		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Early Britain	The Battle of	<u>Castles</u>	<u>Religion</u>	Medieval Life	The Wars of the
			<u>Hastings</u>				Roses
		Content		Content	Content	Content	
		Students will gain	Content	Students will recap	Students will study	Students will study	Content
		an overview of	Students will study	why recap why	why religion was	different aspects	Students will
		different groups of	why the Battle of	castles were built	so important to	of life in the	explore why the
		people who	Hastings took	and then study	the people of	Middle Ages such	wars broke out
		invaded and	place and how the	how and why	England and how it	as being a knight,	and the
		settled in England	battle was fought.	castles developed	shaped their lives.	medicine and	complexities of the
		(Celts, Romans,	They will also	from being of	They will also	entertainment.	rival families.
		Anglo-Saxons and	study the	Motte and Bailey	explore a case	Students will also	
		Vikings). They will	significance of the	design through to	study on the	explore a case	Skills
		then study the	event and how	being made from	Crusades.	study on the Black	Cause and
		Romans in depth	William kept	stone. They will		Death and analyse	Consequence
		looking at aspects	control of England	explore how the	Skills	the significance of	
		such as	once he won the	role of castles	Significance	events such as the	Significance
		government,	crown.	changed over time		murder of Thomas	
		warfare and public		and how castles	Change and	Becket, the signing	The Modern
		health.	Skills	could be attached	Continuity	of the Magna Carta	<u>Monarchy</u>
			Cause and	and defended.		and the	
		Skills	Consequence	They will explore a		development of	Content
		Cause and		case study on the		Parliament.	After this, students
		Consequence	Significance	Siege of Rochester			will learn about
			_	Castle.		Skills	the modern royal
		Significance	Source analysis			Significance	family and how
		_	(NOP)	Skills			and why their role
		Change and	Cause and	Source analysis		Source analysis	has changed since
		Continuity		(NOP)		(NOP)	the Middle Ages.
							Skills

		Source analysis		Change and Continuity		Change and Continuity	Source analysis (NOP)
							Change and Continuity
	Assessment	Knowledge	Skills assessment:	Knowledge	Skills assessment:	Knowledge	Skills assessment:
		assessment: Early	Explain why	assessment:	Explain why people	assessment:	Explain why Henry
		Britain	William won the	Castles	went on crusade in	Medieval Life	VII was able to
			Battle of Hastings		the Middle Ages		overcome his
							problems
	PREP	Learn key terms	Revise using the	Learn key terms	Revise using the	Learn key terms	Revise using the
		from the Early	knowledge	from the castle	knowledge	from the Medieval	knowledge
Year 8	Tomio	Modern unit	organiser	unit	organiser	Life unit	organiser The Best protiers
real 8	Topic	The Early Tudors	Elizabeth I	Tudor Society	Exploration and Empire	The English Civil War	The Restoration
		Content	Content	Content	Liliplie	<u>vvai</u>	Content
		Students will study	Students will learn	Students will study	Content	Content	Students will
		why Henry VIII	about her religious	different aspects	Students will start	Students will study	explore life under
		wanted to break	settlement and	of life in	to analyse why	the English Civil	Charles II by
		from Rome and	explore case	Elizabethan	monarchs wanted	War in depth	studying aspects
		the significance of	studies on the	England such as	an empire and the	looking at its	such as the Great
		this event. They	execution of Mary	the social	consequences of	causes and	Plague and the
		will also	Queen of Scots	hierarchy, crime	empire building	consequences	Great Fire of
		investigate the	and the Spanish	and punishment,	such as slavery.	(including the rule	London.
		reigns of Edward	Armada.	how the poor were		of Oliver	
		VI and Mary I and		treated and the	Skills	Cromwell).	Skills
		how they differed	Skills	move towards a	Cause and		Significance
		from Henry.	Significance	more scientific way	Consequence	Skills	
		CI:II-		of thinking.		Cause and	The Industrial
		Skills	Reliability	Skills	James I	Consequence	Revolution
		Significance					
			Provenance	Inference	Content	Significance	Content

