	Faculty	Humanities
Subject group	Subject	History

		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 / Syll	labus coverage	e	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
	Unit title	How did the 'Willia conqueror		ror'	Power in the Middle Ages	How do historian's view the Tudors?	Why was Charles I executed?	How did the Britain change under the Restoration?	Why did people migrate to Britain?
	introdu J	Introduced - Contender of Hastings, Harrying of castles, Feudal system a Developed - none none	the North, No and Domesday	rman	Introduced - Matilda: the forgotton queen Conflict between the Church and King, Murder of Thomas Becket, Siege of Roches Castke, Magna Carta, Peasants Revolt. Developed - Power and control in England from previous unit. Revised - connections and development in power, the Church and the state from previous units.	Introduced - War of the Roses, Henry VII, Bloody Mary and Elizabethan era ter Developed - Tudor history taught in KS1 and KS2 Revised - connections and development in power, the Church and the state from previous units	Introduced - Charles I and The English Civil War Developed - Gunpowder Plot (from KS1/2) Revised - connections and development in power, the Church and the state from previous units	Introduced - Oliver Cromwell and the Restoration Developed - The Great Plague and the Great Fire of London (from KS1/2) Revised - connections and development in power, the Church and the state from previous units	Introduced - Migration in the medieval, early moder and modern era - focusing of local area of London/Essex Developed - none Revised - revise medieval and early modern era from previous topics.
Year 7	leveloped / ded / used	structures to develop pa	ith second ord nce Extend	ler skill l <mark>ed</mark> - PEE ng from	Developed - Source analysis Extended - Developing source skills from K Used - Literacy and Reading	Developed - Interpretations analysis Extended - Developing interpretation skills from KS2 Used - Literacy and Reading	Developed - Knowledge/Understanding and explanation/anaylsis with second order skill of cause and consequence Extended PEE structures to develop paragraph writing from Norman Conquest Unit Used - Literacy and Reading	Developed - Knowledge/Understanding and explanation/anaylsis with second order skill of cause and consequence Extended - PEE structures to develop paragraph writing from previous unit Used - Literacy and Reading	Developed - Knowledge/Understanding and explanation/anaylsis with second order skill of cause and consequence Extended - PEE structures to develop paragraph writing from previous unit Used - Literacy and Reading
	ortunities velop ectful ides'/ sion and sity	Establishing the rules ar secondary history classr introduce the dept. exp way	oom - all staff	to	Inclusion and diversity - focused on womer	. 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
	ent nities r d	Humanities club on Emp Black History Month. Bl assemblies and P1 activ	ack History mo		Remberance 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

