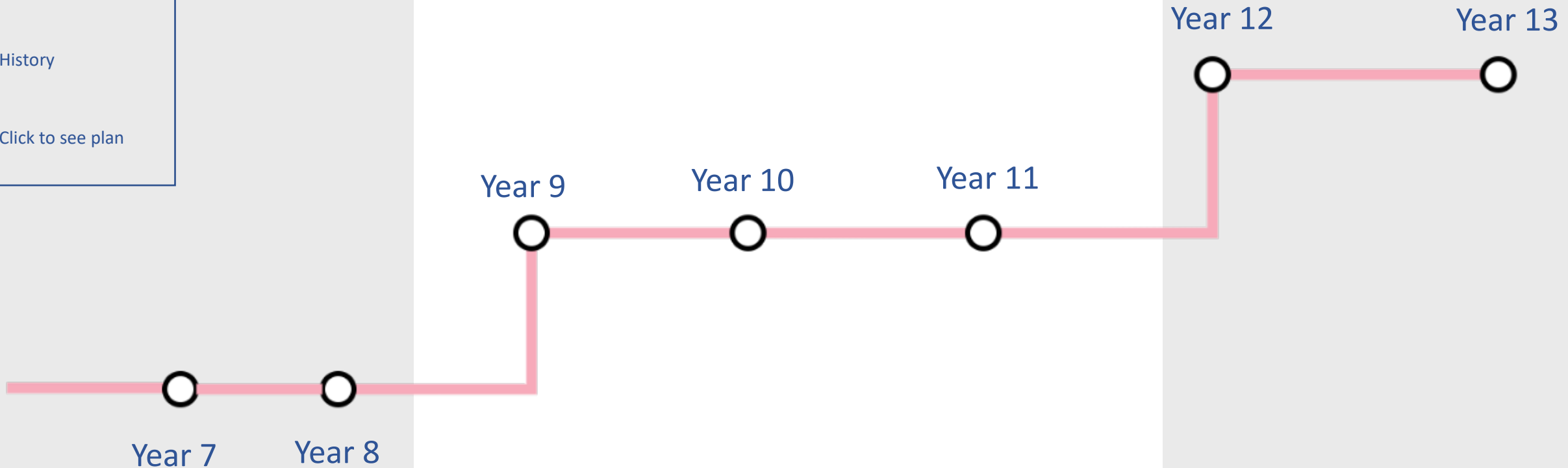


Key

History

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History Curriculum

St Thomas More High School



Year 7 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every half term, and on classwork.

Year 7 Extended Learning: Extended Learning and Digging Deeper Challenges can be found on the History Teams App by following the pathway files, classroom resources, history extended learning. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate. There are other links via this Teams extended learning pathway to reputable websites that have key content regarding topics covered in class that should be accessed to further stretch and challenge your son's history skills and knowledge.

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Year 8 Extended Learning: Extended Learning and Digging Deeper Challenges can be found on the History Teams App by following the pathway files, classroom resources, history extended learning. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate. There are other links via this Teams extended learning pathway to reputable websites that have key content regarding topics covered in class that should be accessed to further stretch and challenge your son's history skills and knowledge.

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Year 9 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every term, and on classwork.

