



**Durham**  
Academy

## History

At Durham Academy, our history curriculum is designed to develop **confident**, **ambitious**, and **respectful** learners who engage critically with the past to understand the complexities of the modern world.

Through a rich and diverse curriculum, students will:

- Become **confident** historians, equipped with the analytical skills to question evidence, construct arguments, and articulate well-informed viewpoints.
- Develop an **ambitious** understanding of historical narratives, embracing a broad range of perspectives from local, national, and global history.
- Create a **respectful** appreciation of different cultures, societies, and historical experiences, recognizing the importance of diversity and the impact of history on contemporary issues.

By engaging with key historical events, figures, and debates, students will leave school with the knowledge and skills necessary to navigate the world as informed and reflective citizens

|                                       | Unit 1                                                                                                                                                                     | Unit 2                                                                                                                             | Unit 3                                                                                                                                                                                                   | Unit 4                                                                                                                                                                           | Unit 5                                                                                                                                        |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enquiry Question</b>               | What was Britain like before 1066?                                                                                                                                         | How did 1066 Change Britain?                                                                                                       | What was it like to live in Medieval England?                                                                                                                                                            | How did the Tudor Dynasty change Britain?                                                                                                                                        | How much did the English Civil War Change Britain?                                                                                            |
| <b>Subject Content</b>                | Migration of the Celts to England<br>Migration of the Romans to England<br>Life in Roman England<br>Life in Anglo-Saxon England<br>Anglo-Saxon experience of Vikings raids | Succession Crisis 1066<br>Events of the Battle of Stamford Bridge<br>Events of the Battle of Hastings<br>Norman Reforms of England | Medieval Religion<br>Church vs Crown<br>Silk Road and Medieval Baghdad<br>The Crusades<br>The Magna Carta<br>The Experience and Consequence of the Black Death<br>The importance of the Peasants' Revolt | Consequence of the Battle of Bosworth Field<br>The Protestant Reformation<br>Impact of Henry VIII<br>Impact of Edward VI<br>Impact of Mary I<br>Elizabeth I and the 'Golden Age' | Long and Short Term Causes of the English Civil War<br>The New Model Army<br>Execution of Charles I<br>Life Under Cromwell<br>The Restoration |
| <b>Disciplinary Knowledge/ Skills</b> | Explanation (PEE)<br>Causation<br>Source analysis (COP)                                                                                                                    | Explanation (PEE)<br>Causation<br>Source analysis (COP)<br>Change and Continuity                                                   | Explanation (PEE)<br>Causation<br>Source analysis (COP)<br>Change and Continuity                                                                                                                         | Explanation (PEE)<br>Change and Continuity<br>Interpretations                                                                                                                    | Explanation (PEE)<br>Change and Continuity<br>Interpretations                                                                                 |
| <b>Theme (if applicable)</b>          | Migration<br>Power                                                                                                                                                         | Power<br>Reform                                                                                                                    | Religion<br>Power                                                                                                                                                                                        | Religion<br>Reform                                                                                                                                                               | Reform<br>Religion                                                                                                                            |

|                |                                                     |                                            |                                         |                                                                                      |                                   |
|----------------|-----------------------------------------------------|--------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------|
|                | Religion                                            |                                            | Reform                                  | Power                                                                                | Power                             |
| <b>SMSC</b>    | Importance of religion to different people          | Importance of religion to different people | Importance of Public Health and Hygiene | Importance of religion to different people<br>Development of theatre and exploration | Breakdown of typical social order |
| <b>Careers</b> | Introduce students to Historians and Archaeologists |                                            |                                         | Architect                                                                            |                                   |



## Durham Academy Year 8

|                         | Unit 1                                                                                             | Unit 2                                                                                                | Unit 3                                                                                   | Unit 4                                                                                         | Unit 5                                                                                           |
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| <b>Enquiry Question</b> | How did the Industrial Revolution change the face of Britain?                                      | Should we celebrate the British Empire?                                                               | What is the history of Durham?                                                           | Did one bullet cause the death of millions?                                                    | How was Modern Britain made?                                                                     |
| <b>Subject Content</b>  | The first factories<br>Child labour<br>Development of the railroad<br>Health in Industrial Britain | The Development of the Empire<br>The British in India<br>The Scramble for Africa<br>The Experience of | The Story of St Cuthbert<br>Durham Castle and Cathedral<br>The Battle of Neville's Cross | Long and Short term Causes of WWI<br>British Recruitment for WWI<br>Conditions in the Trenches | The Welfare State<br>20th Century<br>Anglo-Irish relations<br>Britain and the European Community |

