SHS History Department Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	LIVING AND BELIEVING	LIVING AND	LIVING AND	LIVING AND BELIEVING	LIVING AND	LIVING AND
LIVING AND	What mattered to	BELIEVING	BELIEVING	How should we write the	BELIEVING	BELIEVING
BELIEVING	ordinary people in the	What mattered to	How (and why) did	history of the Industrial	How should we write	Did changing social
	Medieval world?	ordinary people in the	the Renaissance	Revolution in Britain?	the history of the	attitudes change 20 th
		Medieval world?	World see an		Industrial Revolution	century Britain?
			explosion of ideas?		in Britain?	
			(link to the Age of Enlightenment)			
				10 511 1 1 1 1		
Lessons	England	Mali Empire	New ideas: Humanism	1 Causes of the Industrial	Poverty	Attitudes to race
		10-11 The impact and	and Protestantism	Revolution	7 Workhouses	1-2 The impact of
	Background:	importance of Mansa	1 Causes of the	2 Historical links to the	(Gressenhall: local	immigration from the
	1-3 Iron Age, Roman	Musa	Reformation in	Slave Trade	history)	West Indies, including
	and Anglo-Saxon	Internal a Francisco	England and Europe:	Bullio houlth	Education	the Race Relations Act
	Britain	Islamic Empire	Martin Luther	Public health 3-4 Growth of cities	Education	and the aftermath
	Community	12 Expansion of the	2 Henry VIII and the Reformation		8 including child	3 The role of the
	Community 4 Medieval village life	Empire from the 600s	Parliament	(Bradford), the actions of	prisoners	British Civil Rights
	5 Medieval towns	13 Life in, and		philanthropists (Titus	Attitudes to crime	Movement (Notting Hill)
	5 Medieval towns	achievements of,	3 Impact of the Reformation on	Salt) and the changing role of Government	9-10 Elizabeth Fry,	'
	Church	Baghdad	communities		Pentonville and	4 Life today
	6 Game of Heaven and	Assessment:	communities	(Edwin Chadwick)		Attitudes to gooden
	Hell: the life of a monk	Black Death and the	Technological change:	Campaigns led by	policing	Attitudes to gender and sexuality
	7 Black Death: causes	importance of religion	4-5 Impact of	women	Assessment:	5 Women's suffrage
	and treatments	importance of religion	exploration, new	5 Caroline Norton and	Interpretations of the	6 Women's War
	and treatments		technology and the	the Matrimonial Causes	Industrial Revolution	7 Legislation from the
	King (or Queen),		printing press	Act	maastrar Kevolation	Swinging Sixties
	Church, Nobles and		(including Drake and	6 Josephine Butler:		8 The Women's
	People (how society		relations with Spain),	repeal of the Contagious		Movement and Pride
	worked):		international trade	Diseases Acts		(link to Stonewall
	8 King or Church?		and the start of the			Riots)
	Thomas Becket		Slave Trade (John			,
	9 Magna Carta: King		Hawkins)			Assessment:
	and nobles					The extent of change
	10 Peasant's Revolt:		Challenges to religion:			in the lives of Black

	King and people 11 Queen Matilda/ Eleanor of Aquitaine: the role of Queens in male society		the rise of science in the Enlightenment 6 Plague (compare to the Black Death) 7 Charles II and the Royal Society Developments in art and culture from the Renaissance 8-9 Leonardo da Vinci Black Africans in Renaissance Art The role of Queens 10 Mary I 11 Mary Queen of Scots and Elizabeth I 12 Queen Anne Assessment: Comparison between the Black Death and the Plague, in context			Britons
Key skills Based on 3 key	Knowledge and understanding:	Knowledge and	Knowledge and	Knowledge and	Knowledge and	Knowledge and
ideas:	Comparing key features	understanding: Comparing key	understanding: Giving reasons	understanding: Beginning to consider	understanding: Beginning to consider	understanding: Making clear links
1. growing	of Medieval England,	features of Medieval	(introducing the idea	how History is written	how History is written	between History
complexity of	Mali and Baghdad	England, Mali and	of factors for change)	and doing it ourselves	and doing it ourselves	topics and the world
content in	(underlying themes of	Baghdad (underlying	for the explosion of	(History as an academic	(History as an	today, through a focus
developing	religious belief and	themes of religious	ideas in the	subject, not just the past)	academic subject, not	on social changes in,
knowledge and	comparing	belief and comparing	Renaissance and Age	by focusing on the power	just the past) by	and attitudes to,
understanding,	contemporary ideas	contemporary ideas	of Enlightenment	of new ideas in the	focusing on the power	gender, race and
layered every	about the role of	about the role of		Industrial Revolution	of new ideas in the	sexuality (and making
four terms	Church and monarchs	Church and monarchs	Explanation and		Industrial Revolution	links to these issues
through a	in relation to ordinary	in relation to ordinary	analysis of second-	Explanation and analysis		raised in the Industrial

thematic
approach
2. developmer
of skills in
second-order
concepts is
based upon
repeated use
over different
topics across
the year
3. incremental
skills
development i

source analysis

and evaluation

interpretations

of

people)

Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. Black Death, Thomas Becket) -Change and continuity (e.g. Magna Carta, Peasants Revolt) -Significance (e.g.

Source analysis:

Church)

Learning to make inferences from sources with supporting detail from source

Evaluating interpretations:

Focusing on describing and explaining two sides of the story, and making judgements

people)

Explanation and analysis of second-order concepts:
Focus on describing and explaining:
-Cause and consequence (e.g. reasons for progress, impact on population)
-Similarity and difference (e.g. Baghdad and the West)
-Significance (e.g. developments in

Source analysis:

Africa and the East)

Learning to make inferences from sources with supporting detail from source

Evaluating interpretations:

Focusing on describing and explaining two sides of the story, and making judgements

order concepts:

Focus on describing and explaining:
-Cause and consequence (e.g. reasons/factors for new ideas)
-Change and continuity (e.g. extent of new ideas)
-Similarity and difference (e.g. how similar/different were these new ideas)
-Significance (e.g. of these new ideas)

Source analysis:

Learning to make inferences from sources with supporting detail from source

Evaluating interpretations:

Focusing on describing and explaining two sides of the story, and making judgements

of second-order concepts:

Focus on describing and explaining:
-Cause and consequence (why the Industrial Revolution happened,

- Revolution happened, impact on cities)
 -Change and continuity
 (e.g. extent of change in attitudes to women, poverty, education and crime)
- -Similarity and difference (e.g. how similar/different were these changing attitudes) -Significance (e.g. of the

Source analysis:

period overall)

Comparing source content, with two or more sources Linking source content to own knowledge

Evaluating interpretations:

Making inferences from historians' views with supporting detail from interpretations

Explanation and analysis of second-order concepts:

Focus on describing and explaining:
-Cause and consequence (why the Industrial Revolution happened, impact on cities)
-Change and

- continuity (e.g. extent of change in attitudes to women, poverty, education and crime) -Similarity and difference (e.g. how similar/different were these changing
- attitudes)
 -Significance (e.g. of the period overall)

Source analysis:

Comparing source content, with two or more sources
Linking source content to own knowledge

Evaluating interpretations:

Making inferences from historians' views with supporting detail from interpretations Revolution module)

Explanation and analysis of second-order concepts:

Focus on describing and explaining:
-Cause and consequence (e.g.

- reasons for migration to Britain and its consequences for Black Britons, the Women's Suffrage campaign)
- -Change and continuity (e.g. extent of change in attitudes to women, race and sexuality)
- -Similarity and difference (e.g. how similar/different were these changing attitudes)
 Significance (e.g. of the period overall in changing social

Source analysis:

attitudes)

Comparing source content, with two or more sources
Linking source content to own knowledge

Evaluating

						interpretations: Making inferences from historians' views with supporting detail from interpretations
Personal development/ cultural capital	-The power of religion and spiritual ideas -Understanding of different cultures/ expanding world view, challenging stereotypes Careers: Literacy skills Analytical skills Social policy/Law/Politics	-The power of religion and spiritual ideas -Understanding of different cultures/ expanding world view, challenging stereotypes Careers: Literacy skills Analytical skills Social policy/Law/Politics	-Challenges to religion from science: the power of new ideas Careers: Literacy skills Analytical skills Social policy Art and science	-How individuals can make a difference -Changing attitudes to women's rights, poverty, education and crime, linked to social class Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-How individuals can make a difference -Changing attitudes to women's rights, poverty, education and crime, linked to social class Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Changing social attitudes to gender, race and sexuality, with links to attitudes today: how much has changed and why? Careers: Literacy skills Analytical skills Social policy/Law/Politics
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 POWER AND PROTEST	POWER AND PROTEST How did the Normans gain and keep control of England?	POWER AND PROTEST How was the power of Kings challenged in the 1600s?	POWER AND PROTEST Case-study: The French Revolution	POWER AND PROTEST Who benefited from the British Empire?	POWER AND PROTEST How has terrorism changed the 20 th /21 st century world?	POWER AND PROTEST Case-study: The Women's Suffrage Movement
Lessons	How did William I keep control? Norman Conquest 1-2 Migration to Britain pre-1066: Romans, Vikings and Anglo-Saxons 3 Who should be King? 4 Battle of Stamford Bridge	English Civil War and its aftermath 1-2 Recap of Magna Carta, Peasants Revolt, Henry VIII and the Reformation Parliament Causes of the Civil War 3 The Diggers and Levellers	French Revolution 1 Who had power in Europe in 1780 2 Life in pre- revolutionary France Causes and events 3 The Estates system 4. The Bourgeois revolution	Slave trade 1 Links to Year 7 lessons on Slave Trade; the perspective in Liverpool/Bristol: why did slavery develop? 2 Middle Passage 3 Conditions on plantations 4 Slave rebellions	Conflict in the Middle East 1-2 Long-term causes/ events 3 Differing viewpoints (Parallel Histories) 4 Impact on/of terrorist groups 5 The situation today: nature/extent of	The campaign 1 Why did women want the vote? 2 Suffragettes and Suffragists: aims and methods 3 Government response and its impact

	5-6 Battle of Hastings Consequences 7-8 Feudal system, Domesday Book and Harrying of the North/Hereward the Wake 9-10 Castles Assessment: Reasons for the Norman victory	4 Oliver Cromwell 5-6 Glorious Revolution The Ming Dynasty 7 The power of the Ming Dynasty 8 Reasons for decline 9 Links to the English Civil War Assessment: The impact of the Civil War and its aftermath on the changing nature of government in England	5. Summer of 1789 6. Declaration of the Rights of Man 7. Louis XVI's execution 8. Terror 9. Marie-Antoinette Aftermath 10 Napoleon and the Napoleonic Wars 11 Was it worth it? Assessment: Interpretations of the French Revolution	Empire 6 Background to the British Empire 7 Seven Years War and American War of Independence 8 Australia 9-10 The rulers and the ruled by 1900: Opium Wars and Zimbabwe 11 The Benin bronzes: what do they tell us about Empire? Spotlight on India 12 The East India Company 13 Impact on India Assessment: Who benefitted from Empire?	Conflict in Ireland 6-7 Long-term causes 8 Differing viewpoints (Parallel Histories) 9 Impact on/of terrorist groups 10 The situation today: nature/extent of change How has the nature of protest changed in the 20 th century? 11 The impact of Gandhi's philosophy of peaceful protest 12 Protest today: review Assessment: Impact of terrorism on Northern Ireland the Middle East	Case-studies 4 Kitty Marion 5 Emily Davison 6 Princess Sophia Duleep Singh 7 Why did women achieve the vote? Assessment: Source work on Emily Davison
Key skills	Knowledge and	Knowledge and	Knowledge and	Knowledge and	Knowledge and	Knowledge and
Based on 3 key	understanding:	understanding:	understanding:	understanding:	understanding:	understanding:
ideas: 1. growing	Layering knowledge and understanding by	Linking back to Theme 1 and attempts in the	Linking back to Autumn 2 and	Linking back to key theme of Slavery running	Linking back to previous themes of	Linking back to the previous themes of
complexity of	returning to the Middle	Middle Ages to	relations between	through Year 7 and the	power, control, race	relations between
content in	Ages and focusing	challenge royal power,	King, Parliament and	Industrial Revolution,	and Empire, students	people and Parliament
developing	more explicitly on	now focusing on the	People. Why was the	students examine the	consider the reasons	and Year 7 focus on
knowledge and	methods of power and	English Civil War and	French Revolution so	Transatlantic Slave Trade	for and impact of	Peterloo, Chartism
understanding,	control used by	its impact on relations	significant?	and evaluate different	Terrorism in the	and actions of women
layered every	monarchs in relation to	between King,		interpretations of the	modern world, using	in the 20 th century
four terms	ordinary people	Parliament and	Explanation and	British Empire,	two case-studies	feminist movement,
through a	(Theme 1)	People. What was	analysis of second-	considering who		students consider the

thematic approach

2. development of skills in second-order concepts is based upon repeated use over different topics across the year

