

The Appleton School.
History Curriculum Document.

History Subject Overview

The Appleton School.



Subject: History

Curriculum Intent (Covering Year 7 to 13)

What are your aims linked to the curriculum (National Curriculum and Specification criteria):

The aim of the History curriculum at the Appleton School is to provide students with enquiry based learning which sparks a passion for the subject and a broad foundation of knowledge to take into further education and their wider life. We are developing the curriculum to not only give students a secure understanding of Britain's past but also to put British history within the context of the wider world so that students can accurately make comparisons and judgements. The History curriculum at the Appleton school is designed to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The study of History is a vital undertaking as it equips students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The embedding of source enquiry and the use of historical interpretations across all key stages allows students to constantly be stretched and challenged, not just through the amount of historical narrative that is unravelled across their study but through the interpretation and analysis of contemporary evidence and the work of historians.

If students choose to continue their study of History at GCSE they will be challenged to continue and extend their study of a range of specific events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Building on the skills developed at key stage three they will also continue to engage in historical enquiry in order to develop as independent learners and as critical and reflective thinkers. The study of History at GCSE will develop students' analytical skills and they will be encouraged to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Evaluation is also at the centre of their GCSE study as students are required to develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. They will also be challenged to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

The provision for A Level History at the Appleton School builds upon the strengths of the GCSE course. Students complete the AQA A Level specification which requires a study of 3 diverse units covering a chronology from the Tudors to the end of the Cold War. Students expand their knowledge of British History with linear links from KS3 and KS4 covering both the causes of the Tudor rebellions 1485-1587 within the NEA component of the course and the study of the British Empire 1850- 1967. The Cold War unit broadens the students' understanding of world history covering, in particular, America, Russia and Asia. Within the three components, students at KS5 develop their skills of source analysis. Primary and secondary sources are assessed to a very high standard, addressing provenance and utility. Students are encouraged to find and investigate their own source materials which develops their independent research skills which will support them in their further education. Students develop excellent written communication skills through extended answers, in contrast to the shorter essays at KS4. Students are judged on their quality of communication and ability to evaluate statements with balanced viewpoints, clear personal conclusions and excellent contextual knowledge.

How is the curriculum delivered?

The History curriculum at Key Stage Three is divided into modules which are generally completed half-termly, with the fundamental knowledge, description, analysis and source skills consistently being developed and reinforced across units whether they be focused on a breadth or depth study. Alongside our enquiries, we have also developed a focus on local history with “meanwhile nearby” examples scattered across the curriculum to ensure that students are always reflecting and developing their understanding of their local area. Furthermore, we have built in “meanwhile elsewhere” tasks for homework which will provide students with the opportunity to further extend their knowledge of world history across the time periods that we study. Importantly, our schemes of work at Key Stage Three build on the skills that students have already acquired in Key Stage Two; this continues as Key Stage Four extends Key Stage Three learning, with Key Stage Five then developing Key Stage Four learning. We are constantly reflecting on our practice and using academic research to shape the delivery and planning of our curriculum, for example we have increased the amount of recall and interleaving across the key stages. Moreover, in both Key Stage Three and Key Stage Four we use setting determined to ensure that every child is challenged at the right level. The Key Stage 5 curriculum is developed in 3 stages, breaking down the course components. Lessons interleave content and homework is used strongly to support ‘flipped learning’ in order to maximise lesson learning time. ‘Meanwhile nearby’ tasks continue to be used when relevant to provide linear links to the prior Key Stages.

How is the curriculum assessed?

Across all year groups, formal, summative assessments take place three times, testing students on the knowledge and skills they have developed recently, but importantly also in previous units. However, with each unit there are prescriptive assessed pieces of work that all classes must complete, allowing for consistency across the department, enabling the effective monitoring of student progress. We use GCSE grades, level descriptors and grade boundaries to assess student work, meaning that students become familiar and confident with these terms as they progress through the school. In Years 10, 11, 12 and 13, students will sit formal mock examinations in exam conditions in the school hall at least twice each academic year to allow them to familiarise themselves with formal exam protocol. Furthermore, moderation takes place frequently during department time to ensure consistency in terms of assessed work, in addition to supporting the CPD needs of staff. Where assessments show gaps in learning, students will be invited to attend catch-up or intervention sessions which can then be measured for impact, these gaps are also overcome through the interleaving and revisiting of content and skills which has been embedded in our curriculum.

How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning?

- Archaeology and Ancient History club.
- HET Holocaust Day online opportunities.
- Remembrance day activities.
- Black History month
- Commemoration of key historical anniversaries of events and people e.g. VE Day, Martin Luther King

What skills and knowledge do students bring with them from Key Stage 2 to Year 7?

- The ability to order significant events, movements and dates on a timeline. The understanding that some historical events occurred concurrently in different locations. The concept of clear narratives within and across periods studied. The identifying of connections, contrasts and trends over time and similarities / differences between homes within periods of time.
- The ability to identify key questions for their own lines of enquiry and to select a range of appropriate sources relevant to answer the key question. The consideration of reliability when drawing conclusions about what they have found out.
- Key facts relating to significant individuals, events, periods of time and civilisations from across the Key Stage 2 curriculum.

What skills and knowledge do students bring with them from Year 7 to Year 8?

- Their extended knowledge and understanding of British history and the wider world before c1900.
- The ability to form their own historical enquiry. They will also be able to ask questions based on their learning and to make judgements on historical events. They will have a practiced ability to use sources to support their understanding and to form conclusions.
- The ability to identify differences between interpretations and to consider why factors have been considered to be historically significant.
- The ability to organise and communicate historical knowledge and understanding.

What skills and knowledge do students bring with them from Year 8 to Year 9?

- Their extended knowledge and understanding of British history and the wider world.
- The ability to form their own historical enquiry. They will also bring their ability to ask relevant questions and to make judgements based on interpretations and sources.
- The knowledge of reasons why factors are considered to be historically significant and the ability to recognise differences between interpretations.
- The ability to organise and communicate historical knowledge and understanding.

What skills and knowledge do students bring with them from Year 9 to Year 10?

- Their extended knowledge and understanding of British history and the wider world. Including the early beginnings of their GCSE course and their wider study of history at Key Stage Three.
- The ability to undertake their own historical enquiry. They will also bring their ability to ask relevant questions and to construct their own historical claims based on the use of sources and interpretations.
- The knowledge of factors which might have led to factors being interpreted as historically significant and the reasons for differences between interpretations.
- The ability to organise and communicate historical knowledge and understanding, referring to a wide range of examples and with a focus on explanation and analysis.

What skills and knowledge do students bring with them from Year 10 to Year 11?

- Their extended knowledge and understanding of British history and the wider world. Including the beginnings of their GCSE course and their wider study of history at Key Stage Three.
- The ability to undertake their own historical enquiry and to be reflective of their investigation. They will also bring their ability to ask relevant questions and to construct their own well developed historical claims based on the use of sources and interpretations.
- Their consideration as to why factors have been interpreted as historically significant and the reasons for differences between interpretations.
- The ability to organise and communicate historical knowledge and understanding effectively.

What skills and knowledge do students bring with them from Key Stage 4 to Year 12?

- Their developed and extended knowledge and understanding of British history and the wider world.
- Their refined ability to undertake their own historical enquiry and to be critical and reflective as independent learners. This would include being well rehearsed in investigating their own questions critically and to make valid and well developed historical claims based on a range of sources.
- A skill for analysing why factors have been interpreted as historically significant and the reasons for differences between interpretations.
- A practiced ability to organise and communicate historical knowledge and understanding.

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What skills and knowledge do students bring with them from Year 12 to Year 13?

- Students build upon the contextual knowledge gained in Year 12 to apply to the remaining parts of the Year 13 course - this enhances their written answers and demonstrates a broad understanding.
- Students bring an ability to analyse primary and secondary sources to a high level which provides them with a refined and mature approach when they start to complete the NEA Coursework component of the course.
- Students bring with them the ability to write well balanced, well evidenced and strongly evaluated essays within the time frame of the exam questions due to the practice in Year 12.

