

Year 7	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics studied	Invaders to Britain Looking Romans Britain, Anglo Saxons and Normans	The Middle Ages Students learn of the impact the Norman Conquest had on Britain. This provides students with a wider understanding of the period in British history that still holds significance today. The module engages students with the events of the Battle of Hastings, the establishment of Norman control of England and it also introduces students to historical sites such as castles that they may have visited.	Religion in History Students learn how important religion was in the Middle Ages , with the importance of the Catholic Church in Europe then develop an overview of the Crusades . Students learn about different challenges to medieval monarchs from the Church, nobility and the people and examine the impact of these challenges on the government of the country.	Medieval Monarchs Students learn of the different challenges to medieval monarchs from the Church, nobility and the people (Henry II and Thomas Becket; King John, the barons and signing Magna Carta, Richard II and the Peasants' Revolt) and examine the impact of these challenges on the government of the country.	The Tudors and Stuarts. Students explore the Tudors and Stuarts and the issues between the monarchy and the Church which led to the Henry VIII's Break from Rome and the Reformation Students explore the changes to religion in England under Mary I and Edward VI and the impact of those changes. Students learn, in-depth, about the challenges faced by Queen Elizabeth such as Mary Queen of Scots; and the defeat of the Spanish Armada . Students then explore the other challenges faced by Stuart monarchs such as the Gunpowder Plot and the causes, events and consequences of the English Civil Wars .	Change and Continuity Students begin their learning by comparing the Black Death and Great Plague to investigate change and continuity . This is followed by a study focused on the development of castles throughout the medieval period and learn how it fits into the chronology of their studies throughout Year 7.
Skills and Key Knowledge Taught	BC/AD Centuries Causation Consequence History Chronology Cause & consequence Use of evidence Change & Continuity	Power – monarchy, Witan, nobility, control, terror Rights – Feudalism, protest, law Resistance – revolt, rebellion Society – social hierarchy, class	Religion – Church, Papacy, Catholic, Muslim, Crusade Power – Monarchy, Parliament, Rights Conflict, Resistance, Society. Resistance – revolt	Religion – Church, Papacy, Catholic Power – monarchy, Parliament Rights – protest, law Resistance – revolt	Religion – Church, Protestant, Catholic Power – monarchy, Parliament Conflict – battle, invasion, Civil War	Religion – Church Power – Church, monarch Conflict – attack, defence, siege Society – poverty
Links for Support/ Help at Home	Use of student resources located within WHS SharePoint for students Further research of periods covered Museum Visits (local or national) Home construction of key historical moments within Middle Ages Documentary viewing or additional field research					

Key Terminology discussion of meaning at home
 Encouragement to join extra-curricular opportunities in History

Year 8	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied	<p>The British Empire</p> <p>Students learn about the why Britain wanted an empire and how it gained one. Also, impact of Britain on the rest of the world, in particular through the example of ruling India.</p>	<p>The enslavement of African Peoples</p> <p>Students study the transatlantic slave trade, how it worked and Britain's role in it. Also, reasons for the abolition of The Slave Trade. Students will connect The Slave Trade and the Industrial Revolution in Britain.</p>	<p>Industrial Revolution in Britain</p> <p>Students use contextual knowledge of the empire and slavery to examine the role they played in the Industrial Revolution in Britain. Students learn about the key reasons for industrialisation and the impact of the industrial revolution on the people through their working and living conditions. Also, protest in the 19th century such as the Luddites, Peterloo Massacre, the Chartists.</p>	<p>Whitechapel in the 1880s Students investigate why Jack the Ripper was never caught. Building to this sense of justice/ injustice, students learn about the role of women in the 19th century. Students also look at the role of the police and the attitudes to immigrants at this time. Students discuss justice.</p>	<p>Causes of World War I</p> <p>Students learn about the causes of the First World War, the events of the war and the impact of new technology on warfare. Students investigate what life was like in the trenches for British soldiers as well as the contribution of Empire troops to the war effort. Students study different interpretations of the leadership of the army.</p>	<p>The Fight for Women's suffrage- Pupils learn about factors contributing to improvements in voting rights for women by 1918 including the suffragists, suffragettes and the contribution of women during WW1</p>
Skills and Key Knowledge Taught	<p>Empire – imperialism, colonialism, trade Resistance – revolt, mutiny, active, passive Rights – slavery, colonialism Society – African culture Cause & Consequence Using Evidence.</p>	<p>Power – government, democracy Rights – slavery, protest Society – class, poverty, culture Cause Consequence Using Evidence Change/continuity Similarity/difference</p>	<p>Power – government, democracy Rights – slavery, protest Society – class, poverty, culture Cause Consequence Using Evidence Significance</p>	<p>Society – class, poverty, working class culture Use of evidence Cause</p>	<p>Power – government Empire – imperialism Conflict – foreign policy, nationalism, invasion, propaganda</p>	<p>Power – democracy, government Rights – protest/ suffrage</p>

Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Further research of periods covered</p> <p>Museum Visits (local or national)</p> <p>Home construction of key historical moments within the Industrial Revolution and key figures/time frames</p> <p>Documentary viewing or additional field research</p> <p>Key Terminology discussion of meaning at home</p> <p>Encouragement to join extra-curricular opportunities in History</p>
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Year 9	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied	<p>Dictatorships Students explore the reasons why dictators were able to rise to power in the USSR and Germany in the 1920s and 1930s. Students explore life in a country under dictator ruling (Stalin and the USSR and Hitler and Nazi Germany. The core focus is to develop an understanding of whether this type of leadership benefited the people who lived in those countries, whilst building contextual knowledge of causes of WW2.</p>	<p>World War Two Students learn of the main causes and events of WW2, building on from Autumn 1's unit. Students evaluate which events were the most important turning points in WW2- including: the evacuation of troops at Dunkirk 140, the Battle of Britain 1940, the Japanese at on Pearl Harbor 1941, Operation Barbarossa 1942, D-Day 1944 and the dropping of the Atomic Bombs 1945. (this goes into spring 1)</p>	<p>WW2 continued- Key turning points of WW2 continued AND aspects of the war affecting of the home front in Britain in particular evacuation of children from UK cities and the Blitz.</p>	<p>The Holocaust</p> <p>Students learn how the persecution of European Jews that escalated during the 1930s and 1940s, challenging students' misconceptions around the Holocaust. Through our sequence of learning, students begin to raise questions around how the Holocaust was allowed to happen.</p>	<p>Civil Rights in the USA 1950s and 60s</p> <p>Students explore the issue of Civil Rights in the USA from the 1950s –1970s, building on previous knowledge from The Slave Trade. Students will form comparisons with race relations in Britain in the 1950s and 1960s. This is particularly relevant to issues in the modern world and students learn greater context behind these issues.</p>	<p>Post-War Britain 1940s, 1950s and 60s. Students learn about life in post-war Britain beginning with the decline of the British Empire. Students explore life in Britain through three key themes: immigration, the position and role of women and the emergence of the teenager and teen culture. This unit links to previous learning on women's position in society, the empire, and concepts such as rights, resistance, society and empire.</p>

