

YEAR 7 Hums Skills	One Bristol Curriculum						
YEAR 7 Power and Control 36-38 lessons	<p><b>Pre-Conquest Bristol (4)</b></p> <p><b>Enquiry:</b> Would Saxon Bristolians recognise the Bristol of today?</p> <p><b>Concept:</b> Change and Continuity</p> <p>Substantive Concepts: settlement, society, migration, slavery, merchant, trade, architecture, wealth, legacy, archaeology architecture, artefact</p>	<p><b>The Norman Conquest, 1066 (7)</b></p> <p><b>Enquiry:</b> Why was William, Duke of Normandy able to conquer and control England?</p> <p><b>Concept:</b> Causation</p> <p>Substantive concepts: Witan, kingship, succession, conquest, occupation, war, monarchy, tax, Pope, kingdom, castle</p>	<p><b>Medieval Life (5)</b></p> <p><b>Enquiry:</b> How unequal was medieval society?</p> <p><b>Concept:</b> Similarity and Difference</p> <p>Substantive Concepts: Church, parliament, gender, race, feudalism, power, aristocracy, peasantry, anti-Semitism, Black Death</p>	<p><b>Religion in Medieval England (6)</b></p> <p><b>Enquiry:</b> Was medieval religion all about prayer and reflection?</p> <p><b>Concept:</b> Evidence</p> <p>Substantive concepts: monasticism, trade, sanctuary, alms, purgatory, Catholicism, heresy</p>	<p><b>African Kingdoms (5)</b></p> <p><b>Enquiry:</b> How did the Ajuran Sultanate dominate the Indian Ocean for over 300 years?</p> <p><b>Concept:</b> Causation</p> <p>Substantive concepts: trade, nomadic, diplomacy, culture, Islam, colony, archaeology</p>	<p><b>The Crusades (7)</b></p> <p><b>Enquiry:</b> How accurate are representations of the crusades?</p> <p><b>Concept:</b> Interpretations</p> <p>Substantive concepts: holy war, holy land, pilgrimage, innovation, fundamentalism, Islam, chivalry, atrocities, myth</p>	<p><b>Pre-Empire India (5)</b></p> <p><b>Enquiry:</b> How should we tell the history of the Mughals?</p> <p><b>Concept:</b> Significance</p> <p>Substantive concepts: civil war, symbolism, religious toleration, culture, archaeology, gender, wealth</p>
YEAR 8 Revolution and Empire 55-57 lessons	<p><b>The Reign of Henry VIII, 1509-1547 (11)</b></p> <p><b>Enquiry:</b> Does Henry VIII deserve to be remembered as a 'great' king?</p> <p><b>Concept:</b> Interpretations</p> <p>Substantive concepts: Protestantism, the Reformation, military campaign, chivalry, tyranny, Renaissance.</p>	<p><b>Tudor Society 1485-1603 (8)</b></p> <p><b>Enquiry:</b> How accurate was Janet Thompson when she categorised Elizabethan Women as 'Wives, widows or witches'? (TBC)</p> <p><b>Concept:</b> Interpretations</p> <p>Substantive concepts: witchcraft, gender, marriage, private and public spheres, status, patriarchy.</p>	<p><b>The English Civil War, 1603-1649 (9)</b></p> <p><b>Enquiry:</b> Why did the King fight and lose a war with Parliament?</p> <p><b>Concept:</b> Causation</p> <p>Substantive concepts: divine right, civil war, puritanism, parliament, regicide, gentry, political nation</p>	<p><b>The Transatlantic Slave Trade, 1700-Present (9)</b></p> <p><b>Enquiry:</b> What can primary sources tell us about Britain's involvement in the slave trade and its consequences?</p> <p><b>Concept:</b> Evidence</p> <p>Substantive concepts: slavery, racism, colonialism, resistance, rebellion, repression, colonial legacy</p>	<p><b>The Haitian Revolution, 1791-1804 (7)</b></p> <p><b>Enquiry:</b> How were Haitian enslaved peoples able to free themselves from the world's greatest military power?</p> <p><b>Concept:</b> Causation</p> <p>Substantive concepts: revolution, liberty, rights, independence, liberalism, Enlightenment, diplomacy, state-building, atrocities</p>	<p><b>The British Empire (6)</b></p> <p><b>Enquiry:</b> What mattered to the British rulers of India? (TBC)</p> <p><b>Concept:</b> Interpretations</p> <p>Substantive concepts: conquest, rebellion, empire, capitalism, trade, imperialism, famine, racism, occupation, atrocities, divide and rule</p>	<p><b>The Industrial Revolution: 1750-1900 (7)</b></p> <p><b>Enquiry:</b> Was the Industrial Revolution 'liberty's dawn'? (TBC)</p> <p><b>Concept:</b> Change and Continuity</p> <p>Substantive concepts: class, radicalism, mechanisation, industrialisation, trade unionism, parliament, suffrage, democracy, socialism, one-nation conservatism, sanitation.</p>
