

### History Curriculum Overview, 2021-22

<p><b>Why do we teach history at Ark BDA?</b></p>	<p>At Ark Burlington Danes we empower pupils to build a substantive and essential body of knowledge of both British and international history, playing an important role in a pupil's cultural literacy. Our curriculum ensures pupils are building the disciplinary knowledge of an historian's trade: studying conflicting interpretations of the past and learning to draw conclusions from a diverse evidence base. In doing so, pupils develop their writing, debating and questioning skills and have the confidence to pursue history beyond their time studying at BDA. We aim to disrupt the traditional historical narrative, by decolonising the curriculum and looking at different perspectives of world history. This will give students a breadth of knowledge of different time periods and places, and cumulatively allowing them to build a breadth of knowledge of how Britain has been developed into the nation it is today. This deep knowledge base and broad range of skills is vital for equipping students to not only be able to interrogate the information they receive through the media and the written word, but to also understand the context of different communities in twenty-first century Great Britain and particularly their own in London.</p> <p>In the primary school, we aim to inspire pupils' curiosity to know more about the history of the world in which they live. All pupils will leave our Primary School with a wide ranging and deep knowledge of the past; of places and people and significant events through time. We aim equip pupils with the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils will learn about Global History alongside that of the British Isles; How nations have changed; how Empires have risen and fallen and the legacy they have left behind. We have mapped out significant People and Places of History –ensuring the sharing of knowledge from around the world.' History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'</p> <p>Our KS3 curriculum provides pupils with an extensive narrative of British and international history, with a focus on understanding how events, countries, empires and people have shaped Britain and the world. It poses important questions for pupils' understanding of power, governance, religion, war, the rule of law, civil disobedience and the interplay of socio-economic factors that lead to major events in history. These core concepts are frequently revisited so that over time students build a broad and deep historical schema. This is particularly important when teaching students about their cultural heritage, particularly given the diverse backgrounds of the students that we teach, we are committed to our responsibility to teach a wide range of historical events and periods. When they enter KS4, students can confidently navigate complex vocabulary and themes due to this preparation. Although limited by exam board specification is KS4 and 5 we continue to promote a world view of history by incorporating units that allow students to study beyond the UK. In KS4 this includes looking at the Middle East and Germany, and in KS5 it includes looking at in depth histories of Russia and China. They can write with fluency and confidence; interrogate and interpret challenging source materials and reach well-articulated judgements about historical events.</p> <p>History is therefore not only fundamental for understanding the world in which we live in but is also vital for equipping students with the analytical and literacy skills essential for success in modern society.</p>
<p><b>How do we deliver our Christian values in history?</b></p>	<p>The history curriculum content and the way it is delivered truly espouse the school's vision and Christian ethos.</p> <p>Not only do we explore the significance of religion in different societies- from the Anglo-Saxons to the British and American Civil Rights Movement- but we also investigate the role that religion has played as justification for empire and slavery. We investigate the suppression of religion in totalitarian states and look at the importance of religion in bringing hope and faith to communities that are marginalised and repressed. Religion is an integral part of any story of human history and we seek to draw on these at every opportunity. We are also committed to the Christian values of the school, and particularly embed these through the school's vision of promoting equality for all. We use history to deconstruct the traditional narrative of the discipline, whilst also deconstructing ideas of racism and inequality, and the experience of BAME groups and women when studying any given time period. Most notably this is exemplified through our work to diversify the curriculum, where we have incorporated the history of migration through time, the contributions of the Medieval Islamic World to our world today, the West African Kingdoms of Mali, Dahomey and Oyo Empire, the role of the British Empire in Africa after the Slave Trade and the study of the Israeli-Palestinian conflict.</p> <p>We develop leadership skills in our students by asking them to lead projects, present their work to their peers and to take responsibility for- and be committed to- identifying and correcting their own errors. We expect students to be resilient and committed to improving and developing their work. We state that 'no one is born a good historian, it takes hard work and resilience to become one'. Our schemes of learning consistently draw empathy from our pupils and encourages them to be compassionate and supportive of one another.</p> <p>Perhaps most importantly, however, is the role we play in encouraging students to empathise with our antecedents and the stories of the past that often show the worst, and best, of humankind. By studying and considering the actions of individuals and organisations in the past, pupils are expected to show compassion for those that have suffered and admiration for those that have acted to make the world a better place.</p>
<p><b>How do we build core skills and knowledge over time?</b></p>	<p>Our curriculum is designed to embed key skills, concepts and terminology from the first lesson in KS1 all the way to the end of KS5. In KS1 students are introduced to the concepts of continuity and change over time which is revisited in KS2 and beyond. Students in KS2 are also introduced to core essay writing skills when exploring Ancient Civilisations, which allows them to access second order concepts such as cause and consequence, and historical significance. These key concepts of change and continuity, causation, effect and chronology are revisited from Year 7 and are built into our enquiry questions frequently so that students can build deep historical schema. We view Key</p>

