



HISTORY CURRICULUM OVERVIEW



A Lakelands Historian should be curious and questioning, with an ability to make valid, reasoned and evidenced judgements about the past.

Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

History Curriculum Intent:

Lakelands students study a broad and ambitious History curriculum, rich in skills and knowledge and focused on notable events and individuals that have shaped the past. The curriculum is delivered chronologically to help embed a framework for understanding history in the long-term memory. Through their study of History, they will learn the significance of key concepts relevant to both the past and present, such as power, society, government and human innovation. There is progression between Key Stage 3 and 4, as students strengthen key knowledge and skills over time that prepare them for the increased challenge and complexity of GCSE. History is a subject that forms the bedrock of our understanding of the culture in which we live as well as the wider world around us. The content covered gives students the opportunity to explore issues at a local, national and international level from the medieval era through to the 21st Century. This range of history offers the opportunity to explore different peoples' perspectives on issues and events and think critically about the world in which they live. Our curriculum is carefully sequenced to give students a broad understanding of the chronological development of British history, as well as being able to make links to other societies, cultures and world events. Our students are encouraged to be curious and independent learners, with the ability to make valid, reasoned, and evidenced judgements about the past, using transferable skills that can equally be applied to current day issues. They are provided with regular opportunities to develop their understanding and appreciation of important historical concepts such as chronology, change and continuity, causes and consequences, significance, critical thinking, diversity and historical enquiry. These concepts unlock the door for students to be able to ask leading questions, analyse information and convey their views in a methodical and structured way. These skills are honed and developed progressively through the curriculum to create historians confident in communicating their views, both in writing and orally.

How the History curriculum links to our core Curriculum Principles:

Lifelong Learning	Students are encouraged to be curious, independent and critical thinkers – essential for lifelong learning.
Aspiration to succeed	Increasing challenge and complexity of knowledge/skills builds confidence and the aspiration to succeed. History-related careers are signposted.
Knowledge building	Regular retrieval practice is embedded in curriculum delivery to enable learners to access the higher-level skills of historical enquiry, interpretation and evaluation.
Empathy for others	Values of compassion, tolerance, inclusion and diversity are reinforced through the curriculum, strengthened by an understanding of the evolution of democracy and human rights.

IMPLEMENTATION

Year 7 Curriculum Implementation		
In Year 7, our students learn about the Norman Invasion of 1066, challenges to the authority of the monarch, and the Black Death. They also get to research and produce their own topic. Topics are taught in chronological order, providing continuity from KS2, and follow themes which are tracked across Years 8 and 9. Lessons are structured to allow students to develop a wide range of historical skills (e.g. chronology) and engage with concepts such as diversity, significance and interpretation.		
	Knowledge and skills	Assessment
1	Students begin Y7 History by learning what England was like before 1066, the rivalry over the English throne and the Viking and Norman invasions. The causes and consequences of the invasions are explored. Students will develop chronology skills, create arguments over causes of the Battle of Hastings and make judgements on the claimants. This unit provides an important insight into the themes of succession which will be studied further in KS3 and 4. The impact of national policies is a focus for local history study, and the legacy of the conquest is evaluated. We aim to establish a good standard of literacy ensuring students develop detailed, explanatory answers in their assessments.	<p>Explain why William won the Battle of Hastings (12 marks)</p> <p>Describe two features of... (in relation to castles) (4 marks)</p>
2	The second term builds on power structures established by the Norman conquest, examining the tensions within the feudal system. Students are encouraged to analyse the relative power of rival medieval institutions – the church, the state, the nobility – and the limitations of government during the medieval period. Topics include the murder of Thomas Becket, the Magna Carta, the Peasant’s Revolt and the Wars of the Roses.	<p>How useful are two sources for an enquiry into the death of Thomas Becket? (8 marks)</p> <p>Explain one way that William I’s handling of the northern revolt in 1069 was different from Richard II’s handling of the Peasants’ Revolt in 1381 (4 marks)</p> <p>Write a narrative account detailing the decline of the power of the monarchy in the Middle Ages (3 PEEL paragraphs; 8 marks)</p>
3	Students are introduced to the wider global context, having consolidated their understanding of British medieval history in the Autumn and Spring terms. They learn about the causes and the social, economic, political, religious and cultural impact of a global pandemic (the Black Death). The historical and cultural conflicts between Christianity and Islam are explored in the Crusades. Students learn to appreciate the contribution of different cultures in their study of the medieval superpowers, China and Africa. There is also an opportunity towards the end of the summer term for students to follow their own line of enquiry based on a historical source.	<p>‘Religion was the biggest factor in shaping the Middle Ages’ (Stimulus points: Crusades & Black Death) How far do you agree? (16 marks)</p> <p>End of year assessment</p>
Cross-curricular links in Y7: ART; GEOGRAPHY; MFL; NUMERACY; LITERACY; SCIENCES; RE; DRAMA.		