3. incremental skills development in source analysis and evaluation of interpretations

Explanation and analysis of second-order concepts:

order concepts:
Focus on describing
and explaining:
-Cause and
consequence (e.g.
reasons for the Norman
invasion and its results)
-Significance (e.g. of
the Norman invasion in
British history)

Source analysis:

Exploring how provenance impacts on sources (one source)

Evaluating interpretations:

Making developed comparisons between interpretations with support

happening in China at the same time?

Explanation and analysis of second-order concepts: Focus on describing and explaining:

-Cause and consequence (e.g. reasons for and results of the English Civil War)
-Change and continuity (e.g. how

were relations
between monarch and
Parliament changing?)
-Similarity and
difference (e.g. links to
the Ming Dynasty?)
-Significance (e.g.
importance of the Civil

Source analysis:

War)

Exploring how provenance impacts on sources (comparing sources)

Evaluating interpretations:

Making developed comparisons between interpretations with support

order concepts:

Focus on describing and explaining: -Cause and consequence (e.g. reasons for and results of the French Revolution) -Change and continuity (e.g. how were relations between monarch and Parliament changing?) -Similarity and difference (e.g. links to the English Civil War and the Ming Dynasty?) -Significance (e.g. importance of the French Revolution)

Source analysis:

Exploring how provenance impacts on sources (comparing sources)

Evaluating interpretations:

Making developed comparisons between interpretations with support

benefitted and who did not, and why, reaching a clear judgement

Explanation and analysis of second-order concepts:

Focus on describing and explaining:
-Cause and consequence (e.g. reasons for and results of the Slave Trade, and the development of the British Empire)
-Similarity and difference (e.g. experiences of Empire)
-Significance (e.g.

importance of the Slave

Britain and its economy)

Trade and Empire to

Source analysis:

Using source content and provenance (from Year 7) to make *developed* comments about reliability of source, linked to own knowledge

Evaluating interpretations:

Linking interpretations to explicit own knowledge

Explanation and analysis of second-order concepts:

-Cause and consequence (e.g. background to the Troubles)

-Significance (e.g. of terror tactics in the modern world)

Source analysis:

Using source content and provenance (from Year 7) to make developed comments about reliability of sources, linked to own knowledge

Evaluating interpretations:

Linking interpretations to explicit own knowledge

position, attitudes to and actions of women in the Women's Suffrage Movement in greater depth than in Year 7

Explanation and analysis of second-order concepts:

-Cause and consequence (e.g. reasons for protest) -Similarity and difference (e.g. analysis of differing aims and tactics) -Significance (e.g. of the women's actions in context, and the 1918 Act)

Source analysis:

Using source content and provenance (from Year 7) to make developed comments about reliability of sources, linked to own knowledge

Evaluating interpretations:

Linking interpretations to explicit own knowledge

Personal development/ cultural capital	-Understanding the role of invasion in British history, and challenging what it means to be 'British' Careers: Literacy skills Analytical skills Social policy/ Law/ Politics	-Awareness of the early development of democracy in Britain, and the political power of ordinary people in making change Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Awareness of the development of democracy in France and the political power of ordinary people in making change, as well as the positive and negative impact of political struggle on ordinary citizens Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Understanding the impact of racist attitudes on other nations, and Britain's role in slavery and Empire, making links to the extent of changing attitudes, and continuing problems, today -How protest can lead to change Careers: Literacy skills Analytical skills Social policy/Law/Politics	-Awareness of the background to Islamic terrorism and less well-known, the reasons for and impact of terrorism (or freedom fighting) in Northern Ireland (close to home) Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Awareness of the particular struggle for women to achieve the vote, in the context of the War, and the complexity of attitudes to women at the time (and today) Careers: Literacy skills Analytical skills Social policy/Law/ Politics
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 CONFLICT AND CO-OPERATION	CONFLICT AND CO-OPERATION Why can't historians agree about Medieval conflict? Early Modern case- study: The Spanish Armada 1588	CONFLICT AND CO-OPERATION How have Black Americans experienced conflict and co-operation in attitudes to race from the 1600s to today?	CONFLICT AND CO-OPERATION How should we write the history of the First World War?	CONFLICT AND CO- OPERATION Case-study: What does Germany tell us about conflict and co-operation in Europe between the Wars?	CONFLICT AND CO-OPERATION How did World War Two become a World War?	CONFLICT AND CO- OPERATION Why did the Cold War begin, and how did it impact on the 20 th century world?
Lessons	Crusades 1-2 Causes and experiences of the	1-2 Slave Trade in the Deep South, rebellions and the Underground	1-2 Causes 3 Preparation and propaganda 4 Trench life	1 Treaty of Versailles Rise of dictators 2 Ideologies:	1-2 Causes (including the role of Appeasement) 3-4 Blitzkrieg and	1 Causes 2 The Iron Curtain, the Berlin Blockade and the Hungarian

