

DRAFT 2 Curriculum plan 2020-1: KS3 History

1. Curriculum Principles

Coherence and flexibility

Oak's history curriculum will use enquiry questions as a useful way to build up meaningful substantive knowledge across a series of lessons and develop pupil disciplinary thinking. In an ideal curriculum these enquiries will build on one another. However, in order to provide schools with the flexibility to use some Oak resources in the way that is most useful to them, we aim to design our enquiries to be relatively short (4-6 lessons) and to be self-contained. Unavoidably, certain enquiries will rely on some prior knowledge. Where this is the case, we will flag this up so that teachers can either direct their pupils to more than one enquiry or be confident the enquiry will be accessible because of previously learnt content in school.

Knowledge organisation

The enquiries and proposed sequence of enquiries across Oak is organised around the substantive concepts. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts. Each enquiry will have a disciplinary focus of at least one second order concept. This disciplinary focus is made explicit for each enquiry. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. If pupils follow the proposed Oak sequence of enquiries then they will develop a sophisticated understanding of key substantive concepts by coming to appreciate how different manifestations of certain substantive concepts (e.g. empire/revolution) differ and challenge simplistic definitions. Finally, our proposed sequence of enquiries is broadly chronological however, as enquiries are self-contained teachers could choose to develop their own thematic sequence.

Knowledge selection Option 1

Decisions about what to include in a history curriculum are always difficult and must take into account a number of different curricula aims. In making decisions about what to include and what to omit we have tried to balance the following aims. Choices about what knowledge should be taught and emphasised through Oak history is informed by 1) adoptability: choosing topics that are currently popular so the resources are useful for schools. 2) knowledge that is empowering for pupils to learn. The idea of empowering knowledge involves choosing content that will contribute to pupils being able to make sense of important reference points in the national conversation e.g. Magna Carta. However, it will also involve choosing content which inducts pupils into the discipline of history so that they can think critically about the subject. This will enable pupils to evaluate the importance of knowledge for their own lives and position themselves in debates about how the past is understood. To contribute to the goal of equipping pupils with empowering knowledge the Oak history curriculum will select some knowledge which may diverge from knowledge that has been valued and taught in the past. This is because we have a duty to capture more of the variety of experiences people have had of the past e.g. integrating the roles of women into conventional studies of the Norman Conquest. It will also involve enquiries which explore 'world history' so that pupils are better placed to contextualise a traditional 'our island story' e.g. the importance of Baghdad in the medieval world.

Knowledge selection Option 2

Decisions about what to include in a history curriculum are always difficult and must take into account a number of different curricular aims. In making decisions about what to include and what to omit, we have tried to balance the following aims across the KS3 curriculum.

- Adoptability – we wanted to ensure that materials were available for the most commonly-taught topics in UK schools so that our resources will be useful to all schools.
- Diversity and representativeness – We want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups and explore the interconnectedness of British and wider world history.

- Overview and coherence – we want students to build secure and coherent narratives of the past. We have tried to balance overview and depth.
- Preparation for future learning – Oak is not about giving students something to do, it is about educational continuity. Whether students follow the curriculum as a whole, or access individual lessons or units, we have foregrounded knowledge, concepts and ideas which will be most useful for students' learning in future.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith. We are confident that the Oak curriculum builds a wide-range of important historical knowledge for students.

Inclusive and ambitious

We want Oak's history lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could produce substantial pieces of work. Our worksheets are written in a style which minimises potential barriers to comprehension. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing.

Pupil engagement

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

Motivation through learning

Through careful knowledge selection and crafting engaging narratives our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.

How will pupils make progress?

Students get better at history by building up knowledge of the past which is increasingly complex and secure. As they study particular periods, events and people in the past, they develop a rich understanding of these places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments. Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts like empire, trade, tax and rebellion. These layers of knowledge, built over time, give students the foundation to learn new, and increasingly complex information in history, and the Oak curriculum is designed to build this knowledge effectively and secure it in memory, whether students access single lessons or whole units.

With secure knowledge of the past, students are also able to learn about the discipline of history. Through these units, students will use their knowledge to engage with valid historical questions and learn how historians make sense of the past.

2. Subject structure and suggested sequence

The table below gives an overview of the enquiries. Broadly they are ordered chronologically and the proposed sequence is one that could be followed by schools with a three-year KS3. However, the

enquiries are designed to be self-contained so that schools can choose which enquiries follow in which order.

The enquiries are organised roughly by period. But there is no need for schools to only use enquiries from one particular period for a specified year group. To support this flexibility, the lessons will not use year-specific language

Enquiry	Dominant theme	Lessons
Period 1 enquiries: The Medieval World (450-1450)		
How “dark” were the Dark Ages?	Social History	6
Why has Alfred been called “Alfred the Great”?	Power and rebellion	4
How did a Norman become King of England?	War and peace	4
How much did England change during the Norman Conquest?	Power and rebellion	6
How do we find out about how ordinary people lived in the Middle Ages?	Social history	4
How was Baghdad connected to the wider world?	The connected world	4
How Powerful was the Pope?	The connected world	4
Why did Europeans join the Crusades?	War and peace	6
Who lived in Crusader states?	The connected world	4
What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?	The connected world	4
Why did Kings struggle to rule England?	Power and rebellion	6
How did the Mongols create a world Empire?	The connected world	4
How far did the Black Death change the Medieval World?	Social history	4
How big a threat was the Peasants’ Revolt to the power of monarchs	Power and rebellion	4
What can we learn about the Medieval World from the book of Margery Kempe?	Social history	6
What does the life of Mansa Musa reveal about Medieval Mali?	The connected world	4
Who held power in medieval towns?	Social history	4
Period 2 enquiries: Early Modern and Age of Revolutions (1450-1900)		
How far did fear allow the Inca to control an Empire?	War and peace	4
Why have historians described 1492 as a turning point in world history?	The connected world	4
What was Luther trying to achieve?	Powerful ideas	4
Why did Henry VIII make the break with Rome?	Power and rebellion	6
What was the impact of the Reformation on England?	Social history	6
Who experienced a “Golden Age” under Elizabeth I?	The connected world	6
Why did the Civil War break out in 1642?	Power and rebellion	
In what ways was Britain turned upside down in the seventeenth century?	Social history	6
How revolutionary was the Glorious Revolution?	Power and rebellion	4
Who lived in ‘British’ America?	The connected world	4
Did the Enlightenment fuel the American Revolution?	Powerful ideas	6
How Enlightened was the French Revolution?	Power and rebellion	4
What did the French Revolution mean to Britons?	Powerful ideas	4
How successful were efforts to abolish slavery in the nineteenth century?	The connected world	4
Why are different stories told about Britain’s journey to democracy?	Power and rebellion	4
How far did working conditions improve over the nineteenth century?	Social history	4
Period 3 enquiries: Modern History (1800-2000)		
Why does it matter what we call the 1857 conflict in India?	The connected world	4
What did British colonisation look like in the nineteenth century?	Power and rebellion	4
How do we uncover the lived experience of those ruled by the Empire?	Social history	4
Did tensions over Africa make a European war more likely?	War and peace	4
How far did the assassination cause the First World War?	War and peace	6
What do the stories of the ‘often forgotten armies’ reveal about the Western Front?	The connected world	6
Why did WWI end in November 1918?	War and peace	4
What were the Bolsheviks trying to achieve?	Powerful ideas	4
Why did fascists gain support?	Power and rebellion	4
How were people controlled in totalitarian states?	Power and rebellion	4
Why did the League of Nations fail?	War and peace	4
When was the turning point during the Second World War?	War and peace	6
Holocaust enquires (work in progress)	War and peace	6
How did India achieve independence in 1947?	Power and rebellion	4
What kind of stories can be told about the sixties?	Social history	6
Who ‘decolonised’ in the post-war period?	Power and rebellion	4

4. Enquiry specifics

The table below indicates the specific content that will be taught in each enquiry. The first column indicates the lesson topics and second order concept that will inform the enquiry. The second column indicates which substantive concepts pupils will encounter in the enquiry.

The preparatory content column gives an idea of what prior knowledge may be helpful to allow pupils to access the enquiry. The preparatory content does not need to be another Oak enquiry as pupils may have studied content at an earlier stage in their education which enables them to access the enquiry. However, the column does indicate in bold what enquiries could be done before to support a pupil.

The Medieval World: 450-1450 units

Enquiry	Substantive concepts	Preparatory content
<p>Topic: Anglo Saxon England</p> <p>How “dark” were the Dark Ages?</p> <p>(Sources of Evidence)</p> <ol style="list-style-type: none"> 1. Collapse of Roman Britain 2. Arrival of “Anglo-Saxons” 3. The Heptarchy 4. Conversion of the Anglo-Saxons to Christianity 5. The rise of towns (role of trade) 6. Anglo Saxon society (law codes + Beowulf) 	<p>Empire</p> <p>Migration</p> <p>Frontier</p> <p>Artefact</p> <p>Paganism (Polytheism)</p> <p>Conversion</p> <p>Kingdom</p> <p>Raid</p> <p>Civilisation</p> <p>Tax (wergeld)</p> <p>Chronicle</p> <p>The Church</p> <p>Monks</p>	N/A
<p>Topic: Anglo Saxon England</p> <p>Why has Alfred been called “Alfred the Great”?</p> <ol style="list-style-type: none"> 1. The Viking invasion (Repton) 2. Alfred the Great 3. Athelflaed, Edward the Elder and Athelstan 4. The experience of the kingdom <p>Byrcheniog</p> <p>Robin Fleming <i>Britain after Rome</i></p>	<p>Monks</p> <p>Monastery</p> <p>Treaty</p> <p>Frontier</p> <p>Shield wall</p> <p>Fortress burghs</p> <p>The Witan</p> <p>Tax (danegeld)</p> <p>Overlordship</p> <p>Chronicle</p> <p>The Danelaw</p> <p>Archaeology</p>	<p><u>Useful</u></p> <p>How “dark” were the Dark Ages?</p> <ul style="list-style-type: none"> • Identity of the Anglo Saxons • Understanding of Christianity and paganism <p><u>Essential</u></p> <p>N/A</p>
<p>Topic: Norman Conquest</p> <p>How did a Norman become King of England? (causation)</p> <ol style="list-style-type: none"> 1. Who were the Normans? (Wider Norman diaspora then just Normandy) 2. 1066 and the succession crisis (include Emma of Normandy?) 3. William, Matilda of Flanders and the Duchy of Normandy 	<p>Inheritance</p> <p>Heir</p> <p>Danelaw</p> <p>Political marriage</p> <p>Shield wall</p> <p>Cavalry</p> <p>Coronation</p> <p>Witan</p>	<p><u>Useful</u></p> <p>Why do we remember “Alfred the Great”?</p> <ul style="list-style-type: none"> • The formation of England • The Danelaw <p><u>Essential</u></p> <p>N/A</p>

4. The Battles of 1066 + coronation		
<p>Topic: Norman Conquest</p> <p>How much did England change during the Norman Conquest? (Change and continuity)</p> <ol style="list-style-type: none"> 1. Landholding and the feudal system 2. Role of Saxon noblewomen (preserving English) 3. Castles and rebellions 4. The Domesday Book 5. Archbishops and Church construction 6. Did the Norman Conquest “annihilate one kind of England”? 	<p>Feudalism</p> <p>Nobility</p> <p>Peasants</p> <p>Knights</p> <p>Social class</p> <p>Motte and Bailey</p> <p>Tax</p> <p>Military occupation</p> <p>Conquest</p>	<p><u>Useful</u></p> <p>Why do we remember “Alfred the Great”?</p> <ul style="list-style-type: none"> • The formation of England • The Danelaw <p><u>Essential</u></p> <p>The events of 1066</p> <p>How did a Norman become King of England?</p>
<p>Topic: Medieval Social History</p> <p>Who can tell us most about medieval peasants? (Sources of evidence)</p> <ol style="list-style-type: none"> 1. The Domesday Book 2. Archaeology of Wharram Percy 3. The Luttrell Psalter 4. Court records <p>(Alternative EQ phrasing: <i>How do we find out about how ordinary people lived in the Middle Ages?</i>)</p>	<p>Social class</p> <p>Villeins</p> <p>Freemen</p> <p>Lords</p> <p>Parchment</p> <p>Artefact</p> <p>Manor</p> <p>Monastery / Abbey</p>	<p><u>Useful</u></p> <p>How much did England change during the Norman Conquest?</p> <ul style="list-style-type: none"> • Taxes • Languages of England <p><u>Essential</u></p> <p>N/A</p>
<p>Topic: Islamic History</p> <p>How was Baghdad connected to the wider world? (Similarity and difference)</p> <ol style="list-style-type: none"> 1. Baghdad as political and cultural centre of the Abbasid Caliphate(s) 2. Rival ‘Holy Lands’ Mecca, Jerusalem. Damascus and Cordoba 3. The Silk Road 4. The Seljuk Turks <p>OR</p> <ol style="list-style-type: none"> 1. Overview of the rise of Islam/Fall of Eastern Roman Empire + Persia 2. Baghdad and the Silk Road 3. Baghdad, the cultural/political centre of Abbasid Caliphate 4. The fracturing of the Abbasid Caliphate in c9th/arrival of Seljuk Turks in c11th 	<p>Empire</p> <p>Pilgrimage</p> <p>Holy Land</p> <p>Trade</p> <p>Nomadic</p> <p>Conversion</p> <p>Nomad</p>	<p>N/A</p>
<p>Topic: Medieval Christendom</p> <p>How powerful was the Pope? (similarity and difference)</p> <ol style="list-style-type: none"> 1. The Power of the Church over rulers 2. Doom and Peter’s Pence 	<p>Pope</p> <p>Archbishop</p> <p>Tax</p> <p>Sect</p> <p>Sin</p>	<p><u>Useful</u></p> <p>How much did England change during the Norman Conquest?</p> <ul style="list-style-type: none"> • Archbishops and Popes

<p>3. The rival Power of Constantinople and Ecumenical Councils</p> <p>4. The Great Schism of 1054 (Alternative EQ:...?)</p>		<p>Was Baghdad the centre of the Medieval World?</p> <ul style="list-style-type: none"> Centres of world religion <p><u>Essential</u> N/A</p>
<p>Topic: Crusades</p> <p>Why did Europeans join the Crusades? (Causation)</p> <ol style="list-style-type: none"> Byzantium under pressure Urban II and the Council of Clermont Motivations and journey of knights for First Crusade (reference massacre of Jews) The First Crusade (interpretation of the siege of Jerusalem) Saladin and the Third Crusade The Fourth Crusade 	<p>Pilgrimage Chivalry Knight Sin</p>	<p><u>Useful</u></p> <p>Was Baghdad the centre of the Medieval World?</p> <ul style="list-style-type: none"> Centres of world religion <p><u>Essential</u></p> <ul style="list-style-type: none"> Christian sects Papal power <p>How powerful was the Pope?</p>
<p>Topic: Crusades</p> <p>Who lived in Crusader states? (similarity and difference)</p> <ol style="list-style-type: none"> Arab perspectives on the Franks The silk road and religious diversity The Holy Orders and castles The Queens of Jerusalem (Rebecca Rist) 	<p>Trade Sect Knight Kingdoms Castles</p>	<p><u>Useful</u></p> <p>Was Baghdad the centre of the Medieval World?</p> <ul style="list-style-type: none"> Centres of world religion <p>How powerful was the Pope?</p> <p><u>Essential</u></p> <ul style="list-style-type: none"> The Crusades <p>Why did Europeans join the Crusades?</p>
<p>Topic: Crusades / Medieval power and rebellion</p> <p>What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages? (Similarity and difference)</p> <ol style="list-style-type: none"> Context of Aquitaine (troubadour culture) and Eleanor and Louis VII's marriage and crusade Eleanor and the Angevin Empire The Great Revolt and imprisonment Support for Richard and John 	<p>Castles Rebellion Crusade Political marriage Inheritance Oaths of fealty</p>	<p><u>Useful</u></p> <p>How much did England change during the Norman Conquest?</p> <ul style="list-style-type: none"> Monarchic power and oaths of fealty <p>Why did Europeans join the Crusades?</p> <ul style="list-style-type: none"> The Crusades <p><u>Essential</u> N/A</p>
<p>Topic: Medieval power and rebellion</p> <p>Why did Kings struggle to rule England? (causation)</p> <ol style="list-style-type: none"> Bad King John? Tax, war and church The First Barons War and Magna Carta Henry III and the Second Barons War 	<p>Taxation Rebellion Parliament Oaths of fealty Inheritance</p>	<p><u>Useful</u></p> <p>What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?</p> <ul style="list-style-type: none"> The Angevin Empire Monarchic power and oaths of fealty <p><u>Essential</u></p>

<ol style="list-style-type: none"> Simon de Monfort and the commons Edward I, parliament and Wales and Scotland Why did Kings struggle to rule England? 		<ul style="list-style-type: none"> The feudal system <p>How much did England change during the Norman Conquest?</p>
<p>Topic: Mongolian Empire and Silk Road connections</p> <p>How did the Mongols create a world Empire? (causation)</p> <ol style="list-style-type: none"> Genghis Khan and Mongolian context Violence and conquest How the Yasa strengthened Mongol control Pax Mongolica and the Silk Road <p><i>Frank McLynn: Genghis Khan: The man who conquered the world (2015)</i></p>	<p>Conquest Trade Laws Nomad Siege Tribute Feigned retreat</p>	<p><u>Useful</u></p> <p>Why did Kings struggle to rule England?</p> <ul style="list-style-type: none"> Magna Carta Importance of warfare to political authority <p><u>Essential</u></p> <p>N/A</p>
<p>Topic: Medieval social history</p> <p>How far did the Black Death change the Medieval World? (change and continuity)</p> <ol style="list-style-type: none"> The Black Death and the Silk Road Treating the Black Death The survivors and land ownership How far did the Black Death change the Medieval world? <p><i>John Hatcher's: The Black Death: an intimate story of a village in crisis, 1345-50 (2008)</i></p>	<p>Class Trade Peasantry Land ownership The Church</p>	<p><u>Useful</u></p> <p>How did the Mongols create a world Empire?</p> <ul style="list-style-type: none"> The Silk Road <p>How much did England change during the Norman Conquest?</p> <ul style="list-style-type: none"> Feudalism <p><u>Essential</u></p> <ul style="list-style-type: none"> Feudalism Life of a peasant <p>Who can tell us most about medieval peasants?</p>
<p>Topic: Medieval power and rebellion</p> <p>How big a threat was the Peasants' Revolt to the power of monarchs? (cause and consequence)</p> <ol style="list-style-type: none"> Why did the Peasants Revolt: Poll Tax, John of Gaunt, Black Death The course of the revolt Crushing the Peasants Revolt: What happened to Watt Tyler? (source and evidence) Was the peasants revolt a threat to monarchic power? 	<p>Class Aristocracy Monarchy Peasant Rebellion Taxation</p>	<p><u>Useful</u></p> <p>Did the Black Death change the Medieval World?</p> <ul style="list-style-type: none"> The Black Death Changing land ownership <p><u>Essential</u></p> <ul style="list-style-type: none"> Identity of peasants Limits of monarchic power <p>Why did Kings struggle to rule England?</p>
<p>Topic: Medieval social history</p> <p>What can we learn about the Medieval World from the book of Margery Kempe? (similarity and difference)</p> <ol style="list-style-type: none"> Biography of Kempe: introduction to social history and historiography 	<p>Trade The Church Pilgrimage</p>	<p><u>Useful</u></p> <p>How powerful was the Pope?</p> <ul style="list-style-type: none"> Power of the Catholic Church

<ol style="list-style-type: none"> 2. Post-Black Death feudal society 3. The wool trade 4. Medieval religion: pilgrimage and festival 5. Church power and corruption 6. What can we learn about the Medieval World from the book of Margery Kempe? 		<p>Did the Black Death change the Medieval World</p> <ul style="list-style-type: none"> • Silk Road <p><u>Essential</u></p> <ul style="list-style-type: none"> • N/A
<p>Topic: Malian history and Silk Road Connections</p> <p>What does the life of Mansa Musa reveal about Medieval Mali? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Medieval West Africa: (sources) 2. Foundation of the Malian Empire (Sunjata Keita) 3. The wealth of Mali and Musa: gold, salt and silk road 4. Mansa Musa's journey to Mecca 	<p>Trade</p> <p>Holy Land</p> <p>Pilgrimage</p> <p>Empire</p>	<p><u>Useful</u></p> <p>Was Baghdad the centre of the Medieval World?</p> <ul style="list-style-type: none"> • Different centres of religion <p>Who lived in Crusader states?</p> <ul style="list-style-type: none"> • Pilgrimage <p>How did the Mongols create a world Empire?</p> <ul style="list-style-type: none"> • The destruction of Baghdad <p><u>Essential</u></p> <ul style="list-style-type: none"> • The Silk Road
<p>Topic: Medieval Towns</p> <p>Who held power in medieval towns? (similarity and difference)</p> <p>Comparison of economy, ideas and heresy/minority relations in four towns</p> <ol style="list-style-type: none"> 1. York 2. Venice 3. Cordoba 4. Danzig? 	<p>The Church</p> <p>The Papacy</p> <p>Taxation</p> <p>Expulsion</p> <p>Shrine</p> <p>Crusade</p> <p>Anti-semitism</p> <p>Ghetto</p>	<p><u>Useful</u></p> <p>Was Baghdad the centre of the Medieval World?</p> <ul style="list-style-type: none"> • Different centres of religion <p>Why did Europeans join the crusader states?</p> <ul style="list-style-type: none"> • Pilgrimage <p><u>Essential</u></p> <ul style="list-style-type: none"> • The Power of the Church <p>How powerful was the Pope?</p>

Early Modern and Age of Revolutions: 1450-1900 Units

Enquiry	Substantive concepts	Preparatory content
<p>Topic: Pre- Conquest South America</p> <p>How far did fear allow the Inca to control an Empire? (causation / interpretation)</p> <ol style="list-style-type: none"> 1. Profile of Inca Empire including isolation of the Americas 2. Inca economics and alliances 3. Spiritual and military reasons for sacrifice 	<p>Empire</p> <p>Alliance</p> <p>Class</p> <p>Nobles</p> <p>Priest</p> <p>Sacrifice</p> <p>Temple</p> <p>Conquest</p>	<p><u>Useful</u></p> <p>N/A</p> <p><u>Required</u></p> <p>N/A</p>

4. Methodological barriers to understanding sacrifice		
<p>Topic: Age of Discovery</p> <p>Why have historians described 1492 as a turning point in world history? (change and continuity/interpretations)</p> <ol style="list-style-type: none"> 1. The story of Columbus and the Columbian exchange 2. The Conquistadors 3. World trade before and after Columbus 4. World Empires before and after Columbus <p>OR</p> <p><i>How was world trade changed by American silver?</i> (Change and continuity)</p> <ol style="list-style-type: none"> 1. Story of Columbus and the overview of the Columbian exchange 2. The Conquistadors and Inca precious metals 3. World trade before and after Columbus 4. World Empires before and after Columbus 	<p>Mercantilism</p> <p>Empire</p> <p>Slavery</p> <p>Conquest</p> <p>Piracy</p> <p>Treaty</p> <p>Technology</p>	<p><u>Useful</u></p> <ul style="list-style-type: none"> • Knowledge of medieval trade routes and empires <p><u>Required</u></p> <ul style="list-style-type: none"> • Knowledge of a South American civilisation <p>How far did fear allow the Inca to control an Empire?</p>
<p>Topic: European Reformation</p> <p>What was Luther trying to achieve? (Change and continuity)</p> <ol style="list-style-type: none"> 1. Luther in Rome 2. Luther and 95 Theses / Diet of Worms 3. Luther and the Princes 4. What was Luther trying to achieve? 	<p>Pope</p> <p>Transubstantiation</p> <p>Clergy</p> <p>Reform</p> <p>Excommunication</p> <p>Persecution</p>	<p><u>Useful</u></p> <ul style="list-style-type: none"> • Knowledge of the medieval church <p><u>Required</u></p> <ul style="list-style-type: none"> • N/A
<p>Topic: Tudors/ English Reformation</p> <p>Why did Henry VIII make the break with Rome? (causation)</p> <ol style="list-style-type: none"> 1. Henry and Catherine as Renaissance rulers 2. Henry's Great Matter 3. The Act of the Supremacy 4. The Ten Articles of 1536 5. Dissolution of the monasteries 6. Why did Henry make the break with Rome? 	<p>Political marriage</p> <p>Legitimacy</p> <p>Act</p> <p>Parliament</p> <p>Pope</p> <p>Archbishop</p>	<p><u>Useful</u></p> <ul style="list-style-type: none"> • Knowledge of the medieval church <p><u>Required</u></p> <ul style="list-style-type: none"> • Knowledge of Luther's Protestantism <p>What kind of reform was the Reformation?</p>
<p>Topic: Tudors/ English Reformation</p> <p>What was the impact of the Reformation on England? (change and continuity / similarity and difference)</p>	<p>Heresy</p> <p>Puritan</p> <p>Execution</p> <p>Parliament</p>	<p><u>Useful</u></p> <p><u>Required</u></p>

<ol style="list-style-type: none"> 1. Introduce the Religious Rollercoaster 2. Edward and Cranmer's reforms 3. Marian Counter-Reformation 4. Elizabeth Act of Settlement 5. Impact of Church at local level (Morebath) 6. Was the Tudor Church neither "informed or reformed" (Estep p.260) <p><i>Voices of Morebath Eamon Duffy</i></p>	<p>Archbishop Shrines</p>	<ul style="list-style-type: none"> • The European Reformation <p>What kind of reform was the Reformation?</p> <ul style="list-style-type: none"> • England's Break with Rome <p>Why did Henry VIII make the break with Rome?</p>
<p>Topic: Tudor social history/ English Reformation /Age of Discovery</p> <p>Who experienced a "Golden Age" under Elizabeth I? (similarity and difference)</p> <ol style="list-style-type: none"> 1. The Spanish Armada 2. Piracy and the New World 3. Global diplomacy: Thomas Dallam's Journey to Constantinople (TH127) and Ralph Finch's journey to Akbar's Mughal Empire 4. Lives of Mary Fillis and Diego (<i>Black Tudors</i>, Miranda Kauffman) 5. Irish plantations 6. Who experienced a "Golden Age" under Elizabeth I? 	<p>Heresy Puritan Execution Parliament Mercantilism Propaganda Gentry Yeomen Peasants Alliance</p>	<p><u>Useful</u></p> <p>Was the Columbian exchange the turning point of history?</p> <ul style="list-style-type: none"> • Spanish and Portuguese empires • Mercantilism <p><u>Required</u></p> <ul style="list-style-type: none"> • England's late Tudor Protestantism <p>What was the impact of the Reformation on England?</p>
<p>Topic: Stuarts / Civil War</p> <p>Why did the Civil War break out in 1642? (causation)</p> <ol style="list-style-type: none"> 1. Agitation to join the Thirty Years War 2. The Divine Rights of Kings and ruling three kingdoms 3. Parliament and taxation 4. Laud's reforms and The Bishop's War 5. The Arrest of Five Members 6. Why did the Civil War break out in 1642? 	<p>Absolute monarch Tyrant Parliament Tax Archbishop Presbyterianism</p>	<p><u>Useful</u></p> <p>What kind of reform was the Reformation?</p> <ul style="list-style-type: none"> • European conflict over religion <p><u>Required</u></p> <ul style="list-style-type: none"> • England's late Tudor Protestantism <p>What was the impact of the Reformation on England?</p>
<p>Topic: Stuarts / Civil War</p> <p>In what ways was Britain turned upside down in the seventeenth century? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Civil War divisions 2. The Putney Debates 3. Regicide 4. Interpreting Cromwell as the Butcher of Drogheda versus parliamentary statue 5. Repression of the Levellers and Quakers 	<p>Parliament Democracy Military Radicals Puritans Civil War Siege Tyrant Republic</p>	<p><u>Useful</u></p> <p>What was the impact of the Reformation on England?</p> <ul style="list-style-type: none"> • Religious changes <p><u>Required</u></p> <ul style="list-style-type: none"> • The causes of the English Civil War <p>Why did the Civil War break out in 1642?</p>

<p>6. In what ways was Britain turned upside down in the seventeenth century? (assess through diagrammatic representation)</p> <p><i>Draw as many links as possible to events in Ireland</i></p>		
<p>Topic: Stuarts / Formation of Britain</p> <p>How Revolutionary was the Glorious Revolution? (Change and continuity)</p> <ol style="list-style-type: none"> 1. The Restoration and Catholic succession 2. Succession and Catholicism 3. William and Mary Constitutional monarchy 4. Anne and the Act of the Union and the Test Acts 	<p>Parliament</p> <p>Revolution</p> <p>Absolute monarchy</p> <p>Constitutional monarchy</p> <p>Invasion</p> <p>Rebellion</p>	<p><u>Useful</u></p> <p>What was the impact of the Reformation on England?</p> <ul style="list-style-type: none"> • Effect of religious changes on society <p><u>Required</u></p> <ul style="list-style-type: none"> • The Civil Wars <p>Why did the Civil War break out in 1642?</p> <p>Was Britain turned upside down in the seventeenth century</p>
<p>Topic: Early Empire and slavery</p> <p>Who lived in ‘British’ America? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Indigenous Americans 2. People on the Eastern seaboard (Importance of tobacco, sugar and religion in seventeenth century Britain): Puritans and traders in North America 3. Sugar barons/indentured labour (The triangular trade) 4. African slaves: Jamaican sugar plantations 	<p>Colony</p> <p>Empire</p> <p>Trade</p> <p>Cash crops</p> <p>Slave</p> <p>Plantation</p> <p>Colonist</p>	<p><u>Useful</u></p> <p>Was the Columbian exchange the turning point of history?</p> <ul style="list-style-type: none"> • Spanish and Portuguese empires • Mercantilism <p>Who experienced a “Golden Age” under Elizabeth?</p> <p><u>Required</u></p> <p>N/A</p>
<p>Topic: Age of Revolutions</p> <p>Did the Enlightenment fuel the American Revolution? (causation)</p> <ol style="list-style-type: none"> 1. What was the Enlightenment 2. Enlightenment culture 3. The 13 Colonies 4. Taxation and War 5. Revolutionary war 6. The Declaration of Independence 	<p>Independence</p> <p>Colonist</p> <p>Constitution</p> <p>Republic</p> <p>Taxation</p> <p>Rebellion</p> <p>Revolution</p> <p>Parliament</p>	<p><u>Useful</u></p> <p>Who lived in ‘British’ America?</p> <ul style="list-style-type: none"> • Existence of settler and slave colonies <p><u>Required</u></p> <p>N/A</p>
<p>Topic: Age of Revolutions</p> <p>Was the French Revolution Enlightened? (interpretations)</p> <ol style="list-style-type: none"> 1. Ancien Regime 2. 1789 Revolution 3. The Terror 4. Was the French Revolution Enlightened? 	<p>Revolution</p> <p>Taxation</p> <p>Execution</p> <p>Class</p> <p>Aristocracy</p> <p>Peasantry</p> <p>Clergy</p> <p>Constitutional monarchy</p>	<p><u>Useful</u></p> <p>Was Britain turned “upside down” in the seventeenth century?</p> <ul style="list-style-type: none"> • Regicide and republicanism <p>How revolutionary was the Glorious Revolution?</p>

	parliament	<ul style="list-style-type: none"> • Concept of revolution <p><u>Required</u></p> <ul style="list-style-type: none"> • Enlightenment ideas <p>Did the Enlightenment fuel the American Revolution?</p>
<p>Topic: Age of Revolutions / British political reform / slavery</p> <p>What did the French Revolution mean to Britons? (similarity and difference)</p> <ol style="list-style-type: none"> 1. The Haitian Revolution 2. Napoleon and Waterloo 3. Peterloo 4. The Great Reform Act 	<p>Revolution</p> <p>Slavery</p> <p>Empire</p> <p>Parliament</p> <p>Massacre</p> <p>Reform</p> <p>Taxation</p>	<p><u>Useful</u></p> <p>Who lived in 'British' America?</p> <ul style="list-style-type: none"> • Caribbean slave colonies <p><u>Required</u></p> <ul style="list-style-type: none"> • The French Revolution <p>Was the French Revolution Enlightened?</p>
<p>Topic: Slavery</p> <p>How successful were efforts to abolish slavery in the nineteenth century? (causation)</p> <ol style="list-style-type: none"> 1. The maroons of Jamaica 2. The abolitionist campaign in Britain 3. Did parliament pass the 1807 Act for geo-political advantage 4. Continuity of slavery in Jamaica post 1807 <u>and</u> post 1830s 	<p>Rebellion</p> <p>Revolution</p> <p>Campaign</p> <p>Petition</p> <p>Boycott</p>	<p><u>Useful</u></p> <p>What did the French Revolution mean to Britons?</p> <ul style="list-style-type: none"> • The Haitian Revolution • British parliamentary reform <p><u>Required</u></p> <ul style="list-style-type: none"> • The transatlantic slave trade <p>Who lived in 'British' America?</p>
<p>Topic: British political reform</p> <p>Why are different stories told about Britain's journey to democracy? (change and continuity + interpretations)</p> <ol style="list-style-type: none"> 1. The Whig story 2. The working class story 3. The suffragette story 4. How can we best tell the story of Britain's democratisation? 	<p>Democracy</p> <p>Reform</p> <p>Unions</p> <p>Co-operatives</p> <p>Political parties</p> <p>Elections</p> <p>Campaign</p>	<p><u>Useful</u></p> <p>Was the French Revolution enlightened?</p> <ul style="list-style-type: none"> • Popular versus elite revolution <p>What did the French Revolution mean to Britons?</p> <ul style="list-style-type: none"> • Parliament reform <p><u>Required</u></p> <p>N/A</p>
<p>Topic: Industrialisation</p> <p>How far did working conditions improve over the nineteenth century?</p> <ol style="list-style-type: none"> 1. Depth study into child labour in mines 2. Overview of industrialisation: coal, iron, steam, cotton and transport 	<p>Industry</p> <p>Class</p> <p>Reform</p> <p>Campaign</p> <p>Socialism</p>	

3. Child labour campaign		
4. Trade union activism		

Modern: 1800-2000 Units

Enquiry	Substantive concepts	Preparatory content
<p>Topic: Nineteenth century Empire</p> <p>Why does it matter what we call the 1857 conflict in India?</p> <ol style="list-style-type: none"> 1. Overview of British India: East India Company to Raj 2. Events and aftermath of 1857 3. Uprising, mutiny or war of independence 4. Legacies of Empire: why does the name matter today? 	<p>Rebellion</p> <p>Mutiny</p> <p>Empire</p> <p>Colony</p> <p>Mercantilism</p> <p>Imperialism</p>	<p><u>Useful</u></p> <ul style="list-style-type: none"> • The growth of the British Empire <p><u>Required</u></p> <p>N/A</p>
<p>Topic: Nineteenth century Empire</p> <p>What did British colonisation look like in the nineteenth century? (similarity and difference) [enquiry will problematise what 'control' of empire looked like]</p> <ol style="list-style-type: none"> 1. Overview of the British Empire (1776-1900) 2. Direct rule: India (after 1857) 3. Settler rule: South Africa 4. Informal rule: Egypt 	<p>Colony</p> <p>Empire</p> <p>Rebellion</p> <p>Treaty</p> <p>Civil Service</p> <p>Chief</p>	<p><u>Useful</u></p> <p>Why does it matter what we call the 1857 conflict in India?</p> <ul style="list-style-type: none"> • British India <p><u>Required</u></p> <p>N/A</p>
<p>Topic: Nineteenth century Empire</p> <p>How do we uncover the lived experience of those ruled by the Empire? (sources and evidence)</p> <ol style="list-style-type: none"> 1. Overview of different groups ruled by the British Empire 2. Depth study of Rhodesia-Zimbabwe 3. Ndebele-ChiShona complexity 4. Different types of Zimbabwean evidence 	<p>Colony</p> <p>Empire</p> <p>Tribe</p> <p>Chief</p> <p>Treaty</p>	
<p>Topic: Nineteenth century Empire / Causes of the First World War</p> <p>Did tensions over Africa make a European war more likely? (causation)</p> <ol style="list-style-type: none"> 1. New countries of 1870 and desire for Empire 2. The Scramble for Africa 3. The Berlin Conference 4. Proxy wars: South Africa and Morocco 	<p>Empire</p> <p>Nationalism</p> <p>Treaty</p> <p>Proxy war</p> <p>Great Power</p>	<p><u>Useful</u></p> <p>How did Britain control its Empire?</p> <ul style="list-style-type: none"> • The growth of the British Empire <p><u>Required</u></p> <p>N/A</p>

<p>Topic: Causes of the First World War How far did the assassination cause the First World War? (causation)</p> <ol style="list-style-type: none"> 1. Fin de Siècle Europe and Great Power nationalism 2. Alliances, arms race and Schlieffen plan 3. Nationalism in the Balkans 4. The assassination 5. AJP Taylor interpretation of railway timetables 6. How far did the assassination cause the First World War? 	<p>Great Power Alliances Nationalism Mobilisation Empire Treaty</p>	<p><u>Useful</u> Did the Scramble for Africa make a European war more likely?</p> <ul style="list-style-type: none"> • Post-1870 European rivalry <p><u>Required</u> N/A</p>
<p>Topic: The First World War What do the stories of the ‘often forgotten armies’ reveal about the Western Front? (significance) Paula Lobo/David Olusaga</p> <ol style="list-style-type: none"> 1. Overview of trench warfare 2. Sources of evidence from the trenches 3. The story of Gangha Singh 4. Story of Algerian troops 5. Story of Mike Mountain Horse 6. Story of Chinese labourers 	<p>Artillery Technology Conscript Volunteer Recruitment</p>	<p><u>Useful</u> How did Britain control its Empire</p> <ul style="list-style-type: none"> • Examples of British colonies • Relationship between periphery and metropole <p><u>Required</u></p> <ul style="list-style-type: none"> • Extent of European world Empires <p>Did the Scramble for Africa make a European war more likely?</p>
<p>Topic: The First World War Why did WWI end in November 1918?</p> <ol style="list-style-type: none"> 1. The Eastern Front and the Russian Revolution 2. US entry into the war 3. The Spring Offensive and food shortages 4. The Armistice 	<p>Abdication Revolution Treaty Alliance</p>	<p><u>Useful</u> How far did the assassination cause the First World War?</p> <ul style="list-style-type: none"> • WWI combatants <p><u>Required</u></p> <ul style="list-style-type: none"> • Economic and social strain of WWI <p>What do the stories of the ‘often forgotten armies’ reveal about the Western Front?</p>
<p>Topic: Inter-war international politics What kind of peace was made in 1919?</p> <ol style="list-style-type: none"> 1. The hope of 1919: World Government and 14 Points 2. The Treaty of Versailles 3. The limits of Self-Determination 4. The League of Nations 	<p>Treaty Alliance Nationalism</p>	<p><u>Useful</u> Did the “Scramble for Africa make a European war more likely?</p> <ul style="list-style-type: none"> • Pre-war European foreign relations <p><u>Required</u></p> <ul style="list-style-type: none"> • The pre-war alliance system and rivalry

