Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
Cause & Consequence	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT5, HT6	HT1, HT2, HT3, HT4, HT5, HT6
Similarity & Difference	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT6	HT1,, HT5, HT6
Significance	HT1: HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT5, HT6	HT1, HT2, HT3, HT4, HT5, HT6
Change and Continuity	HT1: HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT5, HT6	HT1, HT2, HT3, HT4, HT5, HT6
Sources	HT1: HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT3, HT4, HT5, HT6	HT1, HT5, HT6
Interpretations	HT1: HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2, HT3, HT4, HT6	HT1, HT2	HT2, HT3, HT4, HT5, HT6
1					

Year 7					
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title: What is History	Unit Title: The Normans	Unit Title: Medieval Power	Unit Title: The Medieval World	Unit Title: The Silk Roads	Unit Title: The War of the Roses
EQ: What is History?	EQ: How did England change under Norman rule?	EQ: Who held power in Medieval England ?	EQ: How did England compare with other Medieval Powers ?	EQ: What can sources teach us about the Silk Roads?	EQ: What was the significance of the War of the Roses?
Unit length: 9 lessons	Unit length: 9 lessons	Unit length: 9 lessons	Unit length: 9 lessons	Unit length: 9 lessons	Unit length: 9 lessons
Domains of Knowledge: Empire Migration Diversity Religion Power Wealth Technology	Domains of Knowledge: Empire Migration Power Wealth Technology Religion Ordinary lives	Domains of Knowledge Power Wealth Gender Religion Ordinary Lives Disease Conflict	Domains of Knowledge: Empire Wealth Power Religion Ordinary Lives Conflict	Domains of Knowledge: Empire Trade Conflict Gender Technology Ordinary Lives Power Religion	Domains of Knowledge: Conflict Power Gender Ordinary Lives Wealth
Relevant Key Concepts: Chronology Change Continuity Consequence Interpretations Sources Significance	Relevant Key Concepts: Chronology Change Continuity Interpretations Sources	Relevant Key Concepts: Interpretations Sources Significance Similarities and Difference	Relevant Key Concepts: Similarity & Difference Significance Sources Interpretations	Relevant Key Concepts: Sources Interpretations Significance	Relevant Key Concepts: Interpretations Sources Significance
Gateway knowledge: Concept of the past Geography of the British Isles	Gateway knowledge: Anglo Saxons Pre Norman Britain	Gateway knowledge: Norman England Christianity Feudal System	Gateway knowledge: Medieval England Islam Chronology of the Medieval Period	Gateway knowledge: Global Medieval Powers Sources Islam Trade	Gateway knowledge: Medieval England Yorkshire
Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: Substantive knowledge Source skills Comprehension of Interpretations They will also answer a longer form question: What is history and why is it important?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: How did England change under Norman rule?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: Substantive knowledge Source skills Comprehension of Interpretations They will also answer a longer form question: Who held power in Medieval England?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: How did England compare with other Medieval powers?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: What can sources teach us about the Silk Roads?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: What was the significance of the War of the Roses?
Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:

To understand the meaning and purpose of chronology. To be able to analyse a source and its provenance. To be able to describe changes. To be able to identify the difference between a long term, short term and trigger cause. To recognise similarities and differences between two groups during the same time period. To begin to explore why interpretations of the past may differ from each other.	To be able to explore in depth the second order concept of Change and Continuity in order to identify the ways that England did and did not change under Norman rule. To use sources and interpretations in order to further explore the concepts of change and continuity.	To be able to identify the different ways people held power during the medieval period. Analyse interpretations of historians in order to explore and discuss wider views on power during the time period.	To be able to compare medieval powers from across the globe with England. To develop an understanding of similarity and difference and explore how comparative studies can reveal more about that past.	To be able to evaluate sources and interpretations To be able to use sources to create an argument as a historian would.	To begin to develop an understanding of significance using the five Rs. To analyse historical fiction in order to explore the concept of significance through interpretations of the past.
Scholarship: E.H.Carr Marc Morris Mary Beard	Scholarship: Marc Morris Nicolas Vincent Christian Bace Robert Tombs James Hawes	Scholarship: Dr Alixe Bovey J.R. Green D.M. Stenton J.R. Maddicott D. Baker	Scholarship: Randall McIver Jan Morris Jem Duducu	Scholarship: Peter Frankopan Robert Low Susan Whitfieild	Scholarship: Dan Jones William Shakepeare Phillipa Gregory

Year 8							
Unit 1	Unit 2	Unit 3	Unit 4:	Unit 5	Unit 6		
Unit Title: The Reformation	Unit Title: The English Civil War	Unit Title: Empire	Unit Title: The Transatlantic Slave	Unit Title: The Industrial Revolution	Unit Title: The First World War		
			Trade				
EQ: Was the Reformation a religious	EQ:	EQ: What was the impact of the		EQ: Was the Industrial Revolution a	EQ: How did experiences of the		
rollercoaster?	What were the causes and	British Empire	EQ: What was the legacy of the	revolution for all?	First World War differ?		
	consequences of the English Civil		Transatlantic Slave Trade?				
	War?				Unit length: 9 lessons		
Unit length: 9 lessons		Unit length: 9 lessons	Unit length: 9 lessons	Unit length: 9 lessons			
	Unit length: 9 lessons						
Domains of Knowledge:	Domains of Knowledge:	Domains of Knowledge:	Domains of Knowledge:	Domains of Knowledge:	Domains of Knowledge:		
Religion	Religion	Religion	Religion	Technology	Empire		
Power	Power	Empire	Empire	Empire	Technology		
Wealth	Democracy	Power	Power	Wealth	Wealth		
Gender	Wealth	Democracy	Trade	Power	Power		
Technology	Technology	Trade	Race	Protest	Race		
	Ordinary Lives	Race	Ordinary Lives	Gender	Gender		
		Ordinary Lives	Protest	Ordinary Lives	Ordinary Lives		
					Protest		
Relevant Key Concepts:	Relevant Key Concepts:	Relevant Key Concepts:	Relevant Key Concepts:	Relevant Key Concepts:	Relevant Key Concepts:		
Change and Continuity	Cause and Consequence	Similarity & Difference	Significance	Change	Similarities		
Significance	Significance	Significance	Sources	Continuity	Differences		
Historical Sources	Sources	Sources	Interpretations	Similarity	Interpretations		

Interpretations	Interpretations	Interpretations		Difference Sources Interpretations	Sources
Gateway knowledge: Monarchy Power Christianity Role of the Medieval Church	Gateway Knowledge: Catholicism and Protestantism Monarchy Tudor England	Gateway Knowledge: Empire Trade Religion Medieval Powers	Gateway Knowledge: British Empire African Kingdoms Silk Roads	Gateway Knowledge: Industrialisation Medieval England Civil War Feudal System	Gateway knowledge: Empires Conflict Industrial Revolution
Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: Was the Reformation a religious rollercoaster?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: What were the causes and consequences of the English Civil War?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: Substantive knowledge Source skills Comprehension of Interpretations They will also answer a longer form question: What was the impact of the British Empire?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: Substantive knowledge Source skills Comprehension of Interpretations They will also answer a longer form question: What was the legacy of the Transatlantic Slave Trade?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: Substantive knowledge Source skills Comprehension of Interpretations They will also answer a longer form question: Was the Industrial Revolution a revolution for all?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: Substantive knowledge Source skills Comprehension of Interpretations They will also answer a longer form question: How did experiences of the First World War differ?
Disciplinary Knowledge: To be able to measure the extent of change under each Tudor monarch during the Reformation. To analyse sources and interpretations in order to explore the concept of change and continuity.	Disciplinary Knowledge: To be able to analyse causes and consequences of the Civil War. To analyse sources and interpretations in order to explore the concept of change and continuity.	Disciplinary Knowledge: To be able to compare the consequences of the British Empire in a variety of colonial contexts. To be able to analyse sources and interpretations in order to explore these consequences in depth.	Disciplinary Knowledge: To be able to consider the significant legacy of the Transatlantic Slave Trade. To analyse the relationship society has with sources and interpretations as part of its legacy.	Disciplinary Knowledge: To be able to assess the extent of change. To compare the similarities and differences between the experiences of the industrial revolution for different groups of people in society. To use sources and interpretations to explore the concept of change in depth.	Disciplinary Knowledge: To be able assess the similarities and differences between different war time experiences. To explore why different people may have experienced the war differently and the effect this would have had. To use sources and interpretations to explore the concept of change in depth.
Scholarship: Eric Ives Eamon Duffy Jessie Childs Jasper Ridley	Scholarship:	Scholarship: David Olusoga Niall Ferguson Richard Toye Jeremy Paxman John Keay	Scholarship:	Scholarship: Emma Griffin Arnold Toynbee David Olusoga Eric Williams Jeremy Black Jon Weller	Scholarship:

Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title: The Second World War	Unit Title: The Age of Extremes:	Unit Title: The Holocaust	Unit Title: Protest	Unit Title: Modern Conflict
	Asia			
EQ: What was the most significant				EQ:
moment of the Second World	EQ: What consequences did	EQ:Why is it important to learn	EQ: What can a comparison of	What can history teach us about
War?	dictatorships have on East and	about the Holocaust?	Civil Rights movements teach us	modern day conflict and tension?
	Southeast Asia		about protest?	
Unit length: 9 lessons	Unit length: 9 lessons	Unit length: 9 lessons		
			Unit length: 9 lessons	Unit length: 9 lessons
	Unit Title: The Second World War EQ: What was the most significant moment of the Second World	Unit Title: The Second World War EQ: What was the most significant moment of the Second World War? EQ: What consequences did dictatorships have on East and Southeast Asia	Unit Title: The Second World WarUnit Title: The Age of Extremes: AsiaUnit Title: The HolocaustEQ: What was the most significant moment of the Second World War?EQ: What consequences did dictatorships have on East and Southeast AsiaEQ:Why is it important to learn about the Holocaust?	Unit Title: The Second World War       Unit Title: The Age of Extremes: Asia       Unit Title: The Holocaust       Unit Title: Protest         EQ: What was the most significant moment of the Second World War?       EQ: What consequences did dictatorships have on East and Southeast Asia       EQ: Why is it important to learn about the Holocaust?       EQ: What can a comparison of Civil Rights movements teach us about protest?         Unit length: 9 lessons       Unit length: 9 lessons       Unit length: 9 lessons       Unit length: 9 lessons

Domains of Knowledge: Dictatorship Authoritarian Fascist Communist Ideology Cult of Personality Mussolini Hitler	Domains of Knowledge: Conflict Empire Religion Technology Power	Domains of Knowledge: Dictatorship Authoritarian Communist Ideology Cult of Personality Stalin Mao	Domains of Knowledge: Race Power Religion Ordinary Lives	Domains of Knowledge: Race Religion Ordinary Lives Protest Democracy Power Gender	Domains of Knowledge: Power Race Wealth Technology Conflict
Relevant Key Concepts: Causation Similarity & Difference Sources Interpretations	Relevant Key Concepts: Significance Sources Interpretations	Relevant Key Concepts: Consequence Similarity & Difference Significance Sources Interpretations	Relevant Key Concepts: Significance Sources Interpretations	Relevant Key Concepts: Similarities and Differences Sources Interpretations	Relevant Key Concepts: Change Continuity Similarities Differences Consequences Sources Interpretations
Gateway knowledge: Causes of the First World War Consequences of the First World War Democracy Dictatorship	Gateway knowledge: Extreme ideologies Europe post WW1 WW1	Gateway knowledge: Empire Ideology Right Wing Nationalism Left Wing Communism	Gateway knowledge: What was the Holocaust Why were Jewish people persecuted Hitler and the Nazis Auschwitz Anne Frank	Gateway knowledge: Chronology Empire Ideology Race	Gateway knowledge: Extreme ideologies Conflict Empire Trade Migration
Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: Substantive knowledge Source skills Comprehension of Interpretations They will also answer a longer form question: What caused Extreme Ideologies to develop in Europe after the First World War?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: What was the most significant moment of the Second World War?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: Substantive knowledge Source skills Comprehension of Interpretations They will also answer a longer form question: What were the consequences of extreme ideologies in East and Southeast Asia?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: Why is it important to learn about the Holocaust?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: What can civil rights movements teach us about protest?	Assessment end-points: Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing: • Substantive knowledge • Source skills • Comprehension of Interpretations They will also answer a longer form question: What can history teach us about modern day conflict and tension?
Disciplinary Knowledge: To be able to consider the concept of causation. To be able to analyse sources and historical interpretations in order to consider the concept of causation in depth.	Disciplinary Knowledge: To be able to explore what is meant by significance and apply the five Rs of significance to a variety of events during the second world war. To apply source and interpretation analysis to an exploration of the concept of significance.	Disciplinary Knowledge: To be able to analyse dictatorships through the consequences that they had and make comparisons between the consequences of different dictatorships. To apply source and interpretation analysis to understanding consequence.	Disciplinary Knowledge: To be able to explain the significance of Nazi policies on the lives of Jewish people To be able to explain the significance of holocaust education. To apply source and interpretation analysis to an exploration of the fundamental significance to studying the Holocaust.	Disciplinary Knowledge: To be able to analyse the similarities and differences between civil rights movements. To explore how civil rights movements and protest have changed over time. To apply source and interpretation analysis to an exploration of the theme of protest.	Disciplinary Knowledge: To be able to explore modern conflict thematically and explain how the conflicts of today are linked to the past. To apply source and interpretation analysis to explore the causes of modern conflict and the ways that conflict has changed in the modern era.
Scholarship: Eric Hobsbawm Ian Kershaw Frank Dikotter Richard Evans Gabriel Jackson	Scholarship:	Scholarship: Frank Dikotter Kenneth Thompson Eric Hobsbawn Tim Bouverie Paul Kennedy Nick Smart	Scholarship: Detlef Garber Arek Hersh Laurence Rees Dan MacMillan Lyn Smith	Scholarship: Patrick Finnigan Noam Chomsky Julia Wallace	Scholarship:

Year 10										
Autumn Half-T	n Half-Term 1 - Unit 1 Autumn Term HT1/HT2 – Unit 2 Autumn HT2 – Unit 3		T2 – Unit 3	Spring HT1 – Unit 4		- Spring HT1 – Unit 5				
Enquiry Question: How did Kaiser Wilhelm II's ambitions send Germany into disarray?		Enquiry Question: How did Hitler take advantage of a weakened republic? Unit length: 8 Lessons		Enquiry Question: How did life change for Germans in Hitler's 'Third Reich'? Unit length: 12 lessons		Enquiry Question: Why did the Cold War spill into the Korean peninsula?		Enquiry Question: Why did a fight for independence turn into a civil war in Vietnam?		
Unit length:	: 11 lessons				-	Unit length: 9	lessons	Unit length:	7 lessons	
Domains of Knowledge:	Social Class	Domains of Knowledge:	Social Class	Domains of Knowledge:	Social Class	Domains of Knowledge:	Government	Domains of Knowledge:	Government	
Extremism	War	Extremism	War	Extremism	War	Extremism	Politics	Extremism	Politics	
Economy	Industrialisation	Economy	Industrialisation	Economy	Industrialisation	Conflict	Sources	War	Sources	
Politics	Democracy	Politics	Democracy	Politics	Democracy	Communism	Imperialism	Communism	Imperialism	
Society	Monarchy	Society	Monarchy	Society	Monarchy	Capitalism	Nationalism	Capitalism	Nationalism Modern Warfare	
Nationalism	Government	Nationalism	Government	Nationalism	Government	Cold War	Modern Warfare	Cold War		
Imperialism	Economy	Imperialism	Economy	Imperialism	Economy	Causation		Causation		
Consequences	Rebellion Communism	Consequences	Rebellion Communism	Consequences Causation	Rebellion Communism	Consequence		Consequence Significance		
Causation Significance	Capitalism	Causation Significance	Capitalism	Significance	Capitalism	Significance Democracy		Democracy		
Significance	Capitalisti	Significance	Capitalisiii	Holocaust	Religion	Dictatorship		Dictatorship		
				Anti-Semitism	Propaganda	Propaganda		Propaganda		
Relevant Key Concepts:		Relevant Key Concepts:		Relevant Key Concepts:	FTOpagatiua	Relevant Key Concepts:		Relevant Key Concepts:		
Cause		Cause		Cause		Cause		Cause		
Consequence		Consequence		Consequence		Consequence		Consequence		
Significance		Significance		Significance		Significance		Significance		
Historical interpretations		Historical interpretations		Historical interpretations			Historical Sources		Historical Sources	
notoriour interpretations				inotoriour interpretations						
Gateway knowledge:		Gateway knowledge:		Gateway knowledge:		Gateway knowledge:		Gateway knowledge:		
Experiences of German soldi	iers in WW1 (Y8 Unit 6)	Consequences of the Depres	ssion (Y9 Unit 1)	Weimar Germany (Y10 Un	it 1)	Cold War (Y9 Unit 3)		Cold War (Y9 Unit 3)		
Consequences of the end of	WW1 (Y9 Unit 1)	Causes of the rise of the Nat	zis (Y9 Unit 1)	Weimar Culture (Y10 unit 1)		Dictators in South-East Asia (Y9 Unit 3)		Dictators in South-East Asia	(Y9 Unit 3)	
Empire (Y8 Unit 3)		Extreme ideologies (Y9 Unit	1&3)	WW2 (Y9 Unit 2)		Communism Vs. Capitalism (Y9 Unit 1&3) (Y10 Unit		Communism Vs. Capitalism	(Y9 Unit 1&3) (Y10 Unit	
Extreme ideologies (Y9 Unit	1&3)			The Holocaust (Y9 Unit 4)		2)		2)		
						Extremism (Y9 Unit 1&2) (Y10 Unit 1, 2 & 3)		Extremism (Y9 Unit 1&2) (Y10 Unit 1, 2 & 3)		
						Modern Warfare (Y9 Unit 6)		Modern Warfare (Y9 Unit 6)		
Assessment end-points:		Assessment end-points:		Assessment end-points:		Assessment end-points:		Assessment end-points:		
Pupils will complete 3 of the	6 questions on the	Pupils will complete 3 of the	e 6 questions on the	Pupils will complete a full	Germany paper.	Pupils will complete the hist	orical source analysis	Pupils will complete 2 of the	e questions that appear	
Germany paper. These will b	e the interpretation	Germany paper. These will I	be one of the	(Democracy & Dictatorship: Germany 1889-1945) –		questions from this paper (Q1 & Q2).		on the Korea & Vietnam pap	per. These will be the	
questions. (Q1, Q2, & Q3).		interpretation questions, an	d the other two	AQA.				12-mark source question an	d the 8-mark 'write an	
		questions that are worth hig	her marks. (Q3, Q5, &			Concepts:		account' question (Q2 & Q3	5).	
<u>Concepts</u>		Q6).		Concepts:		Cause				
Consequence				Consequence		Consequence		Concepts:		
Cause		Concepts:		Cause		Significance		Cause		
Interpretations		Consequence		Significance		Sources		Consequence		
		Cause		Interpretations				Significance		
<u>Skills:</u>		Significance				<u>Skills:</u>		Sources		
Pupils will need apply the sk		Interpretations		<u>Skills:</u>		Pupils will need to apply the				
interpretations, which they	will have built across KS3			Pupils will need to apply th		and understanding, which the		Skills:		
and within this unit.		Skills:			throughout KS3 and across t	inis unit.	Pupils will need to apply the			
		Pupils will need to apply the	-	Dupile will also pood to or	alu thair understandinf	Thou will also pood to each	their componentive	and understanding, which t		
		interpretations, which they	nave built in KS3 and	Pupils will also need to app	-	They will also need to apply		throughout KS3 and across	unis unit.	
		Y10.		consequence to an explain		historical writing to an exam	•	They will also need to apply	their comparative	
		Pupils will also need to appl	v their understanding	require them to demonstration knowledge.	ate their subject	ask them to compare the us sources.	erumess of HISLOFILdi	historical writing to an exan		
		of consequence to an explai	-	KIIOWICUEC.		5001003.		matorical writing to all exall	question, which will	
I		a consequence to an explai	question, which will	1						

Di sis li sen Venada das	require them to demonstrate their subject knowledge. Pupils will also need to combine their understanding of cause, consequence and significance to structure a compare question, which will require them to use their subject knowledge in order to formulate a historical argument.	Pupils will also need to combine their understanding of cause, consequence and significance to structure a compare question, which will require them to use their subject knowledge in order to formulate a historical argument.		ask them to compare the usefulness of historical sources. They will also need to explain the causes and consequences of historical using chronology to show explicit links between events.
<ul> <li>Pupils should understand the consequences of Kaiser Wilhelm II's ambitions (Weltpolitik).</li> <li>They need to consider how WW1 and the peace treaty afterwards affected Germany politically, economically, and socially.</li> <li>Pupils should also understand how democracy was formed, and why It was so fragile during in Germany, during the 1920s.</li> </ul>	<ul> <li>Disciplinary Knowledge:         <ul> <li>Pupils need to consider how Hitler appealed to the German masses.</li> <li>They need to understand how Hitler capitalised on the economic and political weakness of Weimar Germany.</li> <li>Pupils need to consider how Hitler transformed Germany from a democracy to a dictatorship and what the consequences of this were.</li> </ul> </li> </ul>	<ul> <li>Disciplinary Knowledge:         <ul> <li>Pupils should understand how life changed for Germans under the Nazi regime (socially/conomically/culturally)</li> <li>They also need to consider the impact of WW2 on Germany.</li> <li>Pupils should understand how the Nazis conducted the religious persecution of the Jews and other minorities.</li> <li>Pupils need to understand how the Nazis controlled German through a variety of methods (terror/propaganda/censorship/fear)</li> <li>Finally, pupils should understand how Germans attempted to resist and rebel against the Nazi regime.</li> </ul> </li> </ul>	<ul> <li>Disciplinary Knowledge:</li> <li>Pupils need to understand the impact of the Cold War on South-East Asia, particularly Korea.</li> <li>They need to consider the role of the USA and the role of the USSR in creating conflict in the Korean peninsula.</li> <li>Finally, they will need to understand how the cause and consequences of the Korean War.</li> </ul>	<ul> <li>Disciplinary Knowledge:</li> <li>Pupils need to understand the colonial history of Vietnam.</li> <li>They will need to consider how nationalism can lead to independence, but also conflict.</li> <li>Also, pupils will need to understand the role of the USA and USSR in perpetuating conflict in South-East Asia.</li> <li>Finally, they will need to consider how the conflict in Vietnam escalated.</li> </ul>

Year 10						
Spring HT2/Summ	ner HT1 – Unit 6	Summer HT1	– Unit 7	Summer HT2 – Unit 8		
Enquiry Q	uestion:	Enquiry Que	estion:	Enquiry	Question:	
How did a small guerrilla army of peasan	ts humiliate the might of the US army?	How did religion restrict the development of m	edical knowledge in the medieval period?	Why did the Renaissance lead to a 're-	birth' of medical knowledge in Europe?	
		Unit length: 8	Lessons	Unit lengt	n: 9 lessons	
Unit length:	14 lessons					
Domains of Knowledge:	Government	Domains of Knowledge:	Medieval Surgery	Domains of Knowledge:	Medieval Surgery	
Extremism	Politics	War	Public Health	War	Public Health	
War	Sources	Government	Disease	Government	Disease	
Communism	Imperialism	The Black Death	Treatments for disease	The Black Death	Treatments for disease	
Capitalism	Nationalism	Medieval religion	Sources	Medieval religion	Sources	
Cold War	Guerrilla Warfare	Islamic Empire		Islamic Empire	The Reformation	
Causation	Protest	Medieval church		Medieval church	The Renaissance	
Consequence		Religion		Religion		
Significance		Communication		Communication		
Democracy		Chance/Luck		Chance/Luck		
Dictatorship		Science & Tech		Science & Tech		
Propaganda		Individuals		Individuals		
Relevant Key Concepts:		Relevant Key Concepts:		Relevant Key Concepts:		
Cause		Cause		Cause		
Consequence		Consequence		Consequence		
Significance		Change		Change		
Historical Sources		Continuance		Continuance		
		Historical Sources		Historical Sources		
		Significance		Significance		
				Similarities		

Gateway knowledge:	Gateway knowledge:	Gateway knowledge:	
Cold War (Y9 Unit 3)	Ancient Romans (Y7 Unit 1)	The Reformation (Y8 Unit 1)	
Dictators in South-East Asia (Y9 Unit 3)	Medieval Church (Y7 Unit 3)	Empire (Y8 Unit 3)	
Communism Vs. Capitalism (Y9 Unit 1&3) (Y10 Unit 2)	Islamic Empire (Y7 Unit 4)	Medieval Medicine (Y10 Unit 7)	
Extremism (Y9 Unit 1&2) (Y10 Unit 1, 2 & 3)	Silk Roads (Y7 Unit 5)		
Modern Warfare (Y9 Unit 6)			
Domino Theory (Y10 Unit 5)			
Assessment end-points:	Assessment end-points:	Assessment end-points:	
Pupils will complete a full Korea & Vietnam GCSE paper (Conflict & Tension in Asia:	Pupils will complete two questions from the Health & The People paper. Q1 is a source	Pupils will complete two questions from the Health & The People paper. Q1 is a	
1950-1975) – AQA.	usefulness question, that will require pupils to analyse a source from the medieval period and	source usefulness question, that will require pupils to analyse a source from the	
	answer an 8-mark question. Q2 is a significance question focusing on the long-term and short-	Renaissance period and answer an 8-mark question. Q3 is a similarities question,	
Concepts	term impact of an aspect of medieval medicine.	where pupils will have to write about similarities between an event/person/discovery	
Cause		etc from the Renaissance period with an event/person/discovery from the Medieval	
Consequence	Concepts:	period.	
	Sources	period.	
Significance			
Sources	Significance	<u>Concepts:</u>	
	Cause	Sources	
	Consequence	Significance	
<u>Skills:</u>	Change	Cause	
Pupils will need to apply the skill of source analysis and understanding, which they have	Continuance	Consequence	
built throughout KS3 and across this unit.		Change	
	<u>Skills:</u>	Continuance	
They will also need to apply their comparative historical writing to an exam question,	Pupils will need to apply the skill of source analysis and understanding, which they have built	Similarities	
which will ask them to compare the usefulness of historical sources.	throughout KS3 and across this unit.		
		<u>Skills:</u>	
They will also need to explain the causes and consequences of historical events using	Pupils will need to explain the significance of either a historical figure, event, idea, institution	Pupils will need to apply the skill of source analysis and understanding, which they	
chronology to show explicit links between events.	etc.	have built throughout KS3 and KS4.	
Finally, pupils will need to write a historical essay comparing the significance of causes		Pupils will need to use the 7 factors of change to spot similarities between two	
and consequences of events in Korea/Vietnam.		different time periods.	
Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:	
Pupils need to understand how causes and consequences of US direct	Pupils need to consider the influence of the 7 factors of change (war, religion,	Pupils need to consider the influence of the 7 factors of change (war,	
involvement in the Vietnam War.	individuals, communication, science & tech, chance/luck, government) on medical	religion, individuals, communication, science & tech, chance/luck,	
<ul> <li>They need to consider how the Vietnam impacted the Vietnamese and</li> </ul>	development during the medieval period.	government) on medical development during the Renaissance period.	
Americans at home and abroad.	• They will also need to consider how the 4 areas of medical development (surgery,	<ul> <li>They will also need to consider how the 4 areas of medical development</li> </ul>	
• Finally, they need to consider why events in the Vietnam War led to uproar	public health, knowledge of causes of disease, treatments) have changed or	(surgery, public health, knowledge of causes of disease, treatments)	
in the US and within Vietnam.	continued without change across the medieval period.	have changed or continued without change across the Renaissance	
	Finally, pupils need to consider the impact of the Medieval Christian Church and	period.	
	the Islamic Empire on developing medicine.	<ul> <li>Pupils will need to consider why the role of the church in medicine and</li> </ul>	
		science became smaller during the Renaissance time.	
		• Finally, pupils need to consider how medical development has remained	
		the same across the medieval and Renaissance periods and how it has	
		changed.	

Year 11				
Autumn HT1	Autumn HT1	Autumn HT1/HT2	Autumn HT2	Autumn HT2/Spring HT3
Unit Title:	Unit Title:	Unit Title:	Unit Title:	Unit Title:
How did the Industrial Revolution lead to a revolution	How did medical knowledge and practices transform	Why did Elizabeth inherit such a chaotic kingdom?	Why was Elizabeth's role of Queen questioned	How did Elizabeth turn transform England into
in medicine?	through the modern period?	Unit length: 6 lessons	by so many?	a global superpower?
Unit length: 8 lessons	Unit length: 7 lessons		Unit length: 6 lessons	Unit length: 10 lessons

Domains of Knowledge:	Medieval Surgery	Domains of Knowledge:	Medieval Surgery	Domains of Knowledge:	Politics	Domains of Knowledge:	Politics	Domains of Knowledge:	Politics	
War	Public Health	War	Public Health	Reformation	Patriarchy	Reformation	Patriarchy	Reformation	Patriarchy	
Government	Disease	Government	Disease	Religion	Rebellion	Religion	Rebellion	Religion	Rebellion	
Religion	Treatments for disease	Religion	Treatments for disease	Power		Power	Succession	Power	Succession	
Communication	Sources	Communication	Sources	Economy		Economy		Economy	Colonisation	
Chance/Luck	The Reformation	Chance/Luck	The Reformation	, Feudal System		Feudal System		, Feudal System	Empire	
Science & Tech	The Renaissance	Science & Tech	The Renaissance	Government		Government		Government	War	
Individuals	The Industrial Revolution	Individuals	The Industrial Revolution	Law		Law		Law	Propaganda	
mainaalis	Satire	WW1	Satire	Foreign Affairs		Foreign Affairs		Foreign Affairs	ropugunuu	
	Anaesthetics	WW2	outile -	Society		Society		Society		
	Antiseptics	The Welfare State		Society		Society		Society		
	Vaccination	Pharmaceutical Industry								
Relevant Key Concepts:		Key Concepts:		Key Concepts:		Key Concepts:		Key Concepts:		
Cause		Cause						Cause		
		Consequence		Cause		Cause				
Consequence		Change		Consequence		Consequence		Consequence		
Change		Continuance		Change		Change		Change		
Continuance				Significance		Significance		Significance		
Historical Sources		Historical Sources		Interpretations		Interpretations		Interpretations		
Significance		Significance		Chronology		Chronology		Chronology		
Similarities		Similarities								
Gateway knowledge:		Gateway knowledge:	_	Gateway Knowledge:		Gateway Knowledge:		Gateway Knowledge:		
Medieval Medicine Y10 (Uni	t 7)	Medieval Medicine Y10 (Un		The Renaissance (Y10 Unit	8)	The Renaissance (Y10 Unit 8	3)	The Renaissance (Y10 Unit 8)		
Renaissance Medicine (Y10 U	Jnit 8)	Renaissance Medicine Y10 (	Unit 8)	The Reformation (Y8 Unit 2	L)	The Reformation (Y8 Unit 1)		The Reformation (Y8 Unit 2	L)	
The Industrial Revolution (Y8	3 Unit 5)	Industrial Medicine Y11 (Un	it 1)			Elizabethan England (Y11 Ur	nit 4)	Elizabethan England (Y11 Unit 4 & 5)		
		WW1 Y8 (Unit 6)								
		WW2 Y9 (Unit 2)								
Assessment end-points:		Assessment end-points:		Assessment end-points:		Assessment end-points:		Assessment end-points:		
Pupils will complete two que	estions from the Health &	Pupils will complete a full Br	itain: Health & The People	Pupils will complete Q1 an	d Q3 of the Elizabethan	Pupils will complete Q1 and Q2 of the		Pupils will complete Q1 and Q3 of the		
The People paper. Q1 is a so	urce usefulness question,	paper. Q1 is a source useful	ness question, that will	England paper. Q1 is an interpretation question		Elizabethan England paper. Q1 is an		Elizabethan England paper. Q1 is an		
that will require pupils to an	alyse a source from the	require pupils to analyse a s	ource from the Industrial	focusing on one interpretation, this will require		interpretation question focusing on one		interpretation question focusing on one		
Industrial period and answer	an 8-mark question. Q3 is	period and answer an 8-mai	k question. Q2 is a	pupils to pick out elements	of the interpretation that	interpretation, this will requ	ire pupils to pick	interpretation, this will req	uire pupils to pick	
a similarities question, where	e pupils will have to write	significance question focusion	ng on the long-term and	link to their own knowledge about Elizabethan		out elements of the interpretation that link to		out elements of the interpretation that link to		
about similarities between a	n event/person/discovery	short-term impact of an historical event, individual or		England. Q3 will be a write an account question,		their own knowledge about Elizabethan		their own knowledge about Elizabethan		
etc from the Industrial perio	d with an	discovery. Q3 is a similaritie	s question, where pupils	which will require pupils to explain an element of		England. Q2 is a significance question, where		England. Q3 will be a write an account		
event/person/discovery from	n the Renaissance period.	will have to write about sim	ilarities between an	Elizabethan England, using	their chronological	pupils will have to explain the			e pupils to explain	
		event/person/discovery etc	from one time period with	understanding of events, in	ncorporating their	particular aspect of Elizabet	h's reign, this will	an element of Elizabethan	England, using their	
Concepts:		an event/person/discovery			knowledge of how things changed and continued		require them to use the GRELF acronym		chronological understanding of events,	
Sources	before. Q4 will require pupils		ls to compare the role of	during Elizabeth's reign.		(government, religion, economy & society, law		incorporating their knowledge of how things		
Significance		the 7 factors across time in regard to one of the four				& order, foreign affairs).		changed and continued during Elizabeth's		
Cause		areas of medical developme	areas of medical development. They will need to write		Concepts:				-	
Consequence	an essay answer, containing a paragraph about 4		Interpretations		Concepts:		reign.			
Change			ng factual evidence across 4 Cause			Interpretations		Concepts:		
Continuance	0		lifferent time periods.		Consequence		Cause		Interpretations	
Similarities				Change		Consequence		Cause		
		Concepts:		Continuance		Change		Consequence		
Skills:		Sources			Chronology		Continuance			
Pupils will need to apply the	skill of source analysis and	Significance		Circle Choice By		Chronology		Change Continuance		
understanding, which they h		Cause			Skills:		Significance		Chronology	
and KS4.	are suit throughout tos	Consequence		Pupils will need to apply th	e skill of understanding	S.B.IIIICAIICC		Споноюду		
unu NJ4.		Change		interpretations, which the	•	Skills:		Skills:		
Dupile will poor to use the 7	factors of change to spot	Continuance		micipierations, which the	nave punt in NSS and 110.		ckill of			
Pupils will need to use the 7		Similarities		Finally, pupils will not to	consider how different	Pupils will need to apply the		Pupils will need to apply the skill of		
similarities between two diff	erent time periods.			Finally, pupils will need to		understanding interpretatio	ns, which they			
				have built in KS3 and Y10.						
			skill of source analysis and	across her entire reign.		Finally avail 10 11		Finally, avail, 10, 11	id b	
		Pupils will need to apply the understanding, which they h					, pupils will need to apply their Finally, pupils will need to consider			
			iave pullt throughout NSS			understanding of historical significance and		different elements of Elizabeth's reign changed		
		and KS4.				apply it to their knowledge of Elizabeth's reign.		and continued across her entire reign.		

			1	
	Pupils will need to explain the significance of either a historical figure, event, idea, institution etc. Pupils will need to use the 7 factors of change to spot similarities between two different time periods. Pupils will need to use their historical knowledge and historical writing skills to formulate an argument, writing a comparative essay			
<ul> <li>Disciplinary Knowledge:</li> <li>Pupils need to consider the influence of the 7 factors of change (war, religion, individuals, communication, science &amp; tech, chance/luck, government) on medical development during the Industrial period.</li> <li>They will also need to consider how the 4 areas of medical development (surgery, public health, knowledge of causes of disease, treatments) have changed or continued without change across the Industrial period.</li> <li>Pupils will need to consider how the role of government began to increase throughout the Industrial Period.</li> <li>Finally, pupils need to consider what made medical developments increase so rapidly during the Industrial period.</li> </ul>	<ul> <li>writing a comparative essay.</li> <li>Disciplinary Knowledge: <ul> <li>Pupils need to consider the influence of the 7 factors of change (war, religion, individuals, communication, science &amp; tech, chance/luck, government) on medical development during the modern period.</li> <li>They will also need to consider how the 4 areas of medical development (surgery, public health, knowledge of causes of disease, treatments) have changed or continued without change across the Modern period.</li> <li>Pupils will need to consider how the role of government increased considerably after both WW1 &amp; 2.</li> <li>Finally, pupils need to consider how the influence of some factors, such as war, remained influential across all four time periods.</li> </ul> </li> </ul>	<ul> <li>Disciplinary Knowledge:         <ul> <li>Pupils need to consider how religion changed during the Reformation, how this was different from Mary I's reign, and why this created so many challenges for Elizabeth.</li> <li>Pupils will also need to consider how Elizabeth dealt with these challenges and how she maintained power and control in England.</li> </ul> </li> </ul>	<ul> <li>Disciplinary Knowledge:</li> <li>Pupils need to consider why marriage and succession was a big issue for Elizabeth.</li> <li>Pupils will also need to understand the issues Elizabeth faced home &amp; abroad.</li> <li>Finally, pupils will need to consider how Elizabeth's position was threatened throughout her reign and consider the significance of each rebellion that occurred.</li> </ul>	<ul> <li>Disciplinary Knowledge:</li> <li>Pupils need to consider the significance of English colonisers such as Francis Drake and John Hawkins.</li> <li>Pupils also need to understand the impact of the conflict between Spain/France and England.</li> <li>Finally, pupils also need to consider what life was like in Elizabethan England and how it changed under her reign.</li> </ul>

Year 11		
Spring HT3		
	Enquiry Question:	
	Elizabethan England from studying Drake's	
circumnavigation of the globe? (historical environment) Unit length: 4 lessons		
Domains of Knowledge:	Politics	
Reformation	Patriarchy	
Religion	Rebellion	
Power	Succession	
Economy	Colonisation	
Feudal System	Empire	
Government	War	
Law	Propaganda	
Foreign Affairs		
Society		
Key Concepts <u>:</u>		
Cause		
Consequence		
Change		
Significance		
Chronology Gateway knowledge:		
The Renaissance (Y10 Unit 8)		
The Reformation (Y8 Unit 1)		
Elizabethan England (Y11 Unit 4,5, & 6)		
Assessment end-points:		

Pupils will complete a full Elizabethan England paper. Q1 is an interpretation question
focusing on one interpretation, this will require pupils to pick out elements of the
interpretation that link to their own knowledge about Elizabethan England. Q2 is a
significance question, where pupils will have to explain the importance of a particular
aspect of Elizabeth's reign, this will require them to use the GRELF acronym
(government, religion, economy & society, law & order, foreign affairs). Q3 will be a
write an account question, which will require pupils to explain an element of
Elizabethan England, using their chronological understanding of events, incorporating
their knowledge of how things changed and continued during Elizabeth's reign. Q4 is a
16-mark question about the historical environment, pupils will need to write a
comparative essay, comparing the significant features of Drake's circumnavigation of
the globe.

<u>Concepts</u>
Interpretations
Cause
Consequence
Change
Continuance
Chronology

- Chronology
- Significance

## Skills:

Pupils will need to apply the skill of understanding interpretations, which they have built in KS3 and Y10.

Pupils will also need to consider how different elements of Elizabeth's reign changed and continued across her entire reign.

Pupils will also need to apply their understanding of historical significance and apply it to their knowledge of Elizabeth's reign.

Finally, pupils will need to apply essay writing skills and their knowledge of Francis Drake and his circumnavigation of the globe in order to write a comparative essay.

## Disciplinary Knowledge:

• Pupil will need to consider the importance of each aspect of Drake's circumnavigation.