Skills and Key Knowledge Taught	Power – dictatorship, totalitarian, fascism. Communism, terror Rights – peasants, protest, revolution Society – inequality, terror Use of evidence Cause Consequence Similarity/Difference	Power – Prime Minister, democracy Conflict – foreign policy, Total War, nationalism, invasion, treaty, propaganda Consequence Interpretations Significance	Power – totalitarian, fascism, terror Rights – Civil Rights, law Religion – Judaism, persecution Resistance – passive/active Use of evidence Cause Consequence Significance	Power – democracy, state/federal Rights – Civil Rights, protest, law, Supreme Court Resistance – passive/active Society – equality, culture, class Empire – Racism Use of evidence/interpretations Significance Change/Continuity Similarity/Difference	Power – democracy, state/federal Rights – Civil Rights, protest, law, Supreme Court Resistance – passive/active Society – equality, culture, class Empire – Racism Use of evidence/interpretations Significance Change/Continuity Similarity/Difference	Rights – Civil Rights, protest, law, Supreme Court Resistance – passive/active Society – equality, culture, class Empire – Racism
Links for Support/ Help at Home	Use of student resources located within WHS SharePoint for students Further research of periods covered Museum Visits (local or national) Home reconstruction of key historical moments within the World War Two and key figures/time frames Documentary viewing or additional field research of dictators and rise to power, WW2 or The Civil Rights Movement Key Terminology discussion of meaning at home Encouragement to join extra-curricular opportunities in History					

Year 10	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied for GCSE History with Edexcel	Medicine on Britain 1250-modern day	Medicine on Britain 1250-modern day. Historic environment study: medicine on the Western Front during the WW1	Anglo-Saxon and Norman England c1060-c1088	Anglo-Saxon and Norman England c1060-c1088	The American West c1830-1890	The American West c1830-1890
Skills and Key Knowledge Taught	Cause & consequence Change & continuity Miasma Theory of the Four Humours Theory of Opposites Purging	Cause & Consequence Change & continuity Utility of sources Spontaneous generation Inoculation Vaccination Germ Theory	Anglo-Saxon Monarch Earldom Thegn ceorls Peasants Burh	Succession crisis Claimant Norman Submission Oath Marcher earldom Harrying	Manifest destiny Band Council Sioux Nation Nomadic Tipi Frontier	Lawlessness Outlaw Claim jumping Vigilance committee Homesteaders Railroad Reservation

	Bloodletting Barber surgeon Physician Apothecary Prevention Treatment Renaissance	Microbes Laissez-faire Public Health Microbes Genetics Blood transfusion Evacuation route	Hostages Housecarls Fyrd	Uprising Rebellion	Pioneers Settlement Government policy	Ranch Open range Extermination
Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Further research of periods covered</p> <p>Museum Visits (local or national)</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: revision book purchases for students to have their own copies—or revision guides—to actively annotate (PPG funding can be used)</p> <p>Wider reading: library visits or non-fiction reading on events linked to studied topics or fictional writing based on events</p> <p>Use of online platforms such as Seneca for podcasts</p> <p>Watching historical films on any events linked to topics above or historical documentaries</p> <p>Teacher discussions following assessments and/or reports</p>					

Year 11	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied for GCSE History with Edexcel	The American West c1830-1890	The USA- conflict at home and abroad 1954-75	The USA- conflict at home and abroad 1954-75	Class-specific revision and interventions Revision foci will differ between groups and students to ensure their assessment data is used to direct teaching and independent learning.	Class-specific revision and interventions Revision foci will differ between groups and students to ensure their assessment data is used to direct teaching and independent learning.	Summer Exams Undertaken
Skills and Key Knowledge Taught	Manifest destiny Band Council Sioux Nation Nomadic Tipi Frontier Pioneers Settlement Government policy	Segregation Desegregation Dixiecrats Federal government State government Republican Democrat White supremacy Lynching Congress	Capitalism Communism Containment Viet Minh Viet Cong Guerrilla warfare Defoliation Napalm Agent Orange	Accumulation of all skills and key content throughout the course	Accumulation of all skills and key content throughout the course	

		Senate Passive resistance	Search and Destroy Draft system Vietnamisation			
Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Further research of periods covered</p> <p>Museum Visits (local or national)</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: revision book purchases for students to have their own copies—or revision guides—to actively annotate (PPG funding can be used)</p> <p>Wider reading: library visits or non-fiction reading on events linked to studied topics or fictional writing based on events</p> <p>Use of online platforms such as Seneca for podcasts</p> <p>Watching historical films on any events linked to topics above or historical documentaries</p> <p>Teacher discussions following assessments and/or reports</p>					