



LMS History Curriculum Overview



Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
7	<p>Topic: The Norman Conquest</p> <p>Enquiry: Who had the strongest claim to the English throne in 1066?</p> <p>Why did Godwinson win the Battle of Stamford Bridge?</p> <p>Why was William able to William Conquer England in 1066?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Attributes of medieval kings; claimants; Battle of Stamford Bridge; Battle of Hastings; <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Explanation • Assessment leading to judgement • Causation • Chronology • Source skills • Interpretation 	<p>Topic: Change and continuity in Norman England</p> <p>Enquiry: How effective was William the Conqueror in taking control of England?</p> <p>To what extent did England change as a result of the Norman conquest?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Feudal system; Harrying of the North; Domesday Book; Castles <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Explanation • Assessment leading to judgement • Similarity and difference • Change and continuity 	<p>Topic: Medieval England</p> <p>Enquiry: What were the key features of Medieval England? How significant was religion in medieval society? How similar were challenges to medieval kings? How well did they deal with them?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Medieval Church; hierarchy; importance in medieval life; heaven and hell; Doom paintings; monks and monasteries; • Medieval Farming life; towns; jobs; • Medieval kings; Thomas Becket; Barons: King John, Magna Carta; Peasants: Peasants Revolt <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Explanation • Assessment leading to judgement • Significance • Explanation 	<p>Topic: The Medieval Islamic Empire</p> <p>Enquiry: How advanced was the Islamic Empire compared to Medieval Europe?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • The Crusades; • The Islamic Empire; Women in the Islamic Empire; House of Wisdom; Medieval Baghdad; <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Explanation • Assessment leading to judgement • Similarity and difference • Significance 	<p>Topic: Mali Medieval</p> <p>Enquiry: What does Mansa Musa's life reveal about the Mali Empire in 16th Century?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Mansa Musa the Emperor; Mansa Musa's journey to Mecca; Mali Empire; Mansa Musa's legacy <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Explanation • Assessment leading to judgement • Similarity and difference • Change and continuity 	<p>Topic: Ancient China</p> <p>Enquiry: How different was Ancient China to Medieval England?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Beliefs and practices of Ancient China; Women in Ancient China; Trade in China; Silk Roads; hygiene and towns • Black Death: causes, symptoms, cures. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Significance • Similarity and difference



LMS History Curriculum Overview



8

<p>Topic: Henry VIII & The Reformation</p> <p>Enquiry: Why did Henry VIII break away from the Catholic Church?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Tudor dynasty; Henry VIII; Six Wives; Reformation, Martin Luther; Henry and the Pope; Dissolution of the monasteries <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Explanation Assessment leading to judgement Causation Significance Change and continuity 	<p>Topic: Tudor England & the growing hostility towards Catholicism in England</p> <p>Enquiry: Why had England become so hostile to Catholicism by the early seventeenth century?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Edward VI; Mary I 'Bloody Mary'; Elizabeth I; Mary Queen of Scots; Spanish Armada; the ERS; James I; Gunpowder Plot. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Explanation Assessment leading to judgement Causation 	<p>Topic: The English Civil War & The Restoration</p> <p>Enquiry: How and why did the English Civil War break out in 1642? How and why was the Commonwealth of England established in 1649? What caused the collapse of the Commonwealth leading to the restoration of Charles II in 1660?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> King and parliament; religious causes; political and economic causes; Civil War; New Model Army; trial of Charles I; Lord Protector Cromwell; Charles II & the Restoration. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Explanation Assessment leading to judgement Causation 	<p>Topic: The Glorious Revolution</p> <p>Enquiry: Why did Britain end up with a German monarchy by 1714?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> James II Actions of William Cavendish Glorious Revolution <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Explanation Analytical narrative 	<p>Topic: The Agricultural & Industrial Revolution in Britain</p> <p>Enquiry:</p> <ul style="list-style-type: none"> Why & how did the Agricultural and the Industrial Revolution take place in Britain? How far did living conditions change in the 18th/19thC? How far did working conditions change in the 18th/19thC? How much progress was made during the Industrial Revolution? <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Cities; death and disease, public health Agricultural revolution: enclosure; 4-field system, selective breeding Industrial revolution: cities, domestic system v factories; working conditions for children; inventions; Luddites <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Description Explanation Assessment leading to judgement 	<p>Topic: The Transatlantic Slave Trade</p> <p>Enquiry: Why have Historians disagreed about the abolition of the slave trade?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> British Empire; trade; Transatlantic slave triangle; life on the plantation; Underground railroad Abolition: William Wilberforce; Haiti; Jamaica; economics <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Explanation Assessment leading to judgement Causation
---	---	---	---	---	---



