



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.

		Term 1	Term 2	Term 3
Year 1	Unit(s)	How have toys and games changed over time? Changes within living memory	How were Victorians different to us? Significant historical events, people and places in their own locality	How similar were Rosa Parks and Emily Davison? The lives of significant individuals in the past
	Big Ideas	Diversity Economy	Empire Economy	Power Diversity Democracy
	Historical Skills	Place the toys and games on a timeline. Understand that some events are from beyond living memory. Identify simple similarities and differences between past and present. Sources of evidence can be described for what they tell us about the past.	Identify basic changes and things that have stayed the same. Use sources (this should include both images and written sources) to describe what they tell us about life in the past. Increase their awareness of the past by beginning to understand that we can find out about the past using sources.	Identify simple similarities and differences between the lives of Rosa Parks and Emily Davison. Explain how significant Rosa Parks and Emily Davison are with the understanding that they led to change. Describe historical sources.
	Knowledge Revisited	This unit will explore different types of toys/games children had in the past for entertainment. Furthermore, it will cover how the toys and games children used in the past have changed across several time periods to the modern day.	This unit will explore different aspects of life in both Victorian Britain and Halifax to encourage students to consider the changes and continuity between life today and that experienced in the 19th Century.	This unit will explore the lives of activists Rosa Parks and Emily Davison considering their lives, the injustices that they were fighting, the actions that they took and their significance
Year 2	Unit(s)	Why do we remember Bonfire night? Know events beyond living memory that are significant nationally or globally	Who were the Windrush Generation? Changes within living memory	What really caused the Great Fire of London? Events beyond living memory
	Big Ideas	Religion Power Conflict	Power Empire Economy Diversity	Power Religion Economy

	Historical Skills	<p>Identify the cause of an event.</p> <p>Identify the consequences of an event.</p> <p>Explain why the event is significant</p>	<p>Chronology of Windrush Generation.</p> <p>Understand reasons for historical events.</p> <p>Use of sources to understand what life was like in the past</p>	<p>Identify the multiple causes of the Great Fire of London moving from what happened to why it happened.</p> <p>Use sources (this should include both images and written sources) to describe what they tell us about the causes of the Great Fire of London.</p> <p>Increase their awareness of the past by beginning to understand that we can find out about the past using sources.</p>
	Historical Knowledge	<p>This unit will explore the causes and events of the Gunpowder Plot, understand the religious causes of the Plot, how it was unmasked and the consequences of the Plot. Pupils will also explore why this event is remembered today and what has made it a significant event that is still celebrated.</p>	<p>This unit will explore the lives and experiences of the Windrush Generation who arrived in England following the Second World War. Pupils can consider the reasons for why the Windrush Generation moved to England and the opportunities that they thought it would bring.</p>	<p>This unit will explore the different causes of the Great Fire of London with consideration of how these causes link together. Students will explore the narrative of the Great Fire of London and pick out key moments that helped the fire to spread.</p>
Year 3	Unit(s)	<p>Who were the Ancient Greeks and what was their impact? Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Why did Florence have more fame than Mary? A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>What can we tell about the Shang Dynasty from one tomb? The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p>
	Big Ideas	<p>Religion Power Empire Democracy</p>	<p>Empire Power Conflict</p>	<p>Economy Empire Religion</p>
	Historical Skills	<p>Extend understanding of chronology.</p> <p>Note connections between the modern world and the past.</p> <p>Identify similarities and differences within the Ancient Greek world.</p> <p>Decide if they think the Ancient Greeks did have a significant impact both at the time and today.</p>	<p>Identify complex similarities and differences between their two lives.</p> <p>Use basic criteria to judge the significance of both women.</p> <p>Understand there are different interpretations (viewpoints) of the people in the past.</p>	<p>Extend their chronology of the past, seeing how the impact of the Shang was in the ancient past.</p> <p>Identify simple similarities/differences between the Shang and modern China.</p> <p>Explore why others have thought people/events are significant.</p> <p>Understand that historians use sources to construct the past.</p> <p>Make inferences from sources and demonstrate difference between inference and description.</p>

	Historical Knowledge	This unit will explore many aspects of Greek culture, politics and society. It will allow pupils to understand who the Greeks were, their everyday life and culture and some key events of the Greek world. Furthermore, it will allow pupils to understand the significance of the Ancient Greek world and its long-term legacy on Western Culture.	This unit will explore the lives of Florence Nightingale and Mary Seacole initially as two separate narratives. Pupils can then explore the key similarities and differences in their lives and begin to make tentative claims about why Florence was more widely recognised than Mary Seacole considering historical context.	This unit will explore the significance of Shang Dynasty in China, specifically focused upon the tomb of Fu Hao and what it can reveal about ancient China. Pupils will also investigate the culture, religion and economy of the Shang Dynasty and assess the significance of these compared to other ancient cultures.
Year 4	Unit(s)	What did the Romans do for Britain? The Roman Empire and its impact on Britain.	Was Elizabethan England really a Golden Age? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 106.	Why did the Islamic Empire experience a Golden Age? A non-European society that provides contrasts with British history.
	Big Ideas	Economy Power Conflict Empire	Conflict Empire Economy Religion	Power Economy Religion Empire
	Historical Skills	<p>Extend their chronology of the past, seeing how the impact of the Romans was over a long-time frame.</p> <p>Identify complex similarities/differences between the Romans and today.</p> <p>Identify how significant events/people have led to change at the time and over time.</p> <p>Begin to use criteria to judge degrees of significance.</p> <p>Understand that historians use sources to construct the past.</p> <p>Understanding the provenance of sources (5Ws).</p>	<p>Identify more complex similarities and differences between the lives of the rich and poor in Elizabethan England.</p> <p>Make inferences from a range of sources, create their own questions of sources and consider the 5Ws of a source's provenance.</p> <p>Understand that Elizabethan England can be viewed differently and that the idea that this time period was a Golden Age is one interpretation.</p>	<p>Identify a variety of causes for the Golden Age with explicit linking between these causes and the outcome of the Golden Age.</p> <p>Make inferences from a range of sources, create their own questions of sources and consider the 5Ws of a source's provenance.</p> <p>Compare the features of the Golden Age of Islamic empire to that studied in Elizabethan England.</p>

	Historical Knowledge	This unit will explore many aspects of the Roman Empire, it's culture and society. The unit will allow pupils to discover how Britain was conquered by the Romans, resistance and Romanisation of Britain. Pupils will also investigate what Roman Britain was like and the long-term legacy of the Romans on Britain.	This unit will explore life in Elizabethan England considering the cultural and social developments that took place during the reign of Elizabeth I and some of the problems e.g. poverty. Pupils will consider the concept of a 'Golden Age' and reach their own judgement about whether Elizabethan England can be deemed to be a Golden Age.	This unit will explore the key developments that took place in Islamic empire in the medieval time period, with a specific focus on Baghdad c.900. This will include the major technological and cultural advancements of the age and the contribution that these made to the Golden Age of Islam.
Year 5	Unit(s)	How did life change in Britain from the Stone Age to the Iron Age? Changes in Britain from the Stone Age to the Iron Age.	What have the Anglo-Saxons left us? Britain's settlement by Anglo-Saxons and Scots.	What does the Gibbet of Gibbet Street tell us about Crime and Punishment over time? A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
	Big Ideas	Economy Diversity Power	Economy Religion Conflict Power	Power Economy Democracy
	Historical Skills	<p>Continue to develop chronologically secure knowledge of history with a growing sense of period.</p> <p>Understand that change can happen differently for different groups and begin to understand that continuity and change are interrelated and can make connections over time periods, e.g. what was similar/different at start/end of time period.</p> <p>Make inferences from sources and support with evidence and begin to explore the reliability of sources considering the content and provenance of the sources.</p> <p>Understand that the past can be viewed differently</p>	<p>Continue to develop chronologically secure knowledge of history with a growing sense of period.</p> <p>Understand that change can happen differently for different groups.</p> <p>Explore the idea that significance changes over time and can be contested and is not fixed.</p> <p>Make inferences from sources and support with evidence.</p> <p>Begin to explore the reliability of sources considering the content and provenance of the sources.</p>	<p>Make connections of change and continuity across the different time periods and begin to explain reasons for this.</p> <p>Identify the pace of change is different between some time periods than others.</p> <p>Make a basic judgement on the extent of change over time.</p> <p>Make inferences from a wide range of sources about crime and punishment using evidence to support.</p>

	Historical Knowledge	This unit will explore what Britain was like at the end of the last Ice Age (10,000ya), its environment and the people who populated it. It will continue to investigate the different waves of people who came to Britain and what they brought with them. Finally, it will study the arrival of the Celts and the Iron Age and their impact on Britain.	This unit will explore what Britain was like at the end of the Roman Empire and the start of the Anglo-Saxon invasion/migration. It will further investigate how Anglo-Saxon England developed, its social structures and kingdoms. It will allow pupils to discover what Anglo-Saxon society was like, how it changed Britain and finally, pupils consider the legacy of Anglo-Saxon England today.	This unit will explore will act as a thematic unit that considers how crime and punishment has changed over time with a focus on a local history site study of the Gibbet of Gibbet Street, with pupils considering what this site can tell them about crime and punishment in Halifax from the Middle Ages to today.
Year 6	Unit(s)	How do we remember the First World War? A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066	How vicious were the Vikings? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Why have people migrated to Britain over time? A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066
	Big Ideas	Conflict Empire Diversity	Conflict Economy Religion Empire	Diversity Empire Economy Conflict
	Historical Skills	<p>Understand that continuity and change are interrelated and can make connections over time periods.</p> <p>Exploration of the idea that significance changes over time and can be contested and is not fixed and begin to understand the distinction between significance at the time and over time.</p> <p>Explain the reliability of sources considering the content and provenance of the sources.</p> <p>Understand that the past can be viewed differently through different interpretations.</p>	<p>Identify the consequences of the Vikings on Britain with categorisation of their consequences.</p> <p>Describe different interpretations of the Vikings and begin to suggest reasons for these differences.</p> <p>Make inferences from a wide range of sources about the Vikings, creating their own historical questions of sources and begin to consider how reliable sources are.</p>	<p>Have a clear narrative and chronology of the different groups who have migrated.</p> <p>Understand that continuity and change are interrelated and can make connections over time periods.</p> <p>Exploration of the idea that significance changes over time and can be contested and is not fixed.</p> <p>Understand how different causes link together to lead to an event.</p> <p>Give reasons for why people may have migrated and being to categorise some of these reasons, e.g. religious or economic reasons.</p>

	Historical Knowledge	This unit will explore what happened during the First World War, including how it started and some of the key events. It will also allow pupils to discover what conditions were like in the trenches and across the globe. The unit will then explore how the First World War is remembered today and how that process of remembrance has changed over time.	This unit will explore the Viking raids and invasion of Britain leading to their eventual settlement and their impact on Britain. This will include their culture, technology, beliefs and legacy. Life in Viking York will be used as a case study, and pupils will challenge common myths surrounding the Vikings.	This unit will explore the many different waves of migration that have created the people of modern Britain. It will allow pupils to investigate the experiences of different groups of migrants. Furthermore, it will explore how these experiences have changed over time and why people have migrated. Pupils will also explore the varied impacts migrants have had on British culture.
Year 7	Unit(s)	Unit 1: How have historians discovered the 'flickers of light' in the Dark Ages? Unit 2: How did one arrow lead to so much change in England?	Unit 3: Why did the Islamic Empires survive so many problems? Unit 4: How was Medieval society shaped by dirt, disease and the divine?	Unit 5: What do royal deaths tell us about power in the Middle Ages? Unit 6: How diverse was Medieval Africa?
	Big Ideas	Power, Conflict, Religion	Power, Conflict, Religion, Diversity, Economy, Empire	Power, Conflict, Religion, Diversity, Economy, Empire.
	Historical Skills	Unit 1 Chronology of the Dark Ages. How views of the past have changed over time. Make inferences from historical sources and using a wider range of sources to answer enquiry questions. Explore the reliability and utility of historical sources. Unit 2 Chronology of Norman England. Change and continuity and the interconnections between these. Using sources to make cautious claims about the pace and extent of change. Explore the utility of historical sources.	Unit 3 Chronology of the Islamic empires. Change and continuity and the interconnections between these. Causation in explaining how the Islamic empires survived. Explore the utility of historical sources. Unit 4 Short and long-term consequences of historical events. Change and continuity. How views of the past have changed over time and why. Using sources to make cautious claims and inferences about medieval people and society.	Unit 5 Chronology of Medieval England. Change and continuity and making cautious claims about the pace and extent of change. Causation and how causes link together. Explore the utility of historical sources. Unit 6 Chronology of Medieval Africa. Similarity and difference between Medieval Africa and other area studied in this time period. How views of the past have changed over time and why.

	Historical Knowledge	<p>Unit 1 This unit explores changing historical interpretations of the Dark Ages from a time of chaos, decline and stagnation to one of significant cultural and religious transformations in Britain.</p> <p>Unit 2 This unit will explore the changes experienced in England due to the Norman invasion of 1066. Mapping events from the Battle of Hastings, students will explore the extent of change across different social groups in England.</p>	<p>Unit 3 This unit gives students an understanding of the origins and growth of Islam. It will compare and contrast the world views and experiences of the Medieval Islamic and Christian worlds.</p> <p>Unit 4 This unit allows students to explore medieval society through the case study of the village of Walsham. Students will consider what this small story of dirt, disease and the divine can tell us about wider medieval society.</p>	<p>Unit 5 This unit will investigate what royal deaths tell us about the exercising of royal power and the limits and challenges to that. Students will chart how royal power changed and the extent of that change across the Middle Ages.</p> <p>Unit 6 This unit will explore the continent of Africa through a study of three medieval civilisations: Malian Empire, Ethiopian Aksum, and remnants of the Great Zimbabwe. Students can draw comparisons between these and back to their knowledge of medieval England.</p>
Year 8	Unit(s)	<p>Unit 1: What faith did the Tudors claim to defend?</p> <p>Unit 2: Was the 17th Century really a century of chaos?</p>	<p>Unit 3: Mughals: Ruthless conquerors or brilliant rulers?</p> <p>Unit 4: Who decides the stories of the Slave Trade?</p>	<p>Unit 5: How did Halifax carpet the world?</p> <p>Unit 6: How did people fight for democracy?</p>
	Big Ideas	Religion, Power, Conflict, Empire	Religion, Empire, Power, Diversity, Economy, Conflict	Democracy, Economy, Empire, Power, Conflict

