

Subject group	Faculty	Humanities
	Subject	History

Year 7		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	How did the 'William the Conqueror' conqueror England?				Power in the Middle Ages				How do historians's view the Tudors?				Why was Charles I executed?				How did the Britain change under the Restoration?				Why did people migrate to Britain?			
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> - Contenders to the throne, Battle of Hastings, Harrying of the North, Norman castles, Feudal system and Domesday Book. <b>Developed</b> - none <b>Revised</b> - none				<b>Introduced</b> - Matilda: the forgotten queen, Conflict between the Church and King, Murder of Thomas Becket, Siege of Rochester Castle, Magna Carta, Peasants Revolt. <b>Developed</b> - Power and control in England from previous unit. <b>Revised</b> - connections and development in power, the Church and the state from previous units.				<b>Introduced</b> - War of the Roses, Henry VII, Bloody Mary and Elizabethan era <b>Developed</b> - Tudor history taught in KS1 and KS2 <b>Revised</b> - connections and development in power, the Church and the state from previous units				<b>Introduced</b> - Charles I and The English Civil War <b>Developed</b> - Gunpowder Plot (from KS1/2) <b>Revised</b> - connections and development in power, the Church and the state from previous units				<b>Introduced</b> - Oliver Cromwell and the Restoration <b>Developed</b> - The Great Plague and the Great Fire of London (from KS1/2) <b>Revised</b> - connections and development in power, the Church and the state from previous units				<b>Introduced</b> - Migration in the medieval, early modern and modern era - focusing of local area of London/Essex <b>Developed</b> - none <b>Revised</b> - revise medieval and early modern era from previous topics.			
	skills developed / extended / used	<b>Developed</b> - Knowledge/Understanding and explanation/analysis with second order skill of cause and consequence <b>Extended</b> - PEE structures to develop paragraph writing from KS2 <b>Used</b> - Literacy and Reading				<b>Developed</b> - Source analysis <b>Extended</b> - Developing source skills from KS2 <b>Used</b> - Literacy and Reading				<b>Developed</b> - Interpretations analysis <b>Extended</b> - Developing interpretation skills from KS2 <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding and explanation/analysis with second order skill of cause and consequence <b>Extended</b> - PEE structures to develop paragraph writing from Norman Conquest Unit <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding and explanation/analysis with second order skill of cause and consequence <b>Extended</b> - PEE structures to develop paragraph writing from previous unit <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding and explanation/analysis with second order skill of cause and consequence <b>Extended</b> - PEE structures to develop paragraph writing from previous unit <b>Used</b> - Literacy and Reading			
	Opportunities to develop 'Respectful attitudes / Inclusion and Diversity	Establishing the rules and behaviours in the secondary history classroom - all staff to introduce the dept. expectations in the same way				Inclusion and diversity - focused on women.				Inclusion and diversity - John Blanke and Black Tudors.															
	Links to 'Destinations and Employability'	Career link to historians								Career link to historians/scholars				Career links to scholarship								Career link to tour guides and politics			
	Enrichment Opportunities offered or developed	Humanities club on Empire Windrush and Black History Month. Black History month assemblies and P1 activities				Remembrance assemblies				Meanwhile, elsewhere homework used when appropriate to develop students of wider world history during the same time period. Holocaust memorial assemblies.												Opportunities for development as part of Humanities club			

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Year 8		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	What was life like in Victorian Britain?				Resisting Enslavement				Suffragettes				The First World War				How did Hitler get into power?				The Second World War			
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> - Industrial Revolution, Child Labour, Inventions, Crime and punishment and Jack the Ripper. <b>Developed</b> -Links to Restoration in Year 7 and KS2 links with Victorian Britain <b>Revised</b> - none				<b>Introduced</b> - Slave resistance in the Middle Passage, Slave Rebellions on plantations abd abolishment. Then case study on India <b>Developed</b> -Links to Black History in Year 7. <b>Revised</b> - none				<b>Introduced</b> - Suffragettes and Emily Davison <b>Developed</b> -Women's suffrage (KS2) <b>Revised</b> - links to Victorian Britain taught in Autumn Term				<b>Introduced</b> - Long term causes, assassination of Franz Ferdinand, Recruitment, Haig and Battle of the Somme, Trenches and Home Front <b>Developed</b> - WW1 History (from KS2) <b>Revised</b> - links to Victorian Britain taught in Autumn Term				<b>Introduced</b> - End of WW1, Interwar Years, Munich Pustch and rise of Hitler and life in Nazi Germany <b>Developed</b> - WW1 History and Interwar History (from KS2) <b>Revised</b> - links to WW1 taught in Spring Term				<b>Introduced</b> - Causes of the conflict, Dunkirk, Battle of Britain, Home Front, Pearl Harbour, Arthur Bomber Harris and D-Day. <b>Developed</b> - WW1 History and Interwar History (from KS2 and Year 8) <b>Revised</b> - links to WW1 and Interwar taught in Spring Term			
	skills developed / extended / used	<b>Developed</b> - Source analysis <b>Extended</b> - Developing interpretation skills from Year 7 Middle Ages Unit. <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding and explanation/analysis with second order skill of cause and consequence <b>Extended</b> - PEE structures to develop paragraph writing from Year 7 <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding and explanation/analysis <b>Extended</b> - PEE structures to develop paragraph writing from Year 7 <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding and explanation/analysis with second order skill of cause and consequence <b>Extended</b> - PEE structures to develop paragraph writing from previous unit <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding and explanation/analysis with second order skill of significance <b>Extended</b> - PEE structures to develop paragraph writing from previus unit <b>Used</b> - Literacy and Reading				<b>Developed</b> - Source analysis <b>Extended</b> - Developing source skills from Year 8 unit (WWI) <b>Used</b> - Literacy and Reading			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules and behaviours in the secondary history classroom after the summer holidays				Misconceptions on Africa and African society pre-enslavement. Enslavement of people from African decent. Indian History focus with case study				Women's history				Women's involvement in WW1 and Soldiers from the Empire.								Women's involvement in WW1 and Soldiers from the Empire.			
	Links to 'Destinations and Employability'	Career link to musuems, educational studies, politics and law												Career links to musuems and education studies.								Career links to museums, films and educational studies.			
	Enrichment Opportunities offered or developed	Humanities club on Empire Windrush and Black History Month. Black History month assemblies and P1 activities				Meanwhile, elsewhere homework used when appropriate to develop students of wider world history during the same time period. Remembrance assemblies				Holocaust memorial assemblies.															

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Year 9		Term	Aut 1	Unit	1	Term	Aut2	Unit	2	Term	Spr1	Unit	3	Term	Spr 2	Unit	4	Term		Sum1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				
	Unit title	How did people fight for civil rights?				The Cold War				The Cold War				The American West				The American West				The Holocaust				
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> - Civil Rights Movement in the USA - segregation, KKK, Little Rock Nine, non-violent protests, violent protests. Civil Rights Movement in the UK - Bristol Bus Boycott and Notting Hill riots. <b>Developed</b> - KS2 studies on significant individuals like Martin Luther King and Rosa Parks <b>Revised</b> - none				<b>Introduced</b> - Origins, Berlin Blockade, Korean War, Arms and Space Race <b>Developed</b> - 20th Century History from Year 8 <b>Revised</b> - none				<b>Introduced</b> - Vietnam War, Anti-war protests, Berlin Wall and Cuban Missile Crisis <b>Developed</b> - 20th Century History from Year 8 <b>Revised</b> - none				<b>Introduced</b> - Pre-1840 America, the Great Plains, Migration West, 49er and Mormons <b>Developed</b> - 19th Century History from Year 8 <b>Revised</b> - none				<b>Introduced</b> - Native American Tribes, Battle of Little Big Horn and the Wild West <b>Developed</b> - 19th Century History from Year 8 <b>Revised</b> - none				<b>Introduced</b> - Pre-WW2 Jewish life, Defining the Holocaust, Kristallnacht, Ghettos, The Final Solution, Jewish Resistance and Remembrance, Rebuilding Lives and other genocides <b>Developed</b> - WW2 unit from Year 8 <b>Revised</b> - none				
	skills developed / extended / used	<b>Developed</b> - Knowledge/Understanding and explanation/analysis with second order skill of significance <b>Extended</b> - PEE structures to develop paragraph writing from Year 8 <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding, explanation/analysis and source analysis (same AOs for one of GCSE AQA units - same question structure but different content) - developing second order skills of cause/consequences and change/continuity with source focus of usefulness <b>Extended</b> - Developing skills learnt at KS3 and transition to GCSE quality. <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding, explanation/analysis and source analysis (same AOs for one of GCSE AQA units - same question structure but different content) - developing of second order skills of cause/consequences and change/continuity with source focus of usefulness <b>Extended</b> - Developing skills learnt at KS3 and transition to GCSE quality. <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding, explanation/analysis and interpretations analysis (same AOs for one of GCSE AQA units - same question structure but different content) - developing of second order skills of change/continuity and cause/consequences with interpretation focus of convincing of convincing <b>Extended</b> - Developing skills learnt at KS3 and transition to GCSE quality. <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding, explanation/analysis and interpretations analysis (same AOs for one of GCSE AQA units - same question structure but different content) - developing of second order skills of change/continuity and cause/consequences with interpretation focus of convincing of convincing <b>Extended</b> - Developing skills learnt at KS3 and transition to GCSE quality. <b>Used</b> - Literacy and Reading				<b>Developed</b> - Knowledge/Understanding, explanation/analysis and interpretations analysis - focus on second order skills of change and continuity and historical significance. <b>Extended</b> - Developing skills learnt at KS3 and transition to GCSE quality. <b>Used</b> - Literacy and Reading				
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Civil Rights movement and the experiences of African Americans. Civil Rights movement and the experiences of British Black people.																				Empathy and diversity within Holocaust studies and other genocides in 20th Century				
	Links to 'Destinations and Employability'	Career links to politics and law												Career links to education studies and museums.												
	Enrichment Opportunities offered or developed	Humanities club on Empire Windrush and Black History Month. Black History month assemblies and P1 activities				Meanwhile, elsewhere homework used when appropriate to develop students of wider world history during the same time period. Remembrance assemblies				Holocaust memorial assemblies.				Meanwhile, elsewhere homework used when appropriate to develop students of wider world history during the same time period												

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Year 10		Term	Aut1	Unit	1	Term	Aut2	Unit	2	Term	Spr1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	GCSE AQA: Conflict and Tension in Asia 1950-1975 - Part 1 Conflict in Korea and Part 2: Escalation of Conflict in Vietnam				GCSE AQA: Conflict and Tension in Asia 1950-1975 - Part 2: Escalation of Conflict in Vietnam and Part 3: The ending of Conflict in Vietnam				GCSE AQA: Germany, Democracy to Dictatorship - Part 1: Germany and the Growth of democracy				GCSE AQA: Germany, Democracy to Dictatorship - Part 2: Germany and the Depression				GCSE AQA: Germany, Democracy to Dictatorship - Part 3: The experiences of the Germans under the Nazis				Revision for Mocks			
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> - The Korean War; the context of the Cold War, causes of the Korean War, 1950 invasion at Inchon, development of the war, stalemate and the end of the conflict and its impacts. The escalation of the Vietnam conflict; context of the Cold War in Vietnam, French and Japanese occupation, Battle of Dien Bien Phu, Geneva Agreement, Ngo Dinh Diem and the civil war, the start of US involvement under Eisenhower and Kennedy, Johnson and the Gulf of Tonkin. <b>Developed</b> - KS3 understanding of WW2 and the Cold War (Year 8/9) <b>Revised</b> - none				<b>Introduced</b> - The continuation of the escalation of Vietnam conflict; US Tactics (napalm, search and destroy, heart and minds and agent orange and Operation Rolling Thunder), Vietcong tactic (guerrilla warfare), The Tet Offensive and its impact, The My Lai massacre and its impacts and the start of the anti-war movement. The ending of the Vietnam Conflict; Nixon and Vietnamisation, The widening of the war students protests and Kent State University, the group of the anti-war movement and the role of the media, Paris Peace Accords and the Fall of Saigon. <b>Developed</b> - KS3 understanding of WW2 and the Cold War (Year 8/9) and content from previous unit. <b>Revised</b> - previous content covered in autumn term.				<b>Introduced</b> - Kaiser Wilhelm II and the difficulties in ruling Germany 1890-1914, the impact of WWI, the Treaty of Versailles and its impacts, Economic crisis between 1919-23 (reparations, occupation of the Ruhr and hyperinflation), Political unrest between 191-23 (New Weimar constitution, proportional representation, the Spartacist Uprising, the Kapp Putsch and the Munich Putsch), Stresemann and recovery in late 1920s and culture in the Weimar Republic. <b>Developed</b> - KS3 understanding of WW2 and the Holocaust (Year 8/9) and content from previous unit. <b>Revised</b> - none				<b>Introduced</b> - Germany and the Depression; The Wall Street Crash, the Depression and its impact on the people of Germany, growth of extremist parties, role of SA, Hitler's appeal, the elections of the 1932-33, Hitler becoming Chancellor, the Reichstag Fire, the Enabling Act, elimination of political opposition, the Night of the Long Knives and Hitler becoming a dictator. <b>Developed</b> - KS3 understanding of WW2 and the Holocaust (Year 8/9) and content from previous unit. <b>Revised</b> - previous content covered in spring term.				<b>Introduced</b> - The experiences of the Germans under the Nazis; economic change, rearmament, benefits for different people, the impact of WWII, social policy and practices towards; women, young people, the Church and religion, the persecution of Jewish people between 1933-1939, the Final Solution, Goebbels and propaganda, the police state, opposition and resistance. <b>Developed</b> - KS3 understanding of WW2 and the Holocaust (Year 8/9) and content from previous unit. <b>Revised</b> - previous content covered in spring term.				<b>Revised</b> : all previous subject knowledge this year is revised in preparation of Mocks. This will involve different revision and retrieval tasks in lesson			
	skills developed / extended / used	<b>Developed</b> - A01, A02 and A03 skills for AQA History - knowledge and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and source skills focused on usefulness. <b>Extended</b> - skills taught in KS3 to bring to GCSE level and links with question structure <b>Used</b> - Literacy and numeracy skills, note taking skills, source skills and revision skills				<b>Developed</b> - A01, A02 and A03 skills for AQA History - knowledge and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and source skills focused on usefulness. <b>Extended</b> - skills taught in previous unit <b>Used</b> - Literacy and numeracy skills, note taking skills, source skills and revision skills				<b>Developed</b> - A01, A02 and A04 skills for AQA History - knowledge and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and interpretation skills focused on convincing. <b>Extended</b> - skills taught in KS3 to bring to GCSE level and links with question structure <b>Used</b> - Literacy and numeracy, note taking skills, interpretation skills and revision skills.				<b>Developed</b> - A01, A02 and A04 skills for AQA History - knowledge and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and interpretation skills focused on convincing. <b>Extended</b> - skills taught in previous unit <b>Used</b> - Literacy and numeracy, note taking skills, interpretation skills and revision skills.				<b>Developed</b> - A01, A02 and A04 skills for AQA History - knowledge and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and interpretation skills focused on convincing. <b>Extended</b> - skills taught in previous unit <b>Used</b> - Literacy and numeracy, note taking skills, interpretation skills and revision skills.				<b>Developed</b> - knowledge and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and interpretation skills focused on convincing and source skills focused on usefulness. <b>Extended</b> - skills taught this year to prepare for Mock examinations. <b>Used</b> - Revision skills.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules and behaviours in the GCSE History - all staff to introduce the dept. expectations in the same way. Empathy developed with teaching of massacre and protests.																Empathy development with reference to Holocaust							
	Links to 'Destinations and Employability'					Career links to educational studies and politics. Link to one of the A Level units				Career links to scholarship, politics and law															
	Enrichment Opportunities offered or developed	Black History month assemblies and P1 activities				Opportunities given to develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework. Remembrance assemblies				Holocaust memorial assemblies.				Opportunities given to develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework											

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Year 11		Term	Aut 2	Unit	1	Term	Aut1	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	GCSE AQA: Britian, Health and the people c.1000 to present day - focus on Causes of Disease, Treatments and Surgery.				GCSE AQA: Britian, Health and the people c.1000 to present day - focus on Surgery and Public Health				GCSE AQA: Elizabethan England, c1568-1603 - Elizabeth's court and Parliament and Trouble at home				GCSE AQA: Elizabethan England, c1568-1603 - Trouble from abroad and Life in Elizabethan times.				Revision for examinations							
	Subject knowledge introduced / developed / revised	<b>Introduced</b> - Introduction to themes and factors that impacted the development of medicine. Causes of disease and treatments; Medieval theories of causes of disease and treatments, Renaissance understanding of theories of diseases and treatments, Edward Jenner and vaccinarions, Germ Theory, development of microbe hunting, penicillin and modern day understanding of treatments. Surgery; medieval surgery and Renaissance surgeons. <b>Developed</b> -none - links to KS3 topics on medicine and Medieval, Renaissance, Industrial and modern day Britian.				<b>Introduced</b> - Surgery; Developments made in Renaissance Britian, John Hunter, development of anaesthetics and antiseptics in the 19th Century, impact of world wars on surgery, impact of science and technology on surgery in the 20th century. Public Health; Medieval Public Health, monasteries and towns, impact of religion, the Black Death, Renaissance Public Health, the Great Plague, the development of hospitals, the impact of Industrial Britian on developing Public Health, Cholera outbreaks in the 19th Century, Public Healths Acts and building of the London sewage system, the impact of world wars on Public Health and the NHS <b>Developed</b> - content from previous unit. <b>Revised</b> - links to KS3 topics on medicine and Medieval, Renaissance, Industrial and modern day Britian.				<b>Introduced</b> - Elizabeth's court and Parliament; Elizabeth personality and background, court life, ministers and their power, Marriage and succession, relations with Parliament and the Essex Rebellion. Trouble at home; Elizabeth's religious settlement, threats from the Catholics, threats from the Puritans, Rebellions against Elizabeth, Mary Queen of Scots and the Babington Plot. The study of the Historical Site invesigation on Sheffield Lodge Manor. <b>Developed</b> - Tudors units from KS3 and Renaissance Britian from Britian Health and the People. <b>Revised</b> links to KS3 topics on Tudors and Renaissance Britian.				<b>Introduced</b> - Life in Elizabethan times; the rise of the gentry, theatres, accomplishments during the 'Golden Age', poverty, and how it was dealt with, English sailors, circumnavigation, Raleigh and the New World, and impact of voyages. Trouble abroad; reasons for conflict with Spain, the Spanish Armada and its impacts. <b>Developed</b> - Tudors units from KS3 and Renaissance Britian from Britian Health and the People. <b>Revised</b> nks to KS3 topics on Tudors and Renaissance Britian.				<b>Revised:</b> all previous subject knowledge this year is revised in preparation of examinations. This will involve different revision and retrieval tasks in lesson							
	skills developed / extended / used	<b>Developed</b> - A01, A02 and AO3 skills for AQA History - knowledge and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity, significance and similarity) and source skills focused on usefulness. <b>Extended</b> - skills taught in Year 10 <b>Used</b> - Literacy and numeracy skills, note taking skills, source skills and revision skills				<b>Developed</b> - A01, A02 and AO3 skills for AQA History - knowledge and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity, significance and similarity) and source skills focused on usefulness. <b>Extended</b> - skills taught in previous unit. <b>Used</b> - Literacy and numeracy skills, note taking skills, source skills and revision skills				<b>Developed</b> - A01, A02 and AO4 skills for AQA History - knowlegde and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and interpretation skills focused on convincing. <b>Extended</b> - skills taught in previous unit. <b>Used</b> - Literacy and numeracy, note taking skills, interpretation skills and revision skills.				<b>Developed</b> - A01, A02 and AO4 skills for AQA History - knowlegde and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and interpretation skills focused on convincing. <b>Extended</b> - skills taught in previous unit. <b>Used</b> - Literacy and numeracy, note taking skills, interpretation skills and revision skills.				<b>Developed</b> - knowlegde and understanding, explanation and evaluation (second order skills of cause/consequence and change/continuity) and interpretation skills focused on convincing and source skills focused on usefulness. <b>Extended</b> - skills taught this year to prepare for examinations. <b>Used</b> - Revision skills.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules and behaviours in the GCSE History - all staff to introduce the dept. expectations in the same way.																							
	Links to 'Destinations and Employability'	Career links to educational studies and medicine												Career links to scholarship, politics and law											
	Enrichment Opportunities offered or developed	Black History month assemblies and P1 activities				Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework. Remembrance assemblies				Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework. Holocaust memorial assemblies.															

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Both units are taught across the year with 3 lessons a fortnight with ML with The Tudors and 3 lessons a fortnight with RB with The American Dream

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		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	2Q:The American Dream Reality and Illusion 1945-1980 - Section 1; Truman and post-war American 1945-52				2Q:The American Dream Reality and Illusion 1945-1980 - Section 1; Truman and post-war America 1945-52 and Section 2; Eisenhower: Tranquility and crisis 1952-60				2Q:The American Dream Reality and Illusion 1945-1980 - Section 2; Eisenhower: Tranquility and crisis 1952-60 and Section 3; Kennedy and the New Frontier 1960-1963				2Q:The American Dream Reality and Illusion 1945-1980 - Section 3; Kennedy and the New Frontier 1960-1964				2Q:The American Dream Reality and Illusion 1945-1980 - Section 4; Johnson presidency 1963-68				2Q:The American Dream Reality and Illusion 1945-1980 - Section 4; Johnson presidency 1963-69			
	Subject Knowledge Introduced/ developed / revised	<b>Introduced</b> - The United States in 1945; the legacies of the Second World War, Powers of the Presidency, the main political parties, post-war prosperity and the regional, ethnic and social divisions of the USA. The USA as a Superpower; Truman's policies, post-war polciiy marking, 'Containment' in Asia and Europe. Truman and post-war reconstruction; the economy, political divisions, domestic problems and rise of McCarthyism. <b>Developed</b> - GCSE Conflict and Tension in Asia unit and Cold War unit in KS3 <b>Revised</b> - none				<b>Introduced</b> - Truman and African-Americans in the North and South: the impact of WW2, life in the North and the South, campaign for civil rights and responses of the federal and state authorities to civil rights. Presidency under Eisenhower; Eisenhower's personality, policies of dynamic conservatism, Nixon as Vice President and the end of McCarthyism. The economy in the 1950s and the consumer scoiety; the growth of the American economy in 1950s and impact of the 'consumer society'. The USA and the Cold War; Superpower rivalry and conflict with the USSR, responses to developments in Western and Eastern Europe, reactions to the rise of communism in Asia and responses to crises in the Middle East. <b>Developed</b> - previous study of unit <b>Revised</b> - previous study of unit.				<b>Introduced</b> - Eisenhower and African Americans; the position of African-Americans, emergence of the Civil Rights movement, policies and attitudes of the main political parties and the responses of the state and federal authorities. Kennedy and election of 1960; the election of 1960, policies and personalities of the Kennedy Administration and the New Frontier. <b>Developed</b> - previous study of unit <b>Revised</b> - previous study of unit.				<b>Introduced</b> - Challenges to American power; the legacy of the crises over Berlin and relations with Khrushchev, the challenge of Castro's Cuba, Deepening involvement in Vietnam. African-Americans in the North and South; rise of the Civil Rights Movement, opponents of civil rights, Kennedy's policies in responses. The USA by 1963; USA's position as a world power, economic prosperit and growing pressures for social change. <b>Developed</b> - previous study of unit <b>Revised</b> - previous study of unit.				<b>Introduced</b> - Johnson as president; his personality and policies, Great Society, the impact of Kennedy legacy and economic development. Maintaining American world power; Escalation of the war in Vietnam and relations between the USA and its Western allies <b>Developed</b> - previous study of unit <b>Revised</b> - previous study of unit.				<b>Introduced</b> - African-Americans in the North and South; developments in the Civil Rights Movement, Johnson's role in passing civil rights legislation and the impactof change including urban riots. Social divisions and protest movements; social divisions, feminism, the radicalisation of African-Americans, anti-war movements and role of the media. <b>Developed</b> - previous study of unit <b>Revised</b> - previous study of unit.			
	skills developed / extended / used	<b>Developed</b> - 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. <b>Extended</b> - developing of answering the questions from GCSE to A Level				<b>Developed</b> - 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 materials, primary and/or contemporary to the period, within the historical context <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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 materials, primary and/or contemporary to the period, within the historical context <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. <b>Extended</b> - developing of answering the questions from GCSE to A Level				<b>Developed</b> - 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 materials, primary and/or contemporary to the period, within the historical context <b>Extended</b> - developing of answers from previous unit.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules and behaviours in the A Level History - all staff to introduce the dept. expectations in the same way.				Empathy around study of African Americans and civil rights moment				Empathy around study of African Americans and civil rights moment				Empathy around study of African Americans and civil rights moment								Empathy around study of African Americans and civil rights moment			
	Links to 'Destinations and Employability'					Career links to educational studies, scholarship, historians and museums.								Career links to educational studies, scholarship, historians and museums.				Career links to educational studies, scholarship, historians and museums.							

	Enrichment Opportunities offered or developed	Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework		Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework	Lessons from Auschwitz project	Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework	
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Subject group	Faculty	Humanities
	Subject	History

Year 12		Term	All terms	Unit	1	Term	All terms	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	1C: Tudor England, 1485-1603 - Section 1; Henry VII				1C: Tudor England, 1485-1603 - Section 1; Henry VII				1C: Tudor England, 1485-1603 - Section 2; Henry VIII				1C: Tudor England, 1485-1603 - Section 2; Henry VIII				1C: Tudor England, 1485-1603 - Section 3; Instability and consolidation: 'the Mid-Tudor Crisis'				1C: Tudor England, 1485-1603 - Section 3; Instability and consolidation: 'the Mid-Tudor Crisis'			
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> - Henry VII; Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty Government: councils, parliament, justice, royal finance, domestic policies. Relationships with Scotland and other foreign powers; securing the succession; marriage alliances <b>Developed</b> - Development of KS3 units <b>Revised</b> - none				<b>Introduced</b> - Henry VII; Society: churchmen, nobles and commoners; regional division; social discontent and rebellions. Economic development: trade, exploration, prosperity and depression. Religion; humanism; arts and learning <b>Developed</b> - Development of KS3 units and previous units <b>Revised</b> - previous content from previous unit				<b>Introduced</b> - Henry VIII: Henry VIII: character and aims; addressing Henry VII's legacy. Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy. Relationships with Scotland and other foreign powers; securing the succession <b>Developed</b> - Development of KS3 units and previous units <b>Revised</b> - previous content from previous unit				<b>Introduced</b> - Henry VIII: Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion. Economic development: trade, exploration, prosperity and depression. Religion: renaissance ideas; reform of the Church; continuity and change by 1547. <b>Developed</b> - Development of KS3 units and previous units <b>Revised</b> - previous content from previous unit				<b>Introduced</b> - Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought. <b>Developed</b> - Development of KS3 units and previous units <b>Revised</b> - previous content from previous unit				<b>Introduced</b> - Mary I and her ministers; royal authority; problems of succession; relations with foreign powers. The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought. <b>Developed</b> - Development of KS3 units and previous units <b>Revised</b> - previous content from previous unit			
	skills developed / extended / used	<b>Developed</b> - 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. <b>Extended</b> - developing of answering the questions from GCSE to A Level				<b>Developed</b> - 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. A03 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. A03 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. <b>Extended</b> - developing of answering the questions from GCSE to A Level				<b>Developed</b> - 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. A03 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <b>Extended</b> - developing of answers from previous unit.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity																								
	Links to 'Destinations and Employability'	Career links to educational studies, scholarship, historians and museums.												Career links to educational studies, scholarship, historians and museums.											
	Enrichment Opportunities offered or developed	Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework								Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework				Lessons from Auschwitz project				Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework							



Subject group	Faculty	Humanities
	Subject	History

Both units are taught across the year with 3 lessons a fortnight with AR with The Tudors and 3 lessons a fortnight with RB with The American Dream

Year 13		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	3
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Component 3: NEA investigation - Indian Independence				2Q:The American Dream Reality and Illusion 1945-1980 - Section 5; Nixon presidency 1968-74				2Q:The American Dream Reality and Illusion 1945-1980 - Section 5; Nixon presidency 1968-75 and Section 6: The USA after Nixon 1974-80				2Q:The American Dream Reality and Illusion 1945-1980 - Section 6: The USA after Nixon 1974-80				Revision for examinations							
	Subject knowledge introduced / developed / revised	<b>Introduced</b> - East India Company, Indian Mutiny 1857, Government of India Act 1858, the Raj, Indian National Congress establishment, Founding of Muslim League, Morley-Minto Reforms, Impact of WWI, Amritsar, Civil disobedience campaigns in 1920s, Salt March, Impact of WWII, Quit India Campaign and Indian Independence in 1947. <b>Developed</b> - KS3 study on empire <b>Revised</b> - none.				<b>Introduced</b> - Nixon and the 1968 election; the election and the reasons for Nixon's victory, divisions within the Democrats, policies of the Nixon Administration and key personalities of the administration. Restoration of of conservativer social policies; conservative social policies, reaction of protest movements and forces of social change, economic change and an end to the post-war boom. The limits of American world power; peace negotiations and the continuation of the war in Vietnam and Cambodia and the influence of Kissinger. <b>Developed</b> - previous study of unit <b>Revised</b> - previous study of unit.				<b>Introduced</b> - Nixon and the Watergate Affair; the events of the Watergate Affair, the role of Congress in the Watergate Affair, the resignation of the president and Nixon's political legacy. Ford and Carter as presidents; Personalities, responses to social divisions, perception of political corruption , the loss of national self-confidence in the pre-Reagan years. The psotion of the USA as a world power; final withdrawal from Vietnam. relations with the USSR, Carte's foreign policy, relations with China, the Middle East, Iran and Afghanistan. <b>Developed</b> - previous study of unit <b>Revised</b> - previous study of unit.				<b>Introduced</b> - African-Americans in the North and South; the impact of civil rights legislation, change and continuity in the New South. The USA by 1980; US position as a Superpower, the extent of social and economic change and the reasons for Reagan's victory in the presidential election. <b>Developed</b> - previous study of unit <b>Revised</b> - previous study of unit.				<b>Revised</b> : all previous subject knowledge his year is revised in preparation of examinations. This will involve different revision and retrieval tasks in lesson							
	skills developed / extended / used	<b>Developed</b> - 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. AO2 - Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within the historical context. AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. AO2 - Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within the historical context <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. AO2 - Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within the historical context <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. AO2 - Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within the historical context <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. AO2 - Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within the historical context <b>Extended</b> - skills taught this year to prepare for examinations. <b>Used</b> - Revision skills.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Opportunities to discuss imperialism and its impact								Empathy around study of African Americans and civil rights moment				Empathy around study of African Americans and civil rights moment											
	Links to 'Destinations and Employability'	Career links to educational studies, scholarship, historians and museums.								Career links to educational studies, scholarship, historians and museums.															
	Enrichment Opportunities offered or developed					Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework								Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework											

Year 13		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	3
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Component 3: NEA investigation - Indian Independence				1C: Tudor England, 1485-1603 - Section 3; Instability and consolidation: 'the Mid-Tudor Crisis'				1C: Tudor England, 1485-1603 - Section 4; Elizabeth I				1C: Tudor England, 1485-1603 - Section 4; Elizabeth I				Revision for examinations							
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> - East India Company, Indian Mutiny 1857, Governmnet of India Act 1858, the Raj, Indian National Congress establishment, Founding of Muslim League, Morley-Minto Reforms, Impact of WWI, Amritsar, Civil disobedience campaigns in 1920s, Salt March, Impact of WWII, Quit India Campaign and Indian Independence in 1947. <b>Developed</b> - KS3 study on empire <b>Revised</b> - none.				<b>Introduced</b> - Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers. The impact of economic, social and religious developments in the early years of Elizabeth's rule <b>Developed</b> - Development from previous units <b>Revised</b> - previous content from previous unit				<b>Introduced</b> - Elizabethan government: court, ministers and parliament; factional rivalries. Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain. Society: continuity and change; problems in the regions; social discontent and rebellions <b>Developed</b> - Development of KS3 units and previous units <b>Revised</b> - previous content from previous unit				<b>Introduced</b> - Economic development: trade, exploration and colonisation; prosperity and depression. Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music. The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603 <b>Developed</b> - Development of KS3 units and previous units <b>Revised</b> - previous content from previous unit				<b>Revised</b> : all previous subject knowledge this year is revised in preparation of examinations. This will involve different revision and retrieval tasks in lesson							
	skills developed / extended / used	<b>Developed</b> - 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 materials, primary and/or contemporary to the period, within the historical context. A03 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. A03 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. A03 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - 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. A03 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <b>Extended</b> - developing of answers from previous unit.				<b>Developed</b> - -- knowlegde and understanding, explanation and evaluation (second order skills of cause/consequence and change/contunity) and interpretation skills focused on convincing and source skills focused on usefulness. <b>Extended</b> - skills taught this year to prepare for examinations. <b>Used</b> - Revision skills.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Opportunities to discuss imperialism and its impact																							
	Links to 'Destinations and Employability'	Career links to educational studies, scholarship, historians and museums.				Career links to educational studies, scholarship, historians and museums.																			
	Enrichment Opportunities offered or developed					Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework								Develop understanding with films, documentaries and podcasts which could be used in lesson or set as homework											