Year 8 Curriculum Implementation

In Year 8, our students learn about the Tudors and Stuarts, and the challenges posed to the authority of the monarch by religion and warfare. They also track the Transatlantic Slave Trade – which begins in the 16th century – to its modern day ‘conclusion’: from Triangular Trade to Civil Rights in the UK and USA. Topics are taught chronologically, providing continuity from Y7, following common themes familiar to students for Y7. Lessons are structured to allow students to develop a wide range of historical skills and processes, and the ability to articulate their thoughts in oral and written formats.

	Knowledge and skills	Assessment
1	Y8 History begins with the Tudor monarchs and analyses the political and religious challenges faced by the Tudor dynasty between 1485 and 1603. Key historical events are covered, that allow students to develop the skills and processes of the historian: the chronology of the Tudor period; the causes and consequences of the Reformation and Henry VIII’s ‘Break with Rome’; the legal complexities which it caused, and the changing nature of power during the 16 th century. Central themes from Y7 – succession and invasion - are explored further in Y8 as threats to the crown from Ireland and Spain emerge. Students analyse the suitability of Henry VIII as monarch, the benefits (or otherwise) of the Dissolution of the Monasteries and the arguments for and against Elizabeth I’s 1559 Religious Settlement, during which they get to evaluate the threats of religious extremism and the nature of political protest, and link it to similar themes that exist in the modern world. This unit provides a continuity to the themes of succession developed in Y7 – a central theme during the reigns of each of the Tudors – and enables students to link events from the past (e.g. the Plantations in Ireland) with their modern-day consequences (the ‘Irish Question’). Y8 builds on and progresses the good standard of literacy from Y7, ensuring students develop detailed, explanatory answers in their assessments.	<p>Explain why Henry VIII broke from the Catholic Church (12 marks).</p> <p>“Elizabeth I’s ‘Middle Way’ successfully solved England’s religious differences.” How far do you agree? (16 marks).</p>
2	The second half-term of Y8 covers the Stuart monarchs, building on the central themes of power and religion that defined the Tudor period. We examine the concept of the Divine Right of Kings, charting the breakdown in relations between the monarchy and parliament during the reigns of James I and Charles I, and the causes and consequences of the British Civil Wars. Again, religion features prominently (Gunpowder Plot, witchcraft) and its long-term effects are analysed, with a particular focus on Irish history. Topics include the Restoration, the Great Plague, The Great Fire of London and the Glorious Revolution, in which students can see how important lessons have been learned from the past about pandemic management, the importance and evolution of town-planning, and the comparative successes and failures of Charles II and James II – complete with an evaluation of constitutional monarchy.	<p>Briefly describe 2 types of Civil War soldiers. (4 marks)</p> <p>How useful are these 2 sources for an enquiry into the execution of Charles I. (8 marks)</p> <p>Explain 3 ways that Charles II’s handling of Parliament was different from his father’s. (12 marks)</p>
3	As in Y7, students are introduced to a wider global context. Having consolidated their understanding of Early Modern British history in the Autumn and Spring terms, Summer term focusses on the Transatlantic Slave Trade. Students look at arguments used at the time to justify slavery, the abolitionist movements in Britain and the US, the American Civil War, US Reconstruction, the movement for Civil Rights in Britain and America, and continuing ‘live’ issues which remain as a consequence, including modern day slavery. Students learn to appreciate the links that exist between countries and their shared histories and develop a deeper understanding of how events from long ago still exert a profound effect on our modern world.	<p>Write a narrative account detailing the fight for Civil Rights in either the USA or GB. (8 marks)</p> <p>Explain why statues of Confederates and slave traders</p>

are being taken down in the US and Britain. (12 marks)

Cross-curricular links in Y8: RE; GEOGRAPHY; MFL; NUMERACY; LITERACY; SCIENCES; ART; DRAMA

Year 9 Curriculum Implementation

In Y9 our students study the Industrial Age and French Revolution, examining how technology and political ideologies together caused and unprecedented transformation in people's lives across the world – for better and for worse. They look at how the concept of 'nation' and nationalism has caused tensions between states, and how technological developments have led to wars in which people are killed on an industrial scale. Topics such as empire and human rights provide continuity from Years 7 and 8. Lessons are structured to allow students to develop a wide range of historical skills and processes, and the ability to articulate their thoughts in oral and written formats.