	Conflict with Wales	Crow Laws and Plessy	Gary Sheffield)	Nazi Germany	(Pearl Harbour and	4 Cuban Missile Crisi
	(Owain Glyn Dwr)	vs Ferguson	7 'Shot at Dawn'	3-4 Weimar Germany:	Stalingrad)	5 Prague Spring
	4 Why did Owain Gyln	4 The rise of the KKK,	8 Conscientious	challenges up to 1923,	7 D-Day	
	Dwr rebel?	1920s and World War	Objectors	the role of Stresemann	8-9 Atomic bomb (and	6 Reagan and
	5 Owain Glyn Dwr: hero	Two	9 A <i>World</i> War	and the Wall Street Crash	its impact for the	Gorbachev
	or rebel? Historians'	5-7 NAACP, the Civil		5 Hitler's rise to power	world)	7 The fall of the Wal
	views	Rights Movement,	Spotlight throughout	6-7 Life in Nazi Germany	,	and the end of the
		Rosa Parks and Martin	on local history	,	Holocaust	Cold War
	Conflict with Scotland	Luther King; the role of	,	Assessment:	10-12 How did the	
	6 Interpretations of	federal government	Assessment:	Different views of the	Holocaust happen?	Assessment: The
	William Wallace	8 Malcolm X and Black	Interpretations on the	Hitler Youth		Berlin Wall
	7 How successful was	Power	view that the First		Spotlight throughout	
	Robert Bruce in the	9 Black America	World War can be		on local history	
	War of Independence?	1980s-today	characterised as 'Lions		,	
	·	·	led by donkeys'		Assessment: Dunkirk	
	Case-study: The	Assessment: The			source analysis/	
	Spanish Armada	importance of Martin			Should the atomic	
	8-9 England's relations	Luther King (compared			bomb have been	
	with Spain	to other factors) to			dropped on Japan?	
	10 The events of the	Civil Rights for African-				
	Armada and its	Americans				
	consequences					
	11 Reasons for victory					
	Assessment:					
	Why did the Spanish					
	Armada fail?					
Key skills	Knowledge and	Knowledge and	Knowledge and	Knowledge and	Knowledge and	Knowledge and
Based on 3 key	understanding:	understanding:	understanding:	understanding:	understanding:	understanding:
ideas:	Building upon	Linking to previous	Linking back to the	Linking together previous	Linking back to the	Building upon all the
1. growing	knowledge of Medieval	modules focusing on	Year 7 module on	and successive modules	focus on world history	topics in Year 9,
complexity of	life (particularly the	Slavery, race and	writing the history of	through the Treaty of	over the past three	students will conside
content in	power of the Church)	Empire, students trace	the Industrial	Versailles, students zone-	years, students study	a 'cold war' of ideas
developing	and the Battle of	the history of black	Revolution and with	in on the theme of	the Second World War	like racial conflict in
knowledge and	Hastings in Year 8 and	people in America, in	improved skills in	conflict (impact of World	in its international	America (and again
understanding,	focusing on the context	particular post-	evaluating historical	War One and build-up to	context.	including America),
layered every	of Medieval	Slavery, comparing the	interpretations,	World War Two; conflict		but this time in post

four terms through a thematic approach

2. development of skills in second-order concepts is based upon repeated use over different topics across the year

3. incremental skills development in source analysis and evaluation of interpretations

historiography, specifically why historians write as they do. Links/comparisons made with Early Modern conflict through the Spanish Armada.