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Year 11	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics: More specifics on SOW	<u>Road to Civil War:</u> <u>1:</u> Why did Charles dissolve parliament in 1629? <u>2:</u> Assess the religious and financial measures of the personal rule <u>3:</u> Explain why the Long Parliament failed and the origins of the civil war. <u>4:</u> Why was it so hard to reach a settlement 1646-9? <u>5:</u> The emergence of radical groups <u>6:</u> Why was Charles I executed?	<u>Republic to Restoration:</u> <u>1:</u> Why did the Rump fail? <u>2:</u> How successful was the Protectorate? <u>3:</u> What attempts were made to form a constitution? <u>4:</u> Why could a settlement not be reached between 1658 and 1660? <u>5:</u> Why was the monarchy restored? <u>6:</u> What was the restoration settlement? <u>7:</u> Compare the powers of Monarchy and Parliament from 1660-1702	<u>Targeted key concepts and skills:</u> <u>Pupils will learn to:</u> <u>1:</u> Develop application of key skills from paper 1 <u>2:</u> Progress understanding of key concepts and features from paper 1	<u>Targeted key concepts and skills:</u> <u>Pupils will learn to:</u> <u>1:</u> Develop application of key skills from paper 2 and 3 <u>2:</u> Progress understanding of key concepts and features from paper 2 and 3	<u>Final revision before Assessment:</u>	
Enquiry Questions	<i>1: How did the relationship between king and parliament change from 1629-1642?</i> <i>2: What was the political and religious impact of the war 1642-9?</i>	<i>1: Why did the interregnum fail and why was the monarchy restored?</i> <i>2: To what extent did Britain transform religiously and politically from 1649-1660?</i>				
Year 11 Extended Learning: Extended Learning and Digging Deeper Challenges can be found on the History Teams App by following the pathway files, classroom resources, history extended learning. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate. There are other links via this Teams extended learning pathway to reputable websites that have key content regarding topics covered in class that should be accessed to further stretch and challenge your son's history skills and knowledge.						
Curriculum Skills: Each topic will cover a range of key historical skills such as: AO1: Knowledge and key information. AO2: Explanation using second order concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied AO4: Engaging with historical interpretations of the past.						
Assessment:	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.
Year 11 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every half term, and on classwork.						

The link to the AQA A level exam spec used by STM can be accessed here: [AQA | History | Subject content | 1D Stuart Britain and the Crisis of Monarchy, 1603–1702](#)

Year 12 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every term, and on classwork. Mock examinations are sat in Summer 1.

Year 12	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topics: The Crisis of the Monarchy 1603-1702</p> <p>James I Charles I Cromwell and the Interregnum</p> <p>More specifics on SOW</p>	<p><u>Introduction to the Stuarts</u> Pupils will learn to:</p> <p>1: Identify the key structures government in 17th century England. 2: Identify the role of the monarchy and concepts of kingship. 3: Evaluate the importance of religion and the impact of the Reformation. 4: Assess the impact that events in Europe have on England. 5: Identify the socio-economic situation in England 6: Evaluate the Tudor Legacy.</p>	<p><u>Absolutism challenged 1603-29:</u> Pupils will learn to:</p> <p>1: Assess the impact of personality/finance/foreign policy on the reigns of Charles I and James I 2: Assess the importance of religion in the breakdown of relations between king and parliament 3: Assess the impact of the Duke of Buckingham on the relationship between the monarch and the political nation. 4: Identify and evaluate the causes and the impact of the rise of Puritan radicalism 5: Assess the short and long term reasons for the breakdown in 1629.</p>	<p><u>Absolutism challenged The Personal Rule 1629-1640:</u> Pupils will learn to:</p> <p>1: Evaluate the successes/failures of financial measures in the personal rule. 2: Evaluate the impact of the Laudian reforms on the Political Nation 3: Evaluate the impact of Strafford in Ireland 4: Understand the impact on local gov and the use of prerogative courts. 5: Understand the challenges and resistance to the personal rule 6: Assess the reasons for the hostility of the short and long parliaments. 7: Evaluate the impact of the 3 kingdoms on the breakdown of the personal rule. 8: Evaluate the historiography of the personal rule.</p>	<p><u>Absolutism challenged Division and conflict 1640-6</u> Pupils will learn to:</p> <p>1: Assess the reasons for division in the Long Parliament and to explain the development of constitutional royalism. 2: Evaluate the reasons why the civil war broke out 3: Assess whether royalists or parliamentarians had the advantage 4: Understand the military struggle 1640-46 and the reasons for parliamentary victory. 5: Assess the reasons for the development of and the impact of the New Model Army. 6: Explain the rise of religious radicalism and its impact.</p>	<p><u>Absolutism challenged Radicalism and regicide 1646-49:</u> Pupils will learn to:</p> <p>1: Assess the impact of radicalism/the army/the king on the failure to reach a settlement 1646-8 2: Assess the reasons for and impact of the politicisation of the army. 3: Assess the impact of the Windsor Prayer Meeting and Prides Purge. 4: Explain the reasons for and impact of the execution of the king.</p>	<p><u>Monarchy restored and restrained 1649-1660 :</u> Pupils will learn to:</p> <p>1: Understand the events of the Commonwealth and Protectorate. 2: Evaluate the reason for the failure of the Rump and Barebones 3: Evaluate the successes and failures of the Protectorate government 4: Evaluate the success/failure of the Cromwellian church. 5: Assess the impact of radicalism on government 1649-1660 6: Evaluate the reasons for the failure of the Protectorate 8: Evaluate the reasons for the restoration 7: Evaluate Cromwell's leadership</p>
Enquiry Questions	<u>How did the relationship between the monarch and the Political Nation operate in the 17th century?</u>	<u>To what extent was absolutism challenged between 1603 and 1629?</u>	<u>What was the impact of the Personal Rule?</u>	<u>How and why did the political nation divide 1640-1646?</u>	<u>To what extent did radicalism cause the regicide?</u>	<u>Was the interregnum a success or failure?</u>
<p>Year 12 Extended Learning: Extended Learning and Digging Deeper Challenges can be found on the History Teams App by following the pathway files, classroom resources, history extended learning. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate. There are other links via this Teams extended learning pathway to reputable websites that have key content regarding topics covered in class that should be accessed to further stretch and challenge your son's history skills and knowledge.</p>						
<p>Curriculum Skills: Each topic will cover a range of key historical skills such as:</p> <p>AO1: Knowledge and key information. AO2: Explanation using second order concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied AO4: Engaging with historical interpretations of the past.</p>						
Assessment:	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	Mock examination.	End of topic assessment requiring key knowledge and examination skills.

