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/HighYellow/MedRed/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
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| 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
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| 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’
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| 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
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| 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
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| 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
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| 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.
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**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/HighYellow/MedRed/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; WarfareAnglo SaxonsNorman EnglandKing Richard and King JohnEdward IReformationSHP American WestUSA 1919-411941-801929-2000Russian Revolution Weimar and the rise of Nazi GermanyInternational Relations 1919-39Superpowers/Cold WarTwentieth Century South AfricaVietnam/ Cold WarArab/Israel conflict |  |  |
| A LevelLarge 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 1798-1921Gladstone and DisraeliTudor and Stuarts 1485-1603English ReformationColonisation of AfricaGB 1750-1900British EmpireInterwar BritainPost WW2 BritainFrench Revolution and NapoleonRussian Rev and Stalin’s RussiaNazi GermanyMao’s ChinaFascist ItalyItalian UnificationGerman UnificationAmerican RevolutionPost Civil War USACivil Rights USACold War |  |  |