














	Autumn	Spring		Summer
Year 7	<u>The Consequence of 1066</u> 	<u>Medieval Life (Case Study: The Black Death)</u> 	<u>The Reformation</u> 	<u>Elizabethan England</u> 
Curriculum content	<p>Students will explore the succession crisis of January 1066 and the battle for the English throne. They will study the strengths and weaknesses of three contenders and the battles that ensued. Students will analyse the different reasons for William's victory and understand how William I consolidated his power by implementing the Feudal System, the Domesday Book and building Motte and Bailey castles. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>Students will begin by analysing the impact of ancient medicine upon medicine in the Middle Ages and understanding why certain theories and misconceptions remained. They would study life in the Medieval period including the importance of religion, the role of the king and public health and medicine. Students will use the contextual understanding that they developed in order to delve into the 'Black Death' as a significant case study. Students will be able to explain what the 'Black Death' was and where it came from, they will explore the believed causes, treatments and the impact including the long-term social impact (The Peasant's Revolt). Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>Students will begin by exploring the origins of the Tudor Dynasty and how the Tudors came to power. Then, students will explore 'Henry's great matter' (his desire for a male heir). Students will be able to explain why Henry broke from Rome and the impact that this had (e.g. closing the monasteries, tensions between Catholics and Protestants). Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>Students will begin by understanding how Elizabeth came to the throne after years of religious instability (Edward VI and Mary I). They will then go on to explore what problems Elizabeth faced as a female ruler and how Elizabeth dealt with these problems (rebellions, poverty, invasion). Students will analyse the cultural changes that occurred during the period including changes to fashion, theatre, architecture and the origins of the British Empire. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>
<p><u>Assessment</u> Students are assessed through marking of 'RedZones' (self, peer and/or teacher) and paper assessments every half term. These will test student's knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on previous topics.</p>				
<p><u>Literacy Links</u> Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>				

	Autumn	Spring		Summer	
Year 8	<p><u>The English Civil War</u></p>  <p>Oliver Cromwell 1599 - 1658</p>	<p><u>Empires and Slavery</u></p> 	<p><u>The Industrial Revolution</u></p> 	<p><u>The First World War</u></p> 	<p><u>The Women's Suffrage Movement</u></p> 
Curriculum content	<p>Students will begin the year by looking at the many issues caused by Charles I in the build up to the English Civil war. They will categorise these problems into religious, economic and political causes to help their understanding. Following the causes of the Civil war students will then look at the consequences, particularly to do with Cromwell's strict rule, the interregnum and finally the restoration. Finally students will judge whether they believe Cromwell to be a Hero or a villain. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>This topic starts by looking at why a country would want an empire, and looking at how the British empire in particular grew so large. We will then look at pre-colonial Africa and debunk the myth that it wasn't 'civilized'. Students then look at the experiences of enslaved people, including areas such as the middle passage, slave auctions, plantations and abolition. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>Students will explore the impact of the Industrial Revolution on life in Britain. They will analyse the impact on technology, society and public health in urban areas. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>The First World War topic begins with students looking at the four MAIN causes of WW1, as well as the assassination of Archduke Franz Ferdinand. Students will then go beyond the outbreak of the war and begin to look at the major battlefields such as the Somme, and the war at sea. Students will also study the horrific conditions that soldiers experienced in the trenches. This topic is finished studying the end of the war and why the Allies won. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>Students will end the year by looking at Women's suffrage. This topic will build on WW1 and look at the Homefront and how it contributed towards the women's cause for suffrage. Students then study the differences between Suffragettes and Suffragists before seeing the public and governments response to the campaigns. Finally we will look at the tragic death of Emily Davison, and how women finally received the right to vote in Britain. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>
<p><u>Assessment</u> Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on both current and previous topics.</p>					
<p><u>Literacy Links</u> Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>					