	Knowledge and skills	Assessment
1	<p>The Y9 Autumn term covers the period from 1750-1900 (the 'Victorian Age'), focussing on the Industrial and French Revolutions and exploring advances in technologies and political ideology that transformed millions of lives in Britain and across the world. Common themes visited in Y7 and Y8 – the nature of power, empire and human rights – are developed further as we examine a time of increasing globalisation and technological progress, the consequences of which - environmental destruction; the intrusion of technology into people's lives, for better and for worse – are common themes which are so familiar to us today.</p> <p>The Victorian Age also provides us with one of the great unsolved mysteries of the 19th century: the case of Jack the Ripper. Using police evidence from 1888, modern forensic practice and their history skills, pupils will attempt to crack the case once and for all!</p>	<p>"Renamed and shamed – it is time to rethink Britain's 'glorious' past." How far do you agree? (16 marks)</p> <p>Who was Jack the Ripper? My Report: source-based investigation and conclusion.</p>
2	<p>Y9 Spring term focusses on World War One - it's causes and effects – from an assassination that takes place in south-east Europe in summer 1914 to rebellion in Ireland in 1916, Communist revolution in Russia in 1917, Votes for Women in Britain in 1918, the rise of Fascism and Nazism in Italy and Germany in the 1920s and 30s, and ultimately to a Second World War. This topic links with themes common to Y7 and 8, as we examine the impact of Britain's Empire on the war, the war's impact on the Empire, and issues of human rights, such as the right to self-determination and universal suffrage.</p>	<p>'Lions led by donkeys' – is this a fair assessment of Britain's military leadership in WW1? (16 marks)</p> <p>Heroes or terrorists? How successful were the Suffragettes?</p>
3	<p>The Y9 Summer term focusses on World War Two, specifically the emergence of the two dominant superpowers of the late 20th century: the USSR and USA. Ideological differences are explored, as the pros and cons of Communism and Capitalism are analysed. In this context we trace the development of atomic warfare, and examine the short-term effects of the bombs dropped on Hiroshima and Nagasaki in 1945, looking at the justification given by the US for the strikes on Japan and considering the ethics of targeting civilians in war, as well as its long-term effects: the Cold War.</p>	<p>Winston Churchill – hero or villain? (16 marks)</p>

<p>Y9 ends where it started off: with another mystery: the assassination of President Kennedy in 1963. Coming at the height of the Cold War, Kennedy’s killing could easily be interpreted as a Soviet ‘Black Op’. However, in the years since the assassination, conspiracy theories have abounded, fuelling existing paranoid in the US and leading to any number of different conclusions. Using the available evidence, and their history skills, pupils will attempt to finally solve the conspiracy theory to end them all!</p>	<p>Who killed JFK? My Report: source-based investigation and conclusion.</p>
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Cross-curricular links in Y9: RE; GEOGRAPHY; MFL; NUMERACY; LITERACY; SCIENCES; STEM; DT; ART; DRAMA

Year 10 Curriculum Implementation

Building on a confident knowledge of key historical developments during the medieval, early modern and modern British history at Key Stage 3, students who have chosen History as an option will study **Crime and punishment through time, c1000 – present**; in this unit, they will strengthen their understanding of change and continuity, as well as their evaluative skills in response to a range of sources and different perspectives on historical events and developments. In their subsequent study of **Henry VIII and his ministers, 1509-1540** during the spring term, they build on their prior knowledge of the political and religious upheavals of the Tudor period in Year 8, to examine and evaluate the political, geopolitical, economic, cultural and religious developments of Henry VIII’s reign. The second half of the summer term is dedicated to the study of **Weimar Germany**, building on their examination of World War One in Year 9, its causes and consequences, which will lead into the rise of the Nazis in the autumn of Year 11.