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|                                       | Suffragists vs Suffragettes                           | the Slave Trade<br>The End of Empire                                                          | The Prince Bishops<br>The Role of Mining in County Durham            | How did the Allies win the War<br>Impact of the War on Britain                            | Decline of Empire<br>Post War Popular Culture<br>Thatcher and her impact                            |
| <b>Disciplinary Knowledge/ Skills</b> | Explanation (PEE)<br>Causation<br>Interpretations     | Explanation (PEE)<br>Change and Continuity<br>Source Analysis (COP)                           | Explanation (PEE)<br>Source Analysis (COP)                           | Explanation (PEE)<br>Causation<br>Interpretations<br>Source Analysis (COP)                | Explanation (PEE)<br>Change and Continuity<br>Causation<br>Source Analysis (COP)<br>Interpretations |
| <b>Theme (if applicable)</b>          | Power<br>Reform<br>Protest<br>Diversity               | Diversity<br>Power<br>Empire                                                                  | Reform                                                               | Power<br>Diversity<br>Empire                                                              | Reform<br>Diversity                                                                                 |
| <b>SMSC</b>                           | Changes in gender roles and breakdown of social order | Ethical debate of the origin of the Empire<br>Impact of the Empire on Society<br>Human Rights | Durham as a religious centre<br>Legacy of Mining on Durham's culture | Changing role of women<br>Break down of class system in the UK<br>The idea of remembrance | The development of public health in England<br>The rise of youth culture                            |
| <b>Careers</b>                        | Inventor<br>Entrepreneur                              | Charity Work                                                                                  | Local Government                                                     |                                                                                           | Politician                                                                                          |

# Year 9

|                                       | Unit 1                                                                                                                                          | Unit 2                                                                                                                                                    | Unit 3                                                                                                                                                            | Unit 4                                                                                                       | Unit 5                                                                                                                                        |
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| <b>Enquiry Question</b>               | What was life like in Nazi Germany?                                                                                                             | Was this Britain's 'finest hour'?                                                                                                                         | Why is it important to remember the Holocaust?                                                                                                                    | How 'hot' was the Cold War?                                                                                  | How did People Fight For Equality?                                                                                                            |
| <b>Subject Content</b>                | Rise to Power<br>Education<br>Life for women and children<br>Methods of Control<br>'Economic Miracle'<br>Opposition to the Nazis<br>Appeasement | Dunkirk<br>Battle of Britain and the Blitz<br>The Home Guard and the Home Front<br>The Role of the Empire<br>Pearl Harbour<br>D-Day<br>The End of the War | Development of Anti-Semitism<br>Kristallnacht<br>Jewish Ghettos<br>Einsatzgruppen<br>The Final Solution<br>Experience of the Holocaust<br>Surviving the Holocaust | Capitalism vs Communism<br>The Berlin Wall<br>The Space Race<br>The Cold War in Asia<br>The Fall of the USSR | How did Britain fight the Slave Trade<br>Windrush Generation<br>British Resistance to Discrimination in the 1900s<br>US Civil Rights Movement |
| <b>Disciplinary Knowledge/ Skills</b> | Explanation (PEE)<br>Source Analysis (COP)<br>Interpretations                                                                                   | Explanation (PEE)<br>Causation<br>Source Analysis (COP)                                                                                                   | Explanation (PEE)<br>Causation<br>Source Analysis (COP)                                                                                                           | Explanation (PEE)<br>Causation<br>Interpretations                                                            | Explanation (PEE)<br>Causation<br>Source Analysis (COP)                                                                                       |
| <b>Theme (if applicable)</b>          | Power<br>Reform<br>Diversity                                                                                                                    | Diversity<br>Power<br>Empire                                                                                                                              | Religion<br>Diversity<br>Power                                                                                                                                    | Reform<br>Power                                                                                              | Religion<br>Diversity<br>Protest<br>Reform                                                                                                    |
| <b>SMSC</b>                           | Ethical questions of compliance<br>The use of                                                                                                   | Ethical debates over the use of the Atomic Bomb                                                                                                           | Moral questions of complicity<br>Impact on Jewish                                                                                                                 | Impact of Capitalism and Communism as a political ideal and                                                  | Impact of religion on protest<br>What is it to be equal                                                                                       |

|                |                                          |                 |             |                                                      |                       |
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|                | propaganda events<br>as a cultural point |                 | Communities | regime<br>Impact of the Cold<br>War on social groups |                       |
| <b>Careers</b> |                                          | Local Historian |             |                                                      | Civil Rights Activist |



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**Year 10**

|                         | <b>Unit 1</b>                                                                           | <b>Unit 2</b>                                                            | <b>Unit 3</b>                                                                        | <b>Unit 4</b>                                                                                    | <b>Unit 5</b>                                                                                                                                                   | <b>Unit 6</b>                                                      |
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| <b>Enquiry Question</b> | What was America's Experience of 'the Boom' in the 1920s?                               | What was America's Experience of 'the Bust'?                             | What was America's post war Experience?                                              | How successful was the Peacemaking Experience after WW1?                                         | How did the League of Nations deal with the issues of the 1920s?                                                                                                | How did WW2 Break out?                                             |
| <b>Subject Content</b>  | Reasons for the economic Boom<br>Cultural Developments<br>Inequality and discrimination | Impact of the Great Depression<br>The New Deal<br>Economic Impact of WW2 | Cultural Developments<br>Economic Boom<br>Civil Rights Movement<br>Feminist Movement | Treaty of Versailles<br>Peacemaker's aims<br>German reaction to the Treaty<br>The wider treaties | Structure of the League of Nations<br>League of Nation's reaction to issues in the 1920s<br>Manchuria Crisis<br>Abyssinia Crisis<br>Diplomacy<br>Outside of the | Hitler's Foreign Policy 1933-39<br>Appeasement<br>Nazi Soviet Pact |

