



## Curriculum Overview - History

*“A people without the knowledge of their past history, origin and culture is like a tree without roots.”*

Marcus Garvey

While our History provision meets the academic requirements of the National Curriculum, it also satisfies our own holistic approach to schooling, based around *Heart, Mind, Connect*. This approach aims to ensure every student can be informed and critical, in order to engage and thrive in the wider world and lead responsible yet fulfilling lives.

Throughout their schooling, our history teaching is designed to encourage effort and curiosity while instilling a life-long love of the subject in every student. Our broad yet balanced curriculum helps students make sense of world events and human experience, gradually building their knowledge through a powerful mix of sequenced learning and repeated encounters. We build on their understanding and add richness by revisiting topics, using texts, film, letters, discussion and storytelling to develop context, meaning and chronological grasp, giving students the knowledge to form coherent and accurate narratives. Over the years, a powerful historical timeline is created, covering all key historical periods, such as Medieval England or the Industrial Revolution and its significance locally.

Self-regulation and meta-cognition are built through retrieval practice, modelling and reflection; while from Year 1 to Year 11 we help grow students' disciplinary understanding by mapping key concepts, including authority, conflict and diversity. We nurture early historical knowledge and ensure students from KS1 to KS3 also develop an understanding of these concepts. For example, in KS2 students learn about the Shang Dynasty, Ancient Egyptians, Ancient Greeks, the early Islamic Civilisation, and the settlements and conflict between Anglo-Saxons and Vikings. We build on this in KS3 when developing their understanding of the Islamic Civilisation and of the role of the British Empire.

From the study of falling empires to Mughal India and the Benin Massacre in Year 8, we also make sure our topics help build our students' global awareness with thoughtful attention to the diversity of our curriculum. We teach substantive knowledge hooked upon key disciplinary concepts including *power, empire* and *revolution*, and for greater breadth of knowledge we also look at the political, sociological and cultural backdrops and impacts of events.

Meanwhile, disciplinary skills are developed by exploring and constructing historical arguments, investigating causation, consequence and the wider significance of events and people. We also develop students' powers of discernment and critical thinking by discussing propaganda, evidence and choices of sources, for example by studying the film *The Battle of the Somme*. In this respect we're not just creating young historians with the skills to excel at their subject: we're creating individuals with the skills to navigate the complex world. We teach historical vocabulary too, giving them the language they need for expressing themselves appropriately: all part of our wider school ambition of giving every student a voice to change the world.

We explore challenging topics such as the Holocaust and genocide education as part of our Touchstone Curriculum Moment in Phase 4, through initiatives including being one of the first ten *Anne Frank Trust* Link Schools.

This is a key part of our effort to develop every student’s moral compass and sense of kindness through their understanding of extreme ideologies and their dangers. Students analyse and discuss ethical themes and moral dilemmas, including issues like the role of the bystander and speaking out, the risk of history repeating itself, and the need for tolerance, advocacy and compassion. Tackling challenging and complex subjects like this supports our school-wide Character Curriculum, ultimately helping us produce conscientious and socially responsible citizens with courage and wisdom, not just students ready for exams.

		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Year 1</b>	<b>Unit(s)</b>	<b>Schools now and in the past</b> <b>NC:</b> Changing within living memory & History of THA and the local area	<b>Did dinosaurs stomp on Gibbet Street? NC:</b> the lives of significant individuals	<b>Discoverers now and in the past NC:</b> the lives of significant individuals
	<b>Key Concepts</b>	<b>Substantive:</b> Identity, society	<b>Substantive:</b> Industry, economy, innovation, society (Y1, A)	<b>Substantive:</b> empire, power, migration, society (Y1 A, Y1 Sp)
	<b>Skills Introduced</b>	<b>Disciplinary:</b> Change and continuity, <b>similarity and difference</b>	<b>Disciplinary:</b> Significance, <b>sources and interpretation</b> , change and continuity	<b>Disciplinary:</b> <b>Significance</b> , similarity and difference
	<b>Skills Revisited</b>	n/a	Change and Continuity (Y1, A)	Significance (Y1, Sp), Similarity and difference (Y1, A)
	<b>Knowledge Introduced</b>	School experiences and society in modern Britain compared to Victorian Britain.	The development of Halifax; the use of anachronisms to decide what was from the past and what's from the present and to find out when dinosaurs lives and the discoveries of Mary Anning.	Neil Armstrong and Columbus
	<b>Knowledge Revisited</b>	n/a	Victorian Britain when looking at the development of Halifax (Y1, A1)	n/a

