



# Year 7 History

## AUTUMN TERM

- **The Romans**  
Were the Scots lucky to be on the other side of Hadrian's wall? Pre 1066
- **Meanwhile elsewhere....**  
Italy - Mount Vesuvius eruption

## SPRING TERM

- **The Normans**  
Why is 1066 the most remembered date in British History? 1066-1075
- **Meanwhile elsewhere...**  
China - Song Dynasty

## SUMMER TERM

- **Medieval**  
Who held power in Medieval England? 1075-1485
- **Meanwhile elsewhere...**  
Middle East - Ibn Battuta

## YEAR 7 CURRICULUM OVERVIEW

Pupils are introduced to the study of History. Both first order and second order concepts are taught alongside substantive (content) knowledge. Pupils have the opportunity to learn and then practice historical writing skills using knowledge, sources and interpretations.

Example First Order concepts include; Empire, Slavery, Invasion, Monarchy, Succession, Christianity & Parliament.

Second Order concepts include; Cause and Consequence, Similarity and Difference, Change and Continuity and Significance.

Factors include; Political, Economic, Social, Religion, Power, Conflict.

Cultural Capital will be developed through the '*Meanwhile elsewhere*' lessons which explore historical events around the world during their period of study.



# Year 8 History

## AUTUMN TERM

- **The Tudors**  
Did a broken marriage lead to the break with Rome? 1485-1603
- **Meanwhile elsewhere....**  
Europe - Age of discovery
- **The Stuarts**  
Why did the King lose his head? 1603-1714
- **Meanwhile elsewhere...**  
America - the Thirteen colonies

## SPRING TERM

- **Industrial Britain**  
How did industry transform Britain into 'Great Britain'? 1750-1900
- **Meanwhile elsewhere....**  
France - The French Revolution

## SUMMER TERM

- **British Empire**  
Should Britain be proud of its empire? 1750-1900
- **Meanwhile elsewhere....**  
America - The American West
- **Slavery**  
How far can Britain be blamed for slavery? 1750-1900
- **Meanwhile elsewhere...**  
Haiti - The Haitian revolt

## YEAR 8 CURRICULUM OVERVIEW

First and second order concepts, themes and factors are re-visited whilst new aspects are taught across their topics. Pupils build on their substantive knowledge whilst practicing source analysis, evaluation of historical interpretations and writing using a range of historical detail.

Example First order concepts include; Reformation, Tax, Civil War, Republic, Restoration, Empire, Imperialism & Slavery.

Second Order concepts include; Cause and Consequence, Similarity and Difference, Change and Continuity and Significance.

Factors include; Political, Economic, Social, Religion, Power, Conflict .

Cultural Capital will be developed through the '*Meanwhile elsewhere*' lessons which explore historical events around the world during their period of study.



# Year 9 History

## AUTUMN TERM

- **20th century Britain**  
Why does World War I deserve its own remembrance day? 1914-1918
- **Meanwhile elsewhere...**  
Ireland - The Easter Rising
- **20th century Germany**  
How much did life change in Nazi Germany? 1933-1945

## SPRING TERM

- **20th century Germany** (*continued*)  
How much did life change in Nazi Germany? 1933-1945
- **Meanwhile elsewhere...**  
Hawaii - Pearl Harbour
- **20th century Europe**  
How was the Holocaust allowed to happen? 1933-1945
- **Meanwhile elsewhere....**  
Russia - Stalin

## SUMMER TERM

- **Modern Britain**  
How equal is modern Britain? 1900-present
- **Meanwhile elsewhere...**  
Asia - The Vietnam War

## YEAR 9 CURRICULUM OVERVIEW

First and second order concepts, themes and factors are re-visited whilst new aspects are taught across their topics. Pupils build on their substantive knowledge whilst practicing source analysis, evaluation of historical interpretations and writing using a range of historical detail.

Example First order concepts include; Propaganda, Democracy, Dictatorship, Anti-Semitism, Persecution Genocide, Equality & Diversity.

Second Order concepts include; Cause and Consequence, Similarity and Difference, Change and Continuity and Significance.

Factors include; Political, Economic, Social, Religion, Power, Conflict .

Cultural Capital will be developed through the '*Meanwhile elsewhere*' lessons which explore historical events around the world during their period of study.



# Year 10 History

## AUTUMN TERM

- **British Depth Study: Elizabethan England c1568-1603**
  - I. What problems did Elizabeth I face in her early reign?
  - II. Was the Elizabethan era a golden age for everyone?
  - III. What problems did Elizabeth face at home and abroad?