What will students study?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Early Civilisations</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> Key Stage 2 studies of pre-1066 Britain. Including the study of Ancient Rome, Ancient Greece or Ancient Egypt. Time will be spent on a range of historical skills, including; chronology, significance, the analysis of sources and interpretations. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> The knowledge will be revisited, in part, in the next unit. Analytical skills of description, explanation and evaluation are revisited in each unit. Source skills are revisited frequently. E.g. Source utility is revisited in the next unit looking at "Water and Health through time", there is further study of sources in the unit looking at Early Modern England. 	<p>Water and Health through time.</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> The Breadth study begins with a study of Roman hygiene and sanitation, linking with the previous unit. Students will have the opportunity to develop their skills for description and analysis, they will analyse turning points and significance in order to make judgements. They will also be continuing to make comparisons between time periods. There will also be the opportunity for students to further extend their source skills by evaluating the utility of sources and creating their own enquiries based on sources. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> This unit requires students to develop a context of Britain from Roman times to modern day, therefore, the time periods are revisited across the curriculum at KS3 and KS4. Analytical skills of description, explanation and evaluation are revisited in each unit. Source skills are revisited frequently. E.g. Further study of sources and interpretations are undertaken in the unit looking at Early Modern England. 	<p>Medieval England</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> The Breadth study looking at "Water and Health" through time will have provided Year 7 students with a context of Medieval England, including the significance of religion. Students will have the opportunity to develop their skills for description and analysis, they will analyse turning points and significance in order to make judgements. They will also be continuing to make comparisons between time periods. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> This unit requires students to develop a context of England c1000-c1500. The studies of monarchs, power, religion, conflict will all be revisited across Key Stage 3. For example, the study of monarchs and power is revisited in the next unit looking at Early Modern England. Students will use this knowledge as a foundation for their Paper 1 study which requires students to consider crime, punishment, and law enforcement methods in this period. They will also utilise their knowledge of the Church when they consider how it impacted law enforcement and punishment in their Paper 1 topic. Analytical skills of description, explanation and evaluation are revisited in each unit. The writing of narratives is further explored in Year 8 in the units looking at the Holocaust and post-World War Two Britain. 	<p>The Early Modern Period</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> The Breadth study looking at "Water and Health" through time will have provided Year 7 students with a context of Early Modern England, including a brief introduction to the renaissance. Students will focus on source skills within this unit. They will build upon their ability to evaluate utility which was studied in the "Water and Health through time" unit. Students will further build upon the foundation of source and interpretation skills built at Key Stage 2 and visited in the "Early Civilisations" unit at the start of Year 7. This will include making comparisons between interpretations, considering the reasons for difference between them and using sources and their knowledge to make judgements on historical interpretations. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> This unit requires students to develop a context of England c1500-c1700. The studies of power and conflict will be revisited across Key Stage 3. For example, the study of conflict is revisited in the year 8 unit looking at "Conflict in the 20th Century Conflict". Students will use this knowledge as a foundation for their GCSE Paper 1 study which requires students to consider crime, punishment, and law enforcement methods in this period. They will also utilise their knowledge of the role of the monarch and events such as the Gunpowder Plot in the Paper 1 topic. They will also be able to draw on this knowledge to provide a considerable foundation for their further study of History at GCSE when they will study Early Elizabethan England in greater depth. Their source and interpretation skills will be further developed in year 8, with the units on Slavery and Empire, and 20th Century Conflict providing ample opportunity to refine them. 		

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<p>Year 8</p>	<p>Industrial Britain</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> Students will have studied a brief context of this period in the breadth study of "Water and Health". This unit will offer students the opportunity to revisit their skills of description, explanation, analysis and evaluation. These skills have been threaded through the Key Stage 3 curriculum and so students will have already gained a strong foundation in these skills. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> The knowledge from this unit will provide the context for some of the "Slavery and Empire unit" and for the context of the First World War in the "20th Century Conflict Unit". Analytical skills of description, explanation and evaluation are revisited in each unit. There will be a large focus on these skills in the next unit "Slavery and Empire". Students will use this knowledge as a foundation for their GCSE Paper 1 study which requires students to consider crime, punishment, and law enforcement methods in this period. They will also utilise their knowledge of the industrial period in the historic environment section of the Paper 1 topic. 	<p>Slavery and Empire</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> Students will have studied a context of some of this period within the previous unit. Students will develop source skills from their learning in Year 7. This will include making comparisons between interpretations, considering the reasons for difference between them and using sources and their knowledge to make judgements on historical interpretations. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> Students will utilise their knowledge of Empire when they study the "20th Century Conflict". They will also make links to their study of Empire when they complete their unit looking at Post-War Britain. Themes of inequality and prejudice are also revisited in several units. E.g. The Holocaust and Civil Rights in the USA. Analytical skills of description, explanation and evaluation are revisited in each unit. Source skills are revisited frequently. E.g. Further study of sources and interpretations are undertaken in the unit looking at 20th Century Conflict. 	<p>Conflict of the 20th Century</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> Students will have some knowledge of the countries involved from their study of "Slavery and Empire". They will also have studied the themes of conflict in the "Early Modern England" topic. Students will further build upon the foundation of source and interpretation skills built in the Early Modern England unit at the end of Year 7. This will include making comparisons between interpretations, considering the reasons for difference between them and using sources and their knowledge to make judgements on historical interpretations. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> Students will use their knowledge of conflict in the 20th century as a context for their study of the Holocaust and Post-War Britain. Students will use this knowledge as a foundation for their GCSE Paper 3 study which requires students to have a good knowledge of Weimar and Nazi Germany. Their knowledge of these events will be key in their comprehension of the complex nature of Weimar Germany. Their source and interpretation skills will be further developed in Year 9, with the unit considering American Civil Rights. 	<p>The Holocaust</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> Students will have some context of this event from their study of World War Two in the previous topic. They will have also already visited the themes of conflict and prejudice in the unit looking at slavery and empire. They will further develop their analytical skills which have been improved across Key Stage 3. Students will also focus further on their ability to construct narrative accounts, which was a focus in their study of Medieval England. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> Themes of inequality and prejudice are also revisited in the year 9 unit looking at Civil Rights in the USA. Students will use their knowledge of this topic to provide a foundation for their GCSE Paper 3 study which requires students to have a good knowledge of Weimar and Nazi Germany. Their knowledge of these events will be key in their comprehension of persecution in Nazi Germany. The writing of narratives is further explored in the Year 9 unit considering the Cold War. 	<p>Post- World War Britain</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> Students will have some context of the Second World War from their unit considering conflict in the 20th century. They will also already have a context of immigration in this period from their study of the British Empire. They will further develop their analytical skills which have been improved across Key Stage 3. Students will also focus further on their ability to evaluate the utility of sources which has been studied across Year 7 and in the Slavery and Empire unit from earlier in Year 8. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> This unit will be used as context for some of their Paper 1 study at GCSE and for their A-Level History study. They will also utilise their source skills at GCSE and A-Level, this will next be visited in Papers 1 and 3 of their GCSE.
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Year
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<p>The Cold War</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> • <i>Students will have some context of this event from their study of World War Two in their study of 20th century conflict. They will also have a context of Britain at this time from their study of Post-War Britain.</i> • <i>They will further develop their analytical skills which have been improved across Key Stage 3.</i> • <i>Students will also focus further on their ability to construct narrative accounts, which was a focus in their study of Medieval England and the Holocaust.</i> <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> • <i>The writing of narratives and the continued development of description and explanation are continued in Key Stage 4. Narrative Accounts are specifically revisited when students study their History GCSE in Paper 2 when they study the American West.</i> • <i>The knowledge from this unit will be invaluable as a foundation for their study of History at A-Level.</i> 	<p>American Civil Rights</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> • <i>Students will have some context of this event from their study of World War Two in their study of 20th century conflict. They will also have a context of Britain at this time from their study of Post-War Britain.</i> • <i>They will further develop their analytical skills which have been improved across Key Stage 3.</i> • <i>Students will also focus further on their ability to construct narrative accounts, which was a focus in their study of Medieval England and the Holocaust.</i> <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> • <i>Their source and interpretation skills will be further developed in Key Stage 4 when students undertake their Paper 3 source based paper.</i> 	<p>GCSE HISTORY Paper One: Crime and Punishment</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> • <i>Students will have some context of this breadth study from their studies of British History at Key Stage 3.</i> • <i>Students will start the GCSE course with a good understanding of the skills required to undertake this part of the course. Including their ability to describe, to explain causation, to analyse and evaluate historical factors. They will also rely on their ability to evaluate the utility of historical sources and to identify their own historical enquiries based on sources.</i> • <i>Interleaving sessions will begin after the study of the historic environment of Whitechapel has been taught so that students are already beginning to revisit and master the content and skills from this paper.</i> <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> • <i>The skills required for this section of the GCSE course are revisited in the other papers.</i> • <i>Interleaving sessions across Years 10 and 11 will allow students to revisit and master their learning from this topic.</i> • <i>Intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic.</i>
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<p>Year 10</p>	<p>GCSE HISTORY Paper Two: The American West</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● <i>Students will have some context of America from their study of American civil rights in Year 9.</i> ● <i>Students will start this section of the GCSE course with a good understanding of the skills required to undertake this part of the course. Including their ability to explain causation, to explain significance and to construct narrative accounts of historical events.</i> ● Interleaving sessions will take place once a fortnight to allow students to recap, recall and improve the knowledge and skills needed for both Paper 1 and Paper 2. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> ● <i>The skills required for this section of the GCSE course are revisited in the other papers.</i> ● Interleaving sessions across Years 10 and 11 will allow students to revisit and master their learning from this topic. ● Intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic. 	<p>GCSE HISTORY Paper Two: Early Elizabethan England</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● <i>Students will have a good understanding of this period from their study of Early Modern England.</i> ● <i>Students will start this section of the GCSE course with a good understanding of the skills required to undertake this part of the course. Including their ability to describe, to explain causation, to analyse and evaluate historical factors.</i> ● Interleaving sessions will take place once a fortnight to allow students to recap, recall and improve the knowledge and skills needed for both Paper 1 and Paper 2. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> ● <i>The skills required for this section of the GCSE course are revisited in the other papers.</i> ● Interleaving sessions across Years 10 and 11 will allow students to revisit and master their learning from this topic. ● Intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic. 	
<p>Year 11</p>	<p>GCSE HISTORY Paper Three: Weimar and Nazi Germany</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● <i>Students will have a good understanding of the context of this period from their study of 20th century conflict which will allow them to better understand the causes of different events from their Paper 3 study.</i> ● <i>Students will start this section of the GCSE course with a good understanding of the skills required to undertake this part of the course. Including their ability to describe, to explain causation, and to analyse historical factors. They will also revisit source and interpretation skills from Paper 1 and their Key Stage 3 study, including; the ability to make inferences, to evaluate the utility of sources, to explain differences between historical interpretations and to evaluate the credit of different interpretations.</i> ● Interleaving sessions will take place once a fortnight to allow students to recap, recall and improve the knowledge and skills needed for all three of their GCSE papers. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> ● <i>The skills required for this section of the GCSE course are revisited in the other papers.</i> ● Interleaving sessions across Year 11 will allow students to revisit and master their learning from this topic. ● Intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic. 	<p>GCSE HISTORY REVISION</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● <i>Teachers use the data analysis provided by HOD after mock examinations to address particular areas of weakness (dependent on class).</i> <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> ● <i>Students will continue to revisit the knowledge and skills required for the GCSE until their examinations in the final Half Term.</i> ● <i>Continued interleaving sessions across Years 10 and 11 will allow students to revisit and master their learning from this topic.</i> ● <i>Continued intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic.</i> 	<p>Exams</p>

