

History at King's Academy Ringmer

<p>OUR DEPARTMENT VISION</p>	<p>The word History comes from Greek <i>ιστορία</i>, <i>historia</i>, meaning "inquiry, knowledge of the past acquired by investigation".</p> <p>History, therefore, is for the curious. Why did things happen? What did these events lead to? Could things have been different under different circumstances? How do we know what happened? Can we trust the sources?</p> <p>The study of history teaches you to ask relevant questions, research the issue and evaluate the evidence you used to come up with a theory. It requires you to test your ideas with those who may disagree and see if you can compromise. It provides you with a road map to understand how we got to the world we live in, and suggests pitfalls that have befallen other societies.</p> <p>In a culture which is bombarded with information, it teaches you to be a critical thinker.</p> <p><i>At Key Stage 3 we investigate how Britain went from a feudal, agricultural backwater to one of the most wealthy democracies in the world. We see how ordinary people acquired political power from the elite and the methods they used as well as the enormous effect the acquisition and loss of the British Empire had on all the countries involved.</i></p> <p><i>At KS4 we study Edexcel History - Migrants in Britain (800-present), Weimar and Nazi Germany 1918-1939, the Superpowers and the Cold War 1941-1991 and Anglo-Saxon and Norman England 1060-1086.</i></p>
<p>'to develop well rounded, confident individuals who are world ready'</p>	<p>The ability to understand complex information, formulate an argument, present your case and adapt it if necessary is intrinsic to the study of history. Given the opportunity to practise these skills, students do indeed become 'well-rounded individuals who are world-ready'</p>
<p>"Kindness, Ambition and Resilience"</p>	<p>History at King's Academy Ringmer is the study of how people treat each other. Specifically, it is the study of how people fought for theirs and others' rights and how power has been transferred from absolute rulers to ordinary voters. We explore the different ways that protest has been organised and measure the success and legitimacy of those times that violence has been used, locally, nationally and internationally.</p>

TERM	Knowledge acquired	Skills acquired
YEAR 7		
<p>TERM 1 The history road map - what do historians mean and how do they know what happened?</p>	<p>Chronology/anachronisms</p> <p>How time is measured - centuries, decades, eras</p> <p>Artefacts and how they can be used</p>	<p>Putting things in chronological order</p> <p>Identifying centuries</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of an artefact and a written source</p>
<p>TERM 2 POLITICAL Who should rule after 1066?</p>	<p>How was Anglo-Saxon England different from England today?</p> <p>How do we know?</p> <p>Why was there a battle about who would be the King in England in 1066?</p> <p>How can we find out why the Normans won the battle? How reliable is the evidence?</p>	<p>Identifying continuity and change</p> <p>Evaluating the utility of a written source</p> <p>Evaluating the utility of a pictorial source</p> <p>Identifying bias</p> <p>Using Point Evidence</p> <p>Explain to compose a written</p>

		answer
TERMS 3 and 4 POLITICAL Who should be in charge of medieval England?	<p>What was the nature of feudal society?</p> <p>Why was the medieval Church so powerful?</p> <p>What role did monasteries play in medieval England?</p> <p>Why did Thomas Becket and Henry II quarrel?</p> <p>Why did the Black Death lead to the Peasants Revolt?</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
TERMS 5 and 6 POLITICAL Who should be in charge of Tudor England?	<p>Henry VIII and the King's Great Matter</p> <p>the Reformation</p> <p>the dissolution of the monasteries</p> <p>the Gunpowder Plot</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
YEAR 8		
TERM 1 and 2 SOCIETY- MiGRATION THROUGH TIME Where did the British come from?	<p>Migration up to 1066 - recap - Stone Age, Romans, Saxons, Vikings, Normans</p> <p>Huguenots</p> <p>Jews</p> <p>Irish</p> <p>West Indians</p> <p>Why did each group migrate?</p> <p>How were they received?</p> <p>What impact have they had on Britain?</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
TERM 3 POLITICAL Who should be in charge - why were the King and Parliament arguing?	<p>Charles I and the English Revolution</p> <p>Oliver Cromwell</p> <p>Diggers / Levellers</p> <p>FLUFFY vs SPIKY</p>	<p>Evaluating different interpretations</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
TERM 3 POLITICAL Who should be in charge - did anything really change after the Civil War?	<p>Life and scientific ideas in Restoration England</p> <p>How did the power of the King change?</p>	<p>Using Point Evidence</p> <p>Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p>

		Identifying bias
<p>TERM 4 SOCIAL/ ECONOMIC the impact of the Atlantic Slave Trade</p>	<p>What is slavery?</p> <ul style="list-style-type: none"> the triangular trade life on a plantation the abolitionists - Wilberforce, Sharp, Toussaint L'Overture, Olaudah Equiano, Clarkson What were the profits from slavery used for? <p>FLUFFY VS SPIKY - bringing about change</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>TERM 5 SOCIAL/ ECONOMIC the Industrial Revolution</p>	<p>the agricultural revolution, the growth of cities steam power the domestic and the factory systems conditions for factory children health in the factory towns</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>TERM 6 POLITICAL Who should be in charge - how did ordinary people get the vote?</p>	<p>the Luddites the Peterloo Massacre the Suffragists and the Suffragettes Emily Wilding Davison</p> <p>FLUFFY VS SPIKY</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating different interpretations</p> <p>Using Point Evidence Explain to compose a written answer</p>
YEAR 9		
<p>TERM 1 SOCIAL/ ECONOMIC What were the origins of the British Empire? CASE STUDY - INDIA</p>	<p>The East India Company The Black hole of Calcutta The Indian Mutiny/Uprising The British Raj</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating different interpretations</p>

<p>TERM 2 POLITICAL Why did the British Empire end?</p> <p>CASE STUDY INDIA</p>	<p>The British Raj the Amritsar massacre Gandhi End of empire (map 1886) Walter Crane</p> <p>Rhodes and South Africa The Partition of India, 1947</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Assessing why interpretations are different or change</p>
<p>TERM 3 POLITICAL How important were the Empires in causing the Great War?</p>	<p>the Triple Alliance and the Triple Entente Imperialism Nationalism The Sarajevo assassination</p> <p>The British Empire at war</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>TERM 3 SOCIAL/ ECONOMIC What effect did the Great War have?</p>	<p>new weapons - machine guns, gas, barbed wire the trench system censorship and conscientious objectors the evacuation route new medical ideas and procedures</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written/pictorial source</p> <p>Identifying bias</p>
<p>TERM 4 POLITICAL How did the Nazis destroy democracy in Germany and what were the results?</p>	<p>the Versailles Treaty Communism Fascism reasons for the rise of Hitler the Holocaust</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating different interpretations</p>

<p>TERMS 5 and 6 SOCIAL/ ECONOMIC What was the effect of colonialism on Britain and the Empire?</p>	<p>the Empire Windrush Rivers of Blood' speech race and Britain today statues/Euros 2021 GCSE HISTORIC ENVIRONMENT NOTTING HILL 1948-1970</p> <ul style="list-style-type: none"> • The local context of Notting Hill. The reasons for Caribbean migration to the area. The problems of housing: houses of multiple occupation (HMOs), overcrowding and slum landlords, e.g. Peter Rachman. Bruce Kenrick and the Notting Hill Housing Trust. The development of Portobello Road market. • The influence of Caribbean cultures on the area, in particular the development of shops, markets, cafes and restaurants, shebeens, nightclubs and entertainment which featured Caribbean food and music. The development of All Saints Road. Mutual self-help organisations, e.g. 'pardner' schemes. • Racism and policing. The Notting Hill Riots (1958). The murder of Kelso Cochrane and the reaction of the local community. The impact of anti-immigrant groups, including Oswald Mosley's Union Movement and his 1959 election campaign. • Black activism in the Notting Hill area. Claudia Jones and the <i>West Indian Gazette</i>. The 1959 Caribbean Carnival and the later development of the Notting Hill Carnival. Frank Crichlow and the Mangrove Restaurant. The British Black Panthers. The 'Mangrove Nine'. • The national and regional context: Britain after the Second World War, reconstruction and demand for labour; the connection to the British Empire and Commonwealth. The 'Swinging Sixties'. Poverty in London. Policing in London. 	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
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Year 10 (GCSE)