	Faculty	Humanities
Subject group	Subject	History

		Term Aut 1	Unit	1	Term	Aut 2	Unit 2	Term	Spr 1	Unit	3	Term	Spr 2	Unit 4	1	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syll	labus covera	age	Curricu	ılum / Syllabı	us coverage	Cur	rriculum / Syllal	bus coverag	ge	Currio	culum / Sylla	bus coverage		Curr	culum / Syllabus	coverage		Cur	riculum / Syl	labus cove	erage
	Unit title	What was life like in	n Victorian B	Britain?	Re	sisting Ensla	vement		Suffrage	ttes			The First Wo	orld War		How	did Hitler get int	o power?			The Second	World Wa	ar
	Subject Knowledge introduced / developed / revised	Introduced - Industrial I Labour, Inventions, Crin and Jack the Ripper. De Restoration in Year 7 ar Victorian Britain none	ne and puni veloped -Lir	shment nks to with	Passage, Slave abolishment. T	Rebellions of Then case stunks to Black	nce in the Middle on plantations ab udy on India History in Year 7.	d Developed	d - Suffragettes d -Women's suf inks to Victorial erm	ffrage (KS2)	ught in	of Franz Ferd Battle of the Front WW1 History	dinand, Recru Somme, Tre y (from KS2) ks to Victoria	auses, assassina uitment, Haig an enches and Hom Developed - an Britain taught	d r e [Introduced - End of rise of Hitler and life Developed - WW1 H Revised - links to W	in Nazi Germany listory and Interw	ar History (f		Arthur Bom Developed History (fro	itain, Home ber Harris a - WW1 Histo m KS2 and Y nks to WW1	Front, Pea nd D-Day. ory and In 'ear 8)	arl Harbour, iterwar
Year 8	skills developed / extended / used	Developed - Source and Extended - Developing if from Year 7 Middle Age Used - Literacy and Rea	interpretations S Unit.	on skills	explanation/ar of cause and c	naylsis with s onsequence to develop p	inderstanding and second order skil Extended - paragraph writing Jsed - Literacy ar	explanatio Extended paragraph	PEE structures writing from Ye	s to develop ear 7)	explanation/ of cause and	anaylsis with consequences to develor us unit	(Understanding of the second order second or	kill 6 d - E ting p	Developed - Knowle explanation/anaylsis Extended - PEE stru previus unit Used - Literacy and	with second ord ctures to develop	er skill of sig		Extended - 8 unit (WW		source ski	ills from Year
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules ar secondary history classr summer holidays		he	Misconception pre-enslaveme from African d with case stud	ent. Enslaver ecent. Indiar		ty Women's I	history			Women's inv from the Em		WW1 and Soldi	ers					Women's in	nvolvement i npire.	in WW1 a	nd Soldiers
	Links to 'Destinations and Employability'	Career link to musuems politics and law	, education	al studies,								Career links t studies.	to musuems	and education						Career links educationa	s to museum I studies.	ns, films ar	nd
	Enrichment Opportunities offered or developed	Humanities club on Emp Black History Month. Bl assemblies and P1 activ	ack History	month	appropriate to	develop stu during the sa	mework used wh idents of wider ime time period.	en Holocaust	memorial asser	mblies.													

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	Faculty	Humanities
Subject group	Subject	History

