Y7 Topic	Topic	Disciplinary Knowledge	Vocabulary	Assessment : Each week a recall test , 3 times a year MOR and 2 formal assessments each year.	Cross-curricular links	Golden Threads	Personal Development	Rationale
1	Local History: How has Yorkshire changed 790CE-present day?	Romans Vikings The Tudors Industrial Revolution Miners' Strikes	Chronology Contemporary source Interpretation	Explain how the Vikings had an impact on Yorkshire. Explain how Yorkshire changed between 790CE-present day. (Extended writing)	Geography – rural and urban locations.	Power Identity Religion Government	**Think Careers**: Archaeologist **Think Big Question:** Why is it important to understand our past?	This unit provides students with foundational skills necessary for accessing History at Phase One. It also provides pupils with a chronological overview of their local area and how different periods of time have shaped it.
2	Why was the Norman invasion successful?	Contenders to the throne Battle of Stamford Bridge Battle of Hastings	Witan Heir	What can you learn from source A about the Harrying of the North? (source) Why did William win the Battle of Hastings? (Extended writing)	Geography – locational knowledge of the British Isles.	Power Government	**Think Careers:** Broadcast journalism **Think Big Question:** Can a leader make mistakes and still be a good leader?	This is the last time that England was invaded by a foreign power and leads to the development of English culture. The topic builds on prior learning of the Saxons and leads on to exploration of the later medieval period.
3	How did the power balance change over the Medieval period?	Thomas Becket King John Magna Carta Black Death Peasants Revolt	Crusades Medieval Bubonic Plague Barons	What can you learn about Eleanor of Aquitaine from interpretation A? (Interpretation)	RS – power of the Church on Kings	Power Government Religion	**Think Careers:** Biomedical Science **Think Big Question:** Should power be held by more than one person?	This topic allows students to understand how power could change depending on the ruler and the context of the time. It builds on the knowledge of power from the Norman Conquest and leads into a comparison of religious and secular power
4	How significant was the role of the Church by 1537?	Catholics and Protestants Reformation in Europe Henry VIII and the Reformation	Reformation Protestant Annulment Monastery	'The most significant factor influencing Henry VIII to break from the Roman Catholic Church was his desire for a male heir'. How far do you agree?	RS- the beginnings of the Church of England	Power Religion	**Think Careers:** Judges **Think Big Question:** Why is it important to ask questions about belief and faith?	As a Church of England Academy, we want students to understand the development of the Church of England. It builds on the understanding of power between the monarch and Church leading onto further study of this.
5	Was Tudor England a 'religious rollercoaster'?	Edward VI Lady Jane Grey Mary I Elizabeth I	Catholic Protestant Religious Settlement Armada	Do you agree that Mary I deserves the reputation of 'Bloody Mary'? (interpretation)	RS – differences between Catholics and Protestants	Power Religion	**Think careers:** Artist **Think big question:** Is culture the key to a strong nation?	This explains how England's religious question became settled. It follows directly from the Reformation and helps to create a context for the Civil War that followed.
6	Why did the power of the Monarchy change in the 17th century?	Gunpowder plot Charles I and Parliament Civil War	Heretic Treason Personal Rule Absolute Monarchy	'Economic reasons were the main reason why Charles I lost control of England.' How far do you agree? (Extended Writing)	Links to English at phase two and Macbeth	Power Religion Government	**Think careers:** MP. **Think big question:** Should people contribute to the running of their country?	The Civil War is an important moment in English history that leads to the development of constitutional monarchy. It follows directly from the Tudor religious changes and sets students up for understanding how Britain becomes great in the 19th century.

Y8 Topic	Topic	Disciplinary Knowledge	Vocabulary	Assessment: Each week a recall tests, 3 times a year MOR and 2 formal assessments each year	Cross-curricular links	Golden Threads	Personal Development	Rationale
1	Bloodshed or Progress: How did the revolutions of the 18th century lead to change?	Enlightenment French Revolution Industrial Revolution	Estates System National Assembly Terror Industrialisation Cholera	What can you learn about the execution of Louis XVI from Source A? Do you think revolutions bring more bloodshed or more progress?	Geography – urban v rural	Power Government Economy Society	**Think careers:** Students will be exploring the role of a political analyst. **Think big question:** Is revolution ever justified?	This unit allow students to draw connections between events taking place in Europe and those on the Continent. It allows students to understand the variety of revolutions than can occur (political, social, economic) whilst providing foundational knowledge needed at phase two for public health.
2	Why was the British Empire so controversial?	Transatlantic Slave Trade Auctions Plantations Abolition British Empire	Middle Passage Plantation Abolition Colony Empire Decolonisation Partition	Why does Interpretation A have this view of the British Empire? 'The main reason for the abolition of slavery was because slavery wasn't making enough money anymore'. How far do you agree?	Link to Geography – map skills (trade triangle) globalisation	Power Economy Identity	**Think Careers:** Fashion design **Think big question:** How should we remember people from the past?	Students will learn about the impact of the slave trade on the lives of those involved as well as the lasting impact of colonialisation and Empire in colonised countries. Students will engage with the debate around statues as part of this topic.
3	How did one man trigger 20 million deaths?	causes of WW1 Trenches The Somme Treaty of Versailles	Militarism Alliances Imperialism Nationalism Assassination Conscription	Explain why the First World War broke out in 1914. What is different about source A and B for reasons why men joined up in the First World War?	Link to English – historical context of war poetry	Power Conflict Government	**Think careers:** Nursing/ medical careers **Think big question:** Why do we remember our war dead?	Students will learn about the political landscape of Europe before 1914 and be able to explain the Four MAIN causes of the conflict. They will study some of the key moments of the battles as well as the propaganda that led men to join up from across the Empire, which is what led to a world war.
4	Was Britain really a 'land fit for heroes'?	Suffrage Housing Reform Great Depression Fascism	Labour Party Great Depression Fascism	What can you learn from source A about the Great Depression? Was Britain a 'land fit for heroes' in the post-war society?	Links to science – Public Health	Power Government Society Economy	**Think Careers:** Town and city planning **Think Big Question:** Should everyone have the right to vote?	Students begin to consider the effect conflict has in the post-war period on society and the economy. They are asked to consider how far improvements are made to society. Pupils develop an awareness of the importance of franchise in enacting change. This links to student understanding about the post-war world at phase two.
5	What caused the rise of Nazi Germany?	Weimar Republic Hyperinflation Great Depression	Proportional Representation Propaganda Reichstag Treaty of Versailles	What can you learn from source A about German attitudes towards the Treaty of Versailles? Which reason was the most important reason for the Nazi Party gaining power in 1933?	Links to maths – looking into economics	Power Economy Society Government	**Think careers:** Careers within banking and finance, stocks and share brokering **Think big question:** Why should good men always challenge evil?	Chronologically, this unit follows on from the First World War and occurs during the same time period as the post-war period. Pupils explore the impact of war on multiple countries who had been involved. Students to make connections in Year 9 when they study the Holocaust and also when they look at the Cold War as they are able to identify and explain how Dictators manage to take control, and the impact this has on societies.
6	What were the major turning points of World War Two?	Appeasement Dunkirk Operation Barbarossa Pearl Harbor	Turning point Appeasement Blitzkrieg Isolationism Atomic Bomb	'Dunkirk was a military disaster'. How far do you agree? D-Day was the main turning point in World War Two for the allies.' How far do you agree?	Links to RS– considering morality of nuclear bombs	Power Government Conflict	**Think careers:** Military careers such as the army, navy, Airforce. **Think big question:** When is war justified?	The Second World War was a dominant conflict that affected the globe in the twentieth century. Student understanding of the events of the Second World War provides them with a basis for which to explore the complexities of political relationships and ideologies in term 6, as they move in to study the Cold War.

Y9 Topic	Topic	Disciplinary Knowledge	Vocabulary	Assessment: Each week a recall test , 3 times a year MOR and 2 formal assessments each year	Cross-curricular links	Golden Threads	Personal Development	Rationale
1	Power of the State: the rise of antisemitism and the Holocaust.	Prewar persecution Kindertransport Ghettos Final Solution	Persecution Antisemitism Nuremburg Laws Ghetto Concentration Camp Death Marches Resistance	Explain the significance of the Nuremburg Laws for Jewish people in Nazi Germany.	Link to the RS curriculum around the Holocaust	Power Government Society	**Think careers:** Human Rights Lawyer **Think big question:** How should we remember the victims of persecution and genocide?	This topic follows on chronologically from the study of Hitler's Germany and the Second World War which students explored at the end of Year 8. These events intensified Hitler's persecution of the Jewish race, and his invasion of Poland ultimately contributed to the 'Final Solution'. We have chosen to start year 9 with this topic due to it's sensitivity. Students are mature enough to deal with the issues which will arise.
2	How important was politics in shaping Europe from 1945-90?	Division of Germany The spread of communism in Europe Berlin Blockade Berlin Wall Missile Crisis Fall of Wall	Communism Capitalism Superpower Truman Doctrine Satellite State Blockade ICBM Perestroika and Glasnost	How useful is source B to an historian studying the Cuban Missile Crisis?	Links to science – atomic bomb	Power Government Economy	**Think careers:** Bomb disposal **Think big question:** Is any action justified when fighting a war?	Studying this topic enables students to understand how and why the USA and the USSR became global superpowers and why rivalry with Russia exists to an extent today and why Europe has such a complex political landscape.
