

Subject: History

| Year 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| What students are learning | What is History? What Happened to Lindow Man? | What makes the Romans still significant? | How did the Normans change England? Miserable Middle Ages? Life and Belief 1066-1500 | What posed the greatest challenge to the authority of English kings? | A Clash of Civilizations? The Crusades 1085-1200 | A Golden Age? The Islamic Word 622-1258 How did the Wars of the Roses change the future of England? |
| Content and Second-Order Concepts | Content: <ul style="list-style-type: none"> Historical skills Lindowman Black Romans Roman Government and Society Should Anglo-Saxon England be known as the Dark Age? Concepts: <ul style="list-style-type: none"> Sources and Evidence | | Content: <ul style="list-style-type: none"> 1066 succession crisis. Establishing control - castles, Feudal system, Domesday Book, The Harrying of the North Henry II and Thomas Becket King John, the barons and Magna Carta The Black Death and The Peasants Revolt Simon de Montfort and parliament Concepts: | | Content: <ul style="list-style-type: none"> The Islamic world First, Second and Third Crusades Pope Urban, Richard the Lionheart, Saladin Wars of the Roses: Background and Key battles Women of the Wars of the Roses Investigation into the Prince in the Tower and interpretations of Richard III | |

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| | <ul style="list-style-type: none">Significance | | <ul style="list-style-type: none">Cause and ConsequenceChange and ContinuitySources and Evidence | | Concepts: <ul style="list-style-type: none">InterpretationsSignificanceSimilarity and Difference (experience) | |
| Assessment* | Sources and Evidence This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources. <u><i>Making inferences on Lindow Man</i></u> | Significance This objective assesses understanding of the importance and significance of events/people in the past. <u><i>Describe two features of the fall of Rome.</i></u> | Cause and Consequence This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future. <u><i>How was William I able to control England?</i></u> | Change and Continuity This objective assesses understanding of how the past was different, the changes that took place and how some aspects continued. <u><i>Good King John? King John, the barons and Magna Carta</i></u> | Historical Interpretations This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge. <u><i>Interpretations of Saladin and Richard</i></u> | Historical Knowledge and understanding This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology. <u><i>Retrieval questions quiz</i></u> |
| | Focus for year: <ul style="list-style-type: none">Writing like an historianMaking inferencesUsing sources | | | | | |
| How can students | Students should: <ul style="list-style-type: none">Watch Explain this a series of short animations that offer concise explanations | | Students should: <ul style="list-style-type: none">Investigate the Norman Conquest here.Research what changes William the Conqueror | | Students should: <ul style="list-style-type: none">Investigate the Crusades here.Investigate Medieval Islamic Civilizations | |

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| prepare beyond the classroom? | <p>of key topics in KS3 History.</p> <ul style="list-style-type: none"> Investigate The Romans here. Investigate the Anglo-Saxon period here. <p>Students could:</p> <ul style="list-style-type: none"> Watch the Horrible Histories episodes on BBC Iplayer. Read the Horrible Histories books. | <p>made to England here.</p> <ul style="list-style-type: none"> Watch clips relating to the Norman Conquest on BBC teach here. Watch BBC teach episode <i>Why should I care about the Norman Conquest?</i> Here. Investigate Thomas Becket, the Magna Carta and the Peasants' Revolt. | here . |
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| Year 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| What students are learning | Why did Henry VIII create the Church of England? | How diverse was Tudor England? How stable was 16th century England? | Oliver Cromwell: Hero or Butcher of England? What did people think and feel in Stuart England: Science and Superstition and the World of Samuel Pepys | How 'revolutionary' was the French Revolution? How did the World Experience the British Empire? | How did protests occur during the Civil Rights movement? How did the World Experience the British Empire? | 'Disastrous and terrible' or the 'dawn of liberty:' Changes and experiences during the Industrial Revolution |
| Content and Second-Order Concepts | <p>Content:</p> <ul style="list-style-type: none"> Henry VIII Black Tudors Elizabeth I <p>Concepts:</p> <ul style="list-style-type: none"> Cause and Consequence Sources and evidence | | <p>Content:</p> <ul style="list-style-type: none"> The English Civil War Oliver Cromwell Samuel Pepys Science and Superstition Causes, course and impact of the French Revolution The British Empire The Slave Trade | | <p>Content:</p> <ul style="list-style-type: none"> The Civil Rights movement The Indian Raj The partition of India The Industrial Revolution <p>Concepts:</p> <ul style="list-style-type: none"> Interpretations Sources and Evidence | |