<p>TERMS 1 and 2 GCSE Paper 3: Modern Depth Study Weimar and Nazi Germany The Weimar Republic 1918-1929</p>	<ul style="list-style-type: none"> • The legacy of the First World War. <ul style="list-style-type: none"> • The abdication of the Kaiser, the armistice and revolution, 1918–19. • The setting up of the Weimar Republic. <ul style="list-style-type: none"> • The strengths and weaknesses of the new Constitution. • 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. • 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 • Changes in the standard of living, including wages, housing, unemployment insurance. • Changes in the position of women in work, politics and leisure. • Cultural changes: developments in architecture, art and the cinema. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating different interpretations</p>
<p>GCSE Paper 3: Modern Depth Study</p>	<ul style="list-style-type: none"> • 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. 	<p>Identifying continuity and change</p>

<p>Weimar and Nazi Germany</p> <p>Hitler's rise to power 1919-1939</p>	<ul style="list-style-type: none"> ● The Twenty-Five Point Programme. ● The role of the SA. ● The reasons for, events and consequences of the Munich Putsch. ● Reasons for limited support for the Nazi Party, 1924–28. <ul style="list-style-type: none"> ● Party reorganisation and Mein Kampf. ● The Bamberg Conference of 1926. ● The growth of unemployment – its causes and impact. <ul style="list-style-type: none"> ● 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. ● 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>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Assessing why interpretations are different or change</p> <p>Evaluating different interpretations</p>
<p>GCSE Paper 3: Modern Depth Study Weimar and Nazi Germany</p> <p>Nazi control and dictatorship</p>	<ul style="list-style-type: none"> ● The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. ● The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. ● The role of the Gestapo, the SS, the SD and concentration camps. ● Nazi control of the legal system, judges and law courts. ● Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat ● Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. ● Nazi control of culture and the arts, including art, architecture, literature and film. ● The extent of support for the Nazi regime. ● Opposition from the Churches, including the role of Pastor Niemöller. ● Opposition from the young, including the Swing Youth and the Edelweiss Pirates. 	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Assessing why interpretations are different or change</p> <p>Evaluating different interpretations</p>
<p>GCSE Paper 3: Modern Depth Study Weimar and Nazi Germany</p> <p>Life in Nazi Germany 1933-1939</p>	<ul style="list-style-type: none"> ● Nazi views on women and the family. ● Nazi policies towards women, including marriage and family, employment and appearance. ● 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. ● Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. ● Changes in the standard of living, especially German workers. The Labour Front, Strength Through Joy, Beauty of Labour. ● Nazi racial beliefs and policies and the treatment of minorities: 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Assessing why</p>

	<p>Slavs, 'gypsies', homosexuals and those with disabilities.</p> <ul style="list-style-type: none"> • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. <p>Abdication, armistice, communist, constitution, depression, hyperinflation, persecution, rearmament, reparations, trade union, autobahn, Freikorps, Führer, Kaiser, Mein Kampf, putsch, Reichstag, Rentenmark.</p>	<p>interpretations are different or change</p> <p>Evaluating different interpretations</p>
<p>TERMS 3 and 4</p> <p>GCSE</p> <p>Paper 2: Period Study</p> <p>Superpower relations and the Cold War, 1941-91</p> <p>Key topic 1</p> <p>The origins of the Cold War, 1941-58</p>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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) and its impact. The formation of the Federal Republic of Germany and the German Democratic Republic. • The significance of the arms race and 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>Using Point Evidence</p> <p>Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Writing a narrative account</p> <p>Explaining significance</p>
<p>Superpower relations and the Cold War, 1941-91</p> <p>Key topic 2: Cold War crises, 1958-70</p>	<ul style="list-style-type: none"> • 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 • 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. • Impact of the construction of the Berlin Wall on US Soviet relations. Kennedy's visit to Berlin in 1963. • The consequences of the Cuban Missile Crisis: the 'hotline', 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>Using Point Evidence</p> <p>Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Writing a narrative account</p> <p>Explaining significance</p>
<p>Superpower relations and the Cold War, 1941-91</p> <p>Key topic 3: The end of the Cold War, 1970-91</p>	<ul style="list-style-type: none"> • 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. • The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • Reagan and the 'Second Cold War', the Strategic Defence 	<p>Using Point Evidence</p> <p>Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from</p>

	<p>Initiative.</p> <ul style="list-style-type: none"> ● The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. ● 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 <p>Capitalism, communism, containment, doctrine, ballistic missiles, thaw, détente, ultimatum, summit meeting, pact, Comecon, Cominform, NATO, SALT, SDI, INF, Novikov, Khrushchev, Brezhnev, Gorbachev, Czechoslovakia.</p>	<p>a piece of text</p> <p>Writing a narrative account</p> <p>Explaining significance</p>
<p>TERMS 5 and 6</p> <p>Paper 2: British Depth Study Option B1: Anglo-Saxon and Norman England, c1060–88</p> <p>Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66</p>	<ul style="list-style-type: none"> ● 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. ● The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins. ● Harold Godwinson's embassy to Normandy. The uprising against Tostig and his exile. The death of Edward the Confessor. ● 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 Battle of Hastings. ● Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>Paper 2: British Depth Study Option B1: Anglo-Saxon and Norman England, c1060–88</p> <p>Key topic 2: William I in power: securing the kingdom, 1066–87</p>	<ul style="list-style-type: none"> ● 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 revolt of Earls Edwin and Morcar in 1068. ● Edgar the Aethling and the rebellions in the North, 1069. ● Hereward the Wake and rebellion at Ely, 1070–71. ● 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. <ul style="list-style-type: none"> ● Reasons for and features of the revolt. ● The defeat of the revolt and its effects. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>Paper 2: British Depth Study Option B1: Anglo-Saxon and Norman England, c1060–88</p> <p>Key topic 2: William I in power: securing the kingdom, 1066–87</p>	<ul style="list-style-type: none"> ● 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. ● 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. ● The culture and language of the Norman aristocracy. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>

	<ul style="list-style-type: none"> • The career and significance of Bishop Odo. • 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. <ul style="list-style-type: none"> • William Rufus and the defeat of Robert and Odo <p>Feudal(ism), demesne, fyrd, hierarchy, homage, housecarl, itinerant kingship, motte and bailey, papacy, sheriff, thegn, Welsh Marches, Witan, writ.</p>	
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YEAR 11

PAPER 1 MIGRANTS IN BRITAIN c800-present c800–c1500: Migration in medieval England	<ul style="list-style-type: none"> • Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen. • The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants; the role of the monarchy, including the need for royal finance; England as a part of Christendom. • The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of ‘alien’ and the impact of the Black Death. • The impact of migrants in England, including the Danelaw, culture, trade and the built environment. • The city of York under the Vikings. 	Using Point Evidence Explain to compose a written answer Identifying continuity and change Identifying the key facts from a piece of text Evaluating the utility of a written source Identifying bias
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PAPER 1 MIGRANTS IN BRITAIN c800-present c1500–c1700: Migration in early modern England	<ul style="list-style-type: none"> • Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa. • The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation. • The experience of migrants in England: their relations with the authorities and the existing population. • The impact of migrants in England, including culture, trade, industry and agriculture. • Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy. • The experience of Huguenots in seventeenth century England. 	Using Point Evidence Explain to compose a written answer Identifying continuity and change Identifying the key facts from a piece of text Evaluating the utility of a written source Identifying bias
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PAPER 1 MIGRANTS IN BRITAIN c800-present c1700–c1900: Migration in eighteenth- and nineteenth-century Britain	<ul style="list-style-type: none"> • Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe and the Empire. • The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; Transatlantic Slavery; the growth of the British Empire; civil liberties. • The experience of migrants in Britain: their relations with the authorities and the existing population. The role of the media. • The impact of migrants in Britain, including culture, trade and industry, politics and the urban environment. • Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants. • The experience of Jewish migrants in the East End of London in the late nineteenth century. 	Using Point Evidence Explain to compose a written answer Identifying continuity and change Identifying the key facts from a piece of text Evaluating the utility of a written source Identifying bias
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<p>PAPER 1 MIGRANTS IN BRITAIN c800-present c1900–present: Migration in modern Britain</p>	<ul style="list-style-type: none"> • Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe, the British Empire and the Commonwealth; refugees and asylum seekers. • The changing context of British society: the World Wars; the end of the British Empire, decolonisation and the development of the Commonwealth; EU membership; legislation on immigration and nationality, including the Aliens Act (1905) and British Nationality Acts. • The experience of migrants in Britain: their relations with the authorities and the existing population, including anti-immigration and equal rights movements. The Race Relations Act (1965). The role of the media. • The impact of migrants in Britain, including culture, politics, the urban environment, public services and the economy. • Bristol in the mid-twentieth century: the experiences of migrants and their impact on society. • The experience of Asian migrants in Leicester from 1945. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
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1. Migration in medieval England

Vikings Saxons Normans
Jews YORK

2. Migration in Early Modern England

Huguenots
Indians
Africanms
Lascars
Dutch
SANDWICH
CANTERBURY

3. Migration in Industrial Britain

Enslaved peoples
The British Empire
Irish
LIVERPOOL
WHITECHAPEL



3. Norman England

- Feudal system
- The Church
- the Forest Laws
- The English language

2. How the Normans secured control

The Anglo-Saxon rebellions
Motte and bailey castles
The harrying of the North

1. The death of Anglo-Saxon England

Anglo-Saxon society
The succession crisis
3 battles - Gate Fulford, Stamford Bridge and Hastings

4. Migration to modern Britain

2 world wars The Empire
Windrush generation EU
BRISTOL LEICESTER
NOTTING HILL



2. Cold War crises

- The Berlin Wall
- Cuban Missile Crisis
- The Prague Spring



1. The origins of the Cold War

- Ideology - Communism versus capitalism
- Nuclear weapons
- The Berlin Blockade



3. The end of the Cold War

Detente
War in Afghanistan
Fall of the Berlin Wall
The end of the USSR

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1. The Weimar Republic

Constitution Spartacists
Kapp Putsch Hyperinflation
Stresemann Golden Years

2. The rise of the Nazis

Hitler Munich Putsch
Wall Street Crash
Reichstag fire Enabling Law

4. The impact and end of the British Empire

- The British Raj
- Amritsar
- Gandhi
- Rhodes
- Empire Windrush

3. Life in Nazi Germany and keeping control

- The economy
- Gestapo
- Kinder, kirche, kuche - the Jews
- The Hitler Youth
- propaganda

1. Origins of the British Empire

- The East India Company
- The Indian Mutiny/war of Independence

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2. The Great War 1914-18

- Origins
- Trench warfare
- Medical innovations



3. The Atlantic Slave Trade

- The triangular trade
- The abolitionists
- The effects of slavery on Britain



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2. Power in the 17th century

- The English Revolution
- The Glorious Revolution

3. The Holocaust

- Communism, fascism and democracy
- Anti Semitism
- The Wall Street Crash
- propaganda

4. Power in the Industrial Age

- The growth of cities
- Industrialisation
- The Luddites
- The Peterloo massacre
- Female Suffrage

4. Power in Tudor England

- The Reformation
- The Gunpowder Plot

1. Migration

- Jews
- Huguenots
- Irish
- West Indians



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3. Power in the Middle Ages

- Feudalism
- The Church
- The Monarchy
- The Peasants Revolt

2. 1066!

- The Anglo-Saxons
- The rivals to the throne
- The 3 battles of 1066
- Williams victory



1. What is History?

- centuries, decades, eras
- Key eras in Western history - medieval, renaissance, industrial/Victorian, modern