LMS History Curriculum Overview



				• Similarity and difference		
9	<p>Topic: The British Empire</p> <p>Enquiry: How far did the British Empire change between 1760 and 1960? What is the legacy of the British Empire?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • East India Company; Indian Mutiny; British rule in India; Scramble for Africa; social Darwinism; Cecil Rhodes; impact of the British in Africa <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Narrative analysis • Key features • Explanation • Assessment leading to judgement • Interpretation 	<p>Topic: The Causes of World War One</p> <p>Enquiry: Why and how did the First World War break out in 1914?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Causes; Militarism; Alliances; Nationalism; Imperialism; recruitment; <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Explanation • Assessment leading to judgement • Causation • Consequences 	<p>Topic: The Significance of World War One</p> <p>Enquiry: What were the key events of WW1 and what impact did WW1 have on Europe?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • trench warfare; technology; the end of the war • Treaty of Versailles; Big Three; impact of the Treaty on Germany <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Explanation • Assessment leading to judgement • Causation • Change and continuity 	<p>Topic: The rise of Hitler & Nazi Germany</p> <p>Enquiry: How did Hitler come to power and stay in power?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Hitler in the 1920s; rise to power; Nazi propaganda; Hitler’s Germany: women, education; anti-Semitism <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Explanation • Assessment leading to judgement • Causation • Change and continuity 	<p>Topic: Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>Enquiry: what was the local context of Whitechapel in 1870? What tensions existed in Whitechapel in 1870?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Poverty, doss houses, workhouses, immigration, crime, alcoholism <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Description • Source utility including provenance and content • Source follow-up 	<p>Topic: Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>Enquiry: How were the police organised in Whitechapel? What problems did the Police face when investigating the Jack the Ripper murders?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Policing, Metropolitan Police, H-Division, Ripper Murders, limitations in policing <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Description • Source utility including provenance and content • Source follow-up
10	<p>Topic: Crime and punishment in Britain, c1000–present</p> <ul style="list-style-type: none"> • c1000–c1500: Crime and punishment in medieval England • c1500–c1700: Crime and punishment in early modern England 	<p>Topic: Crime and punishment in Britain, c1000–present</p> <ul style="list-style-type: none"> • 00–c1900: Crime and punishment in C.18th and C.19th Britain • c1900–present: Crime and punishment in modern Britain 	<p>Topic: Early Elizabethan England, 1558-1588</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Situation in 1558: society, government, E’s illegitimacy claims 	<p>Topic: Early Elizabethan England, 1558-1588</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Relations with Spain: alternatives to direct war, role of Drake, eventual declaration of war 1885 	<p>Topic: Superpower Relations and the Cold War, 1941-91</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Origins: Ideology, Capitalism, Communism; Grand Alliance; Tehran, 	<p>Topic: Superpower Relations and the Cold War, 1941-91</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Crises 1953-70: Berlin 1958-63, Berlin Wall; Cuban Missile Crisis;