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| | | | Concepts: <ul style="list-style-type: none"> ● Cause and Consequence ● Interpretations ● Similarity and Difference ● Sources and Evidence | | <ul style="list-style-type: none"> ● Similarity and Difference | |
| Assessment* | Cause and Consequence This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future. <u><i>Why did Henry VIII create the Church of England?</i></u> | Sources and Evidence This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources. <u><i>How useful - Portraits of Elizabeth</i></u> | Historical Interpretations This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge. <u><i>Interpretations of Oliver Cromwell</i></u> | Sources and Evidence This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources. <u><i>How useful - Middle passage Slave ship Brookes</i></u> | Significance This objective assesses understanding of the importance and significance of events/people in the past. <u><i>What was the most significant impact of British rule on India</i></u> | Historical Knowledge and understanding This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology. <u><i>Retrieval questions quiz</i></u> |
| | Focus for year: <ul style="list-style-type: none"> ● Using sources ● Cause and Consequence ● Introducing interpretations | | | | | |
| How can students prepare | Students should: <ul style="list-style-type: none"> ● Watch <i>Explain this</i> a series of short animations that offer concise explanations of key topics in KS3 History. | | Students should: <ul style="list-style-type: none"> ● Research the English Civil Wars here. ● Research the British Empire here. ● Investigate the transatlantic slave trade here. | | Students should: <ul style="list-style-type: none"> ● Research the Industrial Revolution here. ● Watch <i>Why did the Industrial Revolution happen here</i>. | |

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| beyond the classroom? | <ul style="list-style-type: none"> Investigate The Tudors here. Watch <i>The Time Traveller's Guide to Elizabethan England</i> here. Watch this BBC Teach clip to find out what sources can reveal about Elizabeth I's personality. <p>Students could:</p> <ul style="list-style-type: none"> Watch the Horrible Histories episodes on BBC Iplayer. Read the Horrible Histories books. Borrow the book <i>Treason</i> by Berlie Doherty from the History department | <ul style="list-style-type: none"> Watch this series of thought provoking clips in which Historian David Olusoga looks at the abolition of slavery in Britain. | <ul style="list-style-type: none"> Watch Dan Snow's <i>History of Railways</i> here. Watch <i>Victorian Villains</i> here. |
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| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Content and Second-Order Concepts | <p>Why did people protest during the Industrial Revolution?</p> <p>Why were the Police unable to catch the Whitechapel Murderer?</p> | <p>How did people campaign for women's suffrage?</p> | <p>What made war more likely than peace by 1914?</p> <p>How was the First World War a Global War?</p> | <p>What long shadows did the First World War cast?</p> <p>What was the key turning point of the Second World War?</p> | <p>How did people experience the Nazis' Final Solution?</p> | <p>How did Britain change from 1945-2000?</p> <p>How did Warfare develop after the Second World War?</p> |
| Key Content and Skills | <p>Content:</p> <ul style="list-style-type: none"> The Industrial Revolution Protest during the 19th century Victorian Values | | <p>Content:</p> <ul style="list-style-type: none"> The Causes of WWI Experiences of war Germany between WWI and WWII | | <p>Content:</p> <ul style="list-style-type: none"> The Holocaust Post-war reforms in Britain Social change in Britain | |