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|                                       |                                                           |                                                   |                                                   |                                                         | League of Nations                                       |                                                         |
| <b>Disciplinary Knowledge/ Skills</b> | Explanation (PEE)<br>Causation<br>Interpretations         | Explanation (PEE)<br>Causation<br>Interpretations | Explanation (PEE)<br>Causation<br>Interpretations | Explanation (PEE)<br>Causation<br>Source Analysis (COP) | Explanation (PEE)<br>Causation<br>Source Analysis (COP) | Explanation (PEE)<br>Causation<br>Source Analysis (COP) |
| <b>Theme (if applicable)</b>          | Reform<br>Diversity                                       | Reform<br>Diversity                               | Reform<br>Diversity<br>Protest                    | Power<br>Reform                                         | Power<br>Reform                                         | Power<br>Reform                                         |
| <b>SMSC</b>                           | Changing position of women in society<br>Labour movements |                                                   |                                                   | Rise of totalitarianism                                 |                                                         |                                                         |
| <b>Careers</b>                        |                                                           |                                                   |                                                   |                                                         |                                                         |                                                         |



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**Year 11**

|                         | Unit 1                               | Unit 2                                    | Unit 3                                  | Unit 4                              | Unit 5                                  | Unit 6                                    | Unit 7                                      | Unit 8                           |
|-------------------------|--------------------------------------|-------------------------------------------|-----------------------------------------|-------------------------------------|-----------------------------------------|-------------------------------------------|---------------------------------------------|----------------------------------|
| <b>Enquiry Question</b> | What was medieval England's Medicine | How did the Renaissance lead to change in | How did the Industrial Revolution cause | What developments have been made in | What was Elizabethan's Parliament like? | How far was Elizabethan England a 'Golden | What were Elizabeth's threats from Home and | Elizabethan Historic Environment |

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|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|                                               | like?                                                                                                                | medicine?                                                                       | change?                                                                                          | Modern<br>Medicine?                                                        |                                                                                                                        | Age'?                                                                      | Abroad?                                                                                                 |                                                                                      |
| <b>Subject<br/>Content</b>                    | Medieval<br>attitudes to<br>causes and<br>treatment of<br>disease<br>Islam and<br>Christianity<br>The Black<br>Death | Vesalius,<br>Pare and<br>Harvey<br>The Great<br>Plague 1665<br>Jenner<br>Quacks | Pasteur and<br>the Germ<br>Theory<br>Robert Koch<br>Public Health<br>Development<br>s in Surgery | Welfare State<br>Penicillin<br>Impact of<br>War<br>Alternative<br>Medicine | Problems<br>Elizabeth<br>Faced<br>The Privy<br>Council<br>Ways<br>Elizabeth<br>Secured<br>Power                        | Life for the<br>Poor<br>Life for the<br>Rich<br>The Theatre<br>Exploration | The Catholic<br>Threats in<br>England<br>The Puritan<br>Threats<br>Tensions with<br>Spain<br>The Armada | 2025 -<br>Hardwick<br>Hall<br>2026 - The<br>Globe<br>2027 - The<br>Spanish<br>Armada |
| <b>Disciplinary<br/>Knowledge/<br/>Skills</b> | Explanation<br>(PEE)<br>Causation<br>Source<br>Analysis<br>(COP)                                                     | Explanation<br>(PEE)<br>Causation<br>Source<br>Analysis<br>(COP)                | Explanation<br>(PEE)<br>Causation<br>Source<br>Analysis<br>(COP)                                 | Explanation<br>(PEE)<br>Causation<br>Source<br>Analysis<br>(COP)           | Explanation<br>(PEE)<br>Causation<br>Source<br>Analysis<br>(COP)                                                       | Explanation<br>(PEE)<br>Causation<br>Source<br>Analysis<br>(COP)           | Explanation<br>(PEE)<br>Causation<br>Source<br>Analysis<br>(COP)                                        | Explanation<br>(PEE)<br>Causation<br>Source<br>Analysis<br>(COP)                     |
| <b>Theme (if<br/>applicable)</b>              | Reform<br>Religion                                                                                                   | Religion<br>Reform                                                              | Reform                                                                                           | Reform                                                                     | Power<br>Reform<br>Religion                                                                                            | Religion<br>Empire                                                         | Diversity<br>Religion                                                                                   |                                                                                      |
| <b>SMSC</b>                                   | Development of public health<br>Development of treating disease<br>Development of surgery                            |                                                                                 |                                                                                                  |                                                                            | Importance of religion to different people<br>Development of theatre and exploration<br>Rise of Social Groups - gentry |                                                                            |                                                                                                         |                                                                                      |
| <b>Careers</b>                                |                                                                                                                      |                                                                                 |                                                                                                  |                                                                            |                                                                                                                        |                                                                            |                                                                                                         |                                                                                      |