	Knowledge and skills	Assessment
1	<p>CRIME & PUNISHMENT THROUGH TIME, C1000 – PRESENT The Crime & Punishment unit opens with an exploration of key concepts associated with the topic, followed by an examination of change and continuity of definitions of crime, law enforcement and punishments in the medieval (c1000-c1500) and early modern (c1500-c1700) periods. Students will develop an understanding of the increasing centralisation of law and order, the decline of community-based justice, the evolution of religious influence and changing social attitudes. In the first half-term, they will begin to perceive the very early foundations of crime and punishment as we understand it in modern Britain.</p>	<p>Explain why the Normans made changes to crime and punishment after 1066.</p> <p>Explain why the methods of punishment changed between 1500-1700.</p>
2	<p>Building on their understanding of crime and punishment between c1000-c1700, students trace the changes and continuities that emerge during the age of enlightenment, the agricultural and industrial revolutions and accompanying social upheaval. They explore the influence of empire on punishment, through the introduction of transportation, and the limited impact of harsh deterrence in the form of the ‘Bloody Code’. The beginnings of a more recognisable police force and prison system during the 1800s are studied, with a close focus on the highly influential figure of Robert Peel and his reforms.</p>	<p>‘The work of the Fielding brothers led to a great improvement in law enforcement in the years c1500-c1900.’ How far do you agree?</p>
3	<p>The spring term is focused on the significant and rapid changes in attitudes that take place in the Twentieth Century, as a consequence of rapid societal transformation. Increasingly liberal attitudes emerging in the post-war world and their impact – on what is regarded as criminal, what is regarded as appropriate punishment – are explored. An in-depth study of the increasing specialisation of the police force and the impact of technology on policing are an opportunity to highlight potential careers to students. The final phase of the unit is a case study of Whitechapel, c1870-c1900, which explores the types of crime, the nature of policing (including the handling of the Jack the Ripper case) and inner-city challenges in London’s East End at that time.</p>	<p>How useful are Sources A and B for an enquiry into the difficulties the police experienced in trying to catch Jack the Ripper?</p>

4	HENRY VIII & HIS MINISTERS, 1509 – 1540 Building on their prior knowledge of the political and religious upheavals of the Tudor period in Year 8, students will study the social, political, economic and cultural context of Tudor England on Henry's accession and the influence of Chief Minister, Thomas Wolsey on domestic and foreign affairs during 1515-1529. In particular, the tensions between Henry VIII's aspirations as a king and the political realities of the period, and how Wolsey navigates these tensions, are key areas of focus.	Describe 2 features of the Amicable Grant Explain why it was so difficult for Henry to get his marriage to Catherine of Aragon annulled.
5	Early summer term, students study the rise of Thomas Cromwell, his skill in fulfilling Henry's most ardent wishes and consequently, the seismic changes that take place in England during the 1530s – the Reformation and its political, cultural, religious, economic and social impact. Explicit links to the Crime and Punishment unit are made, through an examination of the legal and penal consequences of the Reformation.	"The main reason for Cromwell's fall from power in 1540 was the failure of Henry's marriage to Anne of Cleves." How far do you agree?
6	WEIMAR & NAZI GERMANY 1918-1939 Drawing on their existing knowledge of World War One and its impact in Year 9, students examine the devastating effects of the war on Germany and the difficult birth of the Weimar Republic. They study the unstable conditions at its inception, including threats from the political extremes, significant economic challenges and the inherent flaws of the newly formed constitution. Through this unit, students gain a more confident grasp of the political spectrum, and links are made to the political system of modern Britain to illuminate their understanding and enrich their appreciation of democratic systems and values. This first part of the unit takes the students through the adverse early years, the 'Golden Age' of the mid-late 1920s, up to the cataclysmic Wall Street Crash, setting the scene for their study of the rise of the Nazis in the autumn of Year 11.	How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919-23?
Cross-curricular links in Y10: Geography (International relations during the reign of Henry VIII), Maths (population trends and crime statistics in Crime & Punishment; analysis of political and economic data trends in Weimar & Nazi Germany)		

Year 11 Curriculum Implementation

In Year 11, students build on their knowledge of the traumatic upheavals of World War One (in Year 9) and their study of the Weimar period in Germany (in Year 10), to examine the rise of the Nazis, exploring how the unique social, cultural, economic and political struggles of Germany in this period create a fertile breeding ground for the rise of extremism. The contingent nature of historical events is considered, as they learn of the distinct political figures of early 1930s Germany and their fateful decisions in leading to Hitler's acquisition of power. Students gain an insight into the characteristics of the Nazi dictatorship, developing an appreciation of the differences between democratic and totalitarian societies, the reality of living under a dictatorship and the violent consequences of a racist ideology. The final unit explores the consequences of World War 2, leading to the geopolitical tensions of the Cold War and how this has shaped the world of today.