The link to the A Level AQA Exam Spec used by STM can be accessed via: AQA History Subject content 2R The Cold War, c1945–1991						
Year 12 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every term, and on classwork.						
Year 12	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics: More specifics on SOW	<u>Cold War Origins (1945-1949):</u> Pupils will learn to: 1: Explain the breakdown of the Grand Alliance 2: Understand the significance of Churchill and British Soviet relations in growing tensions. 3: Evaluate to what extent were the Soviet responsible for tension with the US up to 1949 4: Evaluate to what extent were the US responsible for tension with the USSR up to 1949 5: Understand how issues surrounding Germany were a driving feature of post war tensions.	<u>The Cold War in Asia (1949-1955):</u> Pupils will learn to: 1: Understand how Japan was rebuilt as a US ally post WW2 2: Explain the key features of the Korean War. 3: Understand the role of Britain in the Korea 4: Understand the significance of domestic pressures on US foreign policy 5: Understand how US foreign policy evolved under President Eisenhower	<u>The Zenith of tensions (1955-1963):</u> Pupils will learn to: 1: Evaluate to what extent did tensions decrease from 1955-60 2: Explain how the arms and space race developed tension from 1955-63 3: Understand the key features of the Berlin Crisis 4: Assess how tensions increased in Vietnam from 5: Understand the key features of the Cuban Missile Crisis	<u>War and Peace (1963-1972):</u> Pupils will learn to: 1: Assess how the Vietnam War escalated under President Johnson 2: Understand the significance of the anti war movement in the USA and Britain 3: Evaluate Nixon's policy of Vietnamization 4: Evaluate to what extent did tension decrease from 1963-72 5: Explain the key features of the Prague Spring 6: Assess the factors driving the Sino – Soviet split	<u>Détente (1972-1985):</u> Pupils will learn to: 1: Understand the impact of the US war in Indochina 2: Explain the successes and limitations of super agreements from 1972-79 3: Understand the key features of proxy wars in Africa and South America from 1972-85 4: Understand the change and continuity in US- Anglo relations under Reagan and Thatcher 5: Assess the impact of the Soviet Invasion of Afghanistan	<u>Introduction to NEA:</u> Pupils will learn to: 1: Understand the key requirements of the AQA NEA 2: Complete independent research regarding their NEA 3: Evaluate the successes and limitations of Civil Rights leaders from 1865-1965 4: Complete presentations of significant Civil Rights leaders 5: History careers in practice
Enquiry Questions	<i>American Involvement in Europe in the years 1945-1949 was primarily driven by the desire to advance US economic interests. To what extent do you agree?</i>	<i>China becoming Communist was the most significant cause of a shift in US policy towards Asia in the years 1949-55. Assess the validity of this statement.</i>	<i>How fair is the view that the policy of Appeasement was a failure?</i>	<i>How fair is the view that the USSR caused the Cold War?</i>	<i>To what extent in the years 1972 to 1979 was there a significant reduction in tensions between the superpowers?</i>	<i>MLK was the most significant Black Civil Rights leader in the USA from 1865-1965. To what extent do you agree?</i>
Year 12 Extended Learning: Extended Learning and Digging Deeper Challenges can be found on the History Teams App by following the pathway files, classroom resources, history extended learning. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate. There are other links via this Teams extended learning pathway to reputable websites that have key content regarding topics covered in class that should be accessed to further stretch and challenge your son's history skills and knowledge.						
Curriculum Skills: Each topic will cover a range of key historical skills such as: AO1: Knowledge and key information. AO2: Explanation using second order concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied AO4: Engaging with historical interpretations of the past.						
Assessment:	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.

