



Cardinal
Newman
CATHOLIC SCHOOL

History

Curriculum Area: History

For whatever was written in former days was written for our instruction, so that by steadfastness and by the encouragement of the scriptures we might have hope.
Romans 15:4

Curriculum Intent

Our vision in History is to encourage interest in, and enjoyment of, learning about the past. Our aim is to help students understand how, why and when things have changed over time developing their understanding of our world and country today. We actively encourage students to think for themselves, using research and evidence gathering so as to develop their own interpretation of the past thereby reaching supported judgements. Through History, students develop empathy and an understanding of personal motivation, in addition to the ability to communicate their thoughts and ideas clearly both verbally and in writing. Our goal is for students to acquire knowledge and skills in History which will serve them well in other subjects, with their educational and career aspirations and allow them to become active and engaged British citizens who understand their democratic past.

Curriculum Overview:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
HT1	History skills	Was the Industrial Revolution the 'dawn of liberty'?*	'The cost of the First World War was catastrophic' How far do you agree? *	Period study: <i>The American West, c1835–c1895</i>	The British Sector of the Western Front, 1914-18: injuries, treatment, and trenches.	-Paper 2: Depth study: 2H.2: The USA, 1955-1992: conformity and challenge. -Unit 4 coursework: Historical controversy: The causes of the Great Depression.	Paper 1: Breadth study with interpretations 1H: Britain transformed, 1918–97: breadth study.

HT2	What was the impact of migration before 1066?*	Britain and the Transatlantic slave trade.	'The cost of the First World War was catastrophic' How far do you agree? *	Period study: <i>The American West, c1835–c1895</i>	<i>Weimar and Nazi Germany, 1918–39</i>	-Paper 2: Depth study: 2H.2: The USA, 1955-1992: conformity and challenge. -Unit 4 coursework.	Paper 1 Study in depth: the impact of Thatcher's governments 1979 to 1997.
HT3	Why was England a battlefield in 1066?	Why is the British Empire 'the prism through which the rest of the world views Britain'?	How did new ideas cause conflict in the 20 th century?	Anglo-Saxon and Norman England, c1060-88	<i>Weimar and Nazi Germany, 1918–39</i>	-Paper 2: Depth study 2H.2: The USA, 1955-1992: conformity and challenge. -Unit 4 coursework	Paper 3: Themes in breadth with aspects in depth 34.2: Poverty, public health and the state in Britain, c1780–1939.
HT4	Did the Normans bring a 'truckload of trouble' to England in 1066? *	How significant was the 'Great Stink' in bringing about improvements to the Nation's Health by the end of the 19 th century?	The Holocaust	Anglo-Saxon and Norman England, c1060-88	<i>Weimar and Nazi Germany, 1918–39</i>	-Paper 2: Depth study 2H.2: The USA, 1955-1992: conformity and challenge. -Unit 4 coursework	Paper 3: Themes in breadth with aspects in depth 34.2: Poverty, public health and the state in Britain, c1780–1939.
HT5	How and what do historians know about the Kingdom of Mali?	How did Britain become an increasingly multicultural society?*	How do you fight a Cold War?	Medicine in Britain c1250 to present day.	<i>Weimar and Nazi Germany, 1918–39</i>	Paper 1: Breadth study with interpretations 1H: Britain transformed, 1918–97: breadth study.	Paper 3: Themes in breadth with aspects in depth 34.2: Poverty, public health and the state in Britain, c1780–1939.
HT6	Elizabeth I: The rule of a 'weak & feeble woman'?	How had Britain changed throughout the 19 th century?	How important was protest in achieving civil rights in Britain and the USA in the 20 th century?	Medicine in Britain c1250 to present day.		Paper 1: Breadth study with interpretations 1H: Britain transformed, 1918–97: breadth study.	

*Our/Local history incorporated throughout curriculum where possible.

Subject Specific Information

Insert documents on website from departmental area