	Knowledge and skills	Assessment
1	WEIMAR & NAZI GERMANY 1918-1939 Having looked at the effects of the war on Germany and the difficulties facing the Weimar Republic between 1918 and 1929 (the crises of 1918-23; the Wall Street Crash), students explore the rise of extremism in Germany: on the far-left (KPD) and far-right (NSDAP or Nazi), examining the socio-economic conditions in which extremism flourishes, and looking at the sequence of events (the Great Depression, the Reichstag Fire) which enabled Hitler to become Chancellor in 1933. They will then examine how Hitler	Assessment 2: Give two things you can infer...– source on German Workers' party (4 marks)

	was able to strengthen his grip on power, ruthlessly using the political system and the law (Enabling Act) and extreme violence ('Night of the Long Knives) to eliminate his main political rivals, creating a dictatorship that would endure until his death in 1945.	Assessment 3: Explain why Hitler was able to create a dictatorship in the period Feb 1933-Aug 1934 (12 marks)
2	<p>LIFE IN NAZI GERMANY 1933-1939</p> <p>The final part of the Germany topic looks at how the Nazis maintained control over a country in which they never had the support of the majority of the electorate. This might best be summarised as 'carrots and sticks' - i.e. through incentives to the German people (e.g. 'Strength through Joy' and 'Jobs and Bread') to the terror of the police state, restrictions placed on human rights, and the persecution of minority groups. This topic looks at the ways in which the Nazis controlled and influenced attitudes in Germany through sophisticated propaganda techniques, their policies towards women, policies towards Germany's youth and the persecution of minority groups in Germany.</p>	Assessment 4: Study Interpretations 1 and 2...- Nazi policies towards women (Two 4 mark questions)
3	<p>SUPERPOWER RELATIONS & THE COLD WAR, 1941-91</p> <p>Explicitly building on the impact of Hitler and World War 2, students study the emerging power dynamics of the post-war world, the rapidly escalating mistrust between the USA and USSR and the starkly polarised character of east-west relations over the course of the Twentieth Century. The unfolding narrative of the Cold War, and its succession of seismic events – the Cuban Missile Crisis, the building of the Berlin Wall, the Prague Spring, the ultimate collapse of the Eastern Bloc – are explored. The closing chapter of the unit, centered around the collapse of the Soviet Bloc, is an opportunity for students to understand how the origins of current existing geopolitical tensions are rooted in the end of the Cold War.</p>	Assessment – students will complete a practice paper, that includes the 3 key types of exam question: 'Explain 2 consequences...', 'Write a narrative account of...' and 'Explain 2 of the following: the importance of...'
<p>Cross-curricular links in Y11: Geography (gaining a geographical understanding of the Cold War – the 'Iron Curtain', the geography of the 'Satellite States', Berlin, Cuba etc), Maths (graphs showing voting patterns in early 1930s Germany, statistics on the Nazi dictatorship and on the Cold War arms race)</p>		

IMPACT OF THE HISTORY CURRICULUM

Students today grow up in a world where history is used to create alternative, often dangerous, political narratives, and manipulate social media. The study of History equips students with skills to make sense of the world around them; to form opinions based on factual evidence; to recognise the complexities of the past, and different ways of interpreting events. These are transferrable skills that are valued in the workplace, enabling students' future economic security. Alongside Geography and RE, we contribute to a humanities curriculum in which students are better placed to understand their world in its global context, developing an understanding of different cultures and histories that link to their own. Each topic aims to develop students' SMSC understanding, giving them a deeper and richer insight into the past and, by extension, our present and their future.