	Autumn	Spring	Summer	
Y9	<u>Hitler's Rise to Power</u> 	<u>The Holocaust</u> 	<u>The Battles of World War Two</u> 	<u>The Cold War</u> 
Curriculum content	<p>Students will begin by analysing the impact of WWI on Germany, focussing on the Treaty of Versailles and League of Nations. They will then study how these events led to multiple failures of the Weimar Government such as Hyperinflation, the Great Depression and political uprisings including the Munich Putsch. Students will be able to use this contextual understanding to explain how these political weaknesses, alongside Nazi policies allowed for Hitler's rise to power. Students will then delve into how Hitler consolidated his power in order to make Germany a dictatorship, further considering what life was like for different groups living in Germany under the terror and propaganda of the Nazi's. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>Students will begin by studying Jewish persecution throughout History in order to understand the concept of Antisemitism in detail. Throughout this topic, student will analyse primary sources and holocaust survivor stories, to not only empathise with their immense struggle during the Holocaust, but to learn about the increased Jewish persecution under the Nazi regime. Students will evaluate how Kristallnacht (The Night of Broken Glass) demonstrates a turning point in Jewish persecution as well as how the Nazi ideology and WWII impacted millions of Jews throughout Europe. Furthermore, students will evaluate forms of resistance from many brave individuals and the impact that this had. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>Students will begin by studying the concept of 'Appeasement' and how this was a cause of WWII. They will then move on to evaluate the effectiveness of Hitlers 'Blitzkrieg' tactics and how this led to failures at Dunkirk. They will analyse the successes and failures of events such as the Battle of Britain, the Blitz, Operation Barbarossa (the invasion of the USSR) and D-Day. Finally, students will evaluate whether the dropping of the Atomic bombs by the USA were justifiable or not. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>	<p>Students will begin by exploring the political concepts of Capitalism and Communism and how a conflict in ideologies between two superpowers (USSR and USA) created international tension. Students will study a range of events that exhibited this European tension such as the Berlin Blockade and airlift, the Space Race and the construction of the Berlin Wall. Students will then explore how this escalated to create worldwide conflict in the Vietnam War and Cuban Missile Crisis. Students will track five key 'factors' throughout all topics (War, Economy, Power and the People, Empires and Religion).</p>
<p>Assessment Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on both current and previous topics.</p>				
<p>Literacy Links Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>				

Autumn

Spring

Summer

Year 10

Medicine through time



AQA

Causes and battles of WW1



AQA

End of WW1



AQA

Growth of Democracy



AQA

Curriculum content

Students begin the year by looking at how Medicine stands still during the Medieval period due to the influence of the church and lack of technology. Students then study the beginnings of change during the Renaissance period, where students analyse the influence of individuals such as Vesalius and Hunter who start to challenge the old way of doing things. Students then look to understand how the 19th century kickstarts a revolution in medicine as science and technology brings about dramatic change, before finally evaluating progress in modern medicine leading students right up to recent innovations. Students will also track seven key 'factors' throughout all time periods (War, Science, Government, Communication, Individual genius, Luck and Religion).

Students begin this term by looking at the background to Europe in 1900 to gauge an understanding as to the build up of tensions that would happen before the outbreak of war. Students will then look to understand the 4 MAIN causes of WW1 and make a judgement as to which one they believe to be the most important. These include militarism (the build up of armies and weaponry), alliances (Triple Entente vs Triple Alliance), imperialism (competition over Empires) and Nationalism (extreme pride in ones own country). Students then study the assassination of Archduke Franz Ferdinand and the outbreak of war. We will then go beyond the outbreak of the war and begin to analyse the major battlefields such as the Somme, Passchendaele, and Gallipoli, and understanding why there was a stalemate despite the enormous casualties of the war.

Students will start of the term looking at the beginning of the end of WW1. Students will study why Russia left the war and then why the USA entered it. Students will then analyse why the German's Spring Offensive was a failure as they looked to end the war, as well as why the Allied counter-attack (The Hundred Days) was such a success in bringing a close to WW1. Finally students look at the affects of the war on the Homefront in Britain.








Students will start the new topic with the rise of political movements such as the SPD beginning to force the Kaiser's abdication. Students will then look to understand the unrest in Germany such as the uprisings the Weimar government faced, followed by the effects of hyperinflation. Students will finish with the prosperous Golden years and analysing how Stresemann solved many of the Weimar Governments pressing issues.

Assessment

Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge according to the AQA GCSE mark schemes.

Literacy links

Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.

	Autumn		Spring	Summer
Year 11	<u>Hitler's Rise to Power</u>  AQA 	<u>Experiences under the Nazi's</u>  AQA 	<u>Elizabethan England</u>  AQA 	<u>Reteach: Revision and Exam Practice</u> 
Curriculum content	<p>Students will analyse why the Nazi party garnered support in Germany in the early 1930's. They will evaluate various factors such as terror, propaganda, the weaknesses of the Weimar Government, the impact of the Great Depression and the appeal of Hitler. Following this, they will explore how Hitler consolidated his power in his journey to become 'Führer.'</p>	<p>Students will explore how the Nazi's controlled the German public including their use of terror and propaganda and their control of religion and different demographics (women, youth). Students will evaluate the impact of the Second World War including the Holocaust.</p>	<p>Students will start by exploring the problems that Elizabeth I inherited from her siblings and father including economic hardship and religious turmoil. Students will delve into the structure of Elizabeth's government and the nature of the royal court before analysing the problems that she faced as a young, female ruler and the impact of several attempted rebellions. Following this, students will be given the opportunity to explore why the period is often referred to as a 'golden age' by looking at the art, architecture, fashion and culture and entertainment of the period. Students will endeavour to understand how Elizabeth and her parliament dealt with threats from at home and abroad and understand how the 'voyages of discovery' benefitted Britain economically.</p>	<p>As the final GCSE examinations approach, students are provided with revision sessions and 'masterclasses' that focus on the retrieval of core knowledge and the consolidation of exam technique. Typical activities include 'walking, talking' exam papers, model answers, essay plans and the analysis of mark schemes.</p>
<p><u>Assessment</u> Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge according to the AQA GCSE mark schemes.</p>				
<p><u>Literacy links</u> Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>				

