



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S
SCHOOL

(History)

Year 7– 11 Curriculum rationale

Curriculum intent: The St John's History curriculum aims to inspire a curiosity and fascination with Britain and the wider world's past. We aim to provide our students with the knowledge base and skills of analysis and evaluation needed to recognise the past as set of narratives always open to interpretation and for them to be confident in making judgements of the different interpretations of the past. As they progress through the Curriculum our students should become able to developing their own explanations of the causes, consequences and importance of historical events and their impact on the world today.

Literacy/Reading/Oracy opportunities: Varied see section 3 of 'Why' box.

Substantive concepts flowing through KS3 to develop secondary concepts from: Conflict, Power, Belief and Religion, Society, Women and Culture, International relations

	Autumn	Spring	Summer
Year 7	<p><u>History Skills</u> Sources, evidence, anachronism, chronology, Interpretation/hypothesis</p> <p>AND</p> <p><u>Cypriot Prehistory + the Neolithic revolution</u> Hunter gatherers The move to farming Differences between prehistoric sites Local Study Khirokitia</p>	<p><u>The Roman Empire</u> Life in The Roman Empire Rome the centre of the world 100AD Local study Kourion Government Inheritance/What the Romans have done for us</p>	<p><u>Medieval Realms</u> The Norman invasion Castles – Cyprus focus Local study - Kolossi Culture life and difference. The Black Death</p>
Why?	<p><u>What are the skills and words that we need to be successful in History?</u> What are the key elements of Historical study? Allows all pupils to obtain key term that allow the development of coherent understanding of History (NC) Engaging way of assessing prior knowledge of History</p>	<p><u>What was the Roman's most significant achievements?</u> Did all Romans live a civilized life? Field work opportunities Links to Kourion and life in the Roman Empire and Ancient Roman Cyprus – Kourion a is a World Heritage site. Cross curricular opportunities on Active Earth Plate tectonics with Geography.</p>	<p><u>Is the study of the Norman conquest and medieval Britain still important today?</u> Why did William Win the Battle of Hastings? Events of 1066 How did Castles allow the Normans to control England? The development of castles. + field work Kolossi What was it like to live in Medieval England? The feudal system. The village community, towns and</p>

	<p>Sources, evidence, anachronism, chronology, Interpretation/hypothesis</p> <p>Why do we keep finding bones in Riccall Yorkshire?</p> <p>Investigation opportunities (Riccil Bones) – (NC)</p> <p>AND</p> <p><u>What was the most significant change to take place in prehistoric life?</u></p> <p>Explain why a hunter gatherer’s life is so different from ours today?</p> <p>Strong site study field work opportunities - links to Khirokitia and Cyprus – Khirotitia is a World Heritage site.</p> <p>Students experience of Middle East + Turkey.</p> <p>Cross curricular opportunities on settlement with Geography.</p> <p>Why did people decide to start farming in Cyprus and the Middle East 11,500 years ago. NC) Non mandatory Pre 1066 but not UK Turning point Neolithic Revolution direct visit to first site in Europe.</p> <p>Were all prehistoric people the same?</p> <p>Four sites investigation - Literacy summaries.</p> <p>What was prehistoric life in Khirokitia – Europe first farming town.</p> <p>Source investigation, site visit and Summative extended writing..</p>	<p>Was Rome really the centre of the World in 100AD? Rome in 100AD investigation</p> <p>Why are the Romans so widely studied? – legacy of Rome to medieval early Modern and modern worlds. (military and Government focus?)</p> <p>What did the Roman ever do for Us? (NC) Non-mandatory Pre 1066 and significant society in world History that is interconnected with other world developments</p>	<p>holidays. The Importance of the church and religion.</p> <p>What killed half of the English population? Black death causes, course and Impact - Peasants revolt</p> <p>Was England moving away from Monarchy by the end of the medieval period? Magna Carta</p>
<p>How parents / carers can support</p>	<p>Various Websites to extend Knowledge:</p> <p>Horrible Histories Savage Stone age</p> <p>Hunter-Gatherer Culture National Geographic Society</p> <p>Hunter-Gatherers - HISTORY</p>	<p>Various Websites to extend Knowledge:</p> <p>Horrible Histories Rotten Romans</p> <p>Romans - KS3 History - BBC Bitesize</p>	<p>Various Websites to extend Knowledge:</p> <p>Normans - KS3 History - BBC Bitesize</p> <p>Horrible Histories Storming Normans</p> <p>A summary of the feudal system and the Domesday Book - The feudal system and the Domesday Book - KS3 History Revision - BBC Bitesize</p> <p>Horrible Histories Storming Normans</p> <p>Key Stage 3 at www.johndclare.net</p> <p>Yalding Medieval Village Project KS3 (spartacus-educational.com)</p>

			<p>A summary of everyday life in the Middle Ages - Everyday life in the Middle Ages - KS3 History Revision - BBC Bitesize</p> <p>Why was Thomas Becket important to Henry II? - Thomas Becket and Henry II - KS3 History Revision - BBC Bitesize</p> <p>A summary of King John and Magna Carta - King John and Magna Carta - KS3 History Revision - BBC Bitesize</p> <p>A summary of the Peasants' Revolt - The Peasants' Revolt - KS3 History Revision - BBC Bitesize</p>
	Autumn	Spring	Summer
Year 8	<p><u>Tudors</u> Life Culture and difference Henry VII and VIII Impact on Modern Britain/World Elizabeth Spanish Armada</p>	<p><u>Stuarts</u> The rise of Parliament Civil War causes and course and importance. The Interregnum and Cromwell Unification of the UK America and Empire begins.</p>	<p><u>Expansion Trade and Industry</u> The Causes and course of the Industrial revolution The transatlantic Slave trade. Extension of the Franchise Living and working standards and reforms</p>
Why?	<p><u>How significant was Henry VIII rule in changing England?</u> Why was Tudor life so different from ours today? Poverty, childhood, food and crime. Henry VIII the man who made modern England? The impact of an individual in History? (NC) constructing own analysis and drawing conclusions. Why was the Spanish Armada defeated? Elizabeth's problems, What were the reasons that enabled England to defeat the Spanish invasion of 1588?</p>	<p><u>Why was England turned Upside down in the 17th Century? (16hrs)</u> Why did Parliament become so powerful? Why Parliaments power grew? Was Guy Fawkes set Up? Investigation Why was there a Civil War in England? How and why did people choose sides/decide to fight Why did Parliament win the Civil war? Weapons leadership, geography – address inevitability in History? How was England ruled without a king? The interregnum and Cromwell and the Restoration How and why did the four kingdoms of the British Isles become the United Kingdom? Conquest or Union – the making of the UK?</p>	<p><u>Was the Industrial Revolution 'fine or foul'?</u> Did the Industrial Revolution change everything we know? Overview of changes 1750 to 1900, population, urbanization, Agriculture, factories, Transport, How grim was life like for people living during the Industrial Revolution? Living conditions, Public Health, Working condition Did working people improve their own lives during the Industrial Revolution? Luddites, how is Britain governed today? (Cit) Great Reform Act, Chartists Position in 1900 <u>Slavery</u></p>

		➤ Why do Americans speak English? How welcoming was the new world?	How was Slavery possible? The Slave Trade, slavery on the Plantation, opposition to slavery, Modern Britain and the Slave Trade
How parents / carers can support	<p><u>Various Websites to extend Knowledge:</u></p> <p>Tudor England (spartacus-educational.com) Henry VIII - KS3 History - BBC Bitesize Elizabeth I - KS3 History - BBC Bitesize Horrible Histories The Terrible Tudors</p>	<p><u>Various Websites to extend Knowledge:</u></p> <p>The Gunpowder Plot - KS3 History - BBC Bitesize The Stuarts (spartacus-educational.com) Horrible Histories Slimy Stuarts Oliver Cromwell - KS3 History - BBC Bitesize A summary of Charles I, Civil War and the Restoration - Charles I, Civil War and the Restoration - KS3 History Revision - BBC Bitesize The English Civil War - KS3 History (weebly.com)</p>	<p><u>Various Websites to extend Knowledge:</u></p> <p>The Industrial Revolution - KS3 History - BBC Bitesize Industrial Revolution (spartacus-educational.com) Slavery and its abolition - KS3 History - BBC Bitesize Britain and Slavery (spartacus-educational.com)</p>
	Autumn	Spring	Summer
Year 9	<p><u>The World in 1900 and WWI</u></p> <p>Challenges in 1900 similarities and differences. The causes of World War One People reactions to the start of World War One Life of the Western Front Investigation - The role of the Tank The end of World War One</p>	<p><u>The interwar period</u></p> <p>The Treaty of Versailles The rise of communism and the Stalinist state The rise of the Nazi's Life In Nazi Germany Causes and impact on society and the economy. Appeasement The causes of World War Two</p>	<p><u>Era of the second World War</u></p> <p>Blitzkrieg's impact Battle of Britain The Contribution of the USSR to victory D-Day Why the allies won? The pacific war and the atom bombs.</p> <p>AND</p> <p><u>The Holocaust</u></p> <p>The key terms How did the Holocaust happen so quickly? How and why have genocides occurred.</p>
Why?	<p><u>Was World War One simply butchery?</u> Why was there so much injustice in 1900? Oracy opportunities – challengers' speeches What caused the First World War? (NC) The Worlds in 1900, Alliances and rivalries Historical questions Why were people's reactions to the First world war so strange?</p>	<p><u>Was life brutal after the end of the First World War? (20hrs)</u> Why did the Treaty of Versailles cause so much anger? Cause and consequence What is communism? Concepts and ideologies How did Communism change Russia? Source reliability-based investigation. Source based investigation in to life in Stalin's Russia.</p>	<p><u>Why did the allies win World War II?</u> Why was the German Military so successful at the beginning of World War Two? Blitzkrieg How and why did Britain survive in 1940? Battle of Britain, the experience of being bombed – the Blitz How important was the role of the USSR in bringing about the defeat of Nazi Germany? The</p>

	<p>What was it really like on the Western Front? Research, communication and question selection opportunities</p> <p>What was the role of Propaganda in World War One? Source utility activity + analysis + oracy opportunity</p> <p>Was the Tank the wonder weapon of World War Two? To evaluate and form contrasting interpretations of the past weapon of World War One?</p> <p>Why did the Allies win World War One?</p>	<p>Why did people vote for the Nazis? Four contrasting arguments and interpretations synthesis following evaluation.</p> <p>What was it like to live in Nazi Germany? Investigation + judgement with difficult subject matter.</p> <p>Why appeasement? 'The Guilty men' What would you have done in Oct 1939?</p> <p>Why did Britain go to war over Poland in 1939? Who caused the Second World war to start in Sept 1939?</p>	<p>attack on the USSR and the reasons for the USSR recovery.</p> <p>What was it like to be an allied soldier on D-Day? D-Day film v book History portrayal can we ever really understand the past?</p> <p>Why did the allies win WWII? Events to the end of World War two sources and interpretations to form explanations.</p> <p>Was the use of the atom bomb justified: Japanese expansion in the pacific, The First nuclear war.</p> <p>AND</p> <p><u>The Holocaust: How does prejudice lead to genocide?</u></p> <p>What is the language of the holocaust? What do we mean by prejudice, discrimination, and persecution.</p> <p>How was the holocaust begun? Prejudice, propaganda, education, human right and legal rights.</p> <p>Why did the Holocaust Happen so quickly? From prejudice to extermination, the final right to life removed.</p> <p>How could the Holocaust possibly have happened? Interpretations, genocide after 1945 and today.</p>
<p>How parents / carers can support</p>	<p><u>Various Websites to extend Knowledge:</u></p> <p>World War One - KS3 History - BBC Bitesize</p> <p>Causes of the Outbreak of First World War (spartacus-educational.com)</p> <p>Horrible Histories Frightful First World War</p> <p>World War One - KS3 History - BBC Bitesize</p> <p>First World War History - Causes and events of WW1 (spartacus-educational.com)</p> <p>German History - Democracy & Dictatorship (spartacus-educational.com)</p>	<p><u>Various Websites to extend Knowledge:</u></p> <p>A summary of the Peace Settlement - The Peace Settlement - KS3 History Revision - BBC Bitesize</p> <p>World War II for Kids: Causes of WW2 (ducksters.com)</p> <p>A summary of World War Two - World War Two - KS3 History Revision - BBC Bitesize</p> <p>World War II History: Battle of Britain for Kids (ducksters.com)</p> <p>World War II History: WW2 Pearl Harbor Attack for Kids (ducksters.com)</p>	<p><u>Various Websites to extend Knowledge:</u></p> <p>Holocaust German History (spartacus-educational.com)</p> <p>World War II History: The Holocaust for Kids (ducksters.com)</p> <p>A summary of the Holocaust - The Holocaust - KS3 History Revision - BBC Bitesize</p> <p>The Cold War - KS3 History - BBC Bitesize</p> <p>Cold War History (spartacus-educational.com)</p>

	Russian History (Revision) (spartacus-educational.com)	World War II History: Battle of Stalingrad for Kids (ducksters.com)	
	Autumn	Spring	Summer
Year 10	<p>Paper 3: Option 31 Weimar and Nazi Germany (Mandatory Modern Depth Study) Length of Paper 1 hour and 20 minutes</p> <p>Key Topic One: Weimar Germany 1918-1929</p> <p>Key Topic Two: Hitler's Rise to power 1919-33</p> <p><u>The origins of the Republic ,1918–19.</u> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution</p> <p><u>The early challenges to the Weimar Republic, 1919–23</u> Reasons for the early unpopularity of the Republic, including: The 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</p> <p><u>The recovery of the Republic, 1924–29</u> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p><u>Changes in society, 1924–29</u> Changes in the standard of living, including wages, housing, unemployment insurance.</p>	<p>Key Topic Three: Nazi control and dictatorship, 1933–39</p> <p>Key topic 4: Life in Nazi Germany, 1933–39</p> <p><u>The development of the Nazi Dictatorship, 1933–34</u> The Reichstag Fire The March 133 election The banning of TU and opposition Night of the long knives</p> <p><u>Nazi policies towards women</u> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance.</p> <p><u>Nazi policies towards the young</u> Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers</p> <p><u>Employment and living standards</u> Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</p> <p><u>The persecution of minorities</u> Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.</p>	<p>Paper 2: Option P4: Superpower relations and the Cold War, 1941–9</p> <p>Key Topic One: The Origins of the Cold War</p> <p>Key topic 2: Cold War crises, 1958–70</p> <p>Key topic 3: The end of the Cold War, 1970–91</p> <p><u>Early tension between East and West</u> The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</p> <p><u>The development of the Cold War</u> The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</p> <p><u>The Cold War intensifies</u> The significance of the arms race. The formation of the Warsaw Pact. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. The international reaction to the Soviet invasion of Hungary.</p>

	<p>Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema</p> <p><u>Early development of the Nazi Party, 1920–22</u> Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</p> <p><u>The Munich Putsch and the lean years, 1923–29</u> The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.</p> <p><u>The growth in support for the Nazis, 1929–32</u> The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</p> <p><u>How Hitler became Chancellor, 1932–33</u> Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p>	<p>The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht</p>	<p><u>Increased tension between East and West</u> The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. Opposition in Czechoslovakia to Soviet control: the Prague Spring.</p> <p><u>Cold War crises</u> The construction of the Berlin Wall, 1961. The events of the Cuban Missile Crisis. The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.</p> <p><u>Reaction to crisis</u> Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). International reaction to Soviet measures in Czechoslovakia.</p> <p><u>Attempts to reduce tension between East and West</u> Détente in the 1970s, SALT 1, Helsinki, and SALT 2. The significance of Reagan and Gorbachev's changing attitudes. Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).</p> <p><u>Flashpoints</u> The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. Reagan and the 'Second Cold War', the Strategic Defence Initiative.</p> <p><u>The collapse of Soviet control of Eastern Europe</u> The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.</p>
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			The significance of the fall of the Berlin Wall. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact
Why?	Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements	Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statement	Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
How parents / carers can support	Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook (Pearson, 2017) The Weimar Republic: Germany 1918-1933 (alphahistory.com) http://spartacus-educational.com/GERweimar.htm www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/	Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook (Pearson, 2017)	Edexcel GCSE History (9–1) Superpower relations and the Cold War, 1941–91 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Superpower relations and the Cold War Revision Guide and Workbook (Pearson, 2017) BBC Bitesize: The Cold War www.bbc.co.uk/education/topics/z6t6fg8/resources/1 www.spartacus.schoolnet.co.uk/ColdWar.htm https://gcsehistory.wordpress.com/revision-notes/
	Autumn	Spring	Summer
Year 11	<p>Paper 2: Option B1: Anglo-Saxon and Norman England, c1060–88</p> <p>Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66</p> <p>Key topic 2: William I in power: securing the kingdom, 1066–87</p> <p>Key topic 3: Norman England, 1066–88</p> <p>Anglo-Saxon society Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. The economy and social system. Towns and villages. The influence of the Church.</p> <p><u>The last years of Edward the Confessor and the rise of the House of Godwin.</u> The house of Godwin. Harold Godwinson’s succession as Earl of Wessex. The power of the Godwins.</p>	<p>Paper 3: Option 31: Medicine 1250 to present and Medical development on the Western Front</p> <p><u>Medicine in the medieval period 1250 – 1500.</u> The role of Galen and Hippocrates in influencing medieval medicine The role of the Church in medieval society and medicine The cause and reactions to the Black death.</p> <p><u>Medicine in the Renaissance</u> Change and continuity from Medieval medical practice The development of anatomical Knowledge The role of Harvey and Sydenham in the development of medical understanding</p>	<p>Revision Programme</p> <p>A wide-ranging revision programme during the three to four weeks before the public examinations begin</p>

Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor.

The rival claimants for the throne

The motives and claims of William of Normandy, Harald Hardrada and Edgar.

The Witan and the coronation and reign of Harold Godwinson.

Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge.

The Norman invasion

The Battle of Hastings.

Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.

Establishing control

The submission of the earls, 1066.

Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms.

Reasons for the building of castles; their key features and importance.

The causes and outcomes of Anglo-Saxon resistance, 1068–71

The revolt of Earls Edwin and Morcar in 1068.

Edgar the Atheling and the rebellions in the North (1069).

Hereward the Wake and rebellion at Ely (1070–71).

The legacy of resistance to 1087

The reasons for and features of Harrying of the North (1069–70). Its immediate and long-term impact, 1069–87.

Changes in landownership from Anglo-Saxon to Norman, 1066–87.

How William I maintained royal power.

Revolt of the Earls, 1075

Reasons for and features of the revolt.

The defeat of the revolt and its effects.

Changing reactions to the plague between the renaissance and the medieval period.

The Industrial Revolution

The development of Germ Theory

Antiseptic surgery

Vaccinations

Public Health in 19th Century Britain

The role of Jenner in the development of

Vaccinations

The role of John Snow in combatting Cholera.

The Modern World

The development of the NHS

Alexander Fleming and the development of penicillin

The discovery of DNA and the Human

Genome Project

Government impact on Health

Factors that have impacted on the development of medicine

War

Religion

Government

Chance

Individuals

Science and technology

The Western Front and the development of Medicine

The chain of evacuation

Treatment of wounds

Treatment of illness

Medical development driven by war

	<p><u>The feudal system and the Church</u> The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture. The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I. The extent of change to Anglo-Saxon society and economy.</p> <p><u>Norman government</u> Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents. The office of sheriff and the demesne. Introduction and significance of the ‘forest’. Domesday Book and its significance for Norman government and finance.</p> <p><u>The Norman aristocracy</u> The culture and language of the Norman aristocracy. The career and significance of Bishop Odo.</p> <p><u>The End of William’s reign</u> Character and personality of William I and his relations with Robert. Robert and revolt in Normandy (1077–80). William’s death and the disputed succession. William Rufus and the defeat of Robert and Odo.</p>		
Why?	Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements	Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements	
How parents / carers can support	Edexcel GCSE History (9–1) Anglo-Saxon and Norman England, c1060–88 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England Revision Guide and Workbook (Pearson, 2017) Steward Binns, Crusade (Penguin Books, 2012) <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zgdk4j6 	Edexcel GCSE History (9–1) Medicine 1250 to today (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Medicine 1250 to today Revision Guide and Workbook (Pearson, 2017) <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zgdk4j6 	

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