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<p>Year 12</p>	<p>Paper 1J British Empire 1850-1967 What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● KS3 British Empire scheme of work ● <i>Students will have a good understanding of the context of this period from their study of the British Empire in KS3 which will allow them to better understand their Unit 1 study.</i> ● <i>Students will start this unit of the A-Level course with a good understanding of the skills required to undertake this part of the course. Including their ability to describe, to explain causation, and to analyse historical factors. They will also revisit source and interpretation skills from GCSE Paper 1 and 3 as well as their Key Stage 3 study, including; the ability to make inferences, to evaluate the utility of sources, to explain differences between historical interpretations and to evaluate the credit of different interpretations needed for GCE AO3.</i> ● Interleaving sessions will take place every week to allow students to recap, recall and improve the knowledge and skills needed for all their A-level papers. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> ● <i>The skills required for this section of the A-Level course are revisited in the other course components.</i> ● Interleaving sessions across Year 12 will allow students to revisit and master their learning from this topic. ● Intervention and revision sessions at the end of Year 12 will also allow students to revisit and master their learning from this topic. ● Continue to develop breadth of understanding of this unit through coverage of more of the context such as the extent of change and continuity 		
	<p>Paper 2R Cold War 1945-91 What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● KS3 Cold War study ● <i>Students will have a good understanding of the context of this period from their study of the Cold War in KS3 which will allow them to better understand their Unit 2 study.</i> ● Students will have awareness of different political systems through their study of KS4 Paper 3 Weimar and Nazi Germany ● <i>Students will start this unit of the A-Level course with a good understanding of the skills required to undertake this part of the course. Including their ability to describe, to explain causation, and to analyse historical factors. They will also revisit source and interpretation skills from GCSE Paper 1 and 3 as well as their Key Stage 3 study, including; the ability to make inferences, to evaluate the utility of sources, to explain differences between different types of historical primary sources and to evaluate the value of different sources needed for GCE AO2.</i> ● Interleaving sessions will take place every week to allow students to recap, recall and improve the knowledge and skills needed for all their A-level papers. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> ● <i>The skills required for this section of the A-Level course are revisited in the other course components.</i> ● Interleaving sessions across Year 12 will allow students to revisit and master their learning from this topic. ● Intervention and revision sessions at the end of Year 12 will also allow students to revisit and master their learning from this topic. ● Continue to develop depth of understanding of this unit through coverage of more of the context such as analysis of causation and impact of key events. 		
<p>Year 13</p>	<p>NEA Coursework component: Tudor Rebellions 1485-1586</p> <p>What prior learning is to be revisited? KS2 Tudor KS3 Early Modern Unit KS4 Elizabethan England Unit</p>	<p>Paper 1J British Empire 1850-1967 What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● KS3 British Empire scheme of work ● KS4 post war politics study through Weimar and Nazi Germany ● Students build upon the contextual knowledge gained in Year 12 1867-1914 to apply to the remaining parts of the Year 13 course - this enhances their written answers and demonstrates a broad understanding required for the breadth study. ● Students bring an ability to analyse historical interpretations to a high level which provides them with a refined and mature approach when they start to complete the NEA Coursework component of the course. 	<p>Exams</p>

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	<p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> Once finalised it is marked and focused on the examination units. AO2 and AO3 skills used in this component are utilised in Unit 2 and 1 respectively. 	<p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> <i>The skills required for this section of the A-Level course are revisited in the other course components.</i> Interleaving sessions across Year 13 will allow students to revisit and master their learning from this topic. Intervention and revision sessions at the end of Year 13 will also allow students to revisit and master their learning from this topic. Continue to develop breadth of understanding of this unit through coverage of more of the context such as the extent of change and continuity 	
		<p>Paper 2R Cold War 1945-91</p> <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> KS3 Cold War study KS4 post war politics study through Weimar and Nazi Germany Students build upon the contextual knowledge gained in Year 12 1945-63 to apply to the remaining parts of the Year 13 course - this enhances their written answers and demonstrates a detailed understanding required for the depth study. Students bring an ability to analyse historical primary sources to a high level which provides them with a refined and mature approach when they start to complete the NEA Coursework component of the course. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> <i>The skills required for this section of the A-Level course are revisited in the other course components.</i> Interleaving sessions across Year 13 will allow students to revisit and master their learning from this topic. Intervention and revision sessions at the end of Year 13 will also allow students to revisit and master their learning from this topic. Continue to develop depth of understanding of this unit through coverage of more of the context such as analysis of causation and impact of key events. 	<p>Exams</p>

Why has learning been sequenced in this way?

Years	Term 1	Term 2	Term 3
7	<p>Ancient Civilisation topic allows students to explore the pre-1066 requirement of the National Curriculum whilst building skills for future units. It builds a foundation which will allow for future success.</p> <p>Water and Health through time unit provides students with a chronological context of the topics that they will be studying throughout their KS3. They will have some insight into the importance of religion, science and living conditions across the period that we study.</p>	<p>The study of Medieval England allows students to delve into a depth study looking at change over a particular period rather than a wider breadth. Students will hopefully be hooked into the start of their chronological study of KS3 History with the events of 1066. The theme for this unit is “power”, this is a key theme that will be revisited throughout the KS3 curriculum and at GCSE, it is therefore essential that they are introduced to the concept relatively early on. It will also help to build on the knowledge that they have gained from the breadth study that they completed in Term 1/2.</p>	<p>It makes sense to follow the Key Stage Three through chronologically and as students already have a good understanding of what came before it is appropriate to begin a study of the Early Modern Period. Some themes will continue through from the previous unit including the significance of religion and the question of who held the power in England during this period.</p>
8	<p>Year 8 will largely be focused towards the making of modern Britain. A good starting point for this period is the period of innovation from 1750-1900. Students will consider significance and causation in greater depth than they had done in Year 7 as they begin to build more fervently towards the skills needed for the study of GCSE History. They will be required to use the context of Britain that was secured in Year 7 in order to comment on change and continuity.</p> <p>Students will then move on to look at the changes to Britain internationally. This slavery and empire unit will largely give students a context of Britain overseas and how it has been viewed across its history, there will also be time spent on the topic of slavery which it is obviously incredibly important for students to study in order to ensure that their moral standards are questioned and developed. This unit will build upon the analytical skills developed in the previous topic, but will also revisit source and interpretation skills to give students a varied account of the period. These will be refined further after building on the skills learnt in Year 7.</p>	<p>Continuing to look at the development towards modern Britain it is integral that students have an understanding of the impact of the two World Wars. The skills focus of this unit will be to allow students to uncover and analyse the opinions of historians whilst developing their ability to evaluate and use contemporary sources. There will also be many opportunities to develop and build upon the analytical skills that have previously been developed with a focus on evaluation which is a more challenging skill and therefore fitting for students who are considering whether they might like to study GCSE History next year.</p>	<p>One of the few statutory requirements of the KS3 curriculum, I feel that it is important to only study the Holocaust once we can be sure that students have matured enough as historians to help them to focus and appreciate the gravity and significance of the topic. Students will be guided through a unit which has been based on the work of the Holocaust Education Trust. The primary aim of this unit is for students to walk away reconsidering any prejudices that they, or those around them might have, and ready to confront racism and prejudice that they witness. In terms of historical skills, students will be further introduced to the skill of analysing a historical narrative which will allow them to consider process and change over time.</p> <p>Finally, students will complete their enquiry into the Making of modern Britain by analysing change in a unit on post-war Britain. They will study three themes (women, young people and immigration) which will allow students to make comparisons with previously studied time periods and to comment on change over time.</p>

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9	<p>The extension of Key Stage Three History into Year 9 has allowed us to widen the focus of our curriculum to include a global and political focus. Students will first study American Civil Rights, they will have already gained some understanding here when completing their RS curriculum in year 8. The study of this topic with a historical context will allow students to further develop their knowledge of more difficult concepts and to undertake evaluation of historical interpretations of the subject so that they might be able to build upon the learning that they have achieved in RS. By this point in the Key Stage 3 curriculum students will be largely confident when working with sources and interpretations and so the study of this unit will allow students to consider more challenging reading and to further refine their practice.</p> <p>Students will then undertake a unit on the Cold War. This subject was chosen to give students a foundation for the knowledge that would be required if they were to opt for A Level History at Appleton. The content matter of this unit is more political, ideological and global than any of our previous units and so students will complete their learning of the Key Stage 3 curriculum with an ambitious and challenging content matter. The focus on narrative accounts, consequence and importance will be very significant for students who opt to continue their study at GCSE as these are some of the skills that students have historically found more challenging.</p>	<p>Students will begin their study of GCSE History at this point. We have chosen to start with Paper One as it offers less complicated content which should be easier to remember, with the support of continued interleaving and intervention, across the course. They will first be introduced to the Historic Environment section of the paper which will be used to revisit and remind students of the variety of skills that they will be expected to undertake when studying GCSE History. They will then move chronologically through the breadth study from c1000 to modern day. Within each time period, of which there are four, students will be learning within the themes of crimes, law enforcement, punishment and case studies. They will also be required to make links between and across time periods.</p>
10	<p>In Year 10, students will study for their Paper Two examination. They will begin with their study of the American West as the content is large compared to the number of answers required in the exam, this will give students longer to recall and improve their knowledge as they complete interleaving and revision sessions and revision at home.</p> <p>After the February half term, students will study the Early Elizabethan England section of their Paper Two examination. The skills required on this paper will allow students to continue to develop those practiced in their study of Paper one as some of the skills are transferable. The content itself is less complicated than the American West study and so this should allow for students to be challenged whilst not feeling overwhelmed.</p>	

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11	<p>In Year 11, students will complete their GCSE History course by undertaking the learning for their Paper three exam. The study of Weimar and Nazi Germany can be complex and over time we have discovered that students are better prepared for this by Year 11. The skills required for this unit are also more technical and so with most skills having been well practiced and rehearsed in Years 9 and 10 (as well as Key Stage 3) it is possible to spend Year 11 refining their source and interpretation skills which are required for success in Paper three.</p> <p>After the February half term, students will begin to revise for their summer examinations based on their performance in mock exams, data analysed by the subject leader, the use of PLCs and the teacher's professional judgement - this may differ from class to class as we attempt to best cater for the needs of individual students.</p>	Revision continues in the final term and students will sit their final GCSE examinations.
12	<p>The students will complete the two examination units alongside each other. This is beneficial to the students as the courses are so different it is easier to remember their differences. Also some political differences are in both courses which helps to consolidate their learning of political concepts.</p> <p>At the end of each sub section of the course, both units have rigorous assessment which assesses both A01 content and written communication and A02/ A03 source work evaluations.</p> <p>This is based on 25 mark knowledge tests and formal A Level questions on both essay style and source work responses.</p>	
13	<p>Students begin to look at their NEA coursework component on the causes of the Tudor rebellions 1485-1586. This links back to KS3 and the KS4 Elizabethan England unit.</p>	<p>The students continue to complete the two examination units alongside each other. This is beneficial to the students as the courses are so different it is easier to remember their differences. Also some key events e.g. WWII and Suez Crisis 1956 as well as political differences are in both courses which helps to consolidate their learning.</p> <p>At the end of each sub section of the course, both units have rigorous full A-Level mock assessment which assesses both A01 content and written communication and A02/ A03 source work evaluations.</p> <p>This is based on 25 mark knowledge tests and formal A-Level questions on both essay style and source work responses.</p>

What cross-curricular themes have been identified?

Years	Term 1	Term 2	Term 3
7	Science – Water and Health through time. Maths – chronology English – extended writing/ SPaG.	RS – Christianity in Medieval England, including crusades against Islam English – extended writing/ SPaG.	RS – Christianity in Early Modern England English – extended writing/SPaG.
8	Geography – maps and continents English – extended writing/SPaG	English – extended writing/ SPaG Geography - maps	Geography – new towns English – extended writing/ SPaG
9	Geography – maps and continents Citizenship/Politics - political ideologies English – extended writing/ SPaG	Geography - poverty indicators and social reformers Citizenship - crime and punishment English – extended writing/ SPaG	Citizenship - crime and punishment English – extended writing/ SPaG
10	Geography - maps and landscapes Citizenship/ Politics - American politics e.g. federal system English – extended writing/ SPaG	Geography - maps and continents RS - Christianity in Elizabethan England English – extended writing/ SPaG	Geography - poverty causes English – extended writing/ SPaG
11	MFL - German key words Citizenship/Politics - ideologies English – extended writing/ SPaG	MFL - German key words Citizenship/ Politics - ideologies and prejudice English – extended writing/ SPaG	Exams
12	British Empire Geography - map work Citizenship/ Political ideologies and parties English - authors such as Rudyard Kipling Music - discussion of composers such as Edward Elgar Art - analysis of satirical cartoons English - extended writing / SPaG	Cold War Citizenship/ Political ideologies Geography - map work Art - analysis of satirical cartoons English - extended writing / SPaG MFL – German/ Soviet/ Chinese key words	Cold War Citizenship/ Political ideologies Geography - map work English - extended writing / SPaG MFL – German/ Soviet/Chinese key words Music - discussion of 1960s popular music to reflect Anti-Vietnam War protests e.g. Fortunate Son, We Gotta Get out of This Place.
13	British Empire Geography - map work Citizenship/ Political ideologies and parties English - authors such as Rudyard Kipling Music - discussion of composers such as Edward Elgar Art - analysis of satirical cartoons English - extended writing / SPaG	Cold War Citizenship/ Political ideologies Geography - map work Art - analysis of satirical cartoons English - extended writing / SPaG MFL – German/ Soviet/ Chinese key words Music – discussion of popular music to reflect shift in Eastern Europe – e.g. Scorpions - Winds of Change	Coursework Unit: KS2 knowledge of the Tudors Religious studies - analysis of the Reformation, Catholic and Protestant conflict Social studies - study of social policies including taxation and enclosure

How will this be assessed to show that students have learnt and remembered what they have been taught?

Years	Term 1	Term 2	Term 3
7	<p><i>Mini-Assessment: Ancient Civilisations</i> <i>Assessment 1: Ancient Civilisations</i> <i>Mini-Assessment: Water and Health</i> <i>Assessment 2: Water and Health</i></p>	<p><i>Assessment 3: Water and Health (Knowledge check, causation extended writing piece, comparison question)</i> <i>Mini-Assessment: Medieval England</i> <i>Assessment 4: Medieval England</i> <i>Mini-Assessment: Medieval England</i></p>	<p><i>Mini-Assessment: Early Modern England</i> <i>Assessment 5: Early Modern England</i> <i>Mini-Assessment: Early Modern England</i> <i>Assessment 6: Early Modern England</i></p>
8	<p><i>Mini-Assessment: Industrial Britain</i> <i>Assessment 1: Industrial Britain</i> <i>Mini-Assessment: Slavery</i> <i>Assessment 2: Slavery and Empire</i></p>	<p><i>Mini-Assessment: 20th Century Conflict</i> <i>Assessment 3: 20th Century Conflict</i> <i>Mini-Assessment: 20th Century Conflict</i> <i>Assessment 4: 20th Century Conflict</i></p>	<p><i>Mini-Assessment: The Holocaust</i> <i>Assessment 4: The Holocaust</i> <i>Mini-Assessment: Post-War Britain</i> <i>Assessment 5: Post-War Britain</i></p>
9	<p><i>Mini-Assessment: American Civil Rights</i> <i>Assessment 1: American Civil Rights</i> <i>Mini-Assessment: The Cold War</i> <i>Assessment 2: The Cold War</i></p>	<p><i>Mini-Assessment: C+P Whitechapel</i> <i>Assessment 3: C+P Whitechapel (Knowledge check, Section A of Paper 1)</i> <i>Mini-Assessment: C+P c1000-c1500</i> <i>Assessment 4: C+P c1000-c1500 (Knowledge check, 4 mark comparison Q, 12 mark explain Q)</i></p>	<p><i>Mini-Assessment: C+P c1500-1700</i> <i>Assessment 5: C+P c1500-1700 (</i> <i>Mini-Assessment: C+P c1700-c1900</i> <i>Assessment 6: C+P c1900-present day</i></p>
10	<p><i>Mini-Assessment: American West KT1</i> <i>Assessment 1: American West KT1 (Knowledge check, consequence Q, narrative account Q, importance Q)</i> <i>Mini-Assessment: American West KT2</i> <i>Assessment 2: American West KT2 (Knowledge check, consequence Q, narrative account Q, importance Q)</i></p>	<p><i>Mini-Assessment: American West KT3</i> <i>Assessment 3: American West KT3 (Knowledge check, consequence Q, narrative account Q, importance Q)</i> <i>Mini-Assessment: Early Elizabethan England KT1</i> <i>Assessment 4: Early Elizabethan England KT1 (Knowledge check, describe Q, 12 mark explain Q, "How far" Q)</i></p>	<p><i>Mini-Assessment: Early Elizabethan England KT2</i> <i>Assessment 5: Early Elizabethan England KT2 (Knowledge check, describe Q, 12 mark explain Q, "How far" Q)</i> <i>Mini-Assessment: Early Elizabethan England KT3</i> <i>Assessment 5: Early Elizabethan England KT3 (Knowledge check, describe Q, 12 mark explain Q, "How far" Q)</i></p>

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11	<p><i>Mini-Assessment: Weimar and Nazi Germany KT1</i> <i>Assessment 1: Weimar and Nazi Germany KT1 (Knowledge check, inference Q, utility Q)</i> <i>Mini-Assessment: Weimar and Nazi Germany KT2</i> <i>Assessment 2: Weimar and Nazi Germany KT2 (Knowledge check, 12 mark explain Q, interpretations Q3a-3c)</i></p>	<p><i>Mini-Assessment: Weimar and Nazi Germany KT3</i> <i>Assessment 3: Weimar and Nazi Germany KT3 (Knowledge check, inference Q, utility Q)</i> <i>Mini-Assessment: Weimar and Nazi Germany KT4</i> <i>Assessment 4: Weimar and Nazi Germany KT4 (Knowledge check, 12 mark explain Q, interpretations Q3a-3d)</i></p>	Exams
12	<p><i>Flexi assessments on A Level questions</i> <i>25 markers - extended essay AO1 answer</i> <i>30 markers – AO2/ AO3 source questions</i> <i>25 mark A01 content tests at the end of each sub section of the course</i> <i>50 mark A01 content tests at the end of each sub section of the course</i></p> <p><i>Scheduled in- school assessments for data collection</i></p>	<p><i>Flexi assessments on A Level questions</i> <i>25 markers – extended essay AO1 answer</i> <i>30 markers – AO2/ AO3 source questions</i> <i>25 mark A01 content tests at the end of each sub section of the course</i> <i>50 mark A01 content tests at the end of each sub section of the course</i></p> <p><i>Scheduled in- school assessments for data collection</i></p>	<p><i>Flexi assessments on A Level questions</i> <i>25 markers - extended essay AO1 answer</i> <i>30 markers – AO2/ AO3 source questions</i> <i>25 mark A01 content tests at the end of each sub section of the course</i> <i>50 mark A01 content tests at the end of each sub section of the course</i></p> <p><i>Scheduled in- school assessments for data collection</i></p>
13	<p><i>Flexi assessments on A Level questions</i> <i>25 markers - extended essay AO1 answer</i> <i>30 markers – AO2/ AO3 source questions</i> <i>25 mark A01 content tests at the end of each sub section of the course</i> <i>50 mark A01 content tests at the end of each sub section of the course</i></p> <p><i>Scheduled in- school assessments for data collection</i></p>	<p><i>Flexi assessments on A Level questions</i> <i>25 markers - extended essay AO1 answer</i> <i>30 markers – AO2/ AO3 source questions</i> <i>25 mark A01 content tests at the end of each sub section of the course</i> <i>50 mark A01 content tests at the end of each sub section of the course</i></p> <p><i>Scheduled in- school assessments for data collection</i></p>	Exams

Are there any extra-curricular links visits or speakers linked to this unit of work?

Years	Term 1	Term 2	Term 3
7		Local and community History month	B&E Day – visit to Tower of London/ Natural History Museum
8	Remembrance Day activities Black History Month	Holocaust Memorial Day	B&E Day – visit to WWI trenches and War Graves in Ypres/ Natural History Museum
9	Black History Month	International Women’s Day Martin Luther King Day	Cold War – KS5 politics teacher lecture re. differences between political ideologies
10		Threats to Elizabeth I – KS5 History teacher lecture re. Tudor Rebellions	Revision Webinar Paper 1 and 2
11	Weimar and Nazi Germany – KS5 politics teacher lecture re. differences between political ideologies – democracy/ fascism	Revision Webinar	Revision Webinar
12	Cold War – KS5 politics teacher lecture re. differences between political ideologies		Revision Webinar
13	Visits to the local library for the students to complete independent research for the NEA course component unit	Visits to the local library for the students to complete independent research for the NEA course component unit	Revision Webinar

What will students be expected to know and remember?

Year	Term 1	Term 2	Term 3
7	<p><i>Ancient Civilisations</i></p> <ul style="list-style-type: none"> ● Key skills in History e.g. bias, interpretation, chronology, comparing across time periods ● Alexander the Great ● Contributions of Ancient Greece ● Aspects of Ancient Greek culture <p><i>Water and Health through time</i></p> <ul style="list-style-type: none"> ● Key developments in medicine from pre-historic to modern day ● The contributions of key individuals to medicine c1000- present 	<p><i>Medieval England</i></p> <ul style="list-style-type: none"> ● Saxon life ● Contenders to the throne in 1066 ● The Battle of Stamford Bridge ● The Battle of Hastings ● Norman control of England ● The use of castles ● Medieval religion ● The Crusades ● Thomas Beckett ● King John and the Magna Carta ● Medieval Life ● The Peasant's Revolt 	<p><i>Early Modern England</i></p> <ul style="list-style-type: none"> ● The Renaissance ● Henry VIII as a leader ● Martin Luther King ● The 'Religious Rollercoaster' ● The 'Break from Rome' ● Tudor Monarchs ● Spanish Armada ● Poverty in Elizabethan England ● Elizabethan exploration ● James I ● Gunpowder Plot ● English Civil War ● Oliver Cromwell ● Restoration ● Glorious Revolution ● The Battle of the Boyne
8	<p><i>Industrial Revolution</i></p> <ul style="list-style-type: none"> ● Life in industrial Britain ● Different jobs ● Brunel and bridges ● Peterloo and protest ● The Great Exhibition ● The Great Stink ● Charles Darwin ● Cadburys ● The impact of the Industrial Revolution <p><i>Empire and Slavery</i></p> <ul style="list-style-type: none"> ● The concept of empire 	<p><i>20th Century Conflict</i></p> <ul style="list-style-type: none"> ● The causes of World War One ● Conscription and volunteering in World War One ● Life in the trenches ● Battle of the Somme ● The Home Front in World War One ● The impact of World War One ● The Treaty of Versailles ● The threat of Hitler ● Appeasement ● Dunkirk 	<p><i>The Holocaust</i></p> <ul style="list-style-type: none"> ● The Holocaust's victims ● Early persecution of Jewish people ● Kristallnacht ● British response to Nazi anti-semitism ● Nazi Ghettos ● The 'Final Solution' ● Bystanders and perpetrators ● Kindertransport ● Jewish resistance ● Liberation of concentration camps

	<ul style="list-style-type: none"> ● <i>The nature of the British Empire</i> ● <i>The East India Company</i> ● <i>Robert Clive and India</i> ● <i>The Indian mutiny</i> ● <i>Indian independence</i> ● <i>The concept of slavery</i> ● <i>The trade triangle</i> ● <i>The Middle Passage</i> ● <i>Slave rebellion</i> ● <i>Slave punishments</i> ● <i>The abolitionists</i> ● <i>The American Civil War</i> ● <i>Colonisation of Australia</i> ● <i>Transportation</i> ● <i>Empire and WW1</i> 	<ul style="list-style-type: none"> ● <i>Total war</i> ● <i>Resistance in occupied countries</i> ● <i>DDay</i> ● <i>Winston Churchill</i> ● <i>The impact of the Second World War</i> ● 	<ul style="list-style-type: none"> ● <i>The problems of Holocaust survivors</i> <p><i>Post-War Britain</i></p> <ul style="list-style-type: none"> ● <i>Changes to the lives of women c1950-c2000</i> ● <i>Changes to the lives of immigrants c1950-c2000</i> ● <i>Changes to the lives of teenagers c1950-c2000</i>
9	<p><i>Civil Rights in the USA</i></p> <ul style="list-style-type: none"> ● <i>Segregation, discrimination and voting rights in the Southern States of the USA</i> ● <i>NAACP and CORE</i> ● <i>Progress in education</i> ● <i>The Montgomery Bus Boycott</i> ● <i>Opposition to the Civil Rights movement</i> ● <i>Martin Luther King</i> ● <i>Malcolm C and Black Power</i> ● <i>Selma and the Voting Rights Act</i> <p><i>The Cold War</i></p> <ul style="list-style-type: none"> ● <i>Early tension between East and West c1941-58</i> ● <i>The Berlin Crisis</i> ● <i>Bay of Pigs incident</i> ● <i>The Prague Spring</i> ● <i>The Berlin Wall</i> 	<p><i>Crime and Punishment</i></p> <ul style="list-style-type: none"> ● <i>The local context of Whitechapel, including housing</i> ● <i>Immigration in Whitechapel</i> ● <i>Policing in Whitechapel</i> ● <i>Investigative policing</i> ● <i>The national and regional context e.g. the 'beat constable'</i> ● <i>Crime in medieval England</i> ● <i>Law Enforcement in medieval England</i> ● <i>Punishment in medieval England</i> ● <i>The role of the Church on crime and punishment in the early thirteenth century</i> 	<p><i>Crime and punishment (cont.)</i></p> <ul style="list-style-type: none"> ● <i>Crime in early modern England</i> ● <i>Law Enforcement in early modern England</i> ● <i>Punishment in early modern England</i> ● <i>The gunpowder plotters 1605</i> ● <i>Matthew Hopkins and witch hunts</i> ● <i>Crime in eighteenth- and nineteenth- century Britain</i> ● <i>Law Enforcement in eighteenth- and nineteenth- century Britain</i> ● <i>Punishment in eighteenth- and nineteenth- century Britain</i> ● <i>Pentonville Prison</i> ● <i>Robert Peel - penal reform and the Met police</i>

	<ul style="list-style-type: none"> ● <i>The Cuban Missile Crisis</i> ● <i>The Nuclear Non-Proliferation Treaty</i> ● <i>Detente</i> ● <i>The collapse of the Soviet Unions</i> 		<ul style="list-style-type: none"> ● <i>Crime in modern England</i> ● <i>Law Enforcement in modern England</i> ● <i>Punishment in modern England</i> ● <i>Conscientious Objectors</i> ● <i>The Derek Bentley Case</i>
10	<p><i>The American West</i></p> <ul style="list-style-type: none"> ● <i>The Plains Indians and their beliefs and way of life</i> ● <i>Migration and early settlement of the Plains</i> ● <i>Conflict and tension c1835-c1895</i> ● <i>The development of settlement in the West e.g. the Homestead Act</i> ● <i>Ranching and the cattle industry</i> ● <i>Changes on the way fo life of the Plains Indians c1862-c1876</i> 	<p><i>The American West (cont.)</i></p> <ul style="list-style-type: none"> ● <i>Changes in farming, the cattle industry and settlement c1876-1895</i> ● <i>Conflict and tension e.g. the Johnson County War</i> ● <i>The destruction of the way of life of Plains Indians</i> <p><i>Early Elizabethan England</i></p> <ul style="list-style-type: none"> ● <i>The situation on Elizabeth’s accession</i> ● <i>The ‘settlement’ of religion</i> ● <i>Challenges to the religious settlement</i> ● <i>The problem of Mary, Queen of Scots</i> 	<p><i>Early Elizabethan England (Cont.)</i></p> <ul style="list-style-type: none"> ● <i>Plots and revolts at home</i> ● <i>Relations with Spain</i> ● <i>Outbreak of war with Spain, 1585-88</i> ● <i>The Armada</i> ● <i>Education and leisure</i> ● <i>The problem of the poor</i> ● <i>Exploration and voyages of discovery</i> ● <i>Raleigh and Virginia</i>
11	<p><i>Weimar and Nazi Germany</i></p> <ul style="list-style-type: none"> ● <i>The origins of the Republic, 1918-19</i> ● <i>The early challenges to the Weimar Republic, 1919-23</i> ● <i>The recovery of the Weimar Republic 1924-29</i> ● <i>Changes in society, 1924-29</i> ● <i>Early development of the Nazi Party</i> ● <i>The Munich Putsch and the lean years</i> ● <i>The growth in support for the Nazis</i> ● <i>How Hitler became Chancellor</i> 	<p><i>Weimar and Nazi Germany (cont.)</i></p> <ul style="list-style-type: none"> ● <i>The creation of a dictatorship</i> ● <i>The police state</i> ● <i>Controlling and influencing attitudes</i> ● <i>Opposition, resistance and conformity</i> ● <i>Nazi policies towards women</i> ● <i>Nazi policies towards the young</i> ● <i>Employment and living standards</i> ● <i>The persecution of minorities</i> 	<p><i>Final preparation for GCSE Exam.</i></p>

<p>12</p>	<p>1J The British Empire 1857-1967 <i>The development of Imperialism, c1857–c1890</i> • <i>The expansion of the British Empire in Africa; the Suez Canal and Egypt</i></p> <ul style="list-style-type: none"> • <i>Imperial and colonial policy; India’s administration and defence; international relations, colonial policy and the scramble for Africa; informal empire</i> • <i>Trade and commerce; the chartered companies</i> • <i>The role and influence on attitudes to empire of explorers, missionaries, traders, colonial administrators</i> <p>2R The Cold War 1945-91</p> <ul style="list-style-type: none"> • <i>US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee</i> • <i>Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment</i> • <i>The USA’s involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan; US attitudes to Germany and Berlin</i> • <i>Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of</i> 	<ul style="list-style-type: none"> • <i>Attitudes towards imperialism in Britain; the development of party political conflicts</i> • <i>Relations with indigenous peoples; the Indian Mutiny and its impact; relations with Boers and Bantu peoples in southern Africa</i> <p><i>The consolidation and expansion of the British Empire in Africa</i></p> <ul style="list-style-type: none"> • <i>Imperial and colonial policy; the administration of India and Egypt; ‘native policy’; international relations and colonial policy</i> <ul style="list-style-type: none"> • <i>The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement</i> • <i>Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as ‘world policeman’; the isolation of China</i> • <i>Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and ‘brinkmanship’; the domino theory; attitude to French struggle in Indo-China; the Geneva Conference</i> • <i>Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of ‘peaceful coexistence’, including exchange of visits and Paris summit</i> 	<ul style="list-style-type: none"> • <i>Trade and commerce</i> • <i>The role and influence on attitudes to empire of: Joseph Chamberlain; Cecil Rhodes; colonial administration</i> • <i>Imperialism: supporters and critics; National Efficiency; the British Empire and popular culture; representations of empire</i> • <i>Relations with indigenous peoples; challenges to British rule; the Sudan; the causes and consequences of the Boer War</i> <ul style="list-style-type: none"> • <i>Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall</i> • <i>Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination</i> • <i>Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis</i> • <i>Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet</i>
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	<p>East and West Germany; formation of NATO</p> <ul style="list-style-type: none"> • US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the defensive perimeter strategy; support for South Korea; NSC-68 		<p>Offensive</p> <ul style="list-style-type: none"> • Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia and Laos; relations with China; the beginning of the Paris peace talks • Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons
13	<p>1J The British Empire 1857-1967 <i>Imperialism challenged, 1914–1947</i></p> <ul style="list-style-type: none"> • <i>Expansion and contraction of empire: the impact of the First and Second World Wars; the Mandates; withdrawal from India and the Middle East</i> • <i>Colonial policy and administration in India, Africa and the Middle East; relations with the Dominions; the Statute of Westminster; imperial defence</i> • <i>The development of trade and commerce; the economic impact of war</i> • <i>The role and influence on attitudes to empire of: Gandhi, colonial administration</i> • <i>Imperialist ideals; popular culture; representations of empire</i> • <i>Relations with indigenous peoples; protest and conflict; colonial identity; the development of nationalist movements</i> <p>2R The Cold War 1945-91</p> <ul style="list-style-type: none"> • Pressures on USSR: the crisis in 	<p><i>The winds of change, 1947–1967</i></p> <ul style="list-style-type: none"> • <i>Decolonisation in Africa and Asia</i> • <i>British colonial policy and administration; the Suez Crisis and its impact; international relations; the Commonwealth</i> • <i>Trade and commerce; post-war reconstruction</i> • <i>The role and influence on attitudes to empire of: nationalist leaders, colonial administration</i> • <i>Post-colonial political, economic and cultural ties; migration; the residual impact of empire; popular culture</i> • <i>Relations with indigenous peoples; challenges to colonial rule in Africa and Asia; Mau Mau; the growth of nationalist movements and reactions to them; Rhodesia</i> <p>• Developments in Africa and the Americas: the</p>	<p><i>Final Preparation for Year 13 exam</i></p>