Year 2	Unit(s)	<b>Unit 1: Marvellous Monarchs NC:</b> changes within living memory; the lives of significant individuals, <b>Unit 2: Remembrance NC:</b> events beyond living memory	<b>Who were the women and wings? NC:</b> events beyond living memory, the lives of significant individuals	<b>Unit 1: The Great Fire of London NC:</b> events beyond living memory <b>Unit 2: How has Halifax changed? NC:</b> significant historical events, people and places in their own locality, the changes within living memory
	Key Concepts	<b>Substantive:</b> authority, power (Y1 Su), Church, coronation, monarchy, military, war	<b>Substantive:</b> innovation (Y1 Sp), war, society (Y1 Sp, Y1 Su), legacy, voyage	<b>Substantive:</b> economy (Y1 Sp), industry (Y1 Sp, Y1 Su), society (Y1 Sp, Y1 Su, Y2 Sp), innovation (Y1 Sp, Y2 Sp), Parliament, monarchy (Y2 Au)
	Skills Introduced	<b>Disciplinary:</b> Unit 1: <b>Similarity and difference</b> Unit 2: <b>Sources and interpretations</b>	<b>Disciplinary:</b> Significance, Similarity and difference	<b>Disciplinary:</b> Unit 1: <b>Significance</b> Unit 2: <b>Change and continuity</b>
	Skills Revisited	Similarity and difference (Y1 A1, Y1 Su) Sources and interpretations (Y1, Sp)	Significance (Y1 Sp, Y1 Su), Similarity and difference (Y1 A, Y1 Sp, Y2 A)	Significance (Y1 Sp, Y1 Su, Y2 Sp) Change and continuity (Y1 A)
	Knowledge Introduced	Elizabeth I, Queen Victoria and Elizabeth II are compared.	The Wright Brothers, Amy Johnson, Amelia and Earhart and the development of aviation and the careers of those at the heart of it.	Great Fire of London, depth study of the history of their locality in Halifax
	Knowledge Revisited	Victorian England (Y1 A, Y1 Sp)	The lives of women in early 20th century Britain (Y2 A)	The development of Halifax (Y1 Sp)
	Year 3	Unit(s)	<b>Unit 1: The Making of Modern Britain:</b> Stone Age to the Iron Age <b>NC:</b> changes in Britain from the Stone Age to the Iron Age <b>Unit 2: From the Romans to the Anglo-Saxons NC:</b> Britain's settlement by Anglo-Saxons and Scots	<b>What impact did Anglo-Saxons and Vikings have on Britain? NC:</b> Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Key Concepts	<b>Substantive:</b> authority (Y2 Au), power (Y1 Su), Church (Y2 Au), civilisation, settlement, society (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su), peasant	<b>Substantive:</b> migration (Y1 Su), invasion, conflict, power (Y1 A, Y3 A), settlement (Y3 A), legacy (Y2 Sp)	<b>Substantive:</b> power (Y1 Su, Y3 A), empire (Y1 A), diversity, emperor, innovation (Y1 Sp, Y2 Sp, Y2 Su), legacy (Y2 Sp, Y3 Sp), military (Y2 A), religious, civilisation (Y3 Au)	