LMS History Curriculum Overview



	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Laws, policing, trails, punishment Medieval: Saxons, Norman Conquest, Later Medieval period Early Modern: Reformation, Tudors, Gunpowder Plot, Heresy, Witchcraft, Vagabonds <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Similarity and difference Explanation Assessment leading to judgement 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Industrial period: Smuggling, Poaching, Highway robbers, Trade Unions; professional policing; Bloody Code, Transportation, Prisons C.20th: Laws linked to race, sex, sexuality; changes to policing, prison reform, alternatives to prison. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Similarity and difference Explanation Assessment leading to judgement 	<ul style="list-style-type: none"> The ERS: E's attitude, key laws, role of the CoE Challenges: Puritans, Catholics in England, Catholic powers abroad Problem of MQofS: Revolt of the Northern Earls Plots and revolts: Ridolfi, Throckmorton and Babington Plots, role of Walsingham <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Similarity and difference Explanation Assessment leading to judgement 	<ul style="list-style-type: none"> War with Spain: army and navy engagements Armada: strengths and limitations Elizabethan society: education, leisure, poverty, exploration and discovery, Raleigh and Virginia <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Similarity and difference Explanation Assessment leading to judgement 	<p>Yalta and Potsdam conferences; nuclear weapons; Soviet Expansion, Truman Doctrine, Marshall Plan, Berlin Blockade and Airlift, NATO; Hungarian Revolution;</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Consequences Analytical narrative. Importance / significance 	<p>Czechoslovakia, 1968, Brezhnev Doctrine</p> <ul style="list-style-type: none"> End of the Cold War: Détente; Afghanistan; Reagan; Star Wars; Gorbachev; End of the Brezhnev Doctrine; Fall of the Berlin Wall; Revolutions 1989; Fall of the USSR <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Consequences Analytical narrative. Importance / significance
11	<p>Topic: Superpower Relations and the Cold War, 1941-91</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Crises 1958-70: Berlin 1958-63, Berlin Wall; Cuban Missile Crisis; Czechoslovakia, 1968, Brezhnev Doctrine End of the Cold War: Détente; Afghanistan; Reagan; Star Wars; Gorbachev; End of the Brezhnev Doctrine; Fall of the Berlin Wall; 	<p>Topic: USA 1954-1975: conflict at home and abroad</p> <ul style="list-style-type: none"> Civil Rights <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Black Americans 1954: inequality, discrimination, segregation; Voting Rights, Plessey v Ferguson, NAACP, KKK Progress in education: Brown v Topeka; Little Rock 	<p>Topic: USA 1954-1975: conflict at home and abroad</p> <ul style="list-style-type: none"> Civil Rights Vietnam <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Malcolm X and Black Power: Malcolm X, Stokely Carmichael, Black Panthers Civil Rights 1965-75: Inner-city riots; assassination of MLK; Kerner Commission; changes under Nixon 	<p>Topic: USA 1954-1975: conflict at home and abroad</p> <ul style="list-style-type: none"> Vietnam <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Changes under Nixon: Vietnamisation, Cambodia, Laos, North Vietnam; failure of Vietnamisation Opposition: students, press, draft; My Lai; Kent State shootings. 	<p>Topic: USA 1954-1975: conflict at home and abroad</p> <ul style="list-style-type: none"> Vietnam Topic: Revision <p>Substantive Knowledge:</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Source inference Explanation Source utility including provenance and content Source interpretation: 	<p>Topic: Revision</p>



