Please complete to include what you have read/ watched/ heard to begin improving your knowledge of topics within the curriculum.

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| **Key stage/unit** | **Topics**  These are some of the events and issues that will be covered at KS3 from September 2014 (many topics present in previous versions of NC) | **Confidence**  Colour code green/High  Yellow/Med  Red/low confidence | **What I will do/ have done to improve my knowledge of this topic** |
| The development of Church, state and society in Medieval Britain 1066-1509 | This could include:   * the Norman Conquest * Christendom, the importance of religion and the Crusades * the struggle between Church and crown * Magna Carta and the emergence of Parliament * the English campaigns to conquer Wales and Scotland up to 1314 * society, economy and culture e.g. feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature * the Black Death and its social and economic impact * the Peasants’ Revolt * the Hundred Years War * the Wars of the Roses; Henry VII and attempts to restore stability |  |  |
| The development of Church, state and society in Britain 1509-1745 | This could include:   * Renaissance and Reformation in Europe * the English Reformation and Counter Reformation (Henry VIII to Mary I) * the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) * the first colony in America and first contact with India * the causes and events of the civil wars throughout Britain * the Interregnum (including Cromwell in Ireland) * the Restoration, ‘Glorious Revolution’ and power of Parliament * the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745 * society, economy and culture across the period: e.g. work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature |  |  |
| Ideas, political power, industry and empire: Britain, 1745-1901 | This could include:   * the Enlightenment in Europe and Britain, with links back to 17th Century thinkers and scientists and the founding of the Royal Society * Britain’s transatlantic slave trade: its effects and its eventual abolition * the Seven Years War and The American War of Independence * the French Revolutionary wars * Britain as the first industrial nation – the impact on society * party politics, extension of the franchise and social reform * the development of the British Empire with a depth study (e.g. of India) * Ireland and Home Rule * Darwin’s ‘On The Origin of Species’ |  |  |
| Challenges for Britain, Europe and the wider world 1901 to the present day | In addition to studying the Holocaust, this could include:   * women’s suffrage * the First World War and the Peace Settlement * the inter-war years: the Great Depression and the rise of dictators * the Second World War and the wartime leadership of Winston Churchill * the creation of the Welfare State * Indian independence and end of Empire * social, cultural and technological change in post-war British society * Britain’s place in the world since 1945 |  |  |
| A local history study | For example:   * a depth study linked to one of the British areas of study listed above * a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066) * a study of an aspect or site in local history dating from a period before 1066 |  |  |
| The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066 | For example:   * the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present * Britain’s changing landscape from the Iron Age to the present * a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles * a study in depth into a significant turning point e.g. the Neolithic Revolution |  |  |
| At least one study of a significant society or issue in world history and its interconnections with other world developments | For example:   * Mughal India 1526-1857; China’s Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century. |  |  |

**Examination classes 14-19**

For ideas of specific parts of topics covered, please visit examination board website.

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| Year/course | Common topics in past examinations, some remain current | **Confidence**  Colour code green/High  Yellow/Med  Red/low confidence | **What I will do/ have done to improve my knowledge of this topic** |
| GCSE: Mix of AQA, OCR and Edexcel | Thematic Studies: Medicine; Crime and punishment; Leisure; Migration; Warfare  Anglo Saxons  Norman England  King Richard and King John  Edward I  Reformation  SHP American West  USA 1919-41  1941-80  1929-2000  Russian Revolution  Weimar and the rise of Nazi Germany  International Relations 1919-39  Superpowers/Cold War  Twentieth Century South Africa  Vietnam/ Cold War  Arab/Israel conflict |  |  |
| A Level  Large range of topics taught – here are some popular ones. Of course these would be studied in much more depth than at GCSE. | GB and Ireland 1798-1921  Gladstone and Disraeli  Tudor and Stuarts 1485-1603  English Reformation  Colonisation of Africa  GB 1750-1900  British Empire  Interwar Britain  Post WW2 Britain  French Revolution and Napoleon  Russian Rev and Stalin’s Russia  Nazi Germany  Mao’s China  Fascist Italy  Italian Unification  German Unification  American Revolution  Post Civil War USA  Civil Rights USA  Cold War |  |  |