	<b>Skills Introduced</b>	<b>Disciplinary:</b> change and continuity	<b>Disciplinary: chronology,</b> change and continuity, significance	<b>Disciplinary:</b> similarity and difference, <b>significance</b>
	<b>Skills Revisited</b>	Change and continuity (Y1 A, Y2 Su)	Change and continuity (Y1 A, Y2 Su, Y3 A); Significance (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su)	Significance (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Sp), Similarity and difference (Y1 A, Y1 Sp, Y2 A)
	<b>Knowledge Introduced</b>	Changes from Stone Age to Anglo-Saxon settlement. The Roman Empire and its impact on Britain. Focus on changes in society, lifestyles, power etc.	Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A depth study of the Vikings.	The achievements of the earliest civilizations - focusing on the Shang Dynasty and its legacy.
	<b>Knowledge Revisited</b>	n/a	The of invaders and settlers in Britain (Y3 A)	The concept of empires and their legacy (Y3 A)
<b>Year 4</b>	<b>Unit(s)</b>	<b>How powerful was Elizabeth I? NC:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<b>What impact did the Romans have on Britain? NC:</b> the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots	<b>Ancient Egyptians NC:</b> the achievements of the earliest civilizations
	<b>Key Concepts</b>	<b>Substantive:</b> power (Y1 Su, Y3 A, Y3 Su), monarchy (Y2 Au, Y2 Su), Church (Y2 Au, Y3 Au), religious (Y3 Su), Parliament, reformation, trade	<b>Substantive:</b> migration (Y1 Su, Y3 Sp), invasion (Y3 Sp), empire (Y1 A, Y3 Su), conflict (Y3 Sp), innovation (Y1 Sp, Y2 Sp, Y2 Su, Y3 Su), power (Y1 Su, Y3 Au, Y3 Su, Y4 Au), diversity (Y3 Su), authority (Y2 Au, Y3 Au), legacy (Y2 Sp, Y3 Sp, Y3 Su), civilisation (Y3 Au, Y3 Su)	<b>Substantive:</b> innovation (Y1 Sp, Y2 Sp, Y2 Su, Y3 Su, Y4 Sp), trade (Y4 Au), economy (Y1 Sp, Y2 Su), industry (Y1 Sp, Y1 Su, Y2 Su), migration (Y1 Su, Y3 Sp, Y4 Sp), society (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Au), legacy (Y2 Sp, Y3 Sp, Y3 Su, Y4 Sp), civilisation (Y3 Au, Y3 Su, Y4 Sp)
	<b>Skills Introduced</b>	<b>Disciplinary:</b> chronology, <b>cause and consequence,</b> significance	<b>Disciplinary:</b> Cause and consequence, significance, <b>similarity and difference</b>	<b>Disciplinary:</b> Significance

	<b>Skills Revisited</b>	Chronology (Y3 Sp), Significance (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Sp, Y3 Su)	Significance (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Sp, Y3 Su, Y4 Au); Cause and consequence (Y3 Au); Similarity and difference (Y1 A, Y1 Sp, Y2 A, Y3 Su)	Significance (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Sp, Y3 Su, Y4 Au, Y4 Sp)
	<b>Knowledge Introduced</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 by extending and connecting their understanding of the Tudor period. Depth study of Elizabeth I	The Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots. A depth study of Roman Britain.	The achievements of the earliest civilizations - focusing on the Ancient Egyptians and their legacy.
	<b>Knowledge Revisited</b>	Awareness and understanding of Elizabeth I (Y2 A)	The legacy of empires (Y3 A, Y3 Su)	The role, significance and legacy of ancient civilisations - comparison to the Shang Dynasty (Y3 Su, Y4 Su)
<b>Year 5</b>	<b>Unit(s)</b>	<b>The Role of Women and Children in the Wars NC:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<b>What should we thank Ancient Greeks for? NC:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world	<b>The Islamic Civilisation NC:</b> a non-European society that provides contrasts with British history
	<b>Key Concepts</b>	<b>Substantive:</b> conflict (Y3 Sp, Y4 Sp), military (Y1 Su, Y3 Sp), nation, society (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Au, Y4 Su), war (Y2 Au)	<b>Substantive:</b> empire (Y1 A, Y3 Su, Y4 Sp), power (Y1 Su, Y3 Au, Y3 Su, Y4 Au, Y4 Sp), democracy, legacy (Y3 Sp, Y3 Su, Y4 Sp, Y4 Su), conflict (Y3 Sp, Y4 Sp, Y5 Au), civilisation (Y3 Au, Y3 Su, Y4 Sp, Y4 Su)	<b>Substantive:</b> civilisation (Y3 Au, Y3 Su, Y4 Sp, Y4 Su, Y5 Sp), trade (Y4 Au), innovation (Y1 Sp, Y2 Sp, Y2 Su, Y3 Su, Y4 Sp, Y4 Su), religious (Y3 Su, Y4 Au), legacy (Y2 Sp, Y3 Sp, Y3 Su, Y4 Sp, Y4 Su, Y5 Sp), cultural , diversity (Y3 Su, Y4 Sp), society
	<b>Skills Introduced</b>	<b>Disciplinary: cause and consequence,</b> chronology	<b>Disciplinary: similarity and difference,</b> significance	<b>Disciplinary: significance,</b> similarity and difference
	<b>Skills Revisited</b>	Cause and consequence (Y3 Au, Y4 Sp); chronology (Y3 Sp, Y4 Au)	Significance (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Sp, Y3 Su, Y4 Au, Y4 Sp, Y4 Su), Similarity and difference (Y1 A, Y1 Sp, Y2 A, Y3 Su, Y4 Sp)	Significance (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Sp, Y3 Su, Y4 Au, Y4 Sp, Y4 Su, Y5 Sp), Similarity and difference (Y1 A, Y1 Sp, Y2 A, Y3 Su, Y4 Sp, Y5 Sp)

	<b>Knowledge Introduced</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 focusing on conflict and society. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - impact of the war on Halifax	Ancient Greece – a study of Greek life and achievements and their influence on the western world - a depth study.	A non-European society that provides contrasts with British history – exploration of the Islamic Civilisation looking at religion, trade and impact. Compare to ancient civilisations and the growth of empires.
	<b>Knowledge Revisited</b>	The impact of conflict (Y3 Sp, Y4 Sp) and the development of Halifax (Y1 Au, Y1 Sp, Y2 Su)	The role and legacy of empires and civilisations (Y3 Su, Y4 Sp, Y4 Su)	The role and legacy of empires and civilisations (Y3 Su, Y4 Sp, Y4 Su, Y5 Sp)
<b>Year 6</b>	<b>Unit(s)</b>	<b>Voyages around the world NC:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<b>What would abolitionists and activists say about the world today? NC:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<b>How do you want to be remembered? NC:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	<b>Key Concepts</b>	<b>Substantive:</b> innovation (Y1 Sp, Y2 Sp, Y2 Su, Y3 Su, Y4 Sp, Y4 Su, Y5 Su), migration (Y1 Su, Y3 Sp, Y4 Sp, Y4 Su), diversity (Y3 Su, Y4 Sp, Y5 Sp, Y6 Au), economic (Y1 Sp, Y2 Su, Y4 Su), empire (Y1 A, Y3 Su, Y4 Sp, Y5 Sp), colony, freedom, identity (Y1 Au), rights, voyage (Y2 Sp)	<b>Substantive:</b> authority (Y2 Au, Y3 Au, Y4 Sp, Y6 Sp), power, diversity (Y3 Su, Y4 Sp, Y5 Sp, Y6 Au), economy (Y1 Sp, Y2 Su, Y4 Su, Y6 Au), empire (Y1 A, Y3 Su, Y4 Sp, Y5 Sp, Y6 Au), emancipation, migration (Y1 Su, Y3 Sp, Y4 Sp, Y4 Su), civil rights, colony (Y6 Au), freedom (Y6 Au), identity (Y1 Au, Y6 Au), political, slave, society (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Au, Y4 Su, Y5 Au)	<b>Substantive:</b> revolution, legacy (Y2 Sp, Y3 Sp, Y3 Su, Y4 Sp, Y4 Su, Y5 Sp), monarchy (Y2 Au, Y2 Su, Y4 Au), Parliament (Y2 Au, Y2 Su), economy (Y1 Sp, Y2 Su, Y4 Su, Y6 Au, Y6 Sp), rights (Y6 Au), society (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Au, Y4 Su, Y5 Au, Y5 Sp), war (Y2 Au, Y5 Au), conflict (Y3 Sp, Y4 Sp, Y5 Au, Y5 Sp)
	<b>Skills Introduced</b>	<b>Disciplinary:</b> change and continuity	<b>Disciplinary:</b> sources and interpretations, significance	<b>Disciplinary:</b> change and continuity
	<b>Skills Revisited</b>	Change and continuity (Y1 A, Y2 Su, Y3 Au)	Sources and interpretations (Y1 Au, Y2 Au), Significance (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Sp, Y3 Su, Y4 Au, Y4 Sp, Y4 Su, Y5 Sp)	Change and continuity (Y1 A, Y2 Su, Y3 Au, Y6 Au)

	<b>Knowledge Introduced</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 focusing on voyages, progress and the development of rights.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 focusing on progress and rights for African Americans and people of colour.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 focusing on the age of revolutions and lasting legacies.
	<b>Knowledge Revisited</b>	An opportunity to reflect on students' understanding of empires (Y1 A, Y3 Su, Y4 Sp, Y5 Sp) in different contexts and migration (Y1 Su, Y3 Sp, Y4 Sp, Y4 Su).	Students build on their previous understanding of empires (Y1 A, Y3 Su, Y4 Sp, Y5 Sp, Y6 Au), progress and society (Y1 Sp, Y1 Su, Y2 Sp, Y2 Su, Y3 Au, Y4 Su, Y5 Au) to learn about the development of civil rights.	Students will build on their previous knowledge on change (Y4 Au) to learn about the Age of Revolutions, and will consider their own legacies.
<b>Year 7</b>	<b>Unit(s)</b>	<b>Unit 1: How did invaders establish Britain? Iron Age and the Romans:</b> Did life get better under the Romans? <b>Unit 2: How did invaders establish Britain? Saxons, Vikings and Normans:</b> How was power established in Britain?	<b>Unit 3: Why did the Islamic world face threats from outsiders?</b> A study of the Islamic civilisation, Medieval life and the Crusades <b>Unit 4: How was the power of the King and the Church challenged in Britain?</b> How did power shift in Medieval England?	<b>Unit 5: How was the power of the King and the Church challenged in Britain?</b> Who was responsible for the Reformation: the people or the King? <b>Unit 6: How was the power of the King and the Church challenged in Britain?</b> Why did England execute its king? <b>Unit 7: How was the power of the King and the Church challenged in Britain?</b> Why did England execute its King?
	<b>Key Concepts</b>	<b>Substantive:</b> authority (Y2, 3, 4, 6), power (Y3, 4, 5, 6), Church (Y2, 3, 4), migration (Y1, 3, 4, 6)	<b>Substantive:</b> authority (Y2, 3, 4, 6, 7Au), Church (Y2, 3, 4, 7Au), diversity (Y3, 4, 5, 6), economy (Y1, 2, 4, 6), empire (Y1, 3, 4, 5, 6), migration (Y1, 3, 4, 6, 7Au), power (Y3, 4, 5, 6, 7Au)	<b>Substantive:</b> authority (Y2, 3, 4, 6, 7Au, 7Sp), Church (Y2, 3, 4, 7Au, 7Sp), power (Y3, 4, 5, 6, 7Au, 7Sp)
	<b>Skills Introduced</b>	Significance, <b>change and continuity</b> , sources and interpretations	Significance, <b>similarity and difference</b> , sources and interpretations	<b>Sources and interpretations (utility)</b> , diversity, cause and consequence, significance, change and continuity
	<b>Skills Revisited</b>	Significance (all Primary years), change and continuity (Y1, 2, 3 and 6), sources and interpretations (Y1, 2, 6)	Significance (all Primary years, 7Au), similarity and difference (Y1, 2, 3, 4, 5), sources and interpretations (Y1, 2, 6, 7Au)	Sources and interpretations (utility) (Y1, 2, 6, 7Au, 7Sp), similarity and difference (Y1, 2, 3, 4, 5, 7Sp), cause and consequence (Y3, 4, 5), significance (all Primary years, 7Au, 7Sp), change and continuity (Y1, 2, 3, 6, 7Au)

	<b>Knowledge Introduced</b>	<b>NC links:</b> the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 <b>Enquiries include:</b> How does Britain change over time? How good was life in Roman Britain? How did religion change during the Roman period?	<b>NC links:</b> the development of Church, state and society in Medieval Britain 1066-1509 <b>Enquiries include:</b> Were Christians and Muslims really so different? How did the Magna Carta change who held power? How significant was the Peasants Revolt?	<b>NC links:</b> the development of Church, state and society in Medieval Britain 1066-1509 & the development of Church, state and society in Britain 1509-1745 <b>Enquiries include:</b> How far did the Reformation change England? Was the English Reformation just about Henry VIII? How did power shift in Stuart England?
	<b>Knowledge Revisited</b>	This develops upon learning of the Anglo-Saxon, Scots and Viking settlements, as well as the Romans. (Y3 and Y4)	This develops students understanding of Islamic civilisation (Y5).	Students develop their understanding of religious history (Y4, 7Sp) and the changes in power (Y7Au, 7Sp)
Year 8	<b>Unit(s)</b>	<b>Unit 1: How do Empires shape the world?</b> How did building an empire change life at home? <b>Unit 2: How do Empires shape the world?</b> How did building an empire change life for those who were colonised?	<b>Unit 3: How do Empires shape the world?</b> How did enslaved people fight to achieve their freedom? <b>Unit 4: What makes a revolution?</b> A study into the Age of Revolutions <b>Unit 5: Why was World War One known as the Great War?</b> Was WW1 inevitable?	<b>Unit 6: Why was World War One known as the Great War?</b> How accurate was the Battle of the Somme film? <b>Unit 7: Why was World War One known as the Great War?</b> Did WW1 lead to lasting changing at home for women? <b>Unit 8: What progress did India make towards independence?</b>
	<b>Key Concepts</b>	<b>Substantive:</b> authority (Y2, 3, 4, 6, 7Au, 7Sp, 7Su), power (Y3, 4, 5, 6, 7Au, 7Sp, 7Su), diversity (Y3, 4, 5, 6, 7Sp), economy (Y1, 2, 4, 6, 7Sp), industry (Y1, 2, 4), migration (Y1, 3, 4, 6, 7Au, 7Sp), conflict (Y3, 4, 5, 6), empire (Y1, 3, 4, 5, 6, 7Sp).	<b>Substantive:</b> authority (Y2, 3, 4, 6, 7Au, 7Sp, 7Su, 8Au), power (Y3, 4, 5, 6, 7Au, 7Sp, 7Su, 8Au), conflict (Y3, 4, 5, 6, 8Au), diversity (Y3, 4, 5, 6, 7Sp), economy (Y1, 2, 4, 6, 7Sp, 8Au), emancipation (Y6), empire (Y1, 3, 4, 5, 6, 7Sp, 8Au), industry (Y1, 2, 4, 8Au), migration (Y1, 3, 4, 6, 7Au, 7Sp, 8Au)	<b>Substantive:</b> conflict (Y3, 4, 5, 6, 8Au, 8Sp), empire (Y1, 3, 4, 5, 6, 7Sp, 8Au, 8Sp), diversity (Y3, 4, 5, 6, 7Sp, 8Sp), migration (Y1, 3, 4, 6, 7Au, 7Sp, 8Au, 8Sp), power (Y3, 4, 5, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp)
	<b>Skills Introduced</b>	<b>Cause and consequence,</b> sources and interpretations, similarity and difference.	Similarity and difference, <b>cause and consequence,</b> sources and interpretations, significance.	<b>Cause and consequence,</b> sources and interpretations, similarity and difference,
	<b>Skills Revisited</b>	Cause and consequence (Y3, 4, 5, 7Su), sources and interpretations (Y1, 2, 6, 7Au, 7Sp, 7Su), similarity and difference (Y1, 2, 3, 4, 5, 7Sp, 7Su).	Cause and consequence (Y3, 4, 5, 7Su, 8Au), sources and interpretations (Y1, 2, 6, 7Au, 7Sp, 7Su, 8Au), similarity and difference (Y1, 2, 3, 4, 5, 7Sp, 7Su, 8Au), significance (all Primary years, 7Au, 7Sp, 7Su).	Cause and consequence (Y3, 4, 5, 7Su, 8Au, 8Sp), sources and interpretations (Y1, 2, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp), similarity and difference (Y1, 2, 3, 4, 5, 7Sp, 7Su, 8Au, 8Sp).



	<b>Knowledge Introduced</b>	<b>NC Links:</b> ideas, political power, industry and empire: Britain, 1745-1901 focusing on Britain as the first Industrial nation and the development of the British Empire looking at the effects on the nation's industry and economy, and the impact on colonised nations, including Mughal India and Benin Massacre. at least one study of a significant society or issue in world history and its interconnections with other world developments - Benin, Africa <b>Enquiries include:</b> What was Britain's place in the world in 1900? How did the wealth of the Empire spark the Industrial Revolution?	<b>NC Links:</b> ideas, political power, industry and empire: Britain, 1745-1901 when learning about the transatlantic slavery: its effects and eventual abolition; the French Revolution, American Revolution and Haitian Revolution. Challenges for Britain, Europe and the wider world 1901 to the present day - causes of the First World War <b>Enquiries include:</b> Why are people campaigning? How should we remember revolutions? What were the causes of WW1?	<b>NC Links:</b> challenges for Britain, Europe and the wider world 1901 to the present day - the First World War; Indian independence and end of Empire. <b>Enquiries include:</b> Should we trust everything films tell us? What was the experience of soldier's on the Western Front? How did war impact on people's daily lives? How did India's contributions compare to others? How did Britain decide what independence looked like?
	<b>Knowledge Revisited</b>	Students build on their learning of the British Empire. (Y6)	Students build on their prior learning of WW1 (Y5), revolutions (Y6) and the transatlantic slave trade and the development of civil rights (Y6).	Students build on their understanding of WW1 (Y5, 8Sp) and the British empire (Y6, 8Au, 8Sp).
Year 9	<b>Unit(s)</b>	<b>Unit 1: How did the world change when it was plunged back into war?</b> How did the rise of the Nazis cause WW2? <b>Unit 2: How did the world change when it was plunged back into war?</b> Why did civilians in WW2 find themselves at greater risk of death than ever before?	<b>Unit 3: How did the world change when it was plunged back into war?</b> The Theatres of War <b>Unit 4: How did the world change when it was plunged back into war?</b> Why did the British rush partition?	<b>Unit 5: How did the world change when it was plunged back into war?</b> How could this have happened? <b>Unit 6: How did the world change when it was plunged back into war?</b> East vs. West
	<b>Key Concepts</b>	<b>Substantive:</b> conflict(Y3, 4, 5, 6, 8Au, 8Sp, 8Su), power (Y3, 4, 5, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp, 8Su), authority (Y2, 3, 4, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp), economy (Y1, 2, 4, 6, 7Sp, 8Au, 8Sp)	<b>Substantive:</b> conflict(Y3, 4, 5, 6, 8Au, 8Sp, 8Su, 9Au), power (Y3, 4, 5, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp, 8Su, 9Au), authority (Y2, 3, 4, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp, 9Au), empire (Y1, 3, 4, 5, 6, 7Sp, 8Au, 8Sp), emancipation (Y6, 8Sp), diversity (Y3, 4, 5, 6, 7Sp, 8Sp, 8Su)	<b>Substantive:</b> authority (Y2, 3, 4, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp, 9Au, 9Sp), power (Y3, 4, 5, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp, 8Su, 9Au, 9Sp), conflict (Y3, 4, 5, 6, 8Au, 8Sp, 8Su, 9Au, 9Sp), economy (Y1, 2, 4, 6, 7Sp, 8Au, 8Sp), emancipation (Y6, 8Sp, 9Sp)
	<b>Skills Introduced</b>	<b>Cause and consequence,</b> sources and interpretations, significance	Sources and interpretations, <b>significance,</b> cause and consequence	Sources and interpretations, <b>cause and consequence,</b> similarity and difference, significance

Skills Revisited	Cause and consequence (Y3, 4, 5, 7Su, 8Au, 8Sp, 8Su), sources and interpretations (Y1, 2, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp, 8Su), significance (all Primary years, 7Au, 7Sp, 7Su, 8Sp).	Cause and consequence (Y3, 4, 5, 7Su, 8Au, 8Sp, 8Su, 9Au), sources and interpretations (Y1, 2, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp, 8Su, 9Au), significance (all Primary years, 7Au, 7Sp, 7Su, 8Sp, 9Au).	Cause and consequence (Y3, 4, 5, 7Su, 8Au, 8Sp, 8Su, 9Au, 9Sp), sources and interpretations (Y1, 2, 6, 7Au, 7Sp, 7Su, 8Au, 8Sp, 8Su, 9Au, 9Sp), significance (all Primary years, 7Au, 7Sp, 7Su, 8Sp, 9Au, 9Sp), (Y1, 2, 3, 4, 5, 7Sp, 7Su, 8Au, 8Sp, 8Su).
Knowledge Introduced	<b>NC Links:</b> challenges for Britain, Europe and the wider world 1901 to the present day - the rise of dictators and the Second World War	<b>NC Links:</b> challenges for Britain, Europe and the wider world 1901 to the present day -the Second World War and the wartime leadership of Winston Churchill and Indian independence and end of Empire	<b>NC Links:</b> challenges for Britain, Europe and the wider world 1901 to the present day - Britain's place in the world since 1945 and the Holocaust. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 - students look at war over time, e.g. WW1, WW2 and the Cold War. At least one study of a significant society or issue in world history and its interconnections with other world developments - students look at America in the 20t Century during the Cold War. <b>Enquiries include:</b> What was the Holocaust and who were its victims? How should we remember the Holocaust? How did power shift in the twentieth century?
Knowledge Revisited	Students build on their understanding of war and conflict (7Au, 8Sp, 8Su)	Students build on their understanding of war and conflict (7Au, 8Sp, 8Su, 9Au) as well as the impact on india and the Independence Movement (8Sp)	Students build on their understanding of authority to unpick some of the causes of the Holocaust. (Y7, 8 and 9) Students use their understanding of war, conflict and power to learn about the Cold War. (Y7, 8 and 9)

Year 10	<p><b>AQA GCSE HISTORY: Conflict and tension: the inter-war years, 1918–1939 - Unit 1:</b> Peace-making</p> <ul style="list-style-type: none"> <li>- The armistice and the Big Three</li> <li>- The Versailles Settlement</li> <li>- Impact of the Treaty of Versailles and the wider settlement</li> </ul> <p><b>Unit 2:</b> The League of Nations and international peace</p> <ul style="list-style-type: none"> <li>- The League of Nations</li> <li>- Diplomacy outside the League</li> <li>- The Collapse of the League</li> </ul>	<p><b>AQA GCSE HISTORY: Conflict and tension: the inter-war years, 1918–1939 - Unit 3:</b> The origins and outbreak of the Second World War</p> <ul style="list-style-type: none"> <li>- The development of tension</li> <li>- Escalation of tension</li> <li>- The outbreak of war</li> </ul> <p><b>AQA GCSE HISTORY: America, 1920–1973: Opportunity and inequality</b></p> <p><b>Unit 1:</b> American people and the 'Boom'</p> <ul style="list-style-type: none"> <li>- The Boom</li> <li>- Social and cultural developments</li> <li>- Divided society</li> </ul>	<p><b>AQA GCSE HISTORY: America, 1920–1973: Opportunity and inequality</b></p> <p><b>Unit 2:</b> Americans' experiences of the Depression and New Deal</p> <ul style="list-style-type: none"> <li>- American society during the Depression</li> <li>- The effectiveness of the New Deal on different groups in society</li> <li>- The impact of the Second World War</li> </ul> <p><b>Unit 3: Post-war America</b></p> <ul style="list-style-type: none"> <li>- Post-war American society and economy</li> <li>- Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s</li> <li>- America and the 'Great Society'</li> </ul>
Key Concepts	National self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.		Students focus on 20th Century development. Students study the political, economic, social and cultural aspects of these two developments and the role of ideas played in bringing about change.
Skills Revisited	Chronology, Cause and Consequence, Source Analysis, Significance	Cause and consequence, Interpretation Skills and Significance.	
Knowledge Revisited	Students building on their knowledge of World War One; relationships between the allies and the role of the British Empire. (Y2, Y5, Y8, Y9) Students build on their learning of Britain's role internationally. (Y5, Y6, Y8, Y9)	Students build on their understanding of other countries in Europe and the battle for power amidst conflict. (Y5, Y6, Y7, Y8, Y9) Students build on their awareness of America (Y8).	Students build on their learning of America (Y8), the impact of WW2 (Y8) and America in the 20th Century (Y9).

Year 11	<p><b>AQA GCSE HISTORY: Depth Study - Elizabethan England, c1568–1603</b></p> <p><b>Unit 1: Elizabeth's court and Parliament</b></p> <ul style="list-style-type: none"> <li>- Elizabeth I and her court</li> <li>- The difficulties of a female ruler</li> </ul> <p><b>Unit 4: The historic environment of Elizabethan England</b></p> <p>Focusing on location, function, structure, people connected with the site, design, and important events/developments from the depth study connected to the site.</p> <p><b>Unit 2: Life in Elizabethan times</b></p> <ul style="list-style-type: none"> <li>- A 'Golden Age'</li> <li>- The poor</li> <li>- English sailors</li> </ul>	<p><b>AQA GCSE HISTORY: Depth Study - Elizabethan England, c1568–1603</b></p> <p><b>Unit 3: Troubles at home and abroad</b></p> <ul style="list-style-type: none"> <li>- Religious matters</li> <li>- Mary Queen of Scots</li> <li>- Conflict with Spain</li> </ul> <p><b>AQA GCSE HISTORY: Shaping the Nation- Health and the people: c1000 to the present day</b></p> <p><b>Unit 1: Medicine stands still</b></p> <ul style="list-style-type: none"> <li>- Medieval medicine</li> <li>- Medical progress</li> <li>- Public health in the Middle Ages</li> </ul>	<p><b>AQA GCSE HISTORY: Shaping the Nation- Health and the people: c1000 to the present day</b></p> <p><b>Unit 2: The beginnings of change</b></p> <ul style="list-style-type: none"> <li>- The impact of the Renaissance on Britain</li> <li>- Dealing with disease</li> <li>- Prevention of disease</li> </ul> <p><b>Unit 3: A revolution in medicine</b></p> <ul style="list-style-type: none"> <li>- The development of Germ Theory and its impact on the treatment of disease in Britain</li> <li>- A revolution in surgery</li> <li>- Improvements in public health</li> </ul> <p><b>Unit 4: Modern medicine</b></p> <ul style="list-style-type: none"> <li>- Modern treatment of disease</li> <li>- The impact of war and technology on surgery</li> <li>- Modern public health</li> </ul>
	<p><b>Key Concepts</b></p> <p>This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</p>	<p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes Students will study the importance of the following factors: war, superstition, chance, government, communication, science and technology, the role of individuals.</p>	
	<p><b>Skills Revisited</b></p> <p>Significance, cause and consequence, Interpretation Skills</p>	<p>Change and continuity, source analysis and significance.</p>	
	<p><b>Knowledge Revisited</b></p> <p>Students build on their understanding of Tudor England and the Reformation (Y4, Y7).</p>	<p>Students develop their understanding their understanding of revolutions and the impact on society (Y6, Y8) and the impact of war (Y2, Y5, Y9).</p>	