	<p>Historical Skills</p> <p>Unit 1 The chronology of the Tudor monarchy. Understanding how change impacted on different groups and the pace of change. Categorisation of causes and consequences. Explore the reliability of historical sources. Consider different interpretations and suggest reasons for this.</p> <p>Unit 2 The chronology of the 17th Century Categorisation of causes and consequences. Making cautious claims for a variety of sources to answer historical questions and explore their utility. Consider how interpretations of the 17th Century has changed over time. Judgement on significance using the 5Rs.</p>	<p>Unit 3 Explore both primary sources and interpretations to assess views of the Mughal empire. Studying causes and consequences for the rise and fall of the Mughal empire. Making links to other historical developments e.g. British colonialism. Change and continuity in the Mughal empire.</p> <p>Unit 4 The chronology of The Slave Trade. How interpretations of the Slave Trade have changed over time and why. Making inferences from historical sources and exploring both reliability and utility. Categorisation of causes and consequences.</p>	<p>Unit 5 Chronology of the Industrial Revolution. Make judgements about the extent of change. Studying a variety of historical sources exploring both reliability and utility. Categorisation of causes and consequences.</p> <p>Unit 6 Exploring causes and consequences of the fight for democracy. Change over time and the extent of change. Making judgements about the significance of different political movements. Using evidence to answer historical questions.</p>
	<p>Historical Knowledge</p> <p>Unit 1 This unit will explore the fundamental religious changes throughout the Tudor period considering the reasons for these changes and the impact that they had across different groups in society.</p> <p>Unit 2 This unit will chart of the major events of the 17th Century in England and the wider world considering what these events reveal about the century using a wide variety of primary sources.</p>	<p>Unit 3 This unit will explore the Mughal empire and its rulers considering their rise, rule, and legacy, asking whether they were ruthless conquerors, brilliant leaders, or both.</p> <p>Unit 4 This unit will approach the history of the Transatlantic Slave Trade from the different perspectives of those involved. The experiences of both slavers and enslaved communities will be studied, and the impacts from short to long term on the world.</p>	<p>Unit 5 This unit will explore key events and themes from the 1750's to late nineteenth century. The unit will also look at changes in society, politics and the economy through the lens of the industrialisation of Halifax.</p> <p>Unit 6 This thematic unit will explore how people in history fought for fairness, democracy, and equal rights. The unit will consider revolutions, protests, and the way people stood up to change unfair laws.</p>
<p>Year 9</p>	<p>Unit(s)</p> <p>Unit 1: In what ways did the First World War earn the title 'The Great War'?</p> <p>Unit 2: What made the Holocaust possible?</p>	<p>Unit 3: Was the Second World War truly a 'total war'?</p> <p>Unit 4: What can a study of India tell us about the 20th Century?</p>	<p>Unit 5: How perilous was the Cold War?</p> <p>Unit 6: Was the 20th century really the American Century?</p>

Big Ideas	Power Conflict Empire Democracy Religion	Power Conflict Empire Religion	Power Conflict Economy Democracy Diversity
Historical Skills	<p>Unit 1 Have a clear narrative and chronology Understand that the past can be viewed differently and how this has changed over time. Analyse a wider range of sources to consider historical questions, such as utility and reliability. Make clear and substantiated judgements on the extent of change.</p> <p>Unit 2 Have a developed chronologically secure knowledge of the Holocaust Have a clear understanding that change can happen for different groups Be able to give reasons for different causes and their consequences of the Holocaust Make inferences from sources and support with evidence Be able to explore different interpretations of the past and begin to suggest/explain reasons for this.</p>	<p>Unit 3 Have a developed chronologically secure understanding of the Second World War Explain how different causes lead to an event Make clear and substantiated judgements on the extent of change Explain the reliability of sources considering content and provenance Explore different interpretations of the past and begin to suggest/explain reasons for this.</p> <p>Unit 4 Have a developed chronologically secure of 20th Century India Clear understanding that change can happen for different groups and make clear judgements on the extent of change Reasons, supported by evidence, given for the relative influence of different causes and their consequences. Explain the reliability of sources considering the content and provenance of the sources.</p>	<p>Unit 5 Have a developed chronologically of the Cold War with a clear sense of period. Reasons, supported by evidence, given for the relative influence of different causes and their consequence. Students use criteria to make their own judgments about significance. Explain the reliability of sources considering the content and provenance of the sources, supported with own knowledge.</p> <p>Unit 6 Have a clear sense of time and make developed claims about the nature, pace and extent of change Explain that pace of change can be different, and these changes are in different groups and the extent of that change. Explain and justify the categorisation of causes and consequences Explain the reliability of sources considering the content and provenance of the sources, supported with own knowledge. Explore different interpretations of the past and begin to suggest/explain reasons for this</p>

	Historical Knowledge	<p>Unit 1 This unit introduces students to the scale, complexity, and lasting significance of the First World War that moves from causes to consequences, with strong attention to the experiences of individuals, nations, and societies.</p> <p>Unit 2 This unit covers the origins of the Holocaust and how we define the Holocaust. It will allow pupils to discover the role and richness of pre-war Jewish life. The unit will show how the Holocaust developed over time across the 1930s from exclusionary and legal practices to violence and, ultimately, the Final Solution.</p>	<p>Unit 3 This unit will allow pupils to discover the causes of the Second World War. It will provide a framework of the Total War to ensure pupils can investigate the varied and disparate aspects of the Second World War. They will explore various aspects of the global nature of the conflict and its impact at home. Finally, they will evaluate the legacy of the war and its role in the post-war world.</p> <p>Unit 4 This unit covers the changes in India from pre-First World War to the modern legacy of Partition. This allows pupils to chart the changes in India from Mughal rule to British rule. They will study the origins and actions of the Independence movement</p>	<p>Unit 5 This unit allows pupils to investigate the perilous nature of the Cold War and how this danger changed over time. The unit charts the beginnings of the Cold War and how it developed and track various flash points during the war, such as Berlin, Cuba and Vietnam. Furthermore, the unit will allow pupils to understand how the war ended and its wider legacy today.</p> <p>Unit 6 This unit allows pupils to investigate the development of America prior to the 20th century, how it became a nation and its development into a superpower. It then traces the story of America throughout the 20th century from the 1920s to the end of the century and its seeming 'victory' at the end of the Cold War</p>
Year 10	Unit(s)	AQA GCSE History: Britain; health and the people.		AQA GCSE History: Conflict and Tension, the inter-war years
	Big Ideas	Religion, Power, Empire, Conflict, Economy		Power, Conflict, Economy, Democracy,
	Historical Skills	<p>The chronology of key medical developments and breakthroughs from the Medieval time period to the present day. Understanding the factors that have caused change. The significance of medical developments and key individuals in the short and long-term. The analysis of historical sources and exploration of source utility.</p>		<p>The chronology of the inter-war years and narrative writing. Causes and consequences of the major of events in this time period that contributed to tension. The analysis of historical sources and exploration of source utility.</p>
	Historical Knowledge	This thematic unit explores the major medical developments over 1000 years. Different factors are considered as reasons for change. Knowledge is built on the development of treatments, the understanding of the causes of disease, prevention, surgery, anatomy and public health.		This unit considers how the Second World War was able to break out so soon after the first. This will include a consideration of peace-making after the First World War, the failure of the League of Nations and the causes of the Second World War considering the actions of key individuals like Hitler, Stalin and Mussolini.

Year 11	Unit(s)	AQA GCSE History: Germany, democracy to dictatorship	AQA GCSE History: Elizabethan England
	Big Ideas	Power, Democracy, Religion, Economy, Diversity, Conflict	Power, Religion, Conflict, Diversity, Economy
	Skills Revisited	The chronology of Germany from 1890-1945. Causes and consequences of key events and the categorisation of these. The impact of change on different social groups and the extent of change. Understanding interpretations and reasons for these differing interpretations.	The chronology of Elizabethan England and narrative writing. Causes and consequences of key historical events and their relative importance. Considering the changes experienced by different groups in society. Understanding interpretations and judging how convincing they are.
	Knowledge Revisited	This unit looks at the development of democracy after the First World War in Germany with the setting up of the Weimar government and the subsequent challenges they faced. The unit considers the impact of the Great Depression on Germany and how this led to the rise of the Nazi Party. Finally, the impact of Nazi rule will be explored across different social groups in German society.	This unit explores the challenges faced by Elizabeth I during her reign. This includes way that Elizabethan government worked, the threats that Elizabeth faced at home and abroad and the key developments in Elizabethan society. This unit will also include a study of a given historic environment.