		Term A	ut 1	Unit	1	Term	Aut2	Unit	2	Term	Spr1	Unit	3	Term	Spr 2	Unit	4	Terr	n	Sum1	Unit	5	Term	Sum 2	Unit 6
		Curriculu	m / Sylla	ibus covera	ige	Curr	riculum / Sy	llabus cover	rage	Curr	riculum / Sylla	abus covera	age	Curri	culum / Syl	labus covera	ige		Curriculum	/ Syllabus c	overage		Curr	culum / Syllabı	us coverage
	Unit title	How did pe	ople figh	t for civil ri	ghts?		The Co	old War			The Cold	d War			The Ameri	ican West			The A	merican We	est			The Holoca	ust
	nowledge introduced / d / revised	Introduced - Civ USA - segregatio violent protests, Movement in th Notting Hill riots Developed - KS: individuals like N Parks Revised - none	on, KKK, I violent e UK - Br 2 studies	ittle Rock N protests. Ci istol Bus Bo on signfica	Nine, non- ivil Rights bycott and	War, Arms a - 20th Cent	and Space R tury History	erlin Blocka Race from Year 8	Developed	Berlin Wall	and Cuban M	lissile Crisis ury History	, 1	Introduced - Plains, Migra Developed - 8 none	tion West,	49er and M tury History	lormons from Year	Introduced - N and the Wild W Developed - 1 Revised - none	/est			le Big Horn	the Holocau Final Solutio Remembrar genocides	st, Kristallnach n, Jewish Resis ce, Rebuilding - WW2 unit fro	Lifes and other
Year 9	eq	Developed - Kno explanation/ana of significance Extended - PEE s paragraph writin Used - Literacy a	ylsis wit structure	th second o s to develo ear 8	rder skill	explanation (same A0s f question str developing cause/cons- with source Extended - transition to	n/anaylsis a for one of G ructure but second ord equesnce a e focus of us	nd change/o sefulness skills learnt	nnalysis nits - same ontent) - contunity t at KS3 and	explanation (same A0s f question str developing cause/conse with source Extended -	o GCSE qualit	d source an SE AQA unitifferent corder skills of d change/co fulness kills learnt t	nalysis its - same ntent) - : ontunity at KS3 and	- same quest content) - do of change/co	anaylsis ar ne A0s for c cion structu eveloping c ontunity an quences w g developing GCSE quali	nd interpreta one of GCSE are but differ of second or d ith intepreta	ations AQA units rent der skills	Developed - Kr and interpretat units - same qu developing of : cause/consequ Extended - Dev GCSE quality. Used - Literacy	cions analysi lestion struct second orde ences with i reloping skill	s (same AOs ture but dif r skills of ch ntepretatio s learnt at k	s for one of of ferent content nange/contu	CCSE AQA nt) - nity and onvincing	explanation analysis - fo change and significance	skills learnt at H lity.	nterpretations order skills of
	nitie pp iul ' / and	Civil Rights move African American and the experier	ns. Civil F	Rights move	emnet																			d diversity with other genocide	nin Holocaust es in 20th Century
	Links to 'Destinations and Employability	Career links to p												Career links museums.											
	int nities r d	Humanities club Black History Mo assemblies and F	onth. Bla	ck History r		appropriate world histo	to develop	students of e same time		Holod	caust memor	rial assembl		Meanwhile, appropriate world history	to develop	students of	wider								