YEAR 9 Conflict and Crisis 55-57 lessons	<p><b>The First World War, 1914-1918 (9)</b></p> <p><b>Enquiry:</b> Can primary sources be used to challenge common perceptions about the First World War?</p> <p><b>Concept:</b> Interpretations</p> <p>Substantive concepts: nationalism, alliance, militarism, imperialism, empire, theatres of war, war of attrition, armistice, treaty</p>	<p><b>Germany, 1918-1939 (5)</b></p> <p><b>Enquiry:</b> Why did the Weimar Republic fail?</p> <p><b>Concept:</b> Causation</p> <p>Substantive concepts: treaty, fascism, dictatorship, communism, constitution, hyperinflation, depression, democracy</p>	<p><b>The Second World War, 1939-1945 (9)</b></p> <p><b>Enquiry:</b> Which event turned the tide of the Second World War?</p> <p><b>Concept:</b> Significance</p> <p>Substantive concepts: appeasement, communism, home front, gender, espionage, empire, liberation, superpower</p>	<p><b>The Holocaust, 1933-1945 (7)</b></p> <p><b>Enquiry:</b> Was the Holocaust inevitable?</p> <p><b>Concept:</b> Interpretations</p> <p>Substantive concepts: anti-Semitism, collaboration, resistance, concentration camp, propaganda, persecution, genocide, totalitarianism</p>	<p><b>Decolonisation and Independence, 1945-Present (7)</b></p> <p><b>Enquiry:</b> What do primary sources reveal about the consequences of India's decolonisation?</p> <p><b>Concept:</b> Primary sources</p> <p>Substantive concepts: decolonisation, independence, non-violence, Pan-Africanism. State-building, colonial-legacy, development.</p>	<p><b>Post-War Britain, 1945-Present (8)</b></p> <p><b>Enquiry:</b> How much have the rights of Britons changed since the Second World War? (TBC)</p> <p><b>Concept:</b> Change and Continuity</p> <p>Substantive concepts: equality, gay rights, gender, discrimination, protest, youth culture, diversity, welfare, social media, technology, European Union, United Nations</p>	<p><b>Modern World, 2001-Present (7)</b></p> <p><b>Enquiry:</b> How did 9/11 impact the world? (TBC)</p> <p><b>Concept:</b> Cause and Consequence</p> <p>Substantive concepts: Terrorism, Islamism, security, Islamophobia. War on Terror, military intervention, surveillance, failed state, war crimes</p>
YEAR 10	<p><b>Thematic Study</b> Migrants to Britain, c.1250-Present</p>		<p><b>World Depth Study</b> Living Under Nazi Rule:1933-1945</p>		<p><b>History Around Us</b> Bristol Cathedral</p>		
YEAR 11	<p><b>International Period Study</b> The Making of America, 1789-1900</p>		<p><b>British Depth Study</b> The Elizabethans, 1580-1603</p>			<p><b>Revision</b></p>	<p><b>GCSE Examinations</b></p>
YEAR 12	<p><b>Breadth Study</b> The Tudors: England, 1485-1603 Consolidation of the Tudor Dynasty: England, 1485-1547</p> <p><b>Depth Study</b> France in Revolution, 1774-1815 The End of Absolutism and the French Revolution, 1774-1795</p>					<p><b>Non-Examined Assessment</b> Russia: Absolutism to Dictatorship, 1855-1953</p>	
YEAR 13	<p><b>Breadth Study</b> The Tudors: England, 1485-1603 England: Turmoil and Triumph, 1547-1603</p> <p><b>Depth Study</b> France in Revolution, 1774-1815 The rise of Napoleon and his impact on France and Europe, 1795-1815</p> <p><b>Non-Examined Assessment</b> Russia: Absolutism to Dictatorship, 1855-1953</p>			<p><b>Revision</b></p>	<p><b>A Level Examinations</b></p>		