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| | <ul style="list-style-type: none"> • The Suffragettes • Whitechapel and The East End <p>Concepts:</p> <ul style="list-style-type: none"> • Cause and Consequence • Significance • Sources and Evidence | | <ul style="list-style-type: none"> • Appeasement • The Second World War's key turning points <p>Concepts:</p> <ul style="list-style-type: none"> • Change and Continuity • Cause and Consequence • Similarity and Difference | | <ul style="list-style-type: none"> • The development of warfare in the late 20th century <p>Concepts:</p> <ul style="list-style-type: none"> • Change and Continuity • Similarity and Difference • Sources and Evidence | |
| Assessment* | <p>Cause and Consequence</p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p> <p><u>Explain why the Police were unable to catch the Whitechapel Murderer?</u></p> | <p>Sources and Evidence</p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><u>How useful - Investigating women's suffrage</u></p> | <p>Cause and Consequence</p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><u>Explain the causes of the First World War</u></p> | <p>Historical Interpretations</p> <p>This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge.</p> <p><u>Interpretations of appeasement</u></p> | <p>Sources and Evidence</p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, and making inferences from them.</p> <p><u>Inferences on resistance</u></p> | <p>Historical Knowledge and understanding</p> <p>This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.</p> <p><u>Retrieval questions quiz</u></p> |
| | <p>Focus for year:</p> <ul style="list-style-type: none"> • Sources and evidence • Cause and Consequence • Interpretations • Similarity and Difference (experience) | | | | | |

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| How can students prepare beyond the classroom? | <p>Students should:</p> <ul style="list-style-type: none"> • Watch <i>Explain this</i> a series of short animations that offer concise explanations of key topics in KS3 History. • Investigate the fight for female suffrage here. • Watch this collection brings together a selection of five short films from the BBC's archives, to help illustrate some of the changes in women's rights in the UK during the 20th century. • Watch this animation about <i>Forgotten Suffragettes</i>. <p>Students could:</p> <ul style="list-style-type: none"> • Watch the Horrible Histories episodes on BBC Iplayer. • Read the Horrible Histories books. | <p>Students should:</p> <ul style="list-style-type: none"> • Research WWI here. • Visit here for a collection of video resources and interactive articles for students studying World War One. • Research Interwar Germany here. • Research WWII here. • Visit here for a collection of video resources and interactive articles for students studying World War Two. • Watch WWII stories. | <p>Students should:</p> <ul style="list-style-type: none"> • Research the Holocaust here. • Watch <i>Exploring the Past - Post War Britain</i>. • Research the Cold War here. |
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* All assessments will also assess **Communication**

This objective assesses communication of knowledge and understanding, use of key vocabulary as well as use of spelling, punctuation and grammar.

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| What students are learning | Weimar and Nazi Germany 1919-1939 | Weimar and Nazi Germany 1919-1939 | Weimar and Nazi Germany 1919-1939. | Superpower Relations and the Cold War. | Superpower Relations and the Cold War. | Migration in Britain from c800 through to the present day |

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| | | | Superpower Relations and the Cold War | | | |
| Key Content and Skills | <ul style="list-style-type: none"> • The Weimar Republic 1918-1929 • Hitler's Rise to Power, 1919-1933 • Nazi Control and Dictatorship, 1933-1939 | | <ul style="list-style-type: none"> • Life in Nazi Germany, 1933-1939 • The origins of The Cold War, 1941-1958 • Cold War crises, 1958-70 | | <ul style="list-style-type: none"> • The end of the Cold War, 1970-91 • c800-c1500: Migration in medieval England | |
| Assessment | Students will write exam style questions. | Students will write exam style questions and complete a knowledge test. | Students will write exam style questions. | Year 10 PPE Students will write exam style questions. | Students will write exam style questions. | Students will write exam style questions. |
| | Exam preparation and exam technique focus | | | | | |
| How can students prepare beyond the classroom? | Students should: <ul style="list-style-type: none"> • Use this website to research Germany 1919-1939. Read the learner guides and complete the quizzes. • Watch the lessons here and take the quizzes to revise the content for Weimar and Nazi Germany, 1919-1939. • Watch the Weimar and Nazi Germany videos here | | Students should: <ul style="list-style-type: none"> • Use this website to research the Cold War topic (not the section on the Vietnam War). Read the learner guides and complete the quizzes. • Watch the BBC series on The Cold War here • Watch the lessons here and take the quizzes to revise the content for the Cold War | | Students should: <ul style="list-style-type: none"> • Use the revision guide to support what they are learning in class - Paper 1 Migrants in Britain, c.800-present day. | |

| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| What students are learning | Migration in Britain from c800 through to the present day | Migration in Britain from c800 through to the present day | Anglo-Saxon and Norman England | Anglo-Saxon and Norman England | Revision | N/A |
| Key Content and Skills | <ul style="list-style-type: none"> c1500–c1700: Migration in early modern England c1700–c1900: Migration in eighteenth- and nineteenth-century Britain c1900–present: Migration in modern Britain Historic Environment: Notting Hill, c1948–c1970 | | <ul style="list-style-type: none"> Anglo-Saxon England and the Norman Conquest, 1060–66 William I in power: securing the kingdom, 1066–87 Norman England, 1066–88 | | <ul style="list-style-type: none"> Revision | |
| Assessment | Students will write exam style questions. | Year 11 PPE Students will write 5 exam style questions as part of their PPE. | Students will write exam style questions. | Students will write exam style questions. | Students will write exam style questions. | N/A |
| | Exam preparation and exam technique focus | | | | | |
| How can students prepare beyond the classroom? | Students should <ul style="list-style-type: none"> Use the revision guide to support what they are learning in class - Paper 1 | | Students should: <ul style="list-style-type: none"> Watch BBC documentaries numbers 9 and 10 on the attached link here | | Students should: <ul style="list-style-type: none"> Revise and prepare for exams, the following revision guides can be used: | |

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| | Migrants in Britain, c.800-present day. | <ul style="list-style-type: none"> • Watch the Anglo-Saxon and Norman England videos: BBC Teach episodes 1-6 A long, long time ago Battle of Hastings • Use this website to research the Anglo-Saxon and Norman England topic. Read the learner guides and complete the quizzes • Practice exam questions on Anglo-Saxon and Norman England (Booklet B1: Anglo-Saxon and Norman England, c1060-88). These can be found here. | Paper 2 British Depth Study - Anglo-Saxon and Norman England, c1060-1088 Paper 2 Period Study - Superpower Relations and the Cold War 1941-1991 Paper 3 Weimar and Nazi Germany 1919-1939 |
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| Year 12 Breadth Study* | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| What students are learning | Year 1 content: Henry VII | Year 1 content: Henry VII | Year 1 content: Henry VIII | Year 1 content: Henry VIII | Revision of all Year 1 content | Year 2 content: Edward VI |
| Key Content and Skills | <ul style="list-style-type: none"> • Tudors: The reign of Henry VII | | <ul style="list-style-type: none"> • Tudors: The reign of Henry VIII | | <ul style="list-style-type: none"> • The later years of Henry VIII (1540-1547) • Social and economic change in the reign of Henry VIII (1509-1547) • The reign of Edward VI: the start of a 'mid-Tudor crisis'? | |

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| Assessment | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. |
| How can students prepare beyond the classroom? | Students should: <ul style="list-style-type: none"> Watch all 4 parts of 'Henry VIII: Mind of a Tyrant' documentary and take notes – first part here https://www.youtube.com/watch?v=BXp1R1JXw7M&list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&index=11 | | Students should: <ul style="list-style-type: none"> Watch all 4 parts of 'Henry VIII: Mind of a Tyrant' documentary and take notes – first part here https://www.youtube.com/watch?v=BXp1R1JXw7M&list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&index=11 | | Students should: <ul style="list-style-type: none"> Listen to this 30 minute podcast on the reign of Edward VI - https://refactor.podbean.com/e/38-edward-vi/ | |

| Year 12 Depth Study** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| What students are learning | The condition of Russia in 1914. Causes and Course of The February Revolution | Developments between the revolutions. Causes and Course of The October Revolution | Bolshevik Control during The Russian Civil War. Economy during wartime | Consolidation of the Bolshevik Regime | The Rise of Stalin. Ideological and economic issues in the party | The decision to collectivise and industrialise. The Great Economic Turn |
| Key Content and Skills | <ul style="list-style-type: none"> Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red Terror, The struggle for power after Lenin's death | | <ul style="list-style-type: none"> Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red Terror, The struggle for power after Lenin's death | | <ul style="list-style-type: none"> Stalin's rise to power, 1924–1929 Ideological debates and issues in the leadership struggle Economic developments Government, propaganda and the beginning | |