	Faculty	Humanities
Subject group	Subject	History

		Term Aut1	Unit 1	Term Aut2 L	Jnit 2	Term	Spr1 Un	nit 3	Term Spr 2	Unit 4	Term	Sum 1	Unit	5	Term	Sum 2 U	nit 6
		Curriculum / Sy	yllabus coverage	Curriculum / Syllabu	s coverage	Curricu	ılum / Syllabus (coverage	Curriculum / S	yllabus coverage	Curri	culum / Syllabus o	coverage		Curric	ulum / Syllabus	coverage
	Unit title	1975 - Part 1 Conflic	nd Tension in Asia 1950 ct in Korea and Part 2: onflict in Vietnam	GCSE AQA: Conflict and Ter 1975 - Part 2: Escalatio Vietnam and Part 3: The en Vietnam	n of Conflict in	Dictatorshi	A: Germany, De ip - Part 1: Gern rowth of demod	many and the	Dictatorship - Par	nany, Democracy to : 2: Germany and the ression	GCSE AQA: German experience	y, Democracy to E s of the Germans				Revision for M	ocks
0	subject Knowledge introduced / developed / revised	Introduced - The Kore: the Cold War, causes of 1950 invasion at Incho war, stalemate and the and its impacts. The e Vietnam conflict; conte Vietnam, French and Jis Battle of Dien Bien Ph. Ngo Dinh Diem and the US involvement under Kennedy, Johnson and Developed - KS3 unde the Cold War (Year 8/5 Revised - none	of the Korean War, on, development of the ie end of the conflict escalation of the lext of the Cold War in lapanese occupation, u, Geneva Agreement, ie civil war, the start of r Eisnehower and d the Gulf of Tonkin.	escalation of Vietnam conflict (napalm, search and destror and agent orange and Oper Thunder), Vietcong tactic (g The Tet Offensive and its im massacre and its impacts ar anti-war movement. The ed Vietnam Conflict; Nixon and The widening of the war stuand Kent State University, t	ct; US Tactics y, heart and minds ation Rolling guerrilla warfare), pact, The My Lai d the start of the inding of the Vietnamisation, idents protests he group of the e role of the and the Fall of ding of WW2 and d content from	difficulties in ru impact of WW its impacts, Eco (reparations, o hyperinflaton) 23 (New Werin representation Kapp Putsch an Stresemann ar culture in the N Developed - K:	II, the Treaty of onomic crisis be occupation of the policies	1890-1914, the Versailles and etween 1919-23 as Ruhr and at between 191-n, proportional t Uprising, the Putsch), ate 1920s and lic.	The Wall Street Crash impact on the people extremist parties, roli the elections of the 1 Chancellor, the Reich Act, elimination of po Night of the Long Knif a dictator. Develope WW2 and the Holoca content from previous			armament, benei social policy and le, the Church and h people between nd propaganda, t tance. derstanding of WV t from previous u	Fits for different oractices toward religion, the in 1933-1939, the police state V2 and the Honit.	nt people, irds; he Final	year is revise	d in preparation	knowledget his n of Mocks. This n and retrieval
Year	skills developed / extended / used	Developed - A01, A02 History - knowledge a explanation and evalua skills of cause/consequ change/continuity) and on usefulness. Extended - skills taugh GCSE level and links wi Used - Literacy and nu taking skills, source ski	and understanding, lation (second order uence and id source skills focused in KS3 to bring to with question structure unercay skills, note	A Developed - A01, A02 and a History - knowledge and ut explanation and evaluation skills of cause/consequence change/continuity) and sou on usefulness. Extended - skills taught in p Used - Literacy and numerc taking skills, source skills an	nderstanding, (second order and rce skills focused revious unit ay skills, note	History - know explanation an skills of cause/ change/contur focused on cor Extended - skil GCSE level and Used - Literacy	vlegde and und nd evaluation (s /consequence a nity) and interp	second order and oretation skills 3 to bring to estion structure y, note taking	History - knowlegde explanation and evaluskills of cause/consec change/contunity) ar focused on convincin Extended - skills taug Used - Literacy and n	uation (second order luence and d interpretation skills 3.	Developed - A01, A knowlegde and unde (second order skills of change/contunity) a conivincing. Extended - skills tau Used - Literacy and interpretation skills.	erstanding, explar of cause/consequend interpretation ght in previous un numeracy, note ta	ation and eval ence and skills focused of	luation	explanation a skills of cause change/contu focused on co focused on us	and evaluation (and pretation skills
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules a GCSE History - all staff expectations in the sar Empathy developed w massacre and protests	f to introduce the dept me way. vith teaching of								Empathy developme	nt with reference	to Holocaust				
	Links to 'Destinations and Employability'			Career links to educational spolitics. Link to one of the A		Career links to	scholarhsip, po	olitics and law									
	Enrichment Opportunities offered or developed	Black History month as activities	ssemblies and P1	Opportunities given to deve understanding with films, di podcasts which could be us as homework. Remberance	ocumentaries and ed in lesson or set	Holocaust mer	morial assembli	ies.		o develop lms, documentaries and be used in lesson or set							

	Faculty	Humanities
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		Term	Aut 2	Unit	1	Term	Aut1	Unit	2 Prage	Term	Spr 1	Unit	3	Term	Spr 2	Unit 4		Term	rriculum / S	Sum 1	Unit	5	Term	Sum 2	Unit	6
	Unit title	GCSE AQ/ c.1000 to	A: Britian, He present day se, Treatmer	ealth and the - focus on C	e people auses of	GCSE A	.QA: Britian, present da	Health and		GCSE AQA:	Elizabethan court and P at ho	n England, c1 Parliament a	1568-1603 -	GCSE AQA: E	lizabethan	England, c1568-1603 and Life in Elizabethan			Revision for	,			cui	riculain y Syl	labas cover	uge
rear 1.1	Subject Knowledge introduced / developed / revised	factors that medicine. Commedicine. Commedicine. Commedicine. Commedicine. Medicine in the state of the state	-none 3 topics on m enaissance,	ne developments and trees of disease and trees of disease understand treatments and trees that the properties of the disease o	nent of atments; ase and ding of s, Edward ory, enicillin ery and Revised	Renaissan developm in the 19t surgery, ir surgery, in Medieval towns, im Renaissan the devele Industrial Cholera on Healths A sewage sy Public Hea content fr Revised - Medieval, modern d	nce Britian, J nent of anae h Century, in mpact of sci the 20th ce Public Healt ppact of relig nce Public Ho opment of h Britian on d utbreaks in cts and build ystem, the in alth and the rom previou links to KS3 , Renaissanc ay Britian.	ohn Hunter, sthetics and mpact of wo ence and ter ntury. Public h, monaster ion, the Blacalth, the Grospitals, the eveloping P, the 19th Cerding of the L mpact of wo NHS Develos unit. topics on me, Industrial	antiseptics orld wars on chnology on c Health; ries and ck Death, reat Plague, e impact of ublic Health, ntury, Public ondon orld wars on oped - edicine and and	Parliament background power, Mai with Parlian Trouble at I settlement threats fron Elizabeth, M Babington I Site invesity Developed Renaissanc the People.	ks to KS3 top	ersonality a ministers ar uccession, ro e Essex Reb eeth's religio m the Catho ins, Rebellio of Scots and udy of the H effield Lodg its from KS3 m Britian He	and their elations ellion. Dus blics, and a the listorical ge Manor. B and ealth and	rise of the ge during the 'C was dealt wi circumnaviga World, and in abroad; reas Spanish Arm Developed - Renaissance the People.	entry, theat Golden Age' ith, English a ation, Ralei mpact of vo sons for con ada and its Tudors uni Britain fror to KS3 topi	igh and the New oyages. Trouble inflict with Spain, the	ts prepai	ed: all previo ration of exa on and retrie	minations.	This will inv						
×	skills developed / extended / used	History - kr explanation skills of caus change/con and source s Extended - s Used - Litera	- A01, A02 a nowledge an and evaluat se/conseque tinuity, signi skills focused skills taught acy and num , source skills	id understar cion (second ence and ficance and d on usefuln in Year 10 nercay skills,	nding, order similarity) ess. note	History - explanation skills of canchange/contained change/contained and source Extended Used - Lite	d - A01, A0. knowledge on and evaluates/conseq ontinuity, sign e skills focu- - skills taug eracy and ni lls, source sk	and underst nation (secon uence and gnificance and sed on usefu ht in previou umercay skil	tanding, nd order nd similarity) ulness. us unit. lls, note	History - ki explanation skills of cau change/cor focused on Extended - Used - Liter	- A01, A02 nowlegde and and evaluation and evaluation and evaluation and convincing skills taught racy and nurpretation ski	nd understand ation (second ence and interpretati t in previous meracy, note	nding, d order ion skills s unit e taking	History - knot explanation skills of caus change/cont focused on c Extended - s Used - Litera	owlegde an and evaluate (consequent tunity) and it conivincing. Skills taught acy and num	and AO4 skills for AQ/ d understanding, tion (second order ence and interpretation skills in previous unit meracy, note taking lls and revision skills.	evalua chang conivii Extend	oped - know ation (second e/contunity) ncing and so ded - skills ta · Revision ski	d order skills and interpource skills for aught this yo	of cause/oretation ski ocused on u	conseque Ils focuse usefulnes	nce and d on s.				
	Opportunities to develop 'Respectful attitudes' / Indusion and Diversity	GCSE Histor	the rules an y - all staff to s in the same	o introduce																						
	Links to 'Destinations and Employability'	Career links medicine	to education	nal studies a	and									Career links	to scholarsi	hip, politics and law										
	Enrichment Opportunities offered or developed	Black Histor activities	y month ass	emblies and	l P1	document used in le	understandir taries and posson or set a nce assembl	odcasts which as homewor	ch could be	documenta	iderstanding aries and poo son or set as assemblies.	dcasts which														

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

Faculty

Subject

Subject group

Humanities

History

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		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	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
Year 12	Subject Knowledge introduced / developed / revised	Introduced - 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 polcily marking, 'Containment' in Asia and Europe. Truman and post-war resconstruction; the economy, political divisions, domestic problems and rise of McCarthyism. Developed - GCSE Conflict and Tension in Asia unit and Cold War unit in KS3 Revised - none	Introduced - 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 society; 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. Developed - previous study of unit.	Introduced - 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 authories. Kennedy and election of 1960l; the election of 1960, policies and personalities of the Kennedy Administration and the New Frontier. Developed - previous study of unit Revised - previous study of unit.	Introduced - 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 polciies in responses. The USA by 1963; USA's position as a world power, economic prosperit and growing pressures for social change. Developed - previous study of unit Revised - previous study of unit.	Escalation of the war in Vietnam and relations between the USA and its Western allies Developed - previous study of unit Revised - previous study of unit.	Introduced - 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. Developed - previous study of unit Revised - previous study of unit.
У.	skills developed / extended / used	Developed - 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. Extended - developing of answering the questions from GCSE to A Level	Developed - 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 Extended - developing of answers from previous unit.	Developed - 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 Extended - developing of answers from previous unit.	Developed - 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. Extended - developing of answering the questions from GCSE to A Level	to A Level	Developed - 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 Extended - 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.	

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	es	Develop understanding with films,	Develop understanding with films,	Lessons from Auschwitz project	Develop understanding with films, documentaries and	
	or niti	documentaries and podcasts which could be	documentaries and podcasts which could be		podcasts which could be used in lesson or set as homework	1
	op o	used in lesson or set as homework	used in lesson or set as homework			1
	rrich opo fere evel					1
	Er Op of de					ı

	Faculty	Humanities
Subject group	Subject	History

		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 1C: Tudor England, 1485-1603 - Section 3;				
	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'	Instability and consolidation: 'the Mid-Tudor Crisis'				
Year 12	Subject Knowledge introduced / developed / revised	Introduced - Henry VII; Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty Government: councils, parliament, justice, royal finance, domestic policies. Relationship with Scotland and other foreign powers; securing the succession; marriage alliances Developed - Development of KS3 units Revised - none	Introduced - Henry VII; Society: churchmen, nobles and commoners; regional division; social discontent and rebellions. Economic development: trade, exploration, prosperity s and depression. Religion; humanism; arts and learning Developed - Development of KS3 units and previous units Revised - previous content from previous unit	Introduced - Henry VIII: Henry VIII: character and aims; addressing Henry VIII'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 Developed - Development of KS3 units and previous units Revised - previous content from previous unit	Introduced - 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. Developed - Development of KS3 units and previous units Revised - previous content from previous unit	Introduced - 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. Developed - Development of KS3 units and previous units Revised - previous content from previous unit	1 11313				
	skills developed / extended / used	Developed - 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. Extended - developing of answering the questions from GCSE to A Level	Developed - 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. Extended developing of answers from previous unit.	Developed - 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. AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. Extended developing of answers from previous unit.	Developed - 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. Extended - developing of answering the questions from GCSE to A Level	Developed - 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. Extended - developing of answering the questions from GCSE to A Level	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,				
	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.		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				

Faculty Humanities
Subject group 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

		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 :
		Curriculum / Syllabus cov	verage	Curriculum / Syl	labus coverage		Syllabus coverage	Curriculum / Sy	llabus coverage	Curriculum	/ Syllabus co	overage		Curriculum	/ Syllabus coverage
	Unit title	ponent 3: NEA investigation - Inc	dian Independ	2Q:The American Drea 1945-1980 - Section 5; 7	Nixon presidency 1968	1945-1980 - Section 5 75 and Section 6: Th	ream Reality and Illusion 5; Nixon presidency 1968 ne USA after Nixon 1974- 80	1945-1980 - Section	am Reality and Illusion 6: The USA after Nixon 4-80	Revision	for examina	tions			
Year 13	Subject Knowledge introduced / developed / revised	Introduced - East India Compan Mutiny 1857, Government of Ithe Raj, Indian National Congres establishment, Founding of Mus Morley-Minto Reforms, Impact of Amritsar, Civil disobedience cam 1920s, Salt March, Impact of W Campaign and Indian Independe Developed - KS3 study on empir none.	dia Act 1858, ss sslim League, of WWI, npaigns in WII, Quit India ence in 1947. re Revised -	Introduced - Nixon and election and the reason divisiions within the De the Nixon Administratic personalities of the adn Restoration of of conse conservative social poli protest movements and change, economic chan post-war boom. The li world power; peace nei continuation of the war Cambodia and the influ Developed - previous students of the control of the control of the control of the control of the war Cambodia and the influ Developed - previous students of the control of the cont	is for Nixon's victory, mocrats, polciies of on and key in and key in initiatration. In the forces of social ge and an end to the mits of American gotiations and the in Vietnam and ence of Kissinger. Ludy of unit.	the events of the Wa of Congress in the W resignation of the pre political legacy. Ford; presidents; Personali divisions, perception the loss of national se Reagan years. The ps world power; final wirelations with the US policy, relations with Iran and Afghanistan Developed - previous Revised - previous st	esident and Nixon's and Carter as ittles, responses to social of political corruption, elf-confidence in the presoition of the USA as a ithdrawal from Vietnam. ISR, Carte's foreign China, the Middle East, . s study of unit.	and South; the impact legislation, change and South. The USA by 198 Superpower, the extereconomic change and Reagan's victory in the Developed - previous Revised - previous stu	I continuity in the New 10; US position as a 1t of social and the reasons for 1: presidential election. 15 study of unit 16 dy of unit.	Revised: all previous subje preparation of examinatio revision and retrieval task:	ns. This will in lesson	nvolve differe	nt		
	skills developed / extended / used	Developed - A01 - Demonstration and communicate knowledge are understanding to analyse and ex key features related to the period making substantiated judgement exploring concepts, as relevant, consequence, change, continuity difference and significance. AOI and evaluate appropriate source primary and/or contemporary to within the historical context. AOI and evaluate, in relation to the footness, different ways in which the past have been interpreted. Extended - developing of answer previous unit.	nd valuate the ods studied, nts and of cause, y, similarity, 2 - Analyse e materials, o the period, 03 - Analyse historical a aspects of	Developed - A01 - Den and communicate know understanding to analy key features related to making substantiated ju exploring concepts, as roonsequence, change, of difference and significa and evaluate appropria primary and/or contem within the historical cor Extended - developing previous unit.	wledge and se and evaluate the the periods studied, udgements and relevant, of cause, continuity, similarity, nce. AO2 - Analyse te source materials, porary to the period, ntext	and communicate kn understanding to ana key features related ' making substantiated exploring concepts, a consequence, chang difference and signifi and evaluate approp	alyse and evaluate the to the periods studied, d judgements and as relevant, of cause, e, continuity, similarity, icance. AO2 - Analyse riate source materials, emporary to the period, context	Developed - A01 - De and communicate kno understanding to anal key features related to making substantiated exploring concepts, as consequence, change, difference and significand evaluate appropri primary and/or conter within the historical co Extended - developing previous unit.	wledge and valuate the yea and evaluate the of the periods studied, judgements and relevant, of cause, continuity, similarity, ance. AO2 - Analyse ate source materials, nporary to the period, intext	Developed - A01 - Demor knowledge and understan key features related to the substantiated judgements relevant, of cause, conseq similarity, difference and sevaluate appropriate sour contemporary to the peric Extended - skills taught th Used - Revision skills.	ding to analyst periods stude and exploring uence, chang ignificance. the materials, d, within the	se and evaluadied, making g concepts, a e, continuity, AO2 - Analyse primary and/	s e and for		
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Opportunities to discuss imperia impact	alism and its			Empathy around stu and civil rights mome	dy of African Americans ent	Empathy around stud and civil rights momer	•						
	Links to 'Destinations and Employability	Career links to educational studi scholarship, historians and muse				Career links to educa scholarship, historian	,								
	Enrichment Opportunities offered or developed			Develop understanding documentaries and poc used in lesson or set as	lcasts which could be			Develop understandin documentaries and po used in lesson or set a	dcasts which could be						

		Term Aut 1	Unit 1	Term Aut 2	Unit 2	Term	Spr 1 Unit	t 3	Term Sp	2 Unit	4	Term	Sum 1	Unit	5	Term S	um 2 L	Jnit 3
		Curriculum / Sylla	abus coverage	Curriculum / S	Syllabus coverage	Currio	culum / Syllabus c	overage	Curriculur	n / Syllabus cove	erage	Curriculur	n / Syllabus cov	erage		Curricul	um / Syllabu	s coverage
	Unit title	Component 3: NEA investigation - Indian Independence		Instability and consc	1485-1603 - Section 3; blidation: 'the Mid-Tudo Crisis'	1C: Tudor England, 1485-1603 - Section 4; Elizabeth I			1C: Tudor England, 1485-1603 - Section 4; Elizabeth I			Revisio						
Vear 13	Subject Knowledge introduced / developed / revised	Introduced - East India (Mutiny 1857, Governmn the Raj, Indian National (establishment, Founding Morley-Minto Reforms, Amritsar, Civil disobedie 1920s, Salt March, Impai Campaign and Indian Inc Developed - KS3 study o	net of India Act 1858, Congress g of Muslim League, Impact of WWI, ence campaigns in ict of WWII, Quit India dependence in 1947. on empire Revised -	consolidation of pow Settlement and relati powers. The impact or religious developmer Elizabeth's rule Developed - Develop units Revised - previous co	of economic, social and onts in the early years of oment from previous ontent from previous un	ministers and Foreign affair Queen of Scc continuity an regions; socia Developed previous unit Revised - pre	evious content fro	ional rivalries. ssion; Mary, Spain. Society: ms in the rebellions CS3 units and m previous unit	previous units Revised - previou	olonisation; procous developmer e English renais: of art, literature :litzabeth: the sta , economically, 03 elopment of KS3 s content from p	sperity and nts, change sance and and music. ate of religiously units and previous unit	Revised: all previous subj preparation of examinatic revision and retrieval task	ons. This will inv	olve differe	ent			
	skils developed / extended / used	Developed - A01 - Dem and communicate knowl understanding to analysikey features related to the making substantiated juexploring concepts, as reconsequence, change, codifference and significan and evaluate appropriate primary and/or contemp within the historical contant and evaluate, in relation context, different ways is the past have been inter Extended - developing of previous unit.	rledge and se and evaluate the the periods studied, idgements and elevant, of cause, ontinuity, similarity, ince. AO2 - Analyse the source materials, porary to the period, stext. AO3 - Analyse in to the historical in which aspects of rpreted.	and communicate kn understanding to ana key features related i making substantiated exploring concepts, a consequence, change difference and signifi and evaluate, in relat	alyse and evaluate the to the periods studied, d judgements and is relevant, of cause, e, continuity, similarity, cance. AO3 - Analyse ion to the historical lys in which aspects of interpreted.	and commun understandin key features making subst exploring cor consequence difference an and evaluate context, diffe the past have	A01 - Demonstra nicate knowledge: a ng to analyse and related to the per tantiated judgeme ncepts, as relevani e, change, continu and significance. A(e, in relation to the erent ways in whice been interpreted developing of answit.	evaluate the riods studied, ents and t, of cause, iity, similarity, D3 - Analyse e historical ch aspects of d.	Developed - A01 and communicate understanding to key features relat making substanti exploring concept consequence, chadifference and sig and evaluate, in r context, different the past have bee Extended - devel previous unit.	knowledge and analyse and eva ed to the period ated judgements s, as relevant, onige, continuity, nificance. AO3 elation to the his ways in which a en interpreted.	distance the distance of the d	Developed knowlegde evaluation (second order change/contunity) and in convincing and source ski Extended - skills taught thused - Revision skills.	skills of cause/c terpretation skil lls focused on u	consequence lls focused sefulness.	ce and on			
	Opportunities to develop 'Respectful attitudes'/ Inclusion and Diversity	Opportunities to discuss impact	s imperialism and its															
	Links to 'Destinations and Employability'	Career links to educatior scholarship, historians at	,	Career links to educa scholarship, historian	,													
	Enrichment Opportunities offered or developed			Develop understandi documentaries and p used in lesson or set	odcasts which could be				Develop understa documentaries ar used in lesson or	nd podcasts which	ch could be							