



| Academic Year <u>Year; 7</u> | Content. Unit title and brief outline of content. | Skills taught in each unit. | Assessment – what knowledge and skills will be assessed and how? |
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| Rationale | The purpose of this is to provide students with a 1000 year overview of how specific pieces of legislation, particular events and people have shaped the Britain, our modern world and how we live today. They will understand how and why there has been a shift in power from the monarch to the government and its people, so that they know that William 1 was a king with absolute power in 1066 and Elizabeth II is a figurehead presiding over a democratic nation in 2019. Students will also appreciate how Britain has evolved from this rule of law, into a democracy with an awareness of the religious changes with shaped the country, so how Britain was a majority Catholic nation, becoming one which is more diverse from a religious point-of-view. They will see who the key figures and events were, especially in the c16th driving such change. Additionally, students will see how and why the role of women has changed over the centuries and how particular women were important in influencing these changes. Year 7 focuses on these changes in Britain so they lessons are planned and sequenced chronologically each term. This ensures that over the course of the year, students understand how and why change took place over the millennium, starting with Rule of Law, then Democracy and Religion and finally Mutual Respect & Liberty in the summer term, with a special focus on women. It also means that connections can be made between political, social, economic and religious change. | | |
| Autumn A | England pre 1066 What was Anglo-Saxon life like? How and Why did the Anglo-Saxons migrate around England? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference This term will provide the foundation for these skills that they may/may not have acquired in primary school | Source Analysis- Using artefacts, how did Anglo-Saxons migrate? |
| Autumn B | England after 1066 Who were the contenders to the throne? Why did William win the Battle of Hastings? What were the techniques used in the Battle? | Writing cogently Reading critically Source Analysis Causation Significance | Essay- Why did William win the Battle of Hastings |



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| | | Change and Continuity Similarity and Difference | |
| Spring A | William's Methods of Control How did William control England? What was the Harrying of the North? What was William's most effective method? What was the Domesday Book? | Writing cogently Reading critically Source Analysis Causation Significance Interpretations Change and Continuity Similarity and Difference | Cumulative Assessment- All Skills |
| Spring B | Medieval Realms Why was Religion important in 1066? What was a pilgrimage What were the crusades? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference | Project- Pilgrimage booklet |
| Summer A | Medieval Realms What are the causes/ consequences of the Black Death? How did it effect England? What was the Peasants Revolt Was King John a good/bad king? Who was Thomas Becket? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference | Interpretations- Was John a bad king? |
| Summer B | The Tudors What are the interpretations of Henry VII? Why did Henry VIII break from Rome? How successful was Henry VIII? Was Mary really 'Bloody'? Why is Elizabeth seen as 'our greatest monarch'? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference | All Skills- End of Year Assessment |



| Academic Year <u>Year; 8</u> | Content. Unit title and brief outline of content. | Skills taught in each unit. | Assessment – what knowledge and skills will be assessed and how? |
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| Rationale | Year 8 builds on this knowledge by providing a broader world perspective, but using the same 3 themes as a basis: Rule of Law, Democracy, and Mutual Respect & Liberty. By starting with Empire and Slavery the students will see how the changes within Britain which took place (learnt in Y7), had a wider reach and impact. In Spring term, they will learn about both world wars and how they dramatically altered life for so many around the world, leading into SOW on the Rise of Communism, the Holocaust and the Middle East. The intention of these 3 years of study, is to provide a broad content base, but one which enables the students to understand more about how the modern world came to be. This then feeds into content and skills required for KS4 and KS5. They key skills/historical concepts required are: cause and consequence, significance, continuity and change, along-side source analysis and evaluation of interpretations. KS3 lessons and assessments will be designed to build these GCSE and A' Level skills from the start of high school, so that students are very comfortable and familiar with what is required of them later on in their studies. In KS3 the skills requirements are built into each lesson (and assessments) so that there is a constant acquisition and refinement of skills. 6 weekly projects will also form part of the homework requirements across KS3, such as for the Holocaust and Empire SOW. The intention here is to allow students to develop their planning and research skills, combined with presentation skills, which is particularly useful when it comes to the coursework element of A' Level. | | |
| Autumn A | Decolonising Education How have the lives of BAME changed in the UK? Do we have historical evidence for systemic prejudice and discrimination? What is the Windrush Generation? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference | Source Analysis- Windrush Generation |
| Autumn B | The Stuarts Who was Charles I? Why were there issues between Charles and Parliament? What was the Interregnum period? Who was Oliver Cromwell? What was the Glorious Revolution? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference | Interpretations- What is the historical opinion of Oliver Cromwell? |



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| Spring A | The British Empire To what extent was the British Empire a positive force throughout the world? Why did the British Empire end? What was the Indian Mutiny? What was the legacy of the British Empire? | Writing cogently Reading critically Source Analysis Causation Significance Interpretations Change and Continuity Similarity and Difference | Cumulative Assessment – Half Year Checkpoint- All skills |
| Spring B | The 20th Century World – WW1 Why did World War One break out in 1914? What were the MAIN causes? Who was Archduke Franz Ferdinand? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference | Essay- What is the most important cause of WW1? |
| Summer A | The 20th Century World - Suffrage for Women Why did women win the right to vote in 1918? What is the differences between the suffragists and suffragettes? What methods did they use? Were they 'terrorists' or 'martyrs'? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference | Causation/ Significance Suffrage- How did Women get the vote Essay? |
| Summer B | Local Study How was Wimbledon affected by WW1? Was the Suffrage movement present in Merton? How has South West London changed over time? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference | All Skills- End of Year Assessment |



| Academic Year <u>Year; 9</u> | Content. Unit title and brief outline of content. | Skills taught in each unit. | Assessment – what knowledge and skills will be assessed and how? |
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| Rationale | This feeds into content and skills required for KS4 and KS5. They key skills/historical concepts required are: cause and consequence, significance, continuity and change, along-side source analysis and evaluation of interpretations. KS3 lessons and assessments will be designed to build these GCSE and A' Level skills from the start of high school, so that students are very comfortable and familiar with what is required of them later on in their studies. In KS3 the skills requirements are built into each lesson (and assessments) so that there is a constant acquisition and refinement of skills. 6 weekly projects will also form part of the homework requirements across KS3, such as for the Holocaust and Empire SOW. The intention here is to allow students to develop their planning and research skills, combined with presentation skills, which is particularly useful when it comes to the coursework element of A' Level. | | |
| Autumn A | Russian Revolution and Communism Who were the Bolsheviks? Why did the Revolution happen? Who was Lenin? How did Communism affect Korea/Vietnam? | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference | Essay- Rise of Communism |
| Autumn B | 1920s America What issues were being faced in America at the time? What America like post WW1? Was is it a time of prosperity? Why did groups like the KKK rise? What was Prohibition | Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference | Source Analysis- 1920s America |
| Spring A | Causes of WW2 How the Treaty of Versailles cause WW2? | Writing cogently Reading critically | Essay- What is the most important reason WW2 was caused? |



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| | <p>How did Aggression from Japan and Italy cause WW2? What was the policy of appeasement? Why did the League of Nations fail?</p> | <p>Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference</p> | |
| Spring B | <p>Holocaust What is the Holocaust? What were the events? Why should it be remembered?</p> | <p>Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference</p> | Holocaust Reflection Journal |
| Summer A | <p>Post War Britain How was the NHS Formed? Was it the Swinging Sixties? How have Race Relations changed?</p> | <p>Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference</p> | Swinging Sixties Interpretation |
| Summer B | <p>Paper 2: Superpower Relations Who were the Superpowers? Why is it called the Cold War? How close was the world to Mutually Assured Destruction?</p> | <p>Consequences: the ability to identify, evidence and explain consequences of key events</p> <p>Narrative: the ability to show how key events linked together through cause, event and consequence, through evidencing and explanation</p> <p>Importance: The ability to show how one event was important in leading to a</p> | End of Year Exam |



| | | consequence, through evidencing and justifying importance | |
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| Academic Year Year; 10 | Content. Unit title and brief outline of content. | Skills taught in each unit. | Assessment – what knowledge and skills will be assessed and how? |
| Rationale | | | |
| Autumn A | | | |
| Autumn B | | | |
| Spring A | | | