

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
7	Knowledge that will be taught: moving to the common core curriculum. * The Romans - second order concept: Causation - o Enquiry: Why did the Roman Empire fall? * Sutton Hoo - second order concept: Use of evidence - o Enquiry: How have historians learned about the person buried at Sutton Hoo? * The Anglo Saxons - second order concept: Causation - o Enquiry: What led to the development of an English nation by 1042?		Knowledge that will be taught: moving to the common core curriculum. * Norman England - second order concept: Causation and Change and Continuity - o Enquiry: How far did the Norman Conquest change life in England? * The Rise of Islam - second order concept: Causation - o Enquiry: Why did Islam spread so far and so fast? * The Crusades - second order concept: Causation - o Enquiry: Why did Europeans go on crusade?		Knowledge that will be taught: moving to the common core curriculum. * Medieval Monarchy - second order concept: Change and Continuity - o Enquiry: What did Medieval Monarchs need to keep control? * Medieval Mali - second order concept: Interpretation - o Enquiry: How did Mansa Musa project his power? * The Wars of the Roses - second order concept: Significance - o Enquiry: How did the monarchy change during the Wars of the Roses.	
8	Knowledge that will be taught: moving to the common core curriculum. * The Renaissance - second order concept: Change and Continuity - o Enquiry: How did the Renaissance change the world? * The Reformation - second order concept: Causation - o Enquiry Why was there a Reformation in England? * The English Civil War - second order concept: Causation - o Enquiry: Why did the English kill their king in 1649?		Knowledge that will be taught: moving to the common core curriculum. * The Later Stuarts - second order concept: Change and Continuity - o Enquiry: How did Britain become a parliamentary monarchy? * The British Empire - second order concept: Use of evidence - o Enquiry: How did the British build and Empire? * The Slave Trade - second order concept: Use of Evidence - o Enquiry: Was Thomas Clarkson a reliable commentator on the slave trade?		Knowledge that will be taught: moving to the common core curriculum. * The Age of Revolutions- second order concept: Similarity and Difference - o Enquiry: What did the term revolution mean in the Age of Revolutions? * The Industrial Revolution - second order concept: Interpretations - o Enquiry: How did the Victorians view the Industrial Revolution? * Political Reform, - second order concept: Significance - o Enquiry: How significant were the Great Reform Acts?	
9	Knowledge that will be taught: * Y9 will start with World War One. * They will learn about what the world was like in 1914 and the major powers at this time. * They will explore the main causes, the assassination of Archduke Franz Ferdinand, life in the trenches, Sheffield Pals Battalion, the battle of the Somme and the end of WW1. * How did the Great War become the First World War? – assessment * Second order concept: Significance	Knowledge that will be taught: * Y9 will then move onto the Russian Revolution and explore what a revolution is. * They will look at what life was like in Russia in 1894 under the rule of Tsar Nicolas II, bloody Sunday, opposition and the revolution of 1917. * Why was Tsar Nicolas II the last Tsar of Russia? – assessment * Second order concept: Cause and Consequence	Knowledge that will be taught: * Following on from the Russian Revolution, scholars will learn about Communist Russia. * They will explore different ideologies like capitalism and communism (which will help with other topics like the Cold War). * They will look at who ruled after Lenin, the Soviet Union being a utopia/dystopia. * How was Stalin’s Russia similar to Lenin’s? – assessment * Second order concept: Similarity and Difference	Knowledge that will be taught: * Y9 will study World War Two in half-term 4. * This topic will explore the Treaty of Versailles, the rise of Hitler and the Nazi’s, the start of WW2, the battle of Britain, the Battle of Stalingrad, D-Day, and the end of WW2. * What is the narrative of the Second World War? – assessment * Second order concept: Chronology	Knowledge that will be taught: * Y9 will study the Holocaust in half-term 5. * This topic will have a set of ground rules the scholars will have to follow. * They will learn about Judaism, anti-Semitism, Kristallnacht, concentration camps, different roles within the Holocaust and how we remember the Holocaust. * What was the Holocaust? – assessment * Second order concept: Significance	Knowledge that will be taught: * The last topic Y9 will study is the Cold War. * Scholars will look at the Yalta Conference, what the Cold War, the iron Curtain, the division of Berlin and the Berlin wall. The Cuban missile crisis, the Vietnam War, the space race and the end of the Cold War. * How much did the Cold War change the world? – assessment * Second order concept: Change and Continuity *
