

# HOLLAND PARK SCHOOL 2022 to 2023

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## SUBJECT CURRICULUM | HISTORY

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### SUBJECT LEADER

MR LUKE FARRELL ([luke.farrell@hollandparkschool.co.uk](mailto:luke.farrell@hollandparkschool.co.uk))

### CURRICULUM INTENT STATEMENT

Students at KS3 gain an understanding of how British society (including London) and Britain's relationship with other parts of the world has been shaped over time. The curriculum therefore allows students to understand where we have come from and Britain's position in the world today.

#### Year 7

Year 7 begins with the most decisive and significant year in English history, the Norman conquest of 1066. This provides a clear starting point for all our students irrespective of their KS2 experiences. In addition, this allows students to gain a sense of the Longue Durée of English History, namely how the English nation state can be traced back to the Norman conquest and its replacement of Anglo-Saxon Earldoms with around 200 Norman barons. This course focuses on three key questions. Firstly, why was William able to acquire the throne; secondly how did the Normans use the feudal system, violence, religion, and castles to consolidate their power; and finally, how did the Normans change Anglo-Saxon England?

Following this, students will move onto the medieval world to consider the concept of significance. In this breadth study of England between 1100 to 1500, students will consider the importance of the Magna Carta, the death of Thomas Becket, the Black Death, and the Peasants Revolt. This will cultivate an appreciation of why historians chose to remember certain events, ideas, and people over others, and how their importance might shift over time. For example, knowing about the Black Death (1348) enhances our understanding of the Peasants' Revolt forty years later, but also the Covid-19 pandemic seven centuries later.

Mid-year, students will turn their attention to Tudor England, where they will look at the reign of Elizabeth I and how she was able to consolidate her power. Students will understand how Elizabeth's religious settlement sought to promote a tolerant 'middle way' amidst the continued fallout of the Reformation. They will also understand how she dealt with assassination and invasion threats, as well as the additional challenge she faced by virtue of being female in an utterly patriarchal world. Finally, this will expose students to England's first forays into exploration, and efforts to establish colonies in the New World. In part, this will include an appreciation that the Elizabethan era marks the beginning of England's participation in the transatlantic slave trade.

Students will then turn to the French Revolution, and in particular, look at the Enlightenment ideas that inspired it, as well as its significance on French and Global History. These concepts of liberty, egalite, and fraternity are ones that will later guide student understanding of abolitionism (Y8), the American Revolution (GCSE), and the Industrial Revolution.

Year 7 will then close with a study of pre-colonial Benin and Mali. This will challenge contemporary understandings of pre-colonial Africa by and explore the orientalist biases exhibited by European written sources such as the Catalan Atlas. In addition, this will widen student appreciation of the different ways historians know about the past, for example through oral histories. A clearer grasp of pre-colonial Benin and Mali will also broaden students' geographic field of enquiry through study of the transcontinental connections that existed between the Sahara and the Middle East which allowed for the spread of trade and intellectual ideas.

## Year 8

Having looked at Africa prior to the transatlantic slave trade, year 8 will begin with a study of the trade in enslaved peoples. Not only do students have a moral entitlement to study Britain's role (Britain transported an estimated 3.1 million people, and accounted together with Portugal for about 70% of all Africans transported to the Americas), but this will also allow students to better understand the origins of modern racism. Furthermore, the module will also encourage students to consider the legacy of Britain's role in the trade in enslaved peoples and how this continues to be a politically sensitive issue today. This is especially important as the legacy of slavery is evident in our contemporary world, for example:

- In the existence of buildings in London that benefitted from the slave trade. For example, Guildhall, the National Gallery, the Royal Society, West India Quay (and the Docklands more generally)
- In ongoing discussions about how curriculums should teach the trade in enslaved peoples
- In political campaigns to remove or recontextualise monuments to those involved in the trade in enslaved peoples, for example as seen in the Rhodes Must Fall movement in Cape Town and Oxford, Black Lives Matter movement, and the protests in Bristol the removal of the Edward Colston statue
- How institutions involved in the slave trade acknowledge or atone for their involvement, for example the Bank of England, Lloyds of London, and the British Government

Studying the trade in enslaved peoples will also allow students to consider the contradictions between Enlightenment ideas and the reality of the slave trade. Although many abolitionists championed some of these ideas, some of the most famous and influential Enlightenment thinkers were direct beneficiaries of the slave trade. This is despite the English - especially Whig politicians - routinely congratulating themselves on England being 'free' of 'Popish' slavery, and contrasted the freedom they possessed with the 'enslavement' of continental countries under despotic rule.

Finally, an understanding of the concept of slavery will help students in their understanding of the contemporary world. An estimated 40 million people globally are enslaved with modern slavery taking many forms, including human trafficking, forced labour, and forced marriage. A bill to address modern slavery in Britain was even passed in 2015, with just over 10,000 potential victims referred to the government in 2020.

Students will then move onto the Industrial Revolution and its impact on Britain Society. A lot of the focus will be on how rapid urbanization led to the creation of overcrowded slums in cities like Liverpool, London, and Bristol. They will then consider how this Dickensian milieu gave birth to the working class, and how working class Brits increasingly campaigned for more political rights, as seen in St. Peter's Square 1819 and the build up to the Great Reform Act of 1832. Finally, students will understand the Industrial Revolution as both a consequence of and catalyst of both the trade in enslaved peoples and 19th Century imperialism.

In the new year, students will turn to study the British Empire, with a particular focus on the Indian subcontinent and sub-Saharan Africa. This complex module will first spend some time exploring Mughal India prior to British colonization, before studying the ascendancy of the East India Company, its fall from power following the imposition of direct rule in 1858, and the campaign for Indian

Independence. In addition, students will acquire an understanding of the Scramble for Africa, and the end of colonial rule following the waves of African Independence Movements in the 20th century. This study will be underpinned by an appreciation of how racism, nationalism, and industrialisation were key drivers of colonization, and how these themes continue to be contested in our modern world.

Finally, Year 8 will use students' prior knowledge of imperialism, colonialism, and nationalism to examine the origins and events of World War One, and its impact on Britain, and people from British colonies.

## Year 9

In Year 9, our attention will then tilt to the East, where students will look at the build-up to and events of the Russian Revolution. This will not only allow for students to identify continuities with the French Revolution, but will also pave the way for their subsequent study of the origins and events of World War Two, as well as the Cold War at GCSE. Students will then look at the causes of WWII, beginning with the legacy of the Treaty of Versailles, and the failure of the League of Nations to act as an effective dispute-settling body. By appreciating the limitations and shortcomings of both (as well as the pervading fear of Communism in Western Europe), students will be well positioned to understand why the policy of Appeasement failed in the 1930s. Finally, students will at shorter term factors, including the fallout from the Great Depression and the role of Nazi Party/Hitler.

Year 9 will then take a detailed look at the most devastating outcome of this failure to avert war, the Holocaust. This topic will explore the origins of Anti-Semitism with Europe, the rise of Anti-Semitism within Nazi Germany, the Final Solution, and the wider significance of the Holocaust.

Key Stage 3 History will end with a study of the fight for 20th century equality. At the end of this topic, students will be able to judge the extent to which Britain has become a more free and equal society post-WWII. This course will begin with the origins of the welfare state, look at the factors that enabled the creation of the National Health Service, and explore the ways that resistance to its foundation were overcome. Following this, students will look at the expansion in minority rights over the past seventy five years with a primary focus on: gay rights, migrant rights, and gender rights.

## KS4 CURRICULUM OVERVIEW

Exam board - AQA Specification at a glance: <https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance>

At Key Stage 4, our students study the following modules as part of their GCSE examination

Paper 1: Understanding the modern world

Paper 1 / Section A / Option D America, 1920-1973: Opportunity and inequality

Paper 1 / Section B / Option C Conflict and tension between East and West, 1945-73

Paper 2: Shaping the nation

Paper 2 / Section A / Option B Power and the people c. 1170 to the present day

Paper 2 / Section B / Option D Restoration England, 1660-1685

## STAGE 5 OVERVIEW | KS5 History

**Exam board:** AQA

**Component 1 – Breadth Study / 1C The Tudors: England 1485-1603**

Specification at a glance: <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1c-the-tudors-england,-1485-1603>

**Component 2 – Depth Study / 2O Democracy and Nazism: Germany 1918-45**

Specification at a glance: <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2o-democracy-and-nazism-germany,-1918-1945>