Explanation and analysis of second-order concepts: -Cause and

consequence (e.g. why people went on Crusades)
-Change and continuity (e.g. in historians' attitudes to Medieval conflict)
-Similarity and difference (e.g. in historians' attitudes to Medieval conflict)
-Significance (e.g. of Jerusalem)

Source analysis:

Comparing reliability of different sources, linked to own knowledge

Evaluating interpretations:

Making developed judgements on interpretations, linked

impact of the Civil
Rights Movement with
federal government
and social attitudes on
the attainment of civil
rights and equality,
and analysing the
nature and extent of
change. A conflict of
ideas, linking forward
to the Cold War

Explanation and analysis of second-order concepts:

-Cause and consequence (e.g. reasons for the abolition of slavery and its results) -Change and continuity (e.g. how far attitudes to African-Americans changed) -Similarity and difference (e.g. similarities and differences in attitudes and reasons for this) -Significance (e.g. of the Civil Rights Movement)

Source analysis:

Comparing reliability of different sources, linked to own

students evaluate interpretations of the First World War throughout a variety of topics, and reach judgements.

Explanation and analysis of second-order concepts:

-Cause and consequence (e.g. causes of the First World War) -Change and continuity (e.g. changing views of the First World War) -Similarity and difference (e.g. in views of Conscientious Objectors, 'Shot at Dawn' etc.)

Source analysis:

Analysing the usefulness of a source, linked to own knowledge

Evaluating interpretations:

As Autumn 2, with increasingly complex interpretations

of ideologies Fascism and Communism) and cooperation (the extent to which Hitler 'spoke to' and reflected the concerns of ordinary Germans through Nazi policies)

Explanation and analysis of second-order concepts:

-Cause and consequence (e.g. reasons for weakness in Weimar Government; reasons for rise of Hitler)
-Change and continuity (e.g. new ideas of the 1920s)
-Similarity and difference (e.g. in interpretations of Nazi policies)

Source analysis:

Analysing the usefulness of a source, linked to own knowledge

Evaluating interpretations:

As Spring 1, with increasingly complex interpretations

Explanation and analysis of second-order concepts:

-Cause and consequence (e.g. causes of the War) -Significance (e.g. importance of the Atomic Bomb)

Source analysis:

Analysing the usefulness of more than one source, linked to own knowledge

Evaluating interpretations:

As Spring 2, with increasingly complex interpretations

War Europe. Students can also make links to the context of changing social attitudes in the 20th century (Year 7) and terror tactics (Year 8)

Explanation and analysis of second-order concepts:

-Cause and consequence (e.g. causes of the Cold War and key events) - Change and continuity (e.g. of the extent of threat)
Significance (e.g. of key events)

Source analysis:

Analysing the usefulness of more than one source, linked to own knowledge

Evaluating interpretations:

As Summer 2, with increasingly complex interpretations

	to own knowledge	knowledge				
		Evaluating interpretations: Making developed judgements on interpretations, linked to own knowledge				
Personal development/ cultural capital	-Improved knowledge of the histories of Wales and Scotland -Links made between Wales, Scotland and England Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-The role of protest in achieving change: different types of protest and different levels of success -Different attitudes to race (from both black and white viewpoints) and reasons for this -Links to modern America Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Attitudes to peace and war -Changing attitudes to mental health -Challenging stereotypes of who fought in World War One -Focus on family history Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Understanding key 20 th century ideologies relevant today: Fascism and Communism -Reasons for support for extremist ideologies among 'ordinary people' -Impact of extremist ideologies Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Focus on family history -Links to the world today: impact of the War on international relations -Long-term Anti-Semitic attitudes and the Holocaust: improved awareness and understanding Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Focus on international politics with links to modern day -Understanding of the political and economic significance of the USA
Year 10 GCSE History	GCSE Paper 1: Migration c800- modern day	GCSE Paper 1: Migration c800- modern day	GCSE Paper 1: Migration c800- modern day	GCSE Paper 3: Germany 1918-39	GCSE Paper 3: Germany 1918-39	GCSE Paper 3: Germany 1918-39
content	,	,	,	Overview of the 20th	Hitler's rise to power,	Control in Nazi
	Key topic 1: c800-1500	Key topic 3: 1700-	Key topic 4: 1900-	century	1919-33	Germany 1933-39
	-Reasons for and	1900	modern day	Review ideologies and	How did Hitler take	How did Hitler
	context of migration	-Reasons for and	-Reasons for and	key political terms	control of the early	consolidate his power
	-The experience and	context of migration	context of migration	Weimar Germany 1919-	Nazi Party up to 1921?	1933-34? (from
	impact of migrants	-The experience and	-The experience and	33	Munich Putsch:	Chancellor to Dictator)
	-Case study: Viking York	impact of migrants	impact of migrants	What impact did World	success or failure?	 How did the Nazis