10	Y10 will be moving to Edexcel from September 2025 Knowledge that will be taught: * Y10 will start term 1 with Medicine through time, 1250-1500. * Scholars will start learning about Medieval and Renaissance medicine. * They will learn about Hippocrates, Galen and the Black Death. * They will also study causes, treatment and prevention of both time periods. * They will also study Vesalius, Willaim Harvey and the Great Plague. * They will start learning about industrial medicine such as vaccination, Florence Nightingale, John Snow, Joseph Lister and germs and diseases. * Scholars will then move onto modern medicine such as DNA as a major breakthrough in medicine, the NHS, government intervention and prevention of disease. * Finally scholars will study medicine on the Western Front, 1914-1918. This will be their historic environment. Scholars will study how the terrain impacted the transport of soldiers, aseptic surgery, x-rays, blood transfusions, care on the western front and new techniques developed to deal with wounds.		Knowledge that will be taught: * Term 2 will start with Weimar and Nazi Germany, 1918-39. * Scholars will study the Weimar Republic. They will start with the Weimar Constitution and the damage done to Germany after the Treaty of Versailles. Scholars will explore what was the impact of the hyperinflation crisis of 1923 and how did the Weimar Republic recover between 1924-29. Finally they will look at whether 1924-1929 a ‘Golden Age’ for Germany? * Scholars will then move onto Hitler’s rise to power. They will look at the growth of the early Nazi party and whether that was due to Hitler. The Munich Putsch, the reorganisation of the Nazi Party, how the Nazi Party started to become popular and finally how Hitler became Chancellor in January 1933. * Scholars will then study Nazi control and dictatorship, 1933-39. Scholars will study the events of 1933 and how it helped Hitler establish a dictatorship. Scholars will learn about Nazi control and how they created a climate of fear as well as propaganda and resistance to Nazi control. * Finally scholars will study Life in Nazi Germany, 1933-39. Scholars will start to explore attitudes towards women in Nazi Germany, Nazi policies towards men, youth groups, education, employment, and life for German workers, standard of living, minorities and the persecution of Jewish people in Nazi Germany.		Knowledge that will be taught: * Term 3 will start with Superpower relations and the Cold War, 1941-91. * Scholars will starts with the origins of the Cold War, 1941-58. Scholars will learn why were the USA and USSR unlikely allies? As well as the Grand Alliance, Tehran, Yalta and Potsdam Conferences. As well as, The Iron Curtain and Truman Doctrine. Scholars will learn about the Berlin Blockade and Airlift, the nuclear arms race and Hungarian Uprising in 1956. * Scholars will then move onto Cold War crises, 1958-70. Scholars will study the consequences of the Berlin refugee crisis, the impact of the Berlin Wall, The Cuban revolution, Cuban Missile Crisis and the impact of the Prague Spring. * Scholars will then move onto attempts in the 1970s to decrease tension, consequences of the Soviet invasion of Afghanistan, the ‘Second Cold War’ and Gorbachev and the end of the USSR.	
11	Knowledge that will be taught: * Y11 will carry on learning about the Cold War from the end of Y10. * Scholars will finish the Cold War crises, 1958-70. Scholars will study the consequences of the Berlin refugee crisis, the impact of the Berlin Wall, The Cuban revolution, Cuban Missile Crisis and the impact of the Prague Spring. * Scholars will then move onto attempts in the 1970s to decrease tension, consequences of the Soviet invasion of Afghanistan, the	Knowledge that will be taught: * Y11 will then move onto their last topic of Early Elizabethan England. * Scholars will start learning about Queen, government and religion, 1558-69. This will include Elizabeth’s government, challenges to monarchy, religious problems and Mary Queen of Scots. * Scholars will then move onto, Challenges to Elizabeth at home and abroad, 1569-88. This will include, the 1569 Revolt of the Northern Earls, Catholic threats, Francis Drake, the Netherlands and Anglo-Spanish relations, and the Spanish Armada, 1588. * Scholars will then be moving onto Elizabethan society in the Age of Exploration. This will include, education and leisure activities in Elizabethan England, attitudes toward the poor in Elizabethan society, global exploration and Walter Raleigh’s colonisation of Virginia.	Knowledge that will be taught: * Y11 will revise Medicine Through Time. * Y11 will revise Nazi Germany. * Y11 will revise Cold War. * Y11 will revise Elizabethan England.			

	'Second Cold War' and Gorbachev and the end of the USSR.			
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