	Change and		Reliability	While studying		Students will
	Continuity	NOP		James I students		analyse what the
	,		Provenance	will learn about		Industrial
	Cause and			events such as the		Revolution was
	Consequence		NOP	Gun Powder Plot,		and why it took
	Consequence		1101	the witch craze		place. They will
				and the Pilgrim		also study
				Fathers.		different aspects
						of this time period
				Skills		such as changes to
				Significance		the lives of young
						people and
				Inference		changes to public
						health.
				Reliability		Skills
						Cause and
				Provenance		
						Consequence
				NOP		
						Inference
						Significance
Assessment	<u>Knowledge</u>	Skills assessment:	<u>Knowledge</u>	Skills assessment:	<u>Knowledge</u>	Skills assessment:
	assessment: The	Explain why the	assessment: Tudor	How useful are	assessment:	Explain why the
	Early Tudors	Spanish Armada	Society	Source 1 and 2 to	English Civil War	Industrial
		failed		an historian		Revolution
				studying the reign		occurred
DDED	Loarnkoutorma	Davisa using the	Loarn kou torma	of James I?	Loarnikov torma	Davisa using the
PREP	Learn key terms	Revise using the	Learn key terms from the Tudor	Revise using the	Learn key terms the Revolution unit	Revise using the
	from the Early Tudors unit	knowledge	Society unit	knowledge	the Revolution unit	knowledge
	Tuuois uiit	organiser	Society unit	organiser		organiser

Year 9	Topic	Crime and	Slavery and Civil	Protest	Nazi Germany	WW2	The Cold War
		<u>Punishment</u>	<u>Rights</u>				
				Content	Content	Content	Content
		Content	Content	Students will	Students will learn	Students will study	Students will learn
		Students will study	Students will gain	explore the fight	about why Hitler	different aspects	about what the
		what law and	an understanding	for women's'	came to power	of the war such as	Cold War was and
		order was like	of what slavery	rights by learning	and what life was	life on the home	why it broke out.
		before the	was and what life	about the	like in Germany for	front and key	They will study
		establishment of	was life for slaves.	suffragette and	different groups of	events such as	different aspects
		the police and why	Students wills also	suffragist	people.	Dunkirk, Pearl	such as the
		they were	study why slavery	movements.		Harbour and D-	dropping of the
		established in	was abolished and	Students will also	Skills	Day.	atomic bomb and
		1829. Students will	this includes a case	learn about how	Cause and		the space race.
		also explore a case	study on the	the rights of	Consequence	Skills	
		study on why Jack	American Civil	LGBTQ+ people		Causes and	Skills
		the Ripper was	War. Students will	have changed over	Inference	Consequence	Change and
		never caught.	then study the Civil	time.			Continuity
			Rights movement		The Holocaust	Significance	
		Skills	looking at	Skills		o o	
		Cause and	individuals such as	Change and	Content		
		Consequence	Emmet Till, Rosa	Continuity	Students will learn		
			Parkes and Martin		about what the		
		Inference	Luther King.	<u>WW1</u>	Holocaust was and		
					what life was like		
			Skills	Content	for Jewish people		
			Significance	Students will study	in Nazi occupied		
				different aspects	Europe. They will		
			Reliability	of the war such as	explore the impact		
				why the war broke	of the Holocaust		
				out, why it was	and why it is so		
				fought in trenches	vitally important		
				and developments	that we continue		
				in medicine.			

	Assessment	Skills task: Explain why Jack the Ripper was never caught	Knowledge assessment: Slavery and Civil Rights	Skills Causes and Consequence Change and Continuity Inference Skills assessment: How useful are Source 1 and 2 to an historian who is	to learn about it today.  Skills Change and Continuity  Change and Continuity  Knowledge task: Nazi Germany and the Holocaust	Skills task: 'The evacuation of Dunkirk was a disaster'. How far	Knowledge task: The Cold War
				studying life in the trenches in WW1?		do you agree with this statement? Explain your answer.	
	PREP	Revise using the knowledge organiser	Learn key terms from the Slavery and Civil Rights unit	Revise using the knowledge organiser	Learn key terms from the Nazi Germany and Holocaust units	Revise using the knowledge organiser	Learn key terms from the Cold War unit
Year 10	Topic	Paper 1, Section B  Medieval and  Renaissance  Medicine	Paper 1, Section B  Medicine during the Industrial Revolution and Modern Medicine	Paper 2 Henry VIII – Wolsey and Cromwell	Paper 2  Henry VIII – The  Reformation	Paper 1, Section A WW1  Content Students will learn	Paper 3 Weimar Germany Content
		Content For each time period students will study what people believed caused disease,	Content For each time period students will study what people believed	Content For each of Henry VIII's ministers, students will study why they rose to power, the	Content Students will explore what the Reformation was and why it took place. They will	about different aspects of trench warfare, including why war was fought in the trenches, the	Students will learn about Germany between the years of 1918 and 1929. They will learn about events such