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| | | | | | of the Stalinist cult | |
| Assessment | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. |
| How can students prepare beyond the classroom? | Students should: <ul style="list-style-type: none"> • Research the topics using 'alpha history' and other appropriate websites; • Watch the YouTube documentary on the Russian Civil War https://www.youtube.com/watch?v=9dqmIOBq_sQ&list=PLGh01umbQxuoGCJPIjyufM24H2-LwMNYa | | Students should: <ul style="list-style-type: none"> • Research the topics using 'alpha history' and other appropriate websites; • Watch the YouTube documentary on the Russian Civil War https://www.youtube.com/watch?v=9dqmIOBq_sQ&list=PLGh01umbQxuoGCJPIjyufM24H2-LwMNYa | | Students should: <ul style="list-style-type: none"> • Watch a documentary on Stalin; there are several on YouTube | |

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| Year 13 Breadth Study* | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| What students are learning | Year 2 content: Mary I | Year 2 content: Elizabeth I | Year 2 content: Elizabeth I | Year 2 content: Elizabeth I | Revision of all course content | N/A |
| Key Content and Skills | <ul style="list-style-type: none"> • The reigns of Edward VI and Mary I • Civil Rights in The USA (Extended Project) | | <ul style="list-style-type: none"> • The reign of Elizabeth I • NEA (coursework) | | <ul style="list-style-type: none"> • Revision | |

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| Assessment | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | N/A |
| How can students prepare beyond the classroom? | Students should: <ul style="list-style-type: none"> Complete all summer work given to them by their class teachers Watch the video clips on the following website to aid with their extended project http://www.bbc.co.uk/education/topics/zj6sg/resources/1 | | TUDORS <ul style="list-style-type: none"> Read and make notes on the relevant parts of the revision guide on SMHW for Elizabeth topics Watch Starkey's Elizabeth documentaries - https://www.youtube.com/watch?v=VQbvaGl4jrg part 1 https://www.youtube.com/watch?v=ivX-RkofpqM part 2 https://www.youtube.com/watch?v=d0S6xhuf4hc part 3 https://www.youtube.com/watch?v=Pq3obA6GpA part 4 NEA <ul style="list-style-type: none"> Continue working independently and meeting all deadlines for their enquiry | | Students should: <ul style="list-style-type: none"> Revise and prepare for exams | |

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| Year 13 Depth Study** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| What students are learning | Collectivisation and The five Year Plans | The Development of The Stalin Cult | Stalinism, Politics and Control. The Great Terror, Stalin | The Great Patriotic War. Impact of the war. | High Stalinism, International Relations post | N/A |

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| | | | and International Relations | | wwII, The Death of Stalin and Stalin's Legacy. | |
| Key Content and Skills | <ul style="list-style-type: none"> Stalin's Russia | | <ul style="list-style-type: none"> Russia = WWII and the impact on Soviet Russia, Stalin and International relations, 'High Stalinism' | | <ul style="list-style-type: none"> Revision | |
| Assessment | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | Students will write/plan 2 exam style questions. | N/A |
| How can students prepare beyond the classroom? | <p>Students should:</p> <ul style="list-style-type: none"> Complete all summer work given to them by their class teachers Watch the video clips on the following website to aid with their extended project <p>http://www.bbc.co.uk/education/topics/zj6sg/resources/1</p> | | <p>Students should:</p> <p>RUSSIA</p> <ul style="list-style-type: none"> Research the topics using appropriate websites Research how Stalin dealt with Czechoslovakia, Germany, Britain, France, Japan and China <p>NEA</p> <ul style="list-style-type: none"> Continue working independently and meeting all deadlines for their enquiry | | <p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams | |