

<u>Year 7</u> Crown, Church and Commons: Who controls the UK?	<u>Year 8</u> People, Power and Protest	<u>Year 9</u> 20th Century conflict
<p>Battle of Hastings 1066</p> <p>Students learn about the battle for the crown in 1066 and the Battle of Hastings which saw William of Normandy victorious. Students then explore how William was able to maintain control over England through the use of the Motte and Bailey Castle, the Feudal System and Harrying of the North.</p> <p><i>Curriculum link: the development of Church, state and society in Medieval Britain 1066-1509</i></p>	<p>Spartacus and the Slave revolt</p> <p>Students learn about the reasons, events and outcomes of the Spartacus Revolt. Students develop an understanding of Roman Society in the 1st century as well as interpretations of ancient events in modern media. They assess whether the actions of Spartacus and the slave rebels was important, either at the time or in the long-term.</p> <p><i>Curriculum link: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</i></p>	<p>Causes of World War I</p> <p>Students focus on:</p> <ul style="list-style-type: none"> - the role of the German policy of <i>Weltpolitik</i>, - the alliance system in Europe pre-1914, - the developing arms race - the Assassination of Archduke Franz Ferdinand <p>They decide the role of each factor as a cause of WWI and consider the role of Germany in this debate.</p> <p><i>Curriculum link: challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p>Students will complete an essay about this topic as part of the whole school <i>Right to Write</i> project.</p>
<p>Was Elizabeth's Reign 'Golden'?</p> <p>Students investigate the reign of Elizabeth I and weigh up the validity of the assertion that her reign was 'golden'. They explore her battles for the crown with Mary Queen of Scots and the Spanish Armada as well as responses to challenges from English society; namely pressures on her to choose a suitable spouse and the problem of poverty.</p> <p>Students will complete an essay about this topic as part of the whole school <i>Right to Write</i> project.</p> <p><i>Curriculum link: the development of Church, state and society in Britain 1509-1745</i></p>	<p>The Peasants' Revolt</p> <p>Students learn about the reasons, events and outcomes of the Peasants' Revolt. Students develop an understanding of Medieval Society in the 14th century as well as interpreting the events surrounding the death of Peasant leader, Wat Tyler. They assess whether the actions of the Peasants was important, either at the time or in the long-term.</p> <p><i>Curriculum link: the development of Church, state and society in Medieval Britain 1066-1509</i></p>	<p>The Rise of Hitler and Nazi rule in Germany.</p> <p>The first part of this scheme of work asks students to answer the question 'How did Hitler come to power?' They consider the role of the treaty of Versailles, Hyperinflation and the fear of communism as part of this debate. Secondly they grapple with the historical controversy of whether once in power, Hitler and the Nazi's ruled by terror or consent of the German population.</p> <p><i>Curriculum link: at least one study of a significant issue in world history and its connections with other world developments.</i></p>

<p>Thomas Becket and Henry II</p> <p>Students use a wide range of sources to explore the historical murder mystery of 'Who murdered Thomas Becket?'. In doing this they explore the relationship between the Church and the Crown in the making of the UK.</p> <p><u>Curriculum link:</u> <i>the development of Church, state and society in Medieval Britain 1066-1509</i></p>	<p>The Gunpowder Plot</p> <p>Students learn about the reasons, events and outcomes of the Gunpowder Plot. Students develop an understanding of British Society in the 17th century and the beginnings of the development of the union through the coronation of James I. They use the topic to develop skills in inferencing and evaluating sources whilst also learning why the Gunpowder Plot ultimately failed.</p> <p><u>Curriculum link:</u> <i>the development of Church, state and society in Britain 1509-1745</i></p>	<p>The Holocaust</p> <p>This all important topic is taught to provide students with an understanding of the history of anti-Semitism and the development of anti-Semitism in Germany which lead to the 'Final Solution' proposed by the Nazi leadership in 1942.</p> <p>Students then learn about the inhumanity of the death camps but also the heroism of those who resisted their oppression.</p> <p>As part of this course students have the privilege of listening to the account from a Holocaust survivor who visits JRCS as part of the Holocaust Educational Trust outreach programme.</p> <p><u>Curriculum link:</u> teaching of the <i>Holocaust, is statutory.</i></p>
<p>Henry VIII and Barking Abbey</p> <p>The relationship between the church and the crown is further explored through a local study of Barking Abbey. Closed by Henry VIII during the reformation of the Catholic Church, the study of Barking Abbey allows students to understand history as relevant to themselves and their community.</p> <p><u>Curriculum link:</u> <i>the development of Church, state and society in Britain 1509-1745</i></p> <p>Local Study</p>	<p>The French Revolution</p> <p>Students learn about the reasons, events and outcomes of the French Revolution. Students develop an understanding of French Society in the 18th century and the beginnings of modern liberal democracy. They use the topic to develop skills in inferencing and evaluating sources whilst also assessing the short-term and long-term success of the Revolution.</p> <p><u>Curriculum link:</u> <i>at least one study of a significant issue in world history and its interconnections with other world developments.</i></p>	
<p>English Civil War</p> <p>Students learn a key turning point in the development of Britain. They explore the reasons Charles I was executed by Oliver Cromwell and the parliamentarians, and the implications for the future power of the monarch.</p> <p><u>Curriculum link:</u> <i>the development of Church, state and society in Britain 1509-1745</i></p>	<p>African Slavery and Abolition</p> <p>Students discover the role of Britain in the Triangular Trade which led to the displacement of over 20 million Africans between the 15th and 19th centuries. They learn about the harrowing conditions of slaves on the journey to the Americas and on the plantations but also explore how slaves were able to maintain dignity through their actions of resistance and revolt. They use contemporary sources to explore these issues and evaluate the roles of slaves in the abolition of slavery.</p>	

	<p>Curriculum link: <i>ideas, political power, industry and empire: Britain, 1745-1901</i></p>	
	<p>The Civil Rights Movement</p> <p>To compliment the previous Scheme of Work, students investigate the treatment of slaves in the USA after emancipation in 1865. Students focus on the roots and daily realities of segregation in the south in the 20th century and the struggle of Black Americans to obtain their rights through the Civil Rights Act of 1964.</p> <p>Curriculum link: <i>at least one study of a significant issue in world history and its interconnections with other world developments.</i></p> <p>Students will complete an essay about this topic as part of the whole school <i>Right to Write</i> project.</p>	