Y12**The establishment of the Weimar Republic and the problems it faced between 1919 and 1923****'Golden Age' Weimar 1924-29****The collapse of democracy 1929-1933****Curriculum content**

Students will begin by considering the impact of WW1 on Germany and the events of October and November 1918 which led to the creation of the Weimar Republic. They will evaluate the significance of the Treaty of Versailles and the Weimar Constitution which created long-term financial and political problems in Germany. Students will then investigate a range of political and economic threats facing the new Republic

Students will investigate the economic, political and social condition of Weimar Germany during the period 1924-1929 which is often referred to as the 'Golden Age of Weimar'. Students will also consider the International position of Germany during this time.

Students will evaluate the different events, individuals and circumstances that led to the collapse of democracy in Germany and Hitler's rise to the Chancellorship. Following this students will consider how Hitler consolidated his power during the first 8 weeks of his chancellorship.

Assessment

Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge and will develop their essay writing and source evaluation skills.
Students will begin to prepare for their NEA during the Summer Term

Literacy links

Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.

Y12

**Consolidation of the Tudor Dynasty:
England, 1485–1547
Henry VII**

**Consolidation of the Tudor
Dynasty: England, 1485–1547
Henry VIII**

**Consolidation of the Tudor
Dynasty: England, 1485–1547
Henry VIII**

Curriculum content

Students will explore Henry Tudor's: character and aims; his consolidation of power following his victory over Richard III at the Battle of Bosworth and the establishment of the Tudor dynasty. We explore how effectively he deals with the Yorkist threat and notably the pretenders. We will explore the effectiveness of Henry's Government and its role in his consolidation including councils, parliament, justice, royal finance and domestic policies.

We will explore Henry's international relations notably the Relationship with Scotland and other foreign powers and how successfully his international relations met his objectives of dynastic recognition, national security and the development of trade. We explore the way in which Henry endeavoured to secure the succession through marriage alliances.

We will explore Society: churchmen, nobles and commoners; regional division social discontent and rebellions. We will also examine economic development: trade, exploration, prosperity and depression

We will explore the importance of religion and the centrality of the individuals religious experience to their lives. We explore the role of the church, the extent to which the church faced criticism and the influence of humanism.

We will also explore arts and Learning.

Students will explore Henry VII's legacy before exploring Henry's character and aims. We will explore how Henry's desire to have a legitimate male heir to secure the succession and prove himself a 'warrior king' by seeking military victory against the French shaped his reign..

We will explore the effectiveness of Henry VIII government and its links to the King's Great matter and Royal Supremacy. We will explore the relationship between Crown and Parliament especially the Reformation Parliament (1529-1536) and its role in facilitating the royal supremacy and Dissolution of the Monasteries. We will examine the emergence of Henry's Chief ministers Wolsey and Cromwell, evaluating their impact and where power lay.

We will explore Henry's Relationships with France and Scotland and other foreign powers and its impact on domestic policies. securing the succession

We will explore Henry's Relationships with France and Scotland and other foreign powers and its impact on domestic policies.

We will study Society and the extent of societal change: elites and commoners; regional issues and the social impact of religious upheaval including Rebellion.

We examine economic development: trade, exploration, prosperity and depression.

We will explore change and continuity in terms of religion and the religious changes that shaped Henry's reign, assessing the extent of continuity and change by 1547. We study the Royal Supremacy, Dissolution of the Monasteries and doctrinal change. We will examine the growing influence of renaissance ideas and humanism. We will explore opposition to religious change and how this along with socio-economic and political factors led to the only major rebellion of his reign-the Pilgrimage of Grace.

Assessment

Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge and will develop their essay writing and source evaluation skills. Students will begin to prepare for their NEA during the Summer Term

Literacy links

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Autumn

Spring

Summer

Y13

The Nazi dictatorship 1933-1939

The Racial State 1933-1941

The Impact of war 1939- 1945

Curriculum content

Students will begin by investigate how Hitler consolidated his power between March 1933 and August 1934. They will then investigate the role of terror, propaganda, social policies and economic policy before 1939. Students will go on to evaluate the extent to which a 'volksgemeinschaft' was achieved.