History – Year 13

Year 13 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every term, and on classwork. Mock examinations are sat in Spring 1.						
Year 13	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics: Monarchy restored and restrained 1660-1702 The Restoration and Charles II James II William and Mary The development of limited monarchy	<u>Republic to restored and limited monarchy 1660-78 :</u> Pupils will learn to: 1: Understand the restoration settlement and the extent to which monarchy was restored. 2: Assess the impact and fall of the Earl of Clarendon, the CABAL and Danby 3: Understand the nature of the restoration court and evaluate it's impact on the political nation 4: Explain the emergence of court and country parties 5: Evaluate the restoration church 6: Explain the reasons for the defeat of millenarianism and the impact of Protestant dissent	<u>The establishment of constitutional monarchy 1678- 1702</u> Pupils will learn to: 1: Evaluate the impact of the Exclusion Crisis on the monarchy and the Political Nation including emergence of Whig and Tory parties 2: Assess the impact of James II reign (absolutism and Catholicism) on the three kingdoms 3: Explain the causes of the Glorious Revolution 4: Explain the consolidation of the Glorious Revolution 5: Evaluate religious change under William and Mary 6: Evaluate the emergence of the Whig and Tory parties 7: Assess the impact of the Nine Years War on the Political Nation 8: Assess the role of government under William and Mary. Consider to what extent there is constitutional monarchy.	<u>Knowledge Consolidation and revision 1603-1660</u> Pupils will learn to: 1: Master key content on James I, Charles I and Cromwell 2: Answer examination essay questions. 3: Answer the source question. 4: Create and follow a revision timetable. 5: Apply a series of revision techniques	<u>Knowledge consolidation and revision 1660-1702</u> Pupils will learn to: 1: Master key content on Charles II, James II, William and Mary 2: Answer examination essay questions. 3: Answer the source question. 4: Create and follow a revision timetable. 5: Apply a series of revision techniques	<u>Final revision</u>	
Enquiry Questions	<i>To what extent can the Restoration settlement be seen as a failure?</i>	<i>To what extent had the political nation triumphed over the monarchy by 1702?</i>				
Year 13 Extended Learning: Extended Learning and Digging Deeper Challenges can be found on the History Teams App by following the pathway files, classroom resources, history extended learning. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate. There are other links via this Teams extended learning pathway to reputable websites that have key content regarding topics covered in class that should be accessed to further stretch and challenge your son's history skills and knowledge.						
Curriculum Skills: Each topic will cover a range of key historical skills such as: AO1: Knowledge and key information. AO2: Explanation using second order concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied AO4: Engaging with historical interpretations of the past.						

Year 13 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every term, and on classwork.						
Year 13	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics: More specifics on SOW	<u>The collapse of European Communism (1985-1991):</u> Pupils will learn to: 1: Assess the significance of Gorbachev's reforms on the USSR and the Satellite States 2: Explain the key features of summit diplomacy from 1985-91	<u>NEA:</u> Pupils will learn to: 1: Research and evaluate historical interpretations of Civil Rights leaders 2: Research and evaluate primary sources from Civil Rights leaders	<u>NEA submission and embedding key concepts/skills:</u> 1: Complete a full NEA draft 2: Target key concepts and skills 3: Develop application of key skills from paper 1 section 1-3	<u>NEA submission and Assessment Opportunity on Section 3:</u> Pupils will learn to: 1: Submit NEA 2: Target key concepts and skills 3: Develop application of key skills from paper 1 section 3-6	<u>Final revision before Assessment:</u>	

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