Key topic 2: 1500-1700 -Reasons for and context of migration -The experience and impact of migrants -Case studies: Sandwic and Canterbury, the Huguenots
Assessment topics: Reasons for migration, migrant experience (positive and negative) and migrant impact (political, economic

cultural)

-Case studies: 19th century Liverpool,
Jewish migrants in the
East End

Assessment topics:
Reasons for migration,
migrant experience
(positive and negative)
and migrant impact
(political, economic
cultural)

-Case studies: Bristol and the Bus Boycott Asian migrants in Leicester

Historic Environment: Notting Hill c1948-70

-Local environment
-Influence of
Caribbean culture
-Racism and policing
-Black activism

Assessment topics:

Reasons for migration, migrant experience (positive and negative) and migrant impact (political, economic cultural), Notting Hill War One have on Germany? Why was the Weimar Government so weak by 1923?

- How 'golden' were the Golden Years?
- What impact did the Wall Street Crash have on Weimar Germany?

Assessment topics: weakness of early Weimar, the Golden Years

How did the Nazi
Party change 1924-29?
Why did Hitler
become Chancellor by 1933?

Assessment topics:

Munich Putsch, changes to the Nazi Party 1924-28, how/why Hitler became Chancellor by 1933 (debate) use terror to keep control?

• How did the Nazis use propaganda to keep control?

Assessment topics:

how Hitler became a dictator, the use of terror and propaganda, the Churches

Life in Nazi Germany 1933-39

- How and why did the Nazis control young people?
- How successful were Nazi youth policies?
- How did the Nazis control women?
 How successful were Nazi policies towards women?
- Did the Nazis perform an economic miracle?
- How and why did the Nazis persecute the Jews and other minorities?

Assessment topics:

the effectiveness and success of Hitler's social and economic policies, the

						treatment of Jews and other minorities in Nazi Germany
Key skills: Regular practice of exam questions testing exam skills, which are embedded into lessons	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice
Personal development/ cultural capital	-Reasons for migration to Britain through history -Why some migrant groups are more welcomed than others, and why experiences vary -the contributions made by migrants to British society, economy and culture	-Reasons for migration to Britain through history -Why some migrant groups are more welcomed than others, and why experiences vary -the contributions made by migrants to British society, economy and culture	-Cultural impact of migrants in Notting Hill -Challenges presented by racist attitudes -Police-community relations in Notting Hill -The origins and impact of black activism Careers: Literacy skills Analytical skills	-How to deal with the losing side (Versailles but also everyday life) -Different ways of running a country (PR, Article 48): what works? -Left and right wing views: what are they? -The impact of radical art and culture on society in difficult times -Understanding how the economy works	-How can extremist ideas grow? -Why do some people believe in extremist ideas? -What impact does economic dislocation have on political extremism? Careers: Literacy skills Analytical skills	-How can democracy be eroded? Improved understanding of the structures of dictatorship -How people can be controlled, often unwittingly, and how to challenge this: growing awareness Careers: Literacy skills
	Careers: Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics	Careers: Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics	Social policy/Law/ Politics/Business/ Economics	Careers: Literacy skills Analytical skills Social policy/Law/ Politics/Business/	Social policy/Law/ Politics/Business/ Economics	Analytical skills Social policy/Law/ Politics/Business/ Economics