LMS History Curriculum Overview



<p>Revolutions 1989; Fall of the USSR</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Consequences • Analytical narrative. • Importance / significance 	<ul style="list-style-type: none"> • Montgomery Bus Boycott: causes, MIA, MLK • Progress 1960-62: Sit-ins; Freedom Rides. • Peaceful protest: March on Birmingham; March on Washington; March on Selma; MLK and non-violent direct action <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Source inference • Explanation • Source utility including provenance and content • Source interpretation: differences and reasons • Historians interpretations, assessment leading to judgement 	<ul style="list-style-type: none"> • Vietnam 1954-63: end of French rule; growing US involvement under Eisenhower and Kennedy; Domino Theory; Diem; Strategic Hamlets. • Johnson: Vietcong; Gulf of Tonkin incident and resolution • Conflict 1964-68: guerrilla tactics; USA tactics, search and destroy, Operation Rolling Thunder, chemical weapons; Tet Offensive features and significance <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Source inference • Explanation • Source utility including provenance and content • Source interpretation: differences and reasons • Historians interpretations, assessment leading to judgement 	<ul style="list-style-type: none"> • Support: fear of communism; hard hats, silent majority • War ends: peace negotiations, Paris 1973, costs. • Reasons for US failure <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Source inference • Explanation • Source utility including provenance and content • Source interpretation: differences and reasons • Historians interpretations, assessment leading to judgement 	<p>differences and reasons</p> <ul style="list-style-type: none"> • Historians interpretations, assessment leading to judgement 	



LMS History Curriculum Overview



12

<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> The Political Nation and the social basis of power: the importance of land ownership; rival forms of wealth including merchants. James I & Charles I: character and views on monarchy; court and favourites The finance of the Crown and attempts to reform and strengthen royal finance during James I and Charles I reign. Religion and religious divisions: challenges to the Church of England from Catholics and Puritans and the development of Arminianism during James I and Charles I reign. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Secondary source skills: how convincing 	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Relations and disputes with parliaments: parliamentary privileges; finance; religion; foreign affairs 1604-1629 The state of relations between Crown and Parliament by 1629 and the reaction of the Political Nation; the extent of breakdown between Crown and Parliament and the Political Nation. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Secondary source skills: how convincing 	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Divisions over religion: Arminianism and Laudianism; Puritanism and the emergence of Millenarianism Political divisions: the Personal Rule and the Short and Long Parliaments Political Divisions: The Long Parliament, Pym and the outbreak of civil war <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Secondary source skills: how convincing 	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> The First and Second Civil Wars: England, Scotland, Ireland and the reasons for royalist defeat Social divisions: the emergence of political and religious radicalism in the 1640s; the Levellers and Millenarian groups: <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Secondary source skills: how convincing 	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> The failure to secure a post-war settlement, 1648-49: divisions between army and Parliament The trial and execution of the King the impact of the regicide <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Secondary source skills: how convincing 	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> The consolidation of the Republic: Scotland and Dunbar; campaigns in Ireland; Charles II and Worcester Political divisions and experiments: Republicanism and the Rump; Millenarianism and the Parliament of Saints <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Secondary source skills: how convincing
<p>Topic B: France in Revolution, 1774-1815</p>	<p>Topic B: France in Revolution, 1774-1815</p>	<p>Topic B: France in Revolution, 1774-1815</p>	<p>Topic B: France in Revolution, 1774-1815</p>	<p>Topic B: France in Revolution, 1774-1815</p>	<p>Topic B: France in Revolution, 1774-1815</p>



