

De Lisle College Curriculum

“Rooted and grounded in Love”.

History



Intent – ‘**Rooted** and grounded in Love’

To give students an overarching and chronological understanding of British history, providing them with the depth of knowledge needed to develop an inquisitive and analytic outlook. The detailed knowledge of the past will enable them to better understand the modern world and take an active role in society. Lessons are taught chronologically to allow students to better sequence events from the end of the Roman Empire to the present day. Topics are chosen in order to tackle students’ potential misconceptions and to be able to place Britain’s role into the context of world history and to understand how Britain became the multi-cultural, democratic society it is today.

Throughout students will receive a knowledge rich curriculum that gives them the depth of understanding to be able to develop the skills of an historian. The chronological sequence helps students to understand causes and consequences of events. Students will also learn to analyse sources using their knowledge of the events to explain the context of a source. When students have developed their knowledge of the past, they will study historian’s interpretations of the past and apply their knowledge to explain and challenge these.



History

Year 7



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Through our curriculum in year seven we bring in multiple aspects of Catholic Social teaching. There is a focus on solidarity particularly when looking at the importance of female figures such as Aethelflaed and Eleanor of Aquitaine and looking at other cultures such as the Islamic World. We look at the common good with the development of the Catholic church throughout the Saxon and Medieval period, and the flourishing of culture that follows. We also look at the option for the poor with the effects of the Viking Invasion, Black Death and Peasants revolt and how that effects the poorest in society.

Advent 1	Anglo-Saxon England	Advent 2	Norman England
Description	Students study the Saxon and Viking invasions and the development of the nation of England. 1. Anglo-Saxons (including their origin and the invasions of England) 2. Anglo-Saxon Rule 3. The Viking Age 4. Alfred the Great 5. Aethelflead and the Danelaw 6. The Anglo-Saxon Golden Age (10th century England) Students answer the question for the advent assessment: Does Anglo-Saxon England deserve to be known as the 'Dark Ages'?	Description	Students study the Norman invasion and its impact on England. 1. Saxon, Norman, Viking (the succession crisis of 1066) 2. The Battle of Hastings 3. The Norman Conquest 4. The Feudal System 5. The Norman Monarchs (William Rufus through to Steven)

Lent 1	Medieval Life	Lent 2	Medieval Kingship
Description	Students study aspects of everyday life in Medieval England. 1. Medieval Village 2. Medieval Castle 3. Medieval Church 1. 4. Medieval Crime and Punishment	Description	Students study significant Medieval monarchs in the High Middle Ages. 1. Henry II 2. King John 3. Edward I 4. Medieval Queens 5. Henry V
Pentecost 1	The Crusades	Pentecost 2	Late Medieval England
Description	Students study the Islamic World, the motivation for and impact of the Crusades. 1. The Islamic World 2. The First Crusade 3. Crusade State 4. Life as a crusader knight 5. The end of the crusades. Students answer the question for their Pentecost assessment: Why did people go on Crusade?	Description	Students study the Key events of the late Medieval Period. 1. Black Death 2. Peasants Revolt 3. Italian Renaissance 4. The War of the Roses 5. Yorkist Rule 6. Battle of Bosworth

History

Year 8



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Through our year 8 curriculum we bring in several topics with a focus on Catholic Social Teaching. Students study the appalling treatment of slaves in the transatlantic trade with them learning about the importance of the dignity of all people. CST teaches that every person deserves respect and freedom, regardless of their background.

The Industrial Revolution module looks at how changes brought progress but also great suffering for many workers, especially the poor. CST calls us to make an option for the poor, putting their needs first, and to value participation, by recognising the rights of workers to have a voice in decisions that affect them.

The British Empire module considers how people were treated within the Empire and considers subsidiarity, and solidarity taking into account different cultures and their struggles within the British Empire.

Advent 1	The Reformation and The Tudors	Advent 2	The English Civil War
Description	Students study the changes brought about by the reformation and the Tudor Monarchs 1. The Reformation 2. The Kings Great Matter 3. The English Reformation 4. Henry VIII and Edward VI 5. Mary I 6. Elizabeth I 7. Elizabeth the Golden Age 8. The Spanish Armada 9. Rich and Poor in Tudor England Students answer the essay What was Elizabeth I's greatest success during her reign as Queen? For their advent assessment	Description	Students study the causes and events of the English Civil War 1. James I and the Gunpowder Plot 2. Charles I and Parliament 3. The Outbreak of the Civil War 4. Fighting the English Civil War 5. Trial and Execution of Charles I

Lent 1	The Restoration	Lent 2	The Trans-Atlantic Slave Trade
Description	Students study the aftermath of the English Civil War. 1. Cromwell's Commonwealth 2. Restoration 3. The Glorious Revolution	Description	Students study the slave trade and its consequences. 1. The Americas 2. Transatlantic Slave trade 3. Life as a slave 4. Abolition Students will answer the question "The Middle Passage was the cruellest part of the slave trade" for their Pentecost assessment. To what extent do you agree with this view.?
Pentecost 1	The Industrial Revolution	Pentecost 2	The British Empire
Description	Students study the industrial revolution and how it changed Britain. 1. The Steam Engine 2. Cotton Textiles 3. Iron and coal 4. Transport 5. The Railway Age 6. Urbanisation 7. Factory Life 8. Social Reform	Description	Students study the growth of the British Empire, and the key revolutions of the 18th Century. 1. India 2. Ruling the waves 3. 18th Century Expansion 4. American War of Independence 5. French Revolution 6. Napoleonic wars.

History

Year 9



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A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Our year 9 curriculum focuses on key events of the 20th century, in which Catholic Social Teaching is vital in helping students understand how human dignity, justice, and compassion should guide our actions and society in the present.

Students study World War One which caused immense suffering and loss of life, Catholic Social Teaching reminds students of the importance of peace, the dignity of all people, and the need for solidarity—standing together to prevent war and care for those affected by it.

Our 1920s America, considers that while some enjoyed wealth and opportunity, many, including immigrants and minority groups, were excluded. Catholic social teaching calls for the common good, where everyone—not just a few—benefits from society's progress, and for participation, ensuring all voices are heard.

We study Nazi Germany which was built on hatred, racism, and violence—especially against Jews and other minorities. These actions totally reject Catholic Social Teaching principles like the dignity of all people, solidarity, and the option for the poor.

Finally, students study the Civil Rights Movement after World War Two, this reflects Catholic Social Teaching in action: people standing up for justice, equality, and the right to participate fully in society. It reminds us that putting the needs of the poor and oppressed first is central to building a fairer world.

By applying Catholic Social Teaching to our year nine history curriculum, students can reflect on how to build a more just and compassionate society today.

Advent 1	The First World War	Advent 2	The Roaring Twenties (USA)
Description	Students start by looking at the height of the British Empire before looking at the outbreak and events of the First World War. 1. Queen Victoria 2. Indian Rebellion 3. Ireland and Home Rule 4. Ruling the Empire 5. Europe in 1914 6. The Outbreak of War 7. The Western Front 8. Battle of The Somme	Description	Students look at the economic, social and political development of the USA in the 1920's. 1. Economic Boom 2. Social Change 3. Prohibition and Gangsters 4. Intolerance in the 1920's. 5. Wall Street Crash and Great Depression.

	9. Vimy Ridge and Passchendaele 10. War at Sea 11. War in the Air 12. Allied Victory 13. Women in the War 14. Votes for Women 15. Remembrance Students answer the question ‘Lions led by Donkeys’ How fair is this view when assessing the leadership in the First World War? For their Advent assessment.		
Lent 1	Rise of Dictators	Lent 2	Second World War
Description	Students study the rise and life under two dictatorships, the USSR and Nazi Germany. 1. Marx and Communism 2. The Russian Revolution 3. From Lenin to Stalin 4. Stalin’s Tyranny 5. Treaty of Versailles 6. The Rise of Hitler 7. Nazi Germany 8. The Road to War	Description	Students study the key events of the Second World War. 1. The war in Europe 2. The British Home Front 3. The War in Asia 4. The end of the War Students answer the question: Who made the most important contribution to defeating the Nazis: Britain, America, or the USSR? For their Pentecost assessment.
Pentecost 1	The Holocaust	Pentecost 2	Civil Rights and the Modern World
Description	Students study the Holocaust and its consequences. 1. What was the Holocaust? 2. Perpetrators of the Holocaust 3. Resistance to the Holocaust 4. Battalion 101, why did they shoot. 5. Have we learnt the lessons of the Holocaust?	Description	Students Study the Civil Rights movement in across the World from India, USA and Ireland. 1. Decolonising India 2. Segregation and Terror 3. The Civil Rights Movement 4. Martin Luther King 5. Irish Republicanism 6. European Integration

History

Year 10



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Curriculum Outline

Link to Catholic Social Teaching: In year ten students study Medicine Through Time which shows how care for the sick has developed over centuries. Catholic Social Teaching teaches the dignity of all people and the importance of stewardship, including the use of science and knowledge to care for others. Medicine Through time module considers the principle of the common good which reminds us that access to healthcare should benefit everyone, and students learn how this has developed through time.

Students also study The Cold War which was a time of fear, division, and the threat of nuclear destruction. Catholic Social Teaching calls for peace, solidarity, and global cooperation. In our teaching students learn about the risks of the misuse of power and the importance of dialogue and respect between nations.

Advent 1	Medicine in Britain 1250-1700	Advent 2	Medicine in Britain 1700-Present
Description	Students are studying the Content for Paper 1 Medicine in Britain 1250-present <u>Middle Ages</u> 1: Hippocrates, Galen and Causes of Disease 2: Life and the Church during the Middle Ages 3: Prevention of Disease 4: Treatment of Disease 5: The Black Death 1348 <u>Renaissance</u> 6: What was the renaissance? 7: Andreas Vesalius 8: William Harvey 9: Thomas Sydenham 10: Scientific Revolution 11: Treatment of Disease 12: The Great Plague 1665	Description	Students are studying the Content for Paper 1 Medicine in Britain 1250-present <u>18th and 19th centuries</u> 13: Urbanisation 14: Cholera 1854 15: Edward Jenner 16: Germ Theory 17: Hospitals and Nightingale 18: Surgery 19: Treatments <u>20th Century</u> 20: Magic Bullets 21: Penicillin 22: NHS 23: DNA 24: High Tech treatments 25: Lung Cancer case study

Lent 1	Battlefield Medicine on the Western Front 1914-18	Lent 2	Anglo-Saxon and Norman England 1060-1071
Description	Students are studying the Content for Paper 1 Battlefield medicine on the Western Front. <u>Battlefield Medicine</u> 1: Context of WWI 2: Key Locations in the British Sector 3: The Trench System 4: Illnesses 5: Evacuation Route 6: Ambulances and Care 7: Weapons 8: Development of Treatment 9: Development of Surgery	Description	Students are studying paper 2 content for Anglo-Saxon and Norman England 1060-1088 <u>Anglo-Saxon Society</u> 1. Background to Anglo-Saxon England 2. Anglo-Saxon society 3. The power of the King 4. Government and the legal system 5. The economy and social system <u>The last years of Edward the Confessor and the succession Crisis</u> 6. The Godwin family 7. Tostig Godwinson 8. Rivals to the throne 9. The Battles of Fulford Gate and Stamford Bridge 10. The Battle of Hastings <u>Establishing control</u> 11. The Submission of the Earls (1066) 12. The development of castles 13. The Marcher Earldoms 14. Anglo-Saxon resistance 15. The revolt of Edwin and Morcar (1068) 16. Edgar Aethling's revolts (1069)

Pentecost 1	Norman England 1071-1088	Pentecost 2	Cold War 1941-1955
Description	Students are studying paper 2 content for Anglo-Saxon and Norman England 1060-1088 <u>Establishing control</u> 17. The Harrying of the North 18. Hereward the Wake and the rebellion at Ely 19. Changes in landownership (from Anglo-Saxon to Norman) 20. How William I maintained power 21. The Revolt of the Earls <u>Norman England, 1066-88</u> 22. The Feudal System 23. The Norman Church 24. The Norman government, society and the economy 25. The legal system 26. The Domesday Book and Norman Aristocracy 27. Odo of Bayeux 28. William and his family 29. William, Robert and revolt in Normandy, 1077-1080 30. Death, disputes and revolts, 1087-88	Description	Students are studying paper 2 content for Superpower Relations and the Cold War 1941-1991. <u>The origins of the Cold War</u> 1. Capitalism Vs Communism 2. The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. 3. The impact on US-Soviet relations of the development of the atomic Bomb 4. The Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. 5. The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. 6. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. 7. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). 8. The significance of the arms race, and the formation of the Warsaw Pact. 9. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. 10. The international reaction to the Soviet invasion of Hungary.

History

Year 11



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Curriculum Outline

Link to Catholic Social Teaching: Our year eleven course focuses on Weimar and Nazi Germany. Catholic Social Teaching principles play a key role in our teaching of Nazi Germany. We look at how the regime denied the dignity of human life, especially through racism, antisemitism, and persecution. Catholic Social Teaching defends the rights of every person and promotes the option for the poor and vulnerable, standing up against injustice and protecting human life at all stages. Through the course students learn the importance of avoiding a repeat of the mistakes of history.

Advent 1	Cold War 1955-1991	Advent 2	Weimar Germany 1918-1933
Description	Students are studying paper 2 content for Superpower Relations and the Cold War 1941-1991. <u>Cold War Crises</u> 16. The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959-61. 17. The construction of the Berlin Wall, 1961. 18. The events of the Cuban Missile Crisis. 19. Prague Spring and invasion of Czechoslovakia 20. Détente in the 1970s, SALT 1, Helsinki, and SALT 2. 21. The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. 22. Reagan and the 'Second Cold War' and the Strategic Defense Initiative. 23. The significance of Reagan and Gorbachev's changing attitudes. 24. Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.	Description	Students are studying paper 3 content for Weimar and Nazi Germany 1918-1939 <u>The Weimar Republic, 1918-1929</u> 1. Germany before and after the First World War 2. The Weimar Constitution 3. The Treaty of Versailles 4. Political threats to the Weimar Government 5. Hyperinflation and the occupation of the Ruhr 6. Gustav Stresemann - economic recovery 7. Gustav Stresemann - international and domestic policy 8. The standard of living in Germany and the position of women 9. Cultural changes in Weimar Germany 1924-1929 10. The early development of the Nazi Party

	25. The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. 26. The significance of the fall of the Berlin Wall and the collapse of the Soviet Union.		11. The Munich Putsch - 1923 12. The 'Lean Years' of the Nazi Party – 1924-1928 13. The impact of the Wall Street Crash - 1929 14. Why did people support the Nazi Party during the years 1929-1933? 15. How did Hitler become Chancellor in January 1933?
Lent 1	Nazi Germany 1933-1939	Lent 2	Revision
Description	Students are studying paper 3 content for Weimar and Nazi Germany 1918-1939 <u>Nazi Germany 1933-1939</u> 16. The Reichstag Fire 17. The Enabling Act 18. The Night of the Long Knives 19. The use of terror and the control of the legal system 20. Nazi policies towards the church 21. The use of censorship and propaganda	Description	Students will be revising content from across year ten and eleven in preparation for their final exams.
Pentecost 1	Revision	Pentecost 2	COURSE COMPLETED
Description	Students will be revising content from across year ten and eleven in preparation for their final exams.	Description	/