		<p>How far did the assassination cause the First World War?</p> <ul style="list-style-type: none"> • Strain of fighting WWI <p>Why did WWI end in November 1918?</p>
<p>Topic: The Russian Revolution</p> <p>What were the Bolsheviks trying to achieve? (similarity and difference)</p> <ol style="list-style-type: none"> 1. The Bolshevik coup d'état 2. Trotsky and the Civil War 3. Alexandra Kollantai and social change 4. War Communism versus New Economic Policy 	<p>Revolution</p> <p>Coup d'état</p> <p>Class</p> <p>Workers</p> <p>Parliament</p> <p>Ideology</p>	<p><u>Useful</u></p> <p>Did the Paris Peace Treaties create a new world?</p> <ul style="list-style-type: none"> • Communist exclusion <p><u>Required</u></p> <ul style="list-style-type: none"> • Strain of fighting WWI <p>Why did WWI end in November 1918?</p>
<p>Topic: Inter-war domestic politics</p> <p>Why did fascists gain support? (causation)</p> <ol style="list-style-type: none"> 1. Overview of the long campaign for democracy 2. Fascist support in the 1920s (ex-military, middle class) 3. The Great Depression 4. Fear of communism 	<p>Parliament</p> <p>Class</p> <p>Coup d'état</p> <p>Ideology</p> <p>Unemployment</p> <p>Economic growth</p> <p>Elections</p>	<p><u>Useful</u></p> <p>Why are different stories told about Britain's journey to democracy?</p> <ul style="list-style-type: none"> • The campaign for franchise reform <p>Who were the Bolsheviks?</p> <ul style="list-style-type: none"> • Differences between communism and capitalism <p><u>Required</u></p> <ul style="list-style-type: none"> • Reactions to the Treaty of Versailles • Strain of fighting WWI <p>Did the Paris Peace Treaties create a new world?</p>
<p>Topic: Inter-war domestic politics</p> <p>How were people controlled in totalitarian states? (similarity and difference)</p> <ol style="list-style-type: none"> 1. Police state and fear in USSR and Germany 2. Economic policies in USSR and Germany 3. Persecution in USSR and Germany 4. Propaganda and cult of personality in USSR and Germany 	<p>Police state</p> <p>Propaganda</p> <p>Unemployment</p> <p>Economic growth</p>	<p><u>Useful</u></p> <p>Why did fascists gain support?</p> <ul style="list-style-type: none"> • The rise of dictatorships <p>Who were the Bolsheviks?</p> <ul style="list-style-type: none"> • Communism and capitalism <p><u>Required</u></p> <p>N/A</p>
<p>Topic: Inter-war international politics</p> <p>Why did the League of Nations fail? (causation)</p> <ol style="list-style-type: none"> 1. League of Nations structure 	<p>Treaty</p> <p>Invasion</p> <p>Parliament</p> <p>Boycott</p>	<p><u>Useful</u></p> <p>Why did fascists gain support?</p>

<ol style="list-style-type: none"> 2. Successes in the 1920s 3. Failures in the 1930s 4. Irrelevance of the League during appeasement 	<p>Trade</p>	<ul style="list-style-type: none"> • Erosion of liberal institutionalism and diplomatic consensus <p>How were people controlled in totalitarian regimes?</p> <ul style="list-style-type: none"> • Rise of Hitler and Stalin <p><u>Required</u></p> <ul style="list-style-type: none"> • The Treaty of Versailles <p>Did the Paris Peace Treaties create a new world?</p>
<p>Topic: The Second World War</p> <p>When was the turning point during the Second World War? (change and continuity)</p> <ol style="list-style-type: none"> 1. Blitzkrieg and Nazi control of Europe 2. The Battle of Britain and aerial bombardment 3. Invasion of the USSR 4. Pearl Harbour and War in the Pacific 5. Stalingrad and D-Day 6. VE and VJ Days 	<p>Technology Battle Alliance</p>	<p><u>Useful</u></p> <p>Could the League of Nations have prevented a Second World War?</p> <ul style="list-style-type: none"> • The causes of WWII <p>How were people controlled in totalitarian regimes?</p> <ul style="list-style-type: none"> • Identity of Hitler and Stalin <p><u>Required</u></p> <p>N/A</p>
<p>Topic: The Holocaust</p> <p>Work in progress</p> <p>In consultation with UCL Centre for Holocaust Education</p> <p>What does the murder of Barney Greenman reveal about the Jewish experience of the twentieth century? (3 lesson)</p> <ol style="list-style-type: none"> 1. Authentic encounters 2. Greenmans in the 1930s 3. Leon Greenman in the 1950s <p>How did Jewish people resist during the holocaust? (3 lessons)</p> <ol style="list-style-type: none"> 1. Acts of physical resistance 2. Other forms of resistance 3. Why resistance was difficult 	<p>Antisemitism Persecution Genocide Migration</p>	<p><u>Useful</u></p> <p>Why did fascists gain support?</p> <ul style="list-style-type: none"> • Role of scapegoating and persecution <p><u>Required</u></p> <ul style="list-style-type: none"> • Germany's totalitarian state <p>How were people controlled in totalitarian states?</p>
<p>Topic: Decolonisation</p> <p>How did India achieve independence in 1947? (causation)</p> <ol style="list-style-type: none"> 1. Gandhi's campaign 2. India during WWII 3. Post-war Britain 4. Partition and independence 	<p>Empire Colony Parliament Independence Campaign Migration</p>	<p><u>Useful</u></p> <p>Why does it matter what we call the 1857 conflict in India?</p> <ul style="list-style-type: none"> • British control of India <p>How did Britain control its Empire?</p>

		<ul style="list-style-type: none"> British and colonial attitudes to Empire <p><u>Required</u></p> <ul style="list-style-type: none"> Strain of WWII on Britain Experience of British colonies during WWII <p>When was the turning point during the Second World War?</p>
<p>Topic: Post-war social history</p> <p>What kind of stories can be told about the 1960s? (interpretation)</p> <ol style="list-style-type: none"> Stereotype of the swinging sixties Youth culture: music and art Poverty and prosperity Experiences of Britain's migrant communities Sources from the sixties Interpretation on whether the sixties did swing. 	<p>Class</p> <p>Culture</p> <p>Economic growth</p> <p>Migration</p>	<p><u>Useful</u></p> <p>How did Britain control its Empire?</p> <ul style="list-style-type: none"> Extent of Empire <p>How did India achieve independence in 1947?</p> <ul style="list-style-type: none"> Withdrawal from Empire <p><u>Required</u></p> <p>N/A</p>
<p>Topic: Decolonisation</p> <p>Who 'decolonised' in the post-war period? (Interpretations / similarity and difference)</p> <ol style="list-style-type: none"> Overview of the 'end' of formal European Empire Liberation struggles versus granting independence: Ghana Economic neo-colonialism: Suez or the Belgian Congo Political neo-colonialism: Rhodesia-Zimbabwe 	<p>Empire</p> <p>Trade</p> <p>Independence</p> <p>Culture</p>	<p><u>Useful</u></p> <p>How did India achieve independence in 1947?</p> <ul style="list-style-type: none"> Post-war end of Empire <p><u>Required</u></p> <ul style="list-style-type: none"> Knowledge of the extent and nature of nineteenth century European Empires Knowledge of the Second World War <p>When was the turning point during the Second World War?</p> <p>What did British colonisation look like in the nineteenth century?</p>

5. Alternative sequence

The enquiries are designed to be fairly self-contained. Therefore, it would be possible to design many different sequences. For example, the enquiries could be sequenced thematically. (Some enquiries can fall under multiple themes).

Enquiries	Number of lessons
Theme: Power and Rebellion	
<ul style="list-style-type: none"> Why has Alfred been called "Alfred the Great"? 	4
<ul style="list-style-type: none"> How much did England change during the Norman Conquest? 	4
<ul style="list-style-type: none"> How powerful was the Pope? 	

<ul style="list-style-type: none"> What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages? Why did kings struggle to rule England? How big a threat was the Peasants' Revolt to the power of monarchs? How far did fear allow the Inca to control an Empire? Why did Henry VIII make the break with Rome? Why did the Civil War break out in 1642? How 'glorious' was the Glorious Revolution? Did the Enlightenment fuel the American Revolution? Was the French Revolution enlightened? What did the French Revolution mean to Britons? Why are different stories told about Britain's journey to democracy? Why does it matter what we call the 1857 conflict in India? What did British colonisation look like in the nineteenth century? How were people controlled in totalitarian states? 	4 4 6 4 4 6 6 6 4 6 4 4 4 4 4 4 4
Theme: Social History	
<ul style="list-style-type: none"> How "dark" were the Dark Ages? Who can tell us most about medieval peasants? Who lived in Crusader states? How far did the Black Death change the Medieval World? What can we learn about the Medieval World from the book of Margery Kempe? Who held power in Medieval towns? What was the impact of the Reformation on England? Who experienced a "Golden Age" under Elizabeth I? In what ways was Britain turned upside down in the seventeenth century? Who lived in 'British' America? How successful were efforts to abolish slavery in the nineteenth century? How far did working conditions improve over the nineteenth century? How do we uncover the lived experience of those ruled by the Empire? What do the stories of the 'often forgotten armies' reveal about the Western Front? What kind of stories can be told about the 1960s? 	6 4 4 4 6 4 4 6 6 4 4 4 4 6 6
Theme: The connected world	
<ul style="list-style-type: none"> How "dark" were the Dark Ages? How did a Norman become King of England? How was Baghdad connected to the wider world? How powerful was the Pope? Why did Europeans join the Crusades? Who lived in Crusader states? What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages? How did the Mongols create a world Empire? How far did the Black Death change the medieval world? 	6 4 4 4 4 4 6 4 4

<ul style="list-style-type: none"> What can we learn about the Medieval World from the book of Margery Kempe? What does the life of Mansa Musa reveal about Medieval Mali? Who held power in Medieval towns? Why have historians described 1492 as a turning point in world history? Who experienced a Golden Age under Elizabeth? Who lived in 'British' America? Did the Enlightenment fuel the American Revolution? How did Britons react to the French Revolution? Why does it matter what we call the 1857 conflict in India? How successful were efforts to abolish slavery in the nineteenth century? What did colonisation look like in the nineteenth century? How do we uncover the lived experience of those ruled by the Empire? Did tensions in Africa make a European war more likely? What do the stories of the 'often forgotten armies' reveal about the Western Front? Why did India achieve independence in 1947? Who 'decolonised' in the post-war period? 	<p>4</p> <p>4</p> <p>4</p> <p>6</p> <p>4</p> <p>6</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>6</p> <p>4</p> <p>4</p>
Theme: War and Peace	
<ul style="list-style-type: none"> Why has Alfred been called "Alfred the Great"? How did a Norman become King of England? Why did Europeans join the Crusades? How did the Mongols create a world empire? Why have historians described 1492 as a turning point in world history? Why did the Civil War break out in 1642 In what ways was Britain turned upside down in the seventeenth century? Did the Enlightenment fuel the American Revolution? Why does it matter what we call the 1857 conflict in India? Did tensions in Africa make a European war more likely? How far did the assassination cause the First World War? What do the stories of the 'often forgotten armies' reveal about the Western Front? Why the First World War end in November 1918 What kind of peace was made in 1919? Why did the League of Nations fail? When was the turning point during the Second World War? 	<p>4</p> <p>4</p> <p>6</p> <p>4</p> <p>4</p> <p>6</p> <p>6</p> <p>4</p> <p>4</p> <p>6</p> <p>6</p> <p>4</p> <p>4</p> <p>4</p> <p>6</p>
Theme: Powerful ideas	
<ul style="list-style-type: none"> How powerful was the Pope? Why did Europeans join the Crusades? What can we learn about the Medieval World from the book of Margery Kempe What was Luther trying to achieve? Why Henry VIII make the break with Rome? What was the impact of the Reformation on England? Why did the Civil War break out in 1642 In what ways was Britain turned upside down in the seventeenth century? 	<p>4</p> <p>6</p> <p>6</p> <p>4</p> <p>6</p> <p>6</p> <p>6</p> <p>6</p>

• Did the Enlightenment fuel the American Revolution?	6
• Was the French Revolution enlightened?	4
• How successful were efforts to abolish slavery in the nineteenth century?	4
• Why are different stories told about Britain's journey to democracy?	4
• What kind of peace was made in 1919?	4
• What were the Bolsheviks trying to achieve?	4
• Why did fascists gain support?	4
• Who 'decolonised' in the twentieth century?	4

DRAFT