LMS History Curriculum Overview



	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Ancien Regime France to 1789: Absolutism; Three Estates; privilege; Enlightenment; Financial Reform. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Analysis and assessment leading to judgement • Primary source skills: utility 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Constitutional Monarchy: Estates General; National Assembly; Tennis Court Oath; Bastille; Great Fear; August Decrees; Declaration of the Rights of Man; October Days; Reforms of the Constituent Assembly <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Analysis and assessment leading to judgement • Primary source skills: utility 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Constitutional Monarchy, cont.: Political Clubs; Flight to Varennes; Champs de Mars; Impact of War; Sans-culottes; Overthrow of Louis; September Massacres; Convention <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Analysis and assessment leading to judgement • Primary source skills: utility 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Terror: Republic, trial of Louis; war; Vendee; fall of the Girondins. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Analysis and assessment leading to judgement • Primary source skills: utility 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Terror, cont.: Robespierre; CPS; Terror; Great Terror; R's overthrow. • Directory and Napoleon's Rise: Thermidorian Reaction; White Terror; Directory. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Analysis and assessment leading to judgement • Primary source skills: utility 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Directory and Napoleon's Rise: Napoleon in Italy and Egypt. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Analysis and assessment leading to judgement • Primary source skills: utility
13	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Cromwell and his aims; the Protectorates; Major-Generals and the relations with the Political Nation • The failure and collapse of the Republic <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Analysis and assessment leading to judgement • Secondary source skills: how convincing 	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Charles II and the nature of restored monarchy • Rule through parliament and ministers; Clarendon; the Cabal and Danby • The emergence of Court and Country 'parties': causes, significance and consequences <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Analysis and assessment leading to judgement 	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Religious divisions and conflicts: the defeat of Millenarianism; the restoration of the Church of England; Protestant Dissenters; conflict over Catholic influence at Court • The Exclusion crisis • The 'Glorious Revolution': causes and nature; its consolidation in England, Scotland and Ireland 	<p>Topic A: Stuarts, 1603-1702</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Divisions within the Political Nation and the emergence of Whigs and Tories and their impact • Religious changes: religious toleration and changes to the position of Anglicans, Protestants and Catholics • Government under William and Mary: the importance of political parties and ministers; the 	<p>Topic A: REVISION</p> <p>Substantive Knowledge:</p> <p>Disciplinary Knowledge:</p>	



LMS History Curriculum Overview



	<ul style="list-style-type: none"> Secondary source skills: how convincing 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Secondary source skills: how convincing 	<p>changing influence of Crown and Parliament and the reasons for the development of limited monarchy</p> <ul style="list-style-type: none"> Britain and the condition of its Monarchy by 1702. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Secondary source skills: how convincing 		
<p>Topic A: NEA: Germany, 1848-1945</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Revolution of 1848: the GNA. Unification: Bismarck, Wars against Denmark, Austria and France. Bismarck, 1871-90: Satiated; War in Sight; Colonies. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement Similarity and Difference Change and continuity 	<p>Topic A: NEA: Germany, 1848-1945</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Kaiser Wilhelm II: Weltpolitik; Fischer interpretation; War Council Meeting; Blank Cheque; OHL in WWI. Weimar: Stresemann; Rapallo; Locarno; interpretations. Hitler: Mein Kampf; towards rearmament; challenging Versailles; and WWII. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Analysis and assessment leading to judgement 	<p>Topic A: France in Revolution, 1774-1815</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Napoleon's rule in France: Coup of Brumaire; Consulate; Empire; reforms including law, education, women, censorship and propaganda, Church and Concordat, Napoleonic Codes; Prefects; Taxation and Finance; Bank of France; Continental System. <p>Disciplinary Knowledge:</p>	<p>Topic A: France in Revolution, 1774-1815</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Napoleon's rule in Europe: military success to 1808; Empire; Empire administration, social and economic problems. Challenges: Continental Blockade; Peninsular War; Austrian Campaign; Russian Campaign; Fourth Coalition; Collapse: Peace of Paris; Hundred Days; Vienna settlement. <p>Disciplinary Knowledge:</p>	<p>Topic A: REVISION</p> <p>Substantive Knowledge:</p> <p>Disciplinary Knowledge:</p>	



LMS History Curriculum Overview



<ul style="list-style-type: none">• Primary source skills: utility Secondary source skills: how convincing	<ul style="list-style-type: none">• Similarity and Difference• Change and continuity• Primary source skills: utility Secondary source skills: how convincing	<ul style="list-style-type: none">• Analysis and assessment leading to judgement Primary source skills: utility	<ul style="list-style-type: none">• Analysis and assessment leading to judgement Primary source skills: utility		
--	--	---	---	--	--



Appendix 1

Whitechapel, c1870–c1900: crime, policing and the inner city

Substantive knowledge:

- The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime.
- The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel.
- The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee.
- Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders.
- The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.

Disciplinary knowledge

- Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers.
- Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and Punch cartoons.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- Selection of appropriate sources for specific investigations.