## SPRING TERM

- **Thematic Study: Power and the People c1170-present**
  - I. Medieval power - Challenging authority and feudalism
  - II. Early Modern power - Challenging royal authority
  - III. Nineteenth century power - Reform and Reformers
  - IV. Twentieth century - Equality and Rights

## SUMMER TERM

- **Period Study - Democracy and Dictatorship 1890-1945**
  - I. How significant were the problems faced by the Kaiser and the Weimar government?

## YEAR 10 CURRICULUM OVERVIEW

Pupils continue to build on both their substantive knowledge (the content and knowledge of first - order concepts) and disciplinary knowledge (second order concepts) through the assessment objectives for History;

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Knowledge retrieval and exam technique skills are regularly practiced to support understanding, retention and application.



# Year 11 History

## AUTUMN TERM

- **Period Study - Democracy and Dictatorship 1890-1945**
  - II. How did Hitler turn Germany from a democracy to a dictatorship?
  - III. How did Nazi policies affect German citizens lives.?
- **Wider World Depth Studies - Conflict and tension between east and west 1945-1975**
  - I. What were the origins of the Cold War?
  - II. How did the Cold War develop?

## SPRING TERM

- **Wider World Depth Studies - Conflict and tension between east and west 1945-1975 (continued)**
  - III. How did the Cold War transform the world?
- **British Depth Study: Elizabethan England c1568-1603**

The Historic Environment Study
- **Structured Revision Programme**

## SUMMER TERM

- **Structured Revision Programme**

## YEAR 11 CURRICULUM OVERVIEW

Pupils continue to build on both their substantive knowledge (the content and knowledge of first - order concepts) and disciplinary knowledge (second order concepts) through the assessment objectives for History;

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Knowledge retrieval and exam technique skills are regularly practiced to support understanding, retention and application.



# Year 12 History

## AUTUMN TERM

- **Breadth Study**  
**The Tudors: England 1485-1603**
  - I. Henry VII, 1485-1509  
*Or*  
**Stuart England and the Crisis of Monarchy, 1603 - 1702**
    - I. Monarchs and parliament 1603-1629
- **Depth Study**  
**France in Revolution, 1774-1815**
  - I. The origins of the French Revolution, 1774-1789
  - II. The experiment in constitutional monarchy, 1789-1792

## SPRING TERM

- **Breadth Study**  
**The Tudors: England 1485-1603**
  - II. Henry VIII , 1509-1547  
*Or*  
**Stuart England and the Crisis of Monarchy, 1603 - 1702**
    - II. Revolution 1629-1649
- **Depth Study**  
**France in Revolution, 1774-1815**
  - II. The experiment in constitutional monarchy, 1789-1792
  - III. The emergence and spread of the Terror, 1792-1795

## SUMMER TERM

- **Historical Investigation (Non- Examined Unit)**  
USA - The Long Freedom Struggle, 1863-1968

## YEAR 12 CURRICULUM OVERVIEW

Working at greater depth and breadth, pupils continue to build on both their substantive knowledge (the content and knowledge of first - order concepts) and disciplinary knowledge (second order concepts) through the assessment objectives for A-level History;

A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Knowledge retrieval and exam technique skills are regularly practised to support understanding, retention and application.



# Year 13 History

## AUTUMN TERM

- **Breadth Study**  
**The Tudors: England 1485-1603**  
III. Instability and consolidation 'the 'mid-Tudor crisis', 1547-1563  
*Or*  
**Stuart England and the Crisis of Monarchy, 1603 - 1702**  
III. From republic to restored and limited monarchy 1649-1678
- **Depth Study**  
**France in Revolution, 1774-1815**  
IV. The Directory and Napoleon's rise to power, 1795-1799  
V. The impact of Napoleon's rule on France, 1799-1815
- **Historical Investigation (Non- Examined Unit)**  
**Writing of NEA**  
USA - The Long Freedom Struggle, 1863-1968

## SPRING TERM

- **Breadth Study**  
**The Tudors: England 1485-1603**  
IV. The triumph of Elizabeth, 1563-1603  
*Or*  
**Stuart England and the Crisis of Monarchy, 1603 - 1702**  
IV. The establishment of constitutional monarchy 1678-1702
- **Depth Study**  
**France in Revolution, 1774-1815**  
VI. The impact of Napoleon's rule in Europe, 1799-1815

## SUMMER TERM

- **Structured revision programme**

## YEAR 13 CURRICULUM OVERVIEW

Working in greater depth and breadth, pupils continue to build on both their substantive knowledge (the content and knowledge of first - order concepts) and disciplinary knowledge (second order concepts) through the assessment objectives A-level History;

A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Knowledge retrieval and exam technique skills are regularly practised to support understanding, retention and application.