	<p>Stage 3 as a store for furnishing the pupils' memory with literary, cultural, and historical worlds until such vocabulary is so second nature that pupils can 'move about' within it. The subtleties of using appropriate historical terms and how they may or may not be applied in any period are developed only over time and by their careful introduction, reinforcement and review.</p> <p>Chronological knowledge is at the heart of our curriculum, both in terms of sequencing periods of history and of having a clear sense of characteristic features of those periods. We have created imaginative work with timelines and overarching stories of change and continuity that require pupils to draw on prior learning, to make comparisons and contrasts to build their historical schema.</p> <p>We acknowledge that this takes time, and that the effect is cumulative. As pupils deepen their understanding of these concepts in a range of historical contexts, they progressively develop as historians. This knowledge is central to our schemes of learning and is revisited and reviewed to ensure that all pupils share a common language about the past. An example of this is the concept of change over time which is firstly visited in Year 7 by looking at migration to Britain pre-1066, then in Year 8 with the power of the monarchy from Henry VIII to Charles I, and finally in Year 9 by looking at migration to Britain during the 20<sup>th</sup> and 21<sup>st</sup> century.</p>
<p><b>How does the study of history prepare pupils for life beyond Ark BDA?</b></p>	<p>Our aim is to create students and young adults who are engaged in the world around them. We want to equip students with the confidence to take leading roles in the political and social sphere of society. We believe that the study of History will provide students with the transferable skills needed to succeed across multiple disciplines at university and beyond. These skills include- but are not limited to- the ability to carry out research and prioritise evidence to help inform the decision-making process; the confidence to carry out self-directed learning; logical thinking and the ability to analyse data (including numerical) to draw conclusions. Students will find their own identify whilst having a deeper understanding of the world, including the different cultures which have shaped what society looks like today. Finally, through the study of individuals and the factors which have brought about change, students will become the driving force for further change, helping to improve the national and international world we live in.</p> <p>More importantly history gives students ownership of their identity, by empowering them to understand the history of this country, and their heritage. It also gives them an important opportunity to explore the context of Britain today and how, and why, it is multicultural.</p>
<p><b>How do we implement this curriculum at Ark BDA?</b></p>	<p>In Key Stages 1 and 2, all units are underpinned by the question 'how has x led to the world we live in today?' Each unit is given an enquiry question which helps students understand the learning journey they are embarking upon. Students study one topic every half term, with 2 hours per week. Due to the ACP structure, history and geography are on rotation with 2 or 3 historical topics being covered each year. Children are given a topic question which is answered at the end the unit. Each lesson thus providing the knowledge that is used to answer the end of unit assessment.</p> <p>In Key Stage 1 pupils develop their understanding of chronology, starting with things within living memory (Toys in Time –Y1U2, Seaside, Now and then Y1U5) and then moving to significant events and people beyond living memory(Ticket to Ride Y1U3 and The Great Fire of London Y2U2).They further develop their chronological understanding through a deep dive into the lives of significant individuals (Kings and Queens Y2U2, Explorers and Voyages Y2U4)In Key Stage 2 the History Curriculum divides into twomain strands, a study of Britain's past and a series of studies about Civilizations around the world. When studying British History concepts are taught chronologically starting with Settlers of the Stone, Bronze and Iron Age(Y3U1)then exploring the significance and impact of the invaders starting with the Romans (Y4U1 + U2),then the Saxons (Y5U1)and finally the Vikings (Y5U2)In Y6 they will expand their chronological knowledge to significant events beyond 1066 through a study into the History of Crime and Punishment (Y6,U5)and will debate whether brains or brawn ultimately led to victory for the allies in World War 2 (Y6U2).We have linked studies about Civilizations to Geographical studies of regions –therefore, children will learn about the Ancient Greeks(Y3U3), whilst studying Europe. When learning about the Americas they will study The Mayans (Y4U5) and they will learn about the Shag dynasty (Y5U4) whilst also studying the continent of Asia.</p> <p>At KS3, students study at least one topic every half term emphasizing a breadth of historical knowledge, with two 55-minute lessons per week. At KS4, students study one unit per term, which is achieved through three lessons a week. For example, in Year 10 Anglo-Saxon and Norman England, 1066-1080 is covered over the whole autumn term. Finally, KS5 students have seven lessons per week, and each of the four units is given 25% of teaching time; in year 12 they study Mao's China and twentieth century Russia and in year 13 complete their depth-study independent project and Rebellion and disorder under the Tudors.</p> <p>In all lessons, students can expect a knowledge retrieval <i>Do Now</i>, and at least 15 minutes of deliberate independent practice to help move newly acquired knowledge/skill from the working memory to the long-term memory. Although the curriculum is taught chronologically, key themes are regularly revisited across the years, making retrieval effortless whilst also deepening student understanding of their current module. The use of curriculum booklets has allowed for a steady increase in the amount of reading that students are completing each lesson and has allowed students to take ownership of their lesson both inside and outside of the classroom. The booklets are a logically sequenced record of the knowledge which they cover throughout the year. Furthermore, all assessments have embedded retrieval practice and are part of a feedback and redrafting cycle, which is used to inform planning of following lessons. Moreover, knowledge organisers for each unit are used to prioritise key knowledge, and make all parties involved (student, parent, teacher) aware of what students must know and grasp by the end of each module. Knowledge organisers also include a list of key vocabulary which teachers teach explicitly, helping to build a schema which will be built upon as students move from Year 7 to Year 13.</p>

Year Group	Key curriculum end point: Knowledge and skills	How does it link to future progression?
1	<p><b><u>Year 1 Unit 2- Toys in Time</u></b> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b><u>Year 1 Unit 3- Transport and Travel</u></b> the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality.</p> <p><b><u>Year 1 Unit 5- Our seaside: Now and Then</u></b> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Year 2 Unit 1- Kings &amp; Queens Year 2 Unit 2- The Great Fire of London Year 2 Unit 5- The made a difference Year 3 Unit 5- Ancient Greeks Year 4 Unit 1- Roman Invasions Year 4 Unit 2- Roman Britain Year 5 Unit 1- Anglo-Saxons &amp; Scots Year 5 Unit 2- Vikings Year 5 Unit 5- The Industrial Revolution Year 6 Unit 3- Conflict &amp; Resolution Year 6 Unit 5- Making our Mark</p>
2	<p><b><u>Year 2 Unit 1- Kings &amp; Queens</u></b> the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events</p> <p><b><u>Year 2 Unit 2- The Great Fire of London</u></b> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events</p> <p><b><u>Year 2 Unit 5- They made a difference</u></b> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events</p>	<p>Year 5 Unit 5- The Industrial Revolution Year 6 Unit 3- Conflict &amp; Resolution Year 6 Unit 5- Making our Mark</p>
3	<p><b><u>Year 3 Unit 2- Stone, Bronze &amp; Iron Age Britain</u></b> changes in Britain from the Stone Age to the Iron Age</p> <p><b><u>Year 3 Unit 5- Ancient Greeks</u></b> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Year 4 Unit 1- Roman Invasions Year 4 Unit 2- Roman Britain Year 5 Unit 1- Anglo-Saxons &amp; Scots Year 5 Unit 2- Vikings Year 5 Unit 5- The Industrial Revolution Year 6 Unit 3- Conflict &amp; Resolution Year 6 Unit 5- Making our Mark</p>
4	<p><b><u>Year 4 Unit 1- Roman Invasions</u></b> the Roman Empire and its impact on Britain</p> <p><b><u>Year 4 Unit 2- Roman Britain</u></b> the Roman Empire and its impact on Britain</p> <p><b><u>Year 4 Unit 3- Maya Civilization</u></b> a non-European society that provides contrasts with British history</p>	<p>Year 5 Unit 1- Anglo-Saxons &amp; Scots Year 5 Unit 2- Vikings Year 5 Unit 5- The Industrial Revolution Year 6 Unit 3- Conflict &amp; Resolution Year 6 Unit 5- Making our Mark</p>
5	<p><b><u>Year 5 Unit 1- Anglo-Saxons &amp; Scots</u></b> Britain's settlement by Anglo-Saxons and Scots</p>	<p>Year 6 Unit 1- Ancient Egyptians Year 6 Unit 3- Conflict &amp; Resolution Year 6 Unit 5- Making our Mark</p>

	<p><b><u>Year 5 Unit 2- Vikings</u></b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b><u>Year 5 Unit 4- Baghdad &amp; the Middle East</u></b> a non-European society that provides contrasts with British history</p> <p><b><u>Year 5 Unit 5- The Industrial Revolution</u></b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (trade &amp; Empire)</p>	
6	<p><b><u>Year 6 Unit 1- Ancient Egyptians</u></b> the achievements of the earliest civilizations</p> <p><b><u>Year 6 Unit 3- Conflict &amp; Resolution</u></b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b><u>Year 6 Unit 5- Making our Mark</u></b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study</p>	Year 7 Aut1 Year 7 Aut2
7	<p>Understand the key features of the Medieval world. Understand the key features of migration, religion, and conflict (Crusades). Understand how religion led to war during the Medieval period.</p> <p>Construct a narrative using connectives. Construct a basic PETAT paragraph to explain the cause of a historical event.</p>	Year 8 Aut1 Year 9 Sum1+2 GCSE Paper 2 GCSE Paper 3
8	<p>Understand the key features of the power of the British monarchy from Henry VIII to Charles I. Understand the key features of the West African Kingdoms of Mali and Dahomey, and the Oyo Empire. Understand the key features of the transatlantic slave trade, and how Britain maintained a relationship with Africa after it was abolished. Understand how Europe was getting ready for war in the late 1800s and early 1900s.</p> <p>Construct at least two PETAT paragraphs which explain the impact of historical events, the cause of a historical event and how a concept can change over time. Use at least one source to analyse utility in accordance with historical events.</p>	Year 9 GCSE Paper 1 GCSE Paper 3
9	<p>Understand the key causes of World War One, and why it was a global war. Understand the impact of World War One on the world. Understand the key features of Hitler's rise to power. Understand the key causes and nature of World War Two. Understand the key features of the Holocaust. Understand the key features of migration to Britain throughout the 20<sup>th</sup> and 21<sup>st</sup> century.</p> <p>Construct at least three PETAT paragraphs which analyses and explains the significance of historical events, their impact the causes of historical events, and how a concept can change over time. Construct an agree/disagree line of argument with a statement. Use sources to analyse utility in accordance with historical events.</p>	GCSE Paper 1 GCSE Paper 2A and SB GCSE Paper 3

<p><b>10</b></p>	<p>Understand the key features, and differences, between Anglo Saxon and Norman England.  Understand how the nature and experience of warfare changed over time from 1250 to present.  Understand the key features of the Battle of Falkirk, Battle of Agincourt, Battle of Naseby, Battle of Balaclava, Battle of Waterloo, Battle of the Somme and the Iraq War.  Understand the key features of conflict in the Middle East from 1948-1995.</p> <p>Construct three PETAT paragraphs which analyse, explain and begin to evaluate the significance, impact, causes, changes in historical events.  Construct a line of argument which agrees/disagrees with a statement to various extent.  Use sources to analyse utility, relevance, reliability for an enquiry into a specific historical event.</p>	<p>GCSE Paper 1  GCSE Paper 2A and SB  GCSE Paper 3</p>
<p><b>11</b></p>	<p>Understand the key features of the Weimar Republic and Nazi Germany, including the failures of the Weimar Republic, rise of Hitler to power and life under the Nazis.  Revise all the key curriculum end points from Year 10.</p> <p>Construct three PETAT paragraphs which analyse, explain and begin to evaluate the significance, impact, causes, changes in historical events.  Construct a line of argument which agrees/disagrees with a statement to various extent.  Use success criteria to construct this line of argument.  Use sources to analyse utility, relevance, reliability for an enquiry into a specific historical event.  Compare the content and accuracy of two interpretations.  Explain why interpretations differ.</p>	<p>GCSE Paper 1  GCSE Paper 2A and SB  GCSE Paper 3  A Level Paper 1  A Level Paper 2  A Level Paper 3</p>
<p><b>12</b></p>	<p>Understand the key features of society, economy, government and society in Mao's China.  Understand the key features of society, economy, government and society in Soviet Russia.</p> <p>Construct a line of argument for an essay which consists of at least three PETAT+ paragraphs.  Use success criteria to construct this line of argument, which includes at least three different parts of criteria to be checked.  Use sources to analyse utility, relevance, reliability for an enquiry into a specific historical event- focusing on the provenance and content specifically.</p>	<p>A Level Paper 1  A Level Paper 2  A Level Paper 3</p>
<p><b>13</b></p>	<p>Understand the key features of Tudor rebellions.  Understand the key features of society, economy, government and society in Mao's China.  Understand the key features of society, economy, government and society in Soviet Russia.</p> <p>Construct a line of argument for an essay which consists of at least three PETAT+ paragraphs.  Use success criteria to construct this line of argument, which includes at least three different parts of criteria to be checked.  Use sources to analyse utility, relevance, reliability for an enquiry into a specific historical event- focusing on the provenance and content specifically.  Compare three different interpretations of the fall of the USSR, evaluate these.</p>	<p>A Level Paper 1  A Level Paper 2  A Level Paper 3</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Topic</b>		Toys in time	A ticket to ride	A ticket to ride		
	<b>Key question</b>		How have toys changed over time?	Have we always travelled in the same way?	Have we always travelled in the same way?		
	<b>Content</b>		Identify which toys children like to play with Compare these with the toys their parents/grandparents played with. Identifying if toys are old or new. How Teddy Bears have changed over time.	George Louis Stevenson The Wright Brothers Yuri Gagarin	Explore how people used to travel in the past Compare and contrast with modern travel A study of how technology has changed transport focusing on: boats and ships; omnibus and buses; the railway and George Louis Stevenson; bicycles; cars; aeroplanes –the Wright Brothers; first space flight –1962 Predict how transport might change and what it could look like in the future.		
Year 2	<b>Topic</b>	Castles	How will you change the world?		Why do we get into space?		How has the seaside changed over time?
	<b>Content</b>	End of unit outcome: Fact file on castles. What is it like to live in a castle? Investigating how to find out about the past. The Battle of Hastings and William the Conqueror's castle building in England and Wales (including The Tower of London) Investigate the importance of his castle building (including The Tower of London) and compare life then and now.	Case studies on Nelson Mandela, Rosa Parks, Martin Luther King. Work towards Greta Thurnberg – current youth climate activist. Discuss the idea of race and how it can divide societies. Plan and write speeches for an ideal world in the future.		History End of unit outcome: Persuasive writing on whether space travel is a good use of time and money. Look at the Race to Space and what it meant to each country, the individuals who contributed to getting people into space ('Hidden Figures', links to Autumn 2), compare different astronauts and ultimately argue whether space travel is important.		History: Discussion of why going to the seaside became popular in the Victorian times, how the culture of the seaside has changed over time and challenges the environment is now facing/ how we can protect the seaside. Persuasive letter to visit Southend beach?
Year 3	<b>Topic</b>	Settlers of the Stone, Bronze and Iron Age		Ancient civilisations	Ancient civilisations		

	<b>Key question</b>	DQ: What was the most significant event/technological advance of the Stone, Bronze and Iron Age?		How did the Greeks use Myths to make sense of the World around them?	How did the Greeks use Myths to make sense of the World around them?		
	<b>Content</b>	Settlements of the Stone Age What was the most significant event, discovery or technological advance of the pre-historic age? Discover who the early settlers in Britain where and where they came from? Changes in Britain from the Stone to Iron Age Identify the changes that occurred in the Bronze and iron age. Investigate the Iron age Celts, who they were and how they shared their culture Learning about life in the Stone Age from studies of Skara Brae and Stonehenge		Timeline of ancient Greeks from the Bronze age (Minoan Civilization) up until the age of Alexander the Great. Evidence sources; the eruption at Thera –how Historians make sense of the past The lives and significance of Great Greeks –people who changed History The great Greek battles and wars Sparta vs Athens The empire of Alexander the Great	Timeline of ancient Greeks from the Bronze age (Minoan Civilization) up until the age of Alexander the Great. Evidence sources; the eruption at Thera – how Historians make sense of the past The lives and significance of Great Greeks –people who changed History The great Greek battles and wars Sparta vs Athens The empire of Alexander the Great		
<b>Year 4</b>	<b>Topic</b>	Invaders: The Romans	Roman Britain			Ancient Civilisation: The Mayans	
	<b>Key question</b>	How did the Romans invade Britain and how successful were they?	How did the Romans change Britain forever?			What was the most significant event, discovery or technological advance of the pre-historic age?	
	<b>Content</b>	The Roman Empire and Caesar's first invasion of Britannia Contrast first invasion with what happened when Claudius invaded Britannia in 41AD. The Celts. Identify why the Roman military were so successful in expanding the Roman Empire In depth study into Boudicca and how she challenged the Roman occupation of Britannia	Explore the lives of Romans in Roman Britain (including villas, roads and recreational life) Compare the Roman soldiers and their armour to that of the ancient Celts place significant events on a time line and reflect on their legacy.			History Place the rise and fall of the Mayan empire on a timeline. A day in the life –the Mayans The natural resources available in Mexico and how this affected the way of life for the Mayans How did Mayan life compare to other civilisations at the time?	

		The decline of Roman rule in Britain				The end of the empire and the legacy of the Mayans	
<b>Year 5</b>	<b>Topic</b>	Anglo-Saxons and Scots	Anglo-Saxons and Vikings			Baghdad and the Middle East	
	<b>Key question</b>	Who were the Anglo-Saxons? When did the Anglo-Saxons become Christians? How was Anglo-Saxon Britain ruled? What was Anglo-Saxon society like?	Who were the Vikings? How were ships important to the Vikings? How did the Anglo-Saxons and Vikings co-exist?			What was the Golden Age of Islam and how did it help us today?	
	<b>Content</b>	Anglo-Saxon religion, life and hierarchial structure. The Danes and Danelaw	Viking Britain The Danelaw Role of women in Viking society Difference between Anglo-Saxons and Vikings			How was Baghdad built? What was the Golden Age of Islam? How did Baghdad become a centre of learning? Islamic achievements: maths, science and medicine Baghdad vs. London End of Islamic Empire	
<b>Year 6</b>	<b>Topic</b>	Ancient Egyptians	Ancient Egyptians			Conflict and Resolution	Conflict and Resolution
	<b>Key question</b>	What made the Ancient Egyptians one of the most formidable civilisations?	What made the Ancient Egyptians one of the most formidable civilisations?			How did the wars impact Britain and the world- what do we learn about conflict and resolution?	How did the wars impact Britain and the world- what do we learn about conflict and resolution?
	<b>Content</b>	Rulers of Egypt River Nile and its importance Why did the Ancient Egyptians build pyramids?	Beliefs in Ancient Egypt Afterlife in Ancient Egypt Discovery of Tutankhamun.			First World War and Empire First World War Trench Warfare Women in WW1 End of WW1	Hitler and Second World War Hitler running Germany Impact of WW2 on Britain Britain after WW2 Countries maintaining peace
<b>Year 7</b>	<b>Topic</b>	<b>Migration before 1066 England in 1066</b>	<b>Norman Conquest and Life in Medieval England</b>	<b>Legacy of Norman Conquest</b>	<b>Rats and Rebels</b>	<b>Rise of Islamic Empires</b>	<b>Crusades</b>
	<b>Key question</b>	How did migration shape our island before 1066? Why was there a crisis in England in 1066?	Why did William win the Battle of Hastings? How did William gain control of England? What was medieval life like in England?	How did William change England after 1066?	What was the impact of the Plague? Why did the Peasants Revolt?	Who can tell us most about the Silk Road? What can primary sources tell us about the Medieval Islamic World?	Why were the first crusades launched? Investigation into Saladin and Richard Lionheart

	<b>Content</b>	What is history and how do we write it? The Ivory Bangle Lady The legend of St George Anglo-Saxon invasion and the beginnings of the English Converting to Christianity Scandinavian migration England's migrant king: King Knut Crisis of 1066	Battle of Stamford Bridge Battle of Hastings Feudal System Domesday Book Castles Medieval towns and villages Religion in medieval England Her story in Medieval England	Feudal system Domesday book Methods of control Motte and Bailey, stone keep castles The importance of religion in Medieval society. Writing history 12 mark extended writing	<u>Causes, main events and consequences of</u> Peasants Revolt and Plague. Writing history narrative and 12 mark EW. Sources and interpretation skills	Islam Life of the Prophet Muhammad and the first four caliphs. Byzantine Empire Importance of Baghdad as a new capital city Inventions of Arab Muslims Response to the Crusades Power of the Ottoman Empire	Islam and Christianity, pilgrimages and importance of holy sites. Geopolitics of the medieval world. Lionheart & Saladin. Battle of Hattin Writing history extended 16 marks 4 SPaG. Source Usefulness and interpretation skills.
	<b>Assessment</b>	How did migration shape our island before 1066? Why was there a crisis in England in 1066?	Why did William win the Battle of Hastings? How did William gain control of England? What was medieval life like in England?	EOT assessment.	In class assessment on all topics	In class assessment	EOT assessment.
<b>Year 8</b>	<b>Topic</b>	<b>Tudors to Stuarts: How did England change?</b>	<b>West African Kingdoms: Mali, Timbuktu, Oyo and Dahomey</b>	<b>British Empire and the Slave Trade</b>	<b>Expansion and Empire</b>	<b>Migration to Britain, 1730-1900</b>	<b>Causes of World War One</b>
	<b>Key question</b>	How far did English monarchs power change from 1500 to 1649?	How was there so much learning at the 'end of the earth'? How different were the West African Kingdoms of Oyo and Dahomey?	Why did the British build an Empire? Was it a force for good or bad? What happened during the Transatlantic Slave Trade?	How did Britain expand their Empire after the Slave Trade?	How did the British Empire affect migration to Britain? Why did migrants come to Britain during the Industrial Revolution?	What was Europe like on the eve of World War One? Was World War One an accident or choice?
	<b>Content</b>	Henry VIII- Machiavellian Man or Renaissance Prince. Henry VIII's changes to the English Church, introduction of the Church of England and separation from the Catholic Church. The reaction of the English to the separation from the Catholic Church, dissolution of the monasteries and Pilgrimage of Grace. Henry VIII's children and their legacy- particularly looking at Elizabeth I's religious changes and	Where is Africa? Why is it important as a continent? Timbuktu Manuscripts of Timbuktu Rise of Islam in West Africa Importance of Black African Muslim Scholars. Origins of the Oyo and Dahomey Explanation of the military, political, economic and religious developments of Oyo and Dahomey Comparison between Oyo and Dahomey	The first English settlement in the Americas Looking East: India The first English colony in the Caribbean: Barbados Sugar trade Why did Britain turn to West Africa for slaves? Middle passage Thistlewood's plantation Abolition movements and the importance of slave rebellions	Context: Expansion and Empire Britain as the workshop of the world, 1750-1939 Britain expansion in India, 1750-1914 Expansion in Africa, 1800-1914 Pulling it all together: Expansion and Empire	Black Britain and the road to emancipation, 1730-1833 Asian arrivals: merchant seamen, Eminent Indians in Britain Irish migration in the Industrial Revolution Black working class life Italian immigrants German immigrants Jewish immigrants Asylum seekers in 19 <sup>th</sup> century	Britain, Russia, France and Germany pre 1914 Militarism Alliances Imperialism Nationalism Assassination of Archduke Franz Ferdinand.

		expansion of British territories. The Stuart take over, gunpowder plot. Charles I and the Civil War. Impact of the Civil War on the monarchy.					
	<b>Assessment</b>	How far did English monarchs power change from 1500 to 1649?	How was there so much learning at the 'end of the earth'? How different were the West African Kingdoms of Oyo and Dahomey?	Why did the British build an Empire? Was it a force for good or bad? What happened during the Transatlantic Slave Trade	How did Britain expand their Empire after the Slave Trade?	How did the British Empire affect migration to Britain? Why did migrants come to Britain during the Industrial Revolution?	What was Europe like on the eve of World War One? Was World War One an accident or choice?
<b>Year 9</b>	<b>Topic</b>	<b>World War One</b>	<b>The Inter-War Years</b>	<b>The Holocaust</b>	<b>Second World War</b>	<b>Breadth study: Migration to Britain in the 20<sup>th</sup> century</b>	<b>Breadth study: Migration to Britain in the 20<sup>th</sup> century</b>
	<b>Key question</b>	How can West London tell us the story of World War One?	What happened after World War One?	Who wanted 6 million people to die?	What did the world look like post 1945?	How has Britain been shaped by migration?	What was the impact of migration on Britain?
	<b>Content</b>	Weapons of World War One Key battles of World War One Soldiers who fought and died in the local area	Role of the League of Nations Manchuria Abyssinia Reaction to Hitler German rearmament Anschluss Invasion of Poland	Context of Anti-Semitism- how long has it existed? Where are its origins? Worsening persecution of the Holocaust 1933-1939.	Appeasement and causes of WW2. Key battles and case studies Potsdam and division of Germany. The start of the SPR and Cold War.	1905 Aliens Act 1919 Anti-immigration riots Interwar years for migrants Contribution of migrants and commonwealth citizens to World War Two Empire Windrush The Windrush Generation	The Windrush Generation Racism and anti-racism in the 1970s and 1980s Immigration debates 1970s and 1980s Immigration to Britain 1985-2010 British identity
<b>Year 10</b>	<b>Topic</b>	Anglo-Saxon and Norman England	Anglo-Saxon and Norman England	Warfare 1250- present	Warfare 1250- present	Conflict in the Middle East	Conflict in the Middle East
	<b>Key question</b>	How did the Normans successfully take over England?	How did the Normans consolidate their power in England?	How has the nature of warfare changed since 1250?	How has the experience of warfare changed, and how did it affect London in WW2?	How did the birth of the state of Israel cause conflict in the Middle East? (1948-73)	To what extent were attempts at a solution to conflict in the Middle East successful? (1974-95)
	<b>Content</b>	Anglo-Saxon Society. The Godwin family and their power. Strengths and weaknesses of Edward the Confessor. Harold Godwinson's embassy to Normandy. Death of Edward the Confessor.	Motte and Bailey Castles. Causes and outcomes of Anglo-Saxon resistance, 1068-71 The legacy of resistance to 1087 Revolt of the Earls, 1075 The feudal system and the Church	The nature of warfare 1250-present including The Battle of Falkirk, 1298 The Battle of Agincourt, 1415 The Battle of Naseby, 1645 The Battle of Waterloo, 1815 The Battle of Balaklava, 1854 The Battle of the Somme, 1916 The Iraq War, 2003	The experience of warfare, 1250- present including Recruitment of soldiers Training of soldiers The civilian experience of warfare London as a target during the Blitz	The British withdrawal and the creation of Israel. Aftermath of the 1948-49. Increase3d tension, 1955-63 The Six Day War, 1967	Diplomatic negotiations- Kissinger, reopening the Suez Canal, Sadat's visit to Israel. The Palestinian Issue, Arafat's speech to the UN, PLO activities and Israeli reprisals. Attempts at a solution.

		Succession crisis and the candidates to the throne. Battle of Gate Fulford, Stamford Bridge and Hastings. Why did William win the Battle of Hastings? Early years of William as King of England (March to London and establishment of castles)	Norman government Norman aristocracy William I and his sons.		London's response The impact of the bombing on civilians	Aftermath of the 1967 war Israel and Egypt, 1967-73.	
<b>Year 11</b>	<b>Topic</b>	Weimar and Nazi Germany	Weimar and Nazi Germany	Warfare through time	Revision	Revision	Exams
	<b>Key question</b>	How, and why, did Hitler rise to power in 1933?	How did Hitler create a dictatorship in Germany?	How did the nature and experience of warfare change from 1250-present?	Anglo Saxons and Normans Warfare through time	Weimar and Nazi Germany Conflict in the Middle East	
	<b>Content</b>	Germany after World War One Threats to the Weimar Republic 1923 as a year of crisis Stresemann saving the Weimar Republic Origins of the Nazi Party Munich Putsch Nazi Party after 1924 Wall Street Crash Impact of the Wall Street Crash on Germany Hitler's rise to power	What methods did the Nazis use to consolidate power? The Police State Effectiveness of the Police State Propaganda Opposition Women Youth Unemployment Minorities	Nature of Warfare 1250 – present Experience of Warfare 1250-present Case studies The Blitz	Anglo Saxon England and the Norman Conquest William I in power: securing the kingdom, 1066-87 Norman England, 1066-88 Nature and experience of warfare 1250- present Case studies The Blitz	The Weimar Republic 1918-29 Hitler's rise to power 1919-33 Nazi control and dictatorship, 1933-39 Life in Nazi Germany, 1933-39 The birth of the state of Israel, 1945-63 The escalating conflict, 1964-73 Attempts at a solution, 1974-95	
<b>Year 12 Russia</b>	<b>Topic</b>	<b>Theme 1 Communist government, 1917-85</b>	<b>Theme 2 Industrial and agricultural change, 1917-85</b>	<b>Theme 3 Control of the people, 1917-85</b>	<b>Theme 4 Social developments, 1917-85</b>	<b>Section C What explains the fall of the USSR, C1985-91?</b>	<b>Coursework preparation</b>
	<b>Key question</b>	How did a band of revolutionaries control the whole of Russia?	How did Russia develop from a third world country in 1928 into military and technological superpower by 1953?	Was terror the only way to control Russia?	Was complete social security worth a life of suppression?	Was Gorbachev to blame for the collapse of the Soviet Union in 1991?	What are historical interpretations? How do you write an academic essay?
	<b>Content</b>	<ul style="list-style-type: none"> <li>Establishing Communist Party control, 1917–24: the creation of a one-party state and the party congress of 1921; the nature of government under Lenin; the growing centralisation of power.</li> </ul>	<ul style="list-style-type: none"> <li>Towards a command economy, 1917–28: the nationalisation of industry; War Communism and the New Economic Policy; state control of industry and agriculture.</li> <li>Industry and agriculture in the Stalin era: the Five-</li> </ul>	<ul style="list-style-type: none"> <li>Media, propaganda and religion: state control of mass media and propaganda; attacks on religious beliefs and practices. The personality cults of Stalin, Khrushchev and Brezhnev.</li> </ul>	<ul style="list-style-type: none"> <li>Social security: full employment, housing and social benefits, 1917–53. Khrushchev, Brezhnev and the promotion of a stable society, 1953–85.</li> </ul>	<ul style="list-style-type: none"> <li>The significance of the economic weaknesses of the USSR and the failure of reform.</li> <li>The effects of Gorbachev's failure to reform the Communist Party and the</li> </ul>	Interpretation skills and structuring a 4,000 word answer.

		<ul style="list-style-type: none"> <li>Stalin in power, 1928–53: the elimination of opponents in government and party</li> <li>Government, 1953–85: changes in leaders' control of the state across the period</li> </ul>	<p>Year Plans and industrial change; agricultural collectivisation and its impact</p> <ul style="list-style-type: none"> <li>Changes in industry and agriculture, 1953–85, including: the promotion of light industry, chemicals and consumer goods; investment in agriculture and the Virgin Lands Scheme</li> </ul>	<ul style="list-style-type: none"> <li>The secret police: attacks on opponents of the government; the roles of Yagoda, Yezhov and Beria; Andropov's suppression of dissidents, 1967–82; the continued monitoring of popular discontent, 1982–85.</li> <li>The state and cultural change.</li> </ul>	<ul style="list-style-type: none"> <li>Women and the family: the changing status of different groups of women in towns and countryside; changing government attitudes towards the family as a social unit.</li> <li>Education and young people: the growth of primary, secondary and higher education; the reduction of illiteracy; state control of the curriculum.</li> </ul>	<p>Soviet government.</p> <ul style="list-style-type: none"> <li>The impact of the nationalist resurgence in the late 1980s in the Soviet republics and in the communist states of Eastern Europe.</li> <li>How far Gorbachev and Yeltsin can be seen as responsible for the collapse of the USSR in 1991.</li> </ul>	
Year 12 China	<b>Topic</b>	<b>Key Topic 1: Establishing Communist rule, 1949-65.</b>	<b>Key Topic 2: Agriculture and Industry 1949-65.</b>	<b>Key Topic 3 The cultural Revolution and its aftermath 1966-76</b>	<b>Key Topic 4 Social and cultural changes, 1949-76</b>	<b>Source and essay skills</b>	<b>Coursework preparation</b>
	<b>Key question</b>	How did Mao establish communist rule?	How did Mao change agriculture and industry in China from 1949-65?	How successful was Mao's Cultural Revolution?	Did the communist party improve the lives of people in China?	How to write the perfect essay and source response	What are historical interpretations? How do you write an academic essay?
	<b>Content</b>	<ul style="list-style-type: none"> <li>China in 1949- aftermath of the Civil War, and state of China's industry, agriculture and national infrastructure.</li> <li>The new power structure- different roles of the CCP, the role of the People's Liberation Army (PLA) and growth of democratic centralism.</li> <li>Defeating the CCP's opponents- the three and five antis movements, use of terror against opponents of Communist rule, reunification campaigns and Hundred Flowers.</li> </ul>	<ul style="list-style-type: none"> <li>Early changes in agriculture, 1949–57: attacks on landlordism; the redistribution of land; moves towards agricultural</li> <li>The communes and their organisation; communal living; the abolition of private farming; Lysenkoism; the Great Famine of 1958–62;</li> <li>The First Five-Year Plan, 1952–56: the USSR's financial and technical support; the plan's targets, successes and failures.</li> <li>The Second Five-Year Plan (the Great Leap Forward), 1958– 62: Mao's reasons for launching it; state-owned</li> </ul>	<ul style="list-style-type: none"> <li>Mao's reasons for launching the Cultural Revolution: divisions within the CCP between ideologues and pragmatists; the quest for permanent revolution</li> <li>The Red Guards and Red Terror: Mao's hold on young people; the mass rallies of 1966;</li> <li>Attacks on Mao's political and class enemies: Liu Shaoqi and Deng Xiaoping; Lin Biao;</li> <li>Winding down the Cultural Revolution, 1968–76: restoration of order by the PLA; 'up to the mountains and down to the villages' campaign; the return to power of</li> </ul>	<ul style="list-style-type: none"> <li>The changing status of women: foot binding; the Marriage Law 1950; the impact of collectivisation and the communes on women's lives; women and the family.</li> <li>Education and health provision: the growth of literacy; Pinyin; the collapse of education after 1966; the barefoot doctors; successes and failures of healthcare reform.</li> <li>Cultural change: attacks on traditional culture</li> </ul>	<p>Creating a successful criteria, to ensure that all essays have a successful judgement.</p> <p>Analysing sources, using CNOP to weigh up sources and come to a judgement as to which source is more valid/useful.</p>	<p>Interpretation skills and structuring a 4,000 word answer.</p>

		<ul style="list-style-type: none"> <li>China and the Korean War.</li> </ul>	enterprises; the successes and failures of the second Plan. The Lushan Conference 1959. Liu, Deng and economic reform, 1962–65.	Deng Xiaoping and the death of Mao.	in towns and countryside; the role of Jiang Qing; the imposition of revolutionary art and culture. Religion: attacks on Buddhism, Confucianism, Christianity, Islam and ancestor worship		
<b>Year 13 Tudor Rebellion</b>	<b>Topic</b>	Early Tudor rebellions	Challenges to the rule of Elizabeth I	Central and regional Tudor government, 1485-1603	Writing and source analysis skills	Revision	
	<b>Key question</b>	How dangerous were the rebellions faced by the male Tudor monarchs?	How did Elizabeth I deal with threats to her position on the throne?	How did government from the centre and localities change over the Tudor period?	What does historical analysis look like?	What's the best way to prepare for an exam?	
	<b>Content</b>	<ul style="list-style-type: none"> <li>Henry VII's usurpation of the crown</li> <li>The securing of the Tudor dynasty</li> <li>Threats from Simnel and Warbeck</li> <li>Threats to Henry VIII's religious settlement</li> <li>The Pilgrimage of Grace</li> <li>Economic problems of the mid-Tudor period</li> <li>Kett's Rebellion, 1549</li> </ul>	<ul style="list-style-type: none"> <li>Elizabeth's changing religious settlement</li> <li>Discontent of the northern nobility</li> <li>The Northern Rising, 1569</li> <li>The war with Spain</li> <li>English governance in Ireland</li> <li>The Nine Years' War</li> </ul>	<ul style="list-style-type: none"> <li>Church-state relations</li> <li>The changing role of parliament</li> <li>Religious reforms of the Tudor monarchs</li> <li>Changes to regional governance</li> <li>Growing Tudor control of the country</li> </ul>	<ul style="list-style-type: none"> <li>The structure of an A* quality essay</li> <li>Integrating and developing high-quality evidence</li> <li>Evaluating the usefulness of sources</li> </ul>	<ul style="list-style-type: none"> <li>Key topics identified from mock exams to revise.</li> </ul>	
<b>Year 13 Coursework</b>	<b>Topic</b>	Communist States		Writing Napoleon coursework.	Russia Consolidation	China Consolidation	Exams
	<b>Key question</b>	How far did life for normal citizens change under communist rule in Russia?		What does a A* piece of coursework look like?	How far did Russia change from Lenin to Yeltsin?	How did Mao change China forever?	Exams
	<b>Content</b>	<ul style="list-style-type: none"> <li>Social security: full employment, housing and social benefits,</li> <li>Women and the family: the changing status of different groups of women in towns and countryside</li> <li>Education and young people</li> </ul>		Model answers, quick and regular feedback.	See above Y12 Russia.	See above Y12 China.	Exams