



## Co-op Academy Walkden Hive Entry Level History Curriculum Overview 2022-23

### Key Stage 4

| Year Group |                     | AU1  | AU2 | SP1  | SP2 | SU1  | SU2 |
|------------|---------------------|--|-----|--|-----|--|-----|
| 10         | <b>Core Theme</b>   | <b>The Norman Conquest</b>   |     | <b>Crime and Punishment</b>  |     | <b>Study of a Site or Individual</b>   |     |
|            | <b>Unit of Work</b> | <p>England in 1066:</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• Religion</li> <li>• Culture</li> </ul> <p>Invasion and victory:</p> <ul style="list-style-type: none"> <li>• Norman society and warfare</li> <li>• The claimants and their strengths in 1066</li> <li>• The battles and reasons for outcomes.</li> </ul> <p>Resistance and response:</p> <ul style="list-style-type: none"> <li>• Uprisings against Norman rule in Mercia</li> <li>• The Harrying of the North</li> <li>• Hereward's rebellion and the end of resistance.</li> </ul> <p>Castles and control:</p> <ul style="list-style-type: none"> <li>• Design and distribution of castles to 1087</li> <li>• Purpose and function of castles</li> <li>• Domesday Book: creation and purpose.</li> </ul> |     | <p>Medieval Britain c. 1250–1500</p> <ul style="list-style-type: none"> <li>• Crimes and criminals who were the criminals, what types of crimes did they commit?</li> <li>• Enforcing law and order, e.g. courts</li> <li>• Punishing offenders: types of punishment and effects, e.g. fines, whipping, humiliation.</li> </ul> <p>Early Modern Britain c. 1500–1750</p> <ul style="list-style-type: none"> <li>• Changing nature of crimes and criminals – who were the criminals and what types of crimes did they commit?</li> <li>• Enforcing law and order, e.g. different law enforcers</li> <li>• Punishing offenders: types of punishment and effects, e.g. Bloody Code.</li> </ul> <p>Industrial Britain c. 1750–1900</p> <ul style="list-style-type: none"> <li>• Crimes and criminals – who were the criminals and what types of crimes did they commit?</li> <li>• Enforcing law and order, including introduction of police force</li> <li>• Punishing offenders: types of punishment and effects, e.g. transportation, executions.</li> </ul> <p>Britain since c. 1900</p> <ul style="list-style-type: none"> <li>• Crimes and criminals – who were the criminals and what types of crimes did they commit?</li> </ul> |     | <p>Each learner can only study either an individual or a site study.<br/>The total word count for both pieces of work should be up to 400 words.</p> <p>It can be presented in a variety of media (for example essays, posters, PowerPoint presentations).<br/>The site or individual could be one connected with one of the other topics chosen for tasks one and two, or a completely different site or individual.</p> <p><b>Study of an Individual</b><br/>Key Topic Key requirements:<br/><b>Biography</b> • Produce an up to 150-word description of the individual.<br/><b>Explanation</b> • Produce an up to 250-word explanation of the importance of the individual over a period in history of at least fifty years.</p> <p><b>Study of a Site</b><br/>Key Topic Key content and questions:<br/><b>Guide</b> • Produce an up to 150-word guide to the key features of the site.</p> |     |



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|    |                     |  | <ul style="list-style-type: none"> <li>Enforcing law and order</li> <li>Punishing offenders: types of punishment and effects, e.g. abolition of capital punishment, rehabilitation.</li> </ul>   | <b>Explanation</b> • Produce an up to 250-word explanation of the importance of the site over a period in history of at least fifty years. |              |
| 11 | <b>Core Theme</b>   | <b>The People's Health</b>   | <b>The Elizabethans 1580–1603</b>  | <b>Revision and Catch up</b>   | <b>Exams</b> |
|    | <b>Unit of Work</b> | <p>Medieval Britain c. 1250–1500:</p> <ul style="list-style-type: none"> <li>Living conditions: housing, food, water and waste</li> <li>Responses to the Black Death</li> <li>Approaches to public health in towns, monasteries and cities.</li> </ul> <p>Early Modern Britain c. 1500–1750:</p> <ul style="list-style-type: none"> <li>Living conditions: housing, food, water and waste</li> <li>Responses to outbreaks of plague</li> <li>Approaches to public health in towns and cities, and by national governments.</li> </ul> <p>Industrial Britain c. 1750–1900:</p> <ul style="list-style-type: none"> <li>Living conditions in industrialised Britain: housing, food, water and waste</li> <li>Responses to the cholera epidemics</li> <li>Approaches to public health in towns and cities, such as Public</li> </ul> | <p>Elizabeth and England:</p> <ul style="list-style-type: none"> <li>Elizabeth's court</li> <li>The role of Parliaments and how Elizabeth controlled them</li> <li>Local government and propaganda.</li> </ul> <p>Catholics</p> <ul style="list-style-type: none"> <li>Elizabeth's religious settlement</li> <li>Catholic links abroad and plots</li> <li>Mary Queen of Scots and the Armada.</li> </ul> <p>Daily life:</p> <ul style="list-style-type: none"> <li>Rich, middle and poor Elizabethans</li> <li>Husbands and wives, children, and causes of poverty</li> <li>Theatres, Puritans and witches.</li> </ul> <p>The wider world</p> <ul style="list-style-type: none"> <li>Elizabethan adventurers: aims, key features, extent of success</li> <li>Roanoke: aims, key features, extent of success</li> <li>Trade with the east.</li> </ul> |  |              |



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|                                   |  | <p>Health Acts.</p> <p>Britain since c. 1900:</p> <ul style="list-style-type: none"><li>• Living conditions: housing, food, air pollution and lifestyle changes</li><li>• Responses to Spanish influenza and AIDS</li><li>• Approaches to public health and growing government involvement, e.g. anti-smoking initiatives and the obesity crisis.</li></ul>   |  |  |
| <b>Aims and Learning Outcomes</b> |  | <ul style="list-style-type: none"><li>• <b>develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history.</b></li><li>• <b>develop and extend their knowledge of the wide diversity of human experience</b></li><li>• <b>engage in historical enquiry to develop as</b></li><li>• <b>independent learners and as critical and</b></li><li>• <b>reflective thinkers</b></li><li>• <b>develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</b></li><li>• <b>develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them</b></li><li>• <b>organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</b></li></ul> |  |  |