	<p><i>Czechoslovakia and the Brezhnev doctrine; relations with China</i></p> <ul style="list-style-type: none">• <i>The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war</i>• <i>The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China</i>• <i>The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007</i>	<p><i>impact of Cuban intervention in Angola and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua</i></p> <ul style="list-style-type: none">• <i>Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems;</i>• <i>The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response</i>• <i>The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989</i>• <i>The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev</i>	
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When will learning in these units be built upon in subsequent years.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Early Civilisations</p> <ul style="list-style-type: none"> The knowledge will be revisited, in part, in the next unit. Analytical skills of description, explanation and evaluation are revisited in each unit. Source skills are revisited frequently. E.g. Source utility is revisited in the next unit looking at "Water and Health through time", there is further study of sources in the unit looking at Early Modern England. 	<p>Water and Health through time.</p> <ul style="list-style-type: none"> This unit requires students to develop a context of Britain from Roman times to modern day, therefore, the time periods are revisited across the curriculum at KS3 and KS4. Analytical skills of description, explanation and evaluation are revisited in each unit. Source skills are revisited frequently. E.g. Further study of sources and interpretations are undertaken in the unit looking at Early Modern England. 	<p>Medieval England</p> <ul style="list-style-type: none"> This unit requires students to develop a context of England c1000-c1500. The studies of monarchs, power, religion, conflict will all be revisited across Key Stage 3. For example, the study of monarchs and power is revisited in the next unit looking at Early Modern England. Students will use this knowledge as a foundation for their Paper 1 study which requires students to consider crime, punishment, and law enforcement methods in this period. They will also utilise their knowledge of the Church when they consider how it impacted law enforcement and punishment in their Paper 1 topic. Analytical skills of description, explanation and evaluation are revisited in each unit. The writing of narratives is further explored in Year 8 in the units looking at the Holocaust and post-World War Two Britain. 	<p>The Early Modern Period</p> <ul style="list-style-type: none"> This unit requires students to develop a context of England c1500-c1700. The studies of power and conflict will be revisited across Key Stage 3. For example, the study of conflict is revisited in the Year 8 unit looking at "Conflict in the 20th Century Conflict". Students will use this knowledge as a foundation for their GCSE Paper 1 study which requires students to consider crime, punishment, and law enforcement methods in this period. They will also utilise their knowledge of the role of the monarch and events such as the Gunpowder Plot in the Paper 1 topic. They will also be able to draw on this knowledge to provide a considerable foundation for their further study of History at GCSE when they will study Early Elizabethan England in greater depth. Their source and interpretation skills will be further developed in year 8, with the units on Slavery and Empire, and 20th Century Conflict providing ample opportunity to refine them. 		
Year 8	<p>Industrial Britain</p> <ul style="list-style-type: none"> The knowledge from this unit will provide the context for some of the "Slavery and Empire unit" and for the context of the First World War in the "20th Century Conflict Unit". Analytical skills of description, explanation and evaluation are revisited in each unit. There will be a large focus on these skills in the next unit "Slavery and Empire". Students will use this knowledge as a foundation for their GCSE Paper 1 study which requires students to consider crime, punishment, and law enforcement methods in this period. They will also utilise their knowledge of the industrial period in the historic environment section of the Paper 1 topic. 	<p>Slavery and Empire</p> <ul style="list-style-type: none"> Students will utilise their knowledge of Empire when they study the "20th Century Conflict". They will also make links to their study of Empire when they complete their unit looking at Post-War Britain. Themes of inequality and prejudice are also revisited in several units. E.g. The Holocaust and Civil Rights in the USA. Analytical skills of description, explanation and evaluation are revisited in each unit. Source skills are revisited frequently. E.g. Further study of sources and interpretations are undertaken in the unit looking at 20th Century Conflict. 	<p>Conflict of the 20th Century</p> <ul style="list-style-type: none"> Students will use their knowledge of conflict in the 20th century as a context for their study of the Holocaust and Post-War Britain. Students will use this knowledge as a foundation for their GCSE Paper 3 study which requires students to have a good knowledge of Weimar and Nazi Germany. Their knowledge of these events will be key in their comprehension of the complex nature of Weimar Germany. Their source and interpretation skills will be further developed in Year 9, with the unit considering American Civil Rights. 	<p>The Holocaust</p> <ul style="list-style-type: none"> Themes of inequality and prejudice are also revisited in the Year 9 unit looking at Civil Rights in the USA. Students will use their knowledge of this topic to provide a foundation for their GCSE Paper 3 study which requires students to have a good knowledge of Weimar and Nazi Germany. Their knowledge of these events will be key in their comprehension of persecution in Nazi Germany. The writing of narratives is further explored in the Year 9 unit considering the Cold War. 	<p>Post- World War Britain</p> <ul style="list-style-type: none"> This unit will be used as context for some of their Paper 1 study at GCSE and for their A-Level History study. They will also utilise their source skills at GCSE and A-Level, this will next be visited in Papers 1 and 3 of their GCSE. 	

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Year 9	<p>The Cold War</p> <ul style="list-style-type: none"> The writing of narratives and the continued development of description and explanation are continued in Key Stage 4. Narrative Accounts are specifically revisited when students study their History GCSE in Paper 2 when they study the American West. The knowledge from this unit will be invaluable as a foundation for their study of History at A-Level. 	<p>American Civil Rights</p> <ul style="list-style-type: none"> Their source and interpretation skills will be further developed in Key Stage 4 when students undertake their Paper 3 source based paper. 	<p>GCSE HISTORY Paper One: Crime and Punishment</p> <ul style="list-style-type: none"> The skills required for this section of the GCSE course are revisited in the other papers. Interleaving sessions across Years 10 and 11 will allow students to revisit and master their learning from this topic. Intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic. 	
Year 10	<p>GCSE HISTORY Paper Two: The American West</p> <ul style="list-style-type: none"> The skills required for this section of the GCSE course are revisited in the other papers. Interleaving sessions across Years 10 and 11 will allow students to revisit and master their learning from this topic. Intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic. 		<p>GCSE HISTORY Paper Two: Early Elizabethan England</p> <ul style="list-style-type: none"> The skills required for this section of the GCSE course are revisited in the other papers. Interleaving sessions across Years 10 and 11 will allow students to revisit and master their learning from this topic. Intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic. 	
Year 11	<p>GCSE HISTORY Paper Three: Weimar and Nazi Germany</p> <ul style="list-style-type: none"> The skills required for this section of the GCSE course are revisited in the other papers. Interleaving sessions across Year 11 will allow students to revisit and master their learning from this topic. Intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic. 		<p>GCSE HISTORY REVISION</p> <ul style="list-style-type: none"> Students will continue to revisit the knowledge and skills required for the GCSE until their examinations in the final Half Term. Continued interleaving sessions across Years 10 and 11 will allow students to revisit and master their learning from this topic. Continued intervention and revision sessions at the end of Year 11 will also allow students to revisit and master their learning from this topic. 	Exams

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<p>Year 12</p>	<p>Paper 1J British Empire 1857-1967</p> <ul style="list-style-type: none"> • <i>The skills required for this section of the A-Level course are revisited in the other course components.</i> • Interleaving sessions across Year 12 will allow students to revisit and master their learning from this topic. • Intervention and revision sessions at the end of Year 12 will also allow students to revisit and master their learning from this topic. • Continue to develop breadth of understanding of this unit through coverage of more of the context such as the extent of change and continuity 		
	<p>Paper 2R Cold War 1945-91</p> <ul style="list-style-type: none"> • <i>The skills required for this section of the A-Level course are revisited in the other course components.</i> • Interleaving sessions across Year 12 will allow students to revisit and master their learning from this topic. • Intervention and revision sessions at the end of Year 12 will also allow students to revisit and master their learning from this topic. • Continue to develop depth of understanding of this unit through coverage of more of the context such as analysis of causation and impact of key events. 		
<p>Year 13</p>	<p>NEA Coursework component: Tudor Rebellions 1485-1586</p> <ul style="list-style-type: none"> • Once finalised it is marked and focused on the examination units. • AO2 and AO3 skills used in this component are utilised in Unit 2 and 1 respectively. 	<p>Paper 1J British Empire 1857-1967</p> <ul style="list-style-type: none"> • <i>The skills required for this section of the A-Level course are revisited in the other course components.</i> • Interleaving sessions across Year 13 will allow students to revisit and master their learning from this topic. • Intervention and revision sessions at the end of Year 13 will also allow students to revisit and master their learning from this topic. • Continue to develop breadth of understanding of this unit through coverage of more of the context such as the extent of change and continuity 	<p>Exams</p>
		<p>Paper 2R Cold War 1945-91</p> <ul style="list-style-type: none"> • <i>The skills required for this section of the A-Level course are revisited in the other course components.</i> • Interleaving sessions across Year 13 will allow students to revisit and master their learning from this topic. • Intervention and revision sessions at the end of Year 13 will also allow students to revisit and master their learning from this topic. • Continue to develop depth of understanding of this unit through coverage of more of the context such as analysis of causation and impact of key events. 	<p>Exams</p>