	how they tried to	caused disease,	changes they	also study	structure of the	as the signing of
	treat disease and	how they tried to	made to England,	different aspects	trench systems,	the Treaty of
	how they tried to	treat disease and	their contributions	such the	illness and	Versailles, the
	prevent disease.	how they tried to	to Henry's reign	dissolution of the	treatment.	Spartacist uprising,
	They will also	prevent disease.	and why they fell	monasteries, why	tieatilielit.	Hyperinflation and
	explore case	They will also	from power.	there was	Through the study	the Golden Years.
	studies on the	explore case	Trom power.		of this unit,	There will also be a
		studies on Cholera	CI:II-	opposition to it	•	
	Black Death and		Skills	and the Pilgrimage	students will also	source skills
	the Great Plague.	and lung cancer.	Cause and	of Grace.	continue to	element focusing
			consequence	a	develop further	on inference.
	Skills	Skills	06	Skills	their skills of	a
	Change and	Change and	Significance	Cause and	inference,	Skills
	Continuity	Continuity		consequence	interpretation and	Change and
				_	utility.	Continuity
	Significance	Significance		Significance		
					Skills	Cause and
					Change and	consequence
					Continuity	
						Significance
					Significance	
					Utility	
Assessment	Skills task: Explain	Skills task: 'The	Skills task:	Skills task:	Skills task: Section	Skills task: Section
	why there was a	work of Florence	'Wolsey's failure to	1 Describe two	A on medicine in	A on the Weimar
	lack of medical	Nightingale was	gain an annulment	features of	the trenches	Republic:
	progress in the	the most	for Henry was the	Elizabeth Barton's	the trenches	
	Middle Ages [12	important	main reason why	opposition to the		1 Give <b>two</b> things
	marks]	development in	he fell from power	Reformation. [4		you can infer from
		the care and	in 1529'. How far	marks]		Source B about
		treatment	do you agree?			attitudes to the
		provided in	Explain your	2 Explain why		
		hospitals in the	answer. [16 marks]	Cromwell rose to		Weimar Republic
		years c1700–		power in the years		during the early
		, 50.5 51.00	l .	power in the years		

		c1900.' How far do you agree? Explain		1529–34. [12 marks]		1920s. [4 marks] 2 Explain why
		your answer [16 marks]				Germany recovered in the years 1924-1929 [12 marks]
PREP	Reading about the Black Death and Great Plague case	Reading about the Cholera and Lung Cancer case	Reading about the lives of Thomas Wolsey and	Reading about the impact of the Reformation.	Reading about medicine on the Western Front.	Reading about the challenges to the Weimar Republic.
	studies.	studies.	Thomas Cromwell.			

Year 11	Topic	Paper 3	Paper 3	Paper 2	Paper 2	Revision	
			<b>Consolidation of</b>	American West -	American West -		
		The rise of Hitler	power and life in	<b>Lives of the Plains</b>	development of		
		and the Nazis	Nazi Germany	Indians and why	the Plains and the		
				people moved	destruction of the		
		Content	Content	<u>west</u>	way of life of the		
		Students will learn	Students will learn		Plains Indians		
		about why Hitler	about how Hitler	Content			
		and the Nazis were	kept control	Students will study	Content		
		able to rise to	through fear and	the lives of the	Students will learn		
		power, analysing	propaganda.	Plains Indians and	about aspects such		
		aspects such as the	Students will also	how their	as how the role of		
		Munich Putsch, the	analyse how life	traditions and	the cowboy		
		role of propaganda	changed for	culture helped	changed over time		
		and the Reichstag	different groups of	them to survive on	and how the lives		
		Fire.	people in Nazi	the Great Plains.	of homesteaders		
			Germany such as	They will also	changed. Students		
		Through the study	women, young	analyse the	will also learn		
		of this unit,	people and	reasons why	about why the		
		students will learn	minority groups.	people moved	traditions and		
		skills such the skills		west across	culture of the		
		of interpretation	Through the study	America and learn	Plains Indians		
		and utility.	of this unit,	case studies on the	came to an end.		
			students will also	Mormons, miners			
		Skills	develop further	and homesteaders.	Skills		
		Change and	their skills of		Change and		
		Continuity	inference,	Skills	Continuity		
			interpretation and	Change and			
		Cause and	utility.	Continuity	Cause and		
		consequence			consequence		
			Skills				

	Significance	Change and Continuity	Cause and consequence	Significance		
	Utility	Continuity	consequence			
		Cause and	Significance			
	Interpretation	consequence				
		Significance				
		Utility				
		Interpretation				
Assessment		Skills task: Section	Skills task:	Skills task:		
		B on women in	1 Write a narrative	Explain two		
		Nazi Germany.	account analysing	consequences of		
			why the Mormons	the Fort Laramie		
			migrated west	Treaty (1868)		
			between the years			
			1837-1848 [8			
			marks]			
			2 Explain the			
			importance of the			
			buffalo to the			
			Plains Indians' way			
			of life. [8 marks]			
PREP	Reading about the	Reading about life	Reading about the	Reading about the	Revision.	
	rise of Hitler.	in Nazi Germany.	lives of the Plains	development of		
			Indians.	the Great Plains.		