3+4	How has migration changed Britain?	The Black Tudors Huguenot migration Irish migration Post-War migration	Voluntary and Forced migration Early Modern Reformation Massacre Navvies Potato Famine Windrush Commonwealth	• Why does Interpretation A have this view of X? What is different about source A and B for X? • Explain two ways the Huguenot migration to Britain, and the Irish migration to Britain, were different. • The social and cultural development of England has been the main consequence of migration throughout history'. How far do you agree?	Geography – Looking at how migration affects populations	Power Identity Conflict Religion Economy Society	**Think careers:** Humanitarian aid worker **Think big question:** What does it mean to be British?	This is a thematic study which allows students to see bigger trends and shifts that have had an impact over time, allowing students to access not just a depth of knowledge through the phase one curriculum, but also a breadth. This topic considers how people moving to Britain, and Britain's relationship with the world, has shaped the way our country is today. It also focuses on inclusive history, looking at minorities and how protest has helped create changes in their treatment in society.
5+6	The History of Protest: How have people fought for their rights?	Fight for women's rights Fight for disability rights Fights for Black Civil rights Fight for LGBTQ+ rights	Militant action Suffragette Suffragist Suffrage Petition Riot Boycott Institution Stonewall	How useful is source A to an historian studying X? Why does Interpretation A have this view? How useful is source A to an historian studying X? Violent protest brought about the greatest change in society throughout history. How far do you agree?	PSHCE and PD – equality	Power Identity Conflict Society Economy	**Think careers:** Activism **Think big question:** Why is nonviolent protest effective?	This topic considers the role of protest in causing shifts that students have previously studied. It also focuses on inclusive history, looking at minorities and how protest has helped create changes in their treatment in society.

Y10 Topic	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-curricular links	Golden Threads	Personal Development	Rationale
1	America Opportunity and Inequality **1920s** **American people and the boom**	Causes of the boom Inequalities Entertainment Women Prohibition Immigration Racial tension	Laissez-faire Mass production Economic boom Credit Shares Flapper	How does Interpretation A differ from Interpretation B about how Henry Ford treated his workers? In what ways did some workers fail to benefit from America's economic boom? Which had a greater impact on America in the 1920s: Organised Crime The Red Scare?	Maths economics English extended writing	Power Economy Society Government Conflict	**Think careers:** Stock-broker	The students study the American 1920-1973 depth study first because it creates an excellent foundation of skills required at GCSE. The America paper has six questions that develop skills that support the requirements of the other three papers. **Question 1-2** introduce the students to interpretations analysis, teaching students to use content and provenance effectively. This skill will support both the Conflict paper and Medicine paper. **Questions 3** requires the students to match the content of an interpretation to their own contextual knowledge. This skill will support both the Conflict paper and Elizabeth paper. **Question 5** requires students to develop their use of PEE paragraphs to support complex explanation to directly answer a question. **Question 6 in**troduces the students to the skill of arguing the importance of factors and making a judgement of importance. This skill is extended in all 3 future paper's 16-mark questions. The paper also introduces foundational knowledge that supports students in their study of the Conflict and Tension in Asia Paper.
2	America Opportunity and Inequality **1930- 1945** **Bust and World War II**	The Great Depression The 1932 election The New Deal Popular culture World War II	Depression Landslide Escapism Rugged individualism Isolationism	Which interpretation gives you the more convincing opinion about people's experiences of the Depression? In what ways did popular culture change American society in the 1950s? **Assessment 1 (Full paper)**	English extended writing		**Think careers:** Engineer in the British Army	
3	America Opportunity and Inequality Post- War America 1945-1973 Conflict and Tension in Asia **Korea**	Post-war prosperity Red Scare JFK and LBJ Civil Rights Feminism Cold war Causes of the Korean war. Events in the Korean war	GI Bill Baby Boom Feminism Frontier Civil Rights Radical Containment Communism Proxy war United Nations	**Assessment feedback** Study sources A and B. How useful are sources A and B to an historian studying US attitudes towards communism? 'The main reasons the Korean War broke out, was due to the actions of the USSR.' How far do you agree?	English extended writing	Power Society Government Conflict	**Think careers:** Advertising consultant	**This term sees then end of the American study and the start of the Conflict and Tension paper- see rational below.** The students move to the Conflict and Tension in Asia paper after their study of America because they have learnt key knowledge in the American depth study to support their learning. The students have explored the attitudes and impact of the 1950s Red Scare, which we link to America's foreign policy in Asia. This in addition to the students' prior knowledge from their Year 9 Cold War study supports their understanding of the causes and context of both the Korean War and Vietnam War. The students have also looked at many other factors in American society that allow for an in-depth understanding of the factors that led to increasing opposition to the Vietnam war. The students understand the impact of post-war popular culture on American society and can link this to the Conflict paper; such as the impact of TV on the American people and their view of the war. Also, the growth of teen culture and young people attending college which becomes the hot bed of the opposition movement to the Vietnam War. They know inequalities that led to Civil Rights movement and can make links to the inequalities of the draft.
4 + 5	Conflict and Tension in Asia 1950-75 **Escalation of Vietnam** **The end of the war**	Escalation of Vietnam War: Eisenhower and JFK. LBJ's War Opposition Nixon's War The end of the war	Escalation Strategic Hamlet Guerrilla Tactics Booby traps Opposition	Write an account of how events in Vietnam and the Gulf of Tonkin contributed to greater US involvement in Vietnam by 1965. 'US tactics were to blame for the failure of US forces in Vietnam'. How far do you agree? Write an account of Vietnamisation between 1969-1972 **Year 10 mock**	English extended writing		**Think careers:** Journalist -Link to war correspondent	
6	Elizabethan England 1558-1603 Part 1 and Part 2	Problems of a female ruler Marriage Government Second Reign Essex Rebellion	Justice of the peace Court Privy council Courtier	Write an account of the causes of the Essex Rebellion How convincing is interpretation A on the treatment of the poor in Elizabethan England?	English extended writing	Power Society Government	**Think careers:** Member of Parliament	The students then move to a study of Elizabethan England and the first section of this paper Elizabeth's Court and Parliament. This allows students to link their work at KS3 on power and government. They also revisit the skills they developed in T1 working with interpretations and developing explanations of importance. The content of this topic introduces the Renaissance, the printing press and government action to support society through the poor laws which all support the study of medicine in T3 and T4 Year 11

11 Topic	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-curricular links	Golden Threads	Personal Development	Rationale
1	Elizabethan England 1558-1603 Part 3 Troubles at Home and Abroad (Historic Environment)	Religious Settlement Golden Age Theatre Poverty Exploration Drake Circumnavigation Early Empire Raliegh Mary Queen of Scots Conflict with Spain	Catholic Protestant Golden Age Enclosure Alms Exploration Privateer Armada	Explain the importance of Mary Queen of Scots' arrival to England in 1568 **Historic Environment Essay** **Assessment 1**	English extended writing English – Elizabethan Theatre	Power Economy Society Government Conflict	**Think careers:** Teacher	The students revisit T6 work at the start of Year 11 to allow them to access the second two parts of the Elizabeth paper. The content and structure of this paper allows for the gap. The exam questions on the Elzabeth paper revisits the students' skills on matching interpretations to their own knowledge, writing a narrative account which was developed during the Conflict paper and is secured during this study. The students also revisit the structure of a factors question.
2	Health and the People c.1000-present Treatment and causes of disease	**Treatment and causes of disease** • Medieval • Renaissance • Industrial Revolution • 20th century and beyond	Physician Humours Natural Supernatural Flagellants Miasma Vaccination Spontaneou s generation	**Year 11 Mock 1** Explain two ways in which the Renaissance and 19th Century scientist were similar How useful is source A to a historian studying what people thought caused disease in the 17th Century. Has the role of the individual been the main factor in understanding the causes of disease in Britain?	Science – Development of scientific theory and enquiry	Power Economy Society Government Conflict	**Think careers: Doctor**	The department have taken a different approach to teaching Health and the People. Students are not taught by time period as has been done in previous years. They are taught by topic: 1. The causes and treatment of disease (1000 – Moden Day) 2. Surgery (1000 – Modern Day) 3. Public Heath (1000 – Modern Day) This approach is in place to allow students to write the 16 marker factors question through out the unit rather than just at then end, because it must include at east three time periods. It also allows the students to revisit the the themes of each time period three times through out the unit of work.
3 + 4	Health and the People c.1000-present Surgery Public health	**Surgery** • Medieval • Renaissance • Industrial Revolution • 20th century and beyond • Public health Medieval • Renaissance • Industrial Revolution • 20th century and beyond	Baber surgery Infection Trephining Antithetic Anti-septic Aseptic Blood transfusion Public Health	**Year 11 Mock 2** How useful is source A to a historian studying surgery in the Medieval period Century. Explain the significance of Harvey in the development of surgery and anatomy in Renaissance Medicine Has the role of the science and technology been the main factor in improving surgery in Britain? Explain two ways in which the Medieval and 19th Century public was similar. Has the role of the government been the main factor in improving public health in Britain?	Science – Development of scientific theory and enquiry	Power Economy Society Government Conflict	**Think careers: Public Health Officer**	
4 + 5	Finish and revise Revision and external exams							