Students will investigate the radicalisation of the state by considering Nazi racial ideology and policies towards Jews and minority groups, including the Nuremberg Laws, Reichkristallnacht, the Einsatzgruppen and the establishment of ghettos in Eastern Europe.

Students will evaluate the economic, social and political impact of war. They will also investigate the impact of war upon Nazi policies towards the Jews, including the Final solution. In addition to this students will assess the extent of opposition and resistance towards the regime from 1939.

Assessment

Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge and will develop their essay writing and source evaluation skills.

Students will work independently to complete the NEA during the Autumn and Spring Terms – they will conduct independent research, using a wide range of primary and secondary sources, around their chosen question.

Literacy links

Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.

AQA	Autumn	Spring	Summer
Y13	<u>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</u> <u>Edward VI and Mary I</u>	<u>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</u> <u>Edward I and Mary I</u> <u>The triumph of Elizabeth, 1563–1603</u>	<u>The triumph of Elizabeth, 1563–1603</u>
Curriculum content	<p>Students will explore Edward VI his background and upbringing and the role he played in running the country. We will explore the effectiveness of the governments of the men who ruled on the young king's behalf -Somerset and Northumberland; royal authority We will evaluate relations with foreign powers</p> <p>We will explore the social impact of religious and economic changes under Edward VI and explore how religious reform and socio-economic and political factors led to the Western and Kett's rebellion of 1549. We will explore intellectual developments, humanist and religious thought. We end by exploring the ill-feted attempt to prevent the accession of Mary known as the 'Devyse..'</p> <p>We will explore Mary I and the historiography that surrounds her examining how it has changed as societal attitudes change. We will evaluate the effectiveness of her government and the impact of the monastic land dispute.</p>	<p>We continue evaluating the reign of Mary I. We will explore her attempts to secure the succession and the impact of her marriage to Phillip II of Spain on domestic policy, foreign relations and her relationship with the Papacy. We will explore Mar's naval and militia reforms which would lay the foundation for Elizabeth Is defeat of the Spanish Armada in 1588</p> <p>We will explore Mary's attempts to restore Catholicism and endeavour to look beyond the smoke created by the Marian persecutions to examine the War of Words and Cardinal Pole's top-down strategy. We will explore the social impact of religious reform. We will evaluate social change and its economic impact, financial reforms and poor relief. We will study the causes and significance of Wyatts rebellion.</p> <p>We will study intellectual developments; humanist and religious thought. We will explore the idea that in many ways Mary laid the foundations for her half-sister Elizabeth to build on.</p> <p>We end by evaluating the extent to which there was a 'Mid Tudor Crisis' as a way of evaluating the extent of instability during the reigns of Edward and Mary</p> <p>We begin our evaluation of Elizabeth by exploring her character and aims; We will explore Elizabeth's accession and her consolidation of power, including the Act of Settlement We will explore the effectiveness of Elizabethan Government and the extent to which it changed during her reign. We will study the key individuals that shaped not only her government but her reign including William Cecil, Robert Dudley (The Earl of Leicester), Francis Walsingham and Robert Devereux (the Earl of Essex.) We will explore the nature and extent of factional rivalry, the Elizabethan Court and Elizabeth's relationship with her Parliament.</p>	<p>We continue our evaluation of Elizabeth's reign by exploring the Elizabethan Religious Settlement and the creation of the Church of England. We examine opposition to the settlement from Puritans and Presbyterians. We also explore the increasing Catholic threat and its links to the issue of the succession and how this was embodied in Mary Queen of Scots. We study the plots cantered around Mary Queen of Scots and the path to her eventual execution.</p> <p>We explore relationships with foreign powers including the conflict with France and Scotland that occurred in the 1560s. We examine the deteriorating relationship with Spain which ultimately led to the outbreak of war in 1585, linking it to the increasing Catholic threat. We study Elizabeths defeat of the Spanish Armada in 1588 and the continuance of the War with Spain.</p> <p>We will explore Elizabethan society: continuity and change. We examine the problems in the regions; social discontent and rebellions - notably the Northen Rebellion of 1569 and its links to religious reform and the succession.</p> <p>We will study economic development: trade, exploration and colonisation; prosperity and depression. We will examine Elizabethan culture, the English renaissance and 'the Golden Age' of art, literature and music. We conclude by exploring the last years of Elizabeth and evaluate the extent to which there was a 'crisis' during the latter years of her reign. We the state of England politically, economically, religiously and socially by 1603.</p>
<p>Assessment</p> <p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge and will develop their essay writing and source evaluation skills.</p> <p>Students will begin to prepare for their NEA during the Summer Term</p>			
<p>Literacy links</p> <p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>			