By the time pupils leave Lakelands, they should have completed their overview of British history (which began in KS2), forming a coherent, chronological narrative from the earliest times to the present day. They will have looked at how people's lives and events have shaped Britain, and how Britain has influenced and been influenced by the wider world. They will have covered significant aspects of world history: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of non-European societies; achievements and failures of humanity; and will be able to understand abstract historical terms such as 'empire', 'civilisation', 'feudalism', 'democracy' and 'freedom'. They will be able to understand historical concepts such as chronology; continuity & change; cause & consequence; similarity & difference; interpretation; and significance; and use these skills and concepts to make connections, draw contrasts, analyse trends, frame historically-valid questions, and create their own structured accounts, including written narratives and analyses, observing the methodology of historical enquiry, including the importance of evidence, the evaluation of evidence and understanding how and why contrasting arguments and interpretations of the past have been constructed.

Progress is monitored at regular points throughout the year, with summative and formative testing of knowledge and understanding. A wide-ranging curriculum features a range of different activities designed to be engaging for our students. Surveys are conducted at the end of each topic, which allows for a continuous assessment, development and improvement of our curriculum for future years.

WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

Personal Development within the History curriculum

Personal Development	During their study of History students are given the opportunity to develop their teamworking abilities, independent learning, and their literacy and numeracy skills. There are frequent opportunities for students to join in group discussions and voice their opinions on a wide array of topics, which develops confidence and an ability to form and articulate a point of view. Topic-based activities such as codebreaking are designed to challenge students and develop problem-solving and resilience.
SMSC	An understanding of diversity and morality is developed throughout Years 7-11, in topics such as the famine of 1069-70 and Black Death (Y7); the Reformation, extremism, and struggle for Civil Rights in the US (Y8); universal suffrage, the Great Hunger, the Holocaust, and the A-bomb attacks on Hiroshima (Y9); the evaluation of the penal system (Y10); and the persecution of minority groups in Nazi Germany (Y11).
British Values	Democratic systems of government; the differences between democracies and dictatorships; the implications of totalitarian government for the rule of law, freedom of speech and human rights.

Extracurricular & Enrichment	Students are encouraged to further their learning through homework tasks and other recommendations, such as films, books, the internet, etc. Topic-based activities such as codebreaking, quizzes, wordsearches, etc. are used to consolidate learning, to challenge, and to develop different methods of thinking.
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Careers in the History curriculum

The History skills that pupils develop and hone from Years 7-11 are transferrable and highly valued in the workplace. For example, an understanding of chronology and the ability to create a timeline is useful to a police detective. The ability to analyse trends over time is useful to a climate scientist. Causation is a universal law which is useful to a particle physicist working in CERN. Interpretation of evidence is useful to judges, barristers, lawyers, etc. Replicating the past is key to many dramas (e.g. period dramas, Shakespeare plays), requiring a depth of knowledge and understanding of the past from actors, scriptwriters and set designers. Unsurprisingly, history can open doors to a diversity of careers. Famous historians include politicians (Diane Abbott), musicians (Shakira), actors (Steve Carrell), journalists (Louis Theroux), media personalities (Nicky Campbell), law (QC Michael Mansfield), authors (Salman Rushdie), and others successful in careers in the civil service, business, and finance.

Cultural Capital in the History curriculum

Cultural capital is supported throughout the History curriculum. ART: Years 8 and 9 analyse the art of propaganda, looking at examples from the Tudor & Stuart periods, Weimar and Nazi Germany, and the Soviet Union. STEM: Years 8, 9 and 10 study scientific and technological developments during the Renaissance period, the space race of the 20th century and 19th and 20th century developments in forensic science. SPORTS: Years 8, 9 and 11 cover the importance of sport in changing attitudes (e.g. Muhammad Ali and US Civil Rights; Jesse Owens and Nazi Germany). SOCIETY & POLITICS: Years 7, 8, 9, 10 and 11 chart the importance of individuals and events on society from the Black Death, the Suffragettes, the US and British Civil Rights movements, and the abolition of slavery. MUSIC: in Years 8, 9 and 11 the importance of music is explored in the movement for Civil Rights, recruitment during WW1, home-front morals in WW2 and as propaganda in Germany and the USSR. DRAMA: throughout the 5 year groups drama is used at various points to consolidate and deepen learning and understanding. Year 8 also examine the 'golden age' of theatre during the Elizabethan/Jacobean Age, while Year 7 use Shakespeare's Richard III as part of their analysis into the disappearances of the Princes in the Tower.