				Economics		
rear 11	GCSE Paper 2:	GCSE Paper 2: Early	GCSE Paper 2:	GCSE Paper 2:	Revision	Revision
	Early Elizabethan	Elizabethan England	Superpower Relations	Superpower Relations	Migration c800-	Migration c800-
GCSE content	England 1558-1588	1558-1588	and the Cold War	and the Cold War 1943-	modern day (including	modern day (including
			1943-1991	1991	Notting Hill)	Notting Hill)
	Queen, Government	Challenges to			Germany 1918-1939	Germany 1918-1939
	and Religion 1558-69	Elizabeth, 1569- 1588	The origins of the Cold	The end of the Cold War,	Elizabeth I 1558-1588	Elizabeth I 1558-1588
	 How did Elizabethan 	Why were Anglo-	War, 1941-58	1970-1991	Cold War 1943-1991	Cold War 1943-1991
	society work?	Spanish relations so	Why did the Cold	What was Détente?		
	 What challenges 	tense?	War begin?	How did the Soviet		
	faced Elizabeth I at the	What led England	What impact did the	invasion of Afghanistan		
	start of her reign?	and Spain to War?	Truman Doctrine and	impact on the Cold War?		
	How should Elizabeth	Why did England	Marshall Plan have on	How and why did Reagan		
	deal with the problem	defeat the Spanish	Superpower relations?	and Gorbachev change		
	of religion?	Armada?	How did the arms race	their views?		
	Who challenged		develop?	Why did Eastern		
	Elizabeth's Religious	Elizabethan Society	 How and why was 	Europe disintegrate?		
	Settlement?	 How and why did 	Berlin divided, and	 What explains the fall 		
	How and why was	education change in	what was the impact	of the USSR?		
	Mary Queen of Scots	Elizabethan times?	of this?			
	such a threat?	How did leisure	Why was the Soviet	Assessment topics: the		
		change in Elizabethan	invasion of Hungary so	events of Détente, the		
	Challenges to	times?	significant?	significance of		
	Elizabeth, 1569- 1588 •	Why did poverty		Afghanistan, the impact		
	How much of a threat	increase in Elizabethan	Cold War Crises, 1958-	of Star Wars, the		
	was the Rebellion of	times?	70	changing attitudes of		
	the Northern Earls?	 How and why did 	Why was the Berlin	Reagan and Gorbachev,		
	 How significant were 	attitudes to poverty	Wall built?	Gorbachev's new ideas,		
	the Catholic plots	change?	What was the impact	reasons for the collapse		
	against Elizabeth?	Why did	of the building of the	of Eastern Europe,		
		Elizabethans explore?	Berlin Wall?	reasons for the fall of the		
	Assessment topics:	• Why colonise?	Why was the Bay of	USSR		
	challenges to Elizabeth	Why did early	Pigs so significant?			
	at the start of her	attempts at	How close did we			
	reign, the Religious	colonisation fail?	come to nuclear war in			
	Settlement, Rebellion		1962?			

Vov skille:	of the Northern Earls and Plots Specific focus on over	Assessment topics: -Relations with Spain, Drake, Spanish Armada -Changes to education and leisure, causes of and changing attitudes to poverty, reasons for exploration, reasons why early colonisation failed	 What were the consequences of the Cuban Missile Crisis? Why was there opposition to Soviet control in Prague? Why was the Brezhnev Doctrine introduced? What were the consequences of the Prague Spring? Assessment topics: The conferences, the impact of the Truman Doctrine, the effects of the arms race, the division of Berlin and its impact (including NATO and the Warsaw Pact), cases, effects and consequences of the Hungarian Uprising Causes and impact of the building of the Berlin Wall, significance of the Bay of Pigs, consequences of the Cuban Missile Crisis, causes, events and consequences of the Prague Spring 	Specific focus on avam	
Key skills:	Specific focus on exam assessment criteria:	Specific focus on	Specific focus on	Specific focus on exam assessment criteria:	
Regular practice		exam assessment	exam assessment		
of exam	A01: Knowledge and	criteria:	criteria:	A01: Knowledge and	

questions testing exam skills, which are embedded into lessons	understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	
Personal development/ cultural capital	-Definitions of being 'female' and how these can be used, exploited and challenged -Different definitions of femininity: two very different Queens -Political challenges to authority and the forms these can take Careers: Literacy skills Analytical skills Social policy/Law/ Politics/ Economics	-Understanding social structures in their historical context and the impact of social class on education and attitudes to poverty -British attitudes to other nations and respect for their beliefs; desire for power, land and money and how this can manifest itself Careers: Literacy skills Analytical skills Social policy/Law/ Politics/ Economics	-The pros and cons of Capitalism and Communism -What do democracy and dictatorship mean in practice? -Ethics of nuclear weapons Careers: Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics	-The importance of human and civil rights -What does freedom mean? -What works best? Political co-operation or threats? Words or weapons? -Do nuclear weapons make war less likely? Careers: Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics	