Curriculum Overview – *History*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	**Retreat of the Romans, Anglo-Saxon England and the Islamic Golden Age** *Students begin their study of history with the fall of the Roman Empire; they are introduced to the substantive concepts of empire, government, warfare, the Church and kingship. These concepts recur in increasing complexity throughout students' study of history. The more difficult concepts, like 'Church', are addressed in depth at this point, so pupils have a good grounding in them by the end of the term.*	**Conquests of the Eleventh Century and Norman England** *Students study the subsequent conquests of the eleventh century and, in doing so, deepen their understanding of medieval kingship, warfare and religious life. Students are supported to make connections between the conquests of the eleventh century and those of the 'Dark Ages.'*	**England in the Twelfth Century and the Crusades** *Students study the increasing governmental complexity of the twelfth century, focussing on the religious reforms of Henry I and the birth of the common law under Henry II. This enables them to build on the understanding of government which they developed when studying the Romans and Normans. It enables them to anticipate the tensions over growing state power which typified the later Middle Ages and which students study in the following three terms.*	**Magna Carta and the Development of Parliament** *The reign of King John provides an opportunity for students to develop their understanding of the Church, warfare, kingship, rebellions and government. Students are supported to compare the thirteenth-century models of kingship about which they learn with the models of kingship they have already studied in previous terms. The development of parliament provides an important foundation for later study of politics in the later medieval and early modern periods.*	**Kingship and Conflict in the Fourteenth Century, including the Hundred Years' War** *Warfare in the fourteenth century, in particular the Hundred Years' War, builds on students' knowledge of previous conflicts including the Crusades. Pupils are supported to recognise what was new about conflict in the fourteenth century. A study of the Peasants' Revolt builds on students' prior knowledge of medieval rebellions and deepens their understanding of the causes of unrest, helping them to anticipate later uprisings.*	**Lancastrian England and the Wars of the Roses** *Students study the civil war of the mid-fifteenth century, deepening their understanding of civil warfare which they had developed in terms 1 and 3. Students also look at the late medieval Church and its role in fifteenth century England, helping them to contextualise the Reformation when they learn about it in Y8 T1. Students learn about the decline of feudalism towards the end of the medieval period. This anticipates the governmental reforms of the early modern period.*

8	**Early Tudor Politics, the Renaissance and the Reformation** *Students arrive in year 8 with a developed sense of the substantive concepts which they have looked at throughout year 7. This term builds in particular on an understanding of government, by looking at the reforms of Henry VII, and of the Church, by learning about the Reformation. Students spend time understanding the different religious confessions which emerged throughout the sixteenth century, as this is foundational to an understanding of the early modern period, with which they will be occupied for much of year 8.*	**The English Reformation and the Mid-Tudor Period** *Students apply their knowledge of the Reformation and the fragmentation of the late medieval Church to the English context. Students learn about the various rebellions which took place during the so-called 'Mid-Tudor Crisis' and are supported to compare their causes and outcomes to the medieval rebellions which they have studied in year 8. Students consider the challenge to conceptions of kingship which the accession of female monarchs posed to people in the mid-sixteenth century.*	**The Reign of Elizabeth I, Elizabethan Exploration and the Early Stuarts** *The Church remains an important focus for the study of Elizabeth I's reign; students learn about the Elizabethan Religious Settlement and, in doing so, build on their prior knowledge of the Church of England and begin to lay the foundations for the religious settlement which endures in some senses to the present day. Students develop their understanding of empire by learning about the plantations of Ireland and their implications for later settler colonialism, which they look at in depth in the following term. Students are invited to compare this nascent 'English Empire' with the empires they have previously studied.*	**The English Civil War, Commonwealth, Protectorate and England in the Atlantic World** *The English Civil War provides an opportunity to revisit the concepts of rebellion, kingship and warfare. Students learn about competing conceptions of political authority in the seventeenth century and are supported to consider the extent to which the English Civil War built on traditions of protest and radicalism with which students are already familiar. Students' study of the Atlantic World builds on their understanding of empire gained in the previous term and also introduces students to the increasingly globalised early modern world.*	**The Restoration and the Glorious Revolution** *Returning to England after a study of the Atlantic World, students are invited to consider the ways in which the nascent Atlantic empire shaped civil society in England. This helps them to develop their understanding of increasing globalisation. Conceptions of kingship were still hotly contested in the later seventeenth century, and students learn about the extent to which the 1689 settlement solved the debates which they have learnt about in previous terms. They develop an understanding of 'constitutional monarchy' and anticipates the political history which they will study in year 9.*	**The Commercial Revolution and Politics in the Eighteenth Century** *Students build on their knowledge of government by studying the growth of a parliamentary democracy. They learn about the relative stability of the model of kingship which had been established by the early eighteenth century, and are supported to compare this model to conceptions which they have learnt about throughout the curriculum. Their study of the commercial revolution builds on previous knowledge of empire and globalisation and prepares students for their study of the modern world in year 9.*

9	**Age of Revolution** *Students study late 18th century revolutions including the America, French and Haitian Revolutions. Students will compare and contrast the causes and consequences of these revolutions. The study of revolution draws on student's previous knowledge of monarchy, empire and globalisation.*	**The British Empire** *Drawing on knowledge from exploration and globalisation in the Elizabethan era, students will explore the history of a wide range of British colonies. Students will study how and why Britain built an empire and learn about the impact of empire upon those living in the colonies.*	**The Industrial Revolution and 19th Century Reform** *Students will study the significance of the Industrial Revolution and political reforms within Britain. Students will compare the power of the monarchy and Parliament in 19th century Britain to previous centuries studied in Y7 and Y8 to assess how the significance of those institutions has developed over time. Students will explore the Scramble for Africa and the impact this had upon the African colonies.*	**Early 20th Century** *Students will study a range of significant events from the early 20th century including Women's Suffrage, liberal reforms and the First World War. Students will contrast the First World War to previous conflicts to address how the nature of warfare has changed over time. Students will draw on their previous knowledge of globalisation and the role of empire.*	**Later 20th Century** *Students study a range of significant events from the later 20th century including the causes, events and consequences of WW2, the Holocaust, decolonisation and Windrush. Students will develop their understanding of empire by exploring the process of decolonisation.*	**Review c.410 – 1945** *Students review the entire curriculum through key concepts such as the power of the monarchy through time, the development of parliament and globalisation and empire.*

10	**Norman England** *Conquest and Control* *This term will allow students to study in depth the arrival of the Normans and the establishment of their rule c.1066-c1100. Students will revisit and develop their knowledge of the Norman Conquest acquired throughout KS3.*	**Norman England** *Economic change, Church reform, historic environment* *Students will continue their work on the Norman Conquest, focusing on changes to the economy and the Church. Students will study a historic environment after acquiring a deep understanding of the period.*	**Migration and Empire** *This thematic study enables students to develop an understanding of migration to and from Britain over time. Beginning with the arrival of the Vikings, students trace the growth of English imperial ambitions and explore how wider historical trends influenced patterns of migration and empire. For example, they examine the impact of the Reformation on the migration of the Huguenots to Britain, as well as the colonisation of Ulster in Ireland.*	**Migration and Empire** *Students continue their studies by exploring the growth and impact of the British Empire, with a focus on regions such as India, Africa, the Caribbean, and America. They also examine the experiences of migrants to Britain, concluding with a detailed study of migration from the Caribbean and the European Union.*	**WW1** *Causes and Events* *This term focuses on the causes and nature of the First World War. It draws on previous knowledge of conflict and empire at KS3. Students will be able to contextualise their understanding of some of the later events of Power & the People.*	**WW1 & Review** *Consequences and revision* *Students will continue their study of the First World War and understand the conclusion of the conflict. Students will spend time reviewing and revising all units studied so far.*

11	**Nazi Germany** *Weimar and the rise of Hitler* *This period study focuses on the development of Germany during a turbulent half century of change, beginning with Germany at the end of WW1. Students will explore the development and collapse of democracy In Germany. It draws on student's previous knowledge of democracy and dictatorship in Y9.*	**Germany** *Life in Nazi Germany* *Students will continue their work on Nazi Germany by exploring the impact Nazi rule had upon the economy and different groups within German society. This unit gives students the opportunity to study a period of non-British history in depth.*	**Revision** *Students will review all units tailored to individual class needs. Students will recap key content and practice exam skills.*	**Revision** *Students will review all units tailored to individual class needs. Students will recap key content and practice exam skills.*	**Revision** *Students will review all units tailored to individual class needs. Students will recap key content and practice exam skills.*	***Exams***

	Henry VII: Introduction to Henry VII and his consolidation of power *In this unit, students are introduced to the War of the Roses and the way in which he began to consolidate his power. The Tudor unit ensures student study a range of historical periods at A-Level.*	**Henry VII: Evaluating his reign** *Students continue their work on Henry VII and evaluate his reign including foreign policy and rebellion.*	**Henry VIII** *Students are introduced to Henry's character and aims. Students began to consider the Reformation in depth.*	**Henry VIII** *Students evaluate whether there was a revolution in government, linking to ideas of the Reformation. Students then evaluate his foreign policy, economy and social changes.*	**Mid Tudor Crisis** *Students consider what a crisis is, before evaluating whether the Mid Tudor period fulfils this criteria. The term cumulates in an evaluative essay on this topic.*	**Review** *Students spend this term reviewing Henry VII and Henry VIII as this is the 'AS' content identified by AQA.*
12	**The Origins of the Cold War, c.1945-49** *In this unit, students are introduced to the conflicting ideologies that characterise the Cold War. Students study the development of tensions between the USA and USSR. This unit ensures students study a period of modern history at KS5.*	**The Widening of the Cold War, 1949-55** *Drawing on their knowledge of the origins of the Cold War, students study US policy in Asia and the Korean War.*	**The Widening of the Cold War, 1949-55** *Students examine the role of McCarthyism in the USA and the role of the UN. Students will learn about the formation of NATO and the Warsaw pact, and the French struggle in Indo-China.*	**The Global War, 1955-63** *Students return to developments within Europe, focusing on Khrushchev and East-West relations. Students explore the arms race and impact of the Berlin Crisis.*	**The Global War, 1955-63** *Students draw on previous knowledge to deepen their understanding of tension in Indo-China. Students evaluate the significance of the Cuban Missile Crisis.*	**Review** *Students spend time revising the Cold War from c.1945-63. This is identified as the 'AS' content by AQA.*

	Elizabeth I *Introduction to her character. Students then evaluate her government and religious policy as these are closely intertwined.*	**Elizabeth I** *Students evaluate Elizabeth's foreign policy and domestic threats. These threats stem from her religious policy and build on the content from the previous term.* .	**Elizabeth I** *Students consider the social and economic impact of Elizabeth's reign, including addressing the question 'Was the Elizabethan Era a Golden Age?'*	**Thematic Review** *Students revise all the Tudor Monarchs following these themes: Religion, economy, government, foreign policy and society.*	**Monarch Review** *Students consider key essay questions and interpretations for each of the monarchs in turn.*	**Exams**
13	**Confrontation and cooperation, c.1963-68** *Drawing on students' knowledge of conflict within Indo-China, students explore the causes, events and impact of the Vietnam War. Students explore to what extent there was cooperation between Khrushchev and Kennedy and the pressures on the USSR during this time*.	**The Brezhnev era, 1968-1985** *Students evaluate the extent of Détente up to 1979 and the reasons for renewed hostilities in the Second Cold War. Students study developments in Africa and the Americas.*	**Ending of the Cold War, 1985-1991** *Reaching the conclusion of the conflict, students analyse the role of Gorbachev and the importance of the summits. Students explore the ending of the Cold War in Europe, Afghanistan, Africa, and the Americas.*	**Review** *Students revise key content from the entire course.*	**Review** *Students consider key essay questions and sources for each of the periods studied.*	
	Coursework Students complete an independent 4,500 word essay on a topic of 'Indian Independence 1857-1947'	**Coursework** Students use the conceptual knowledge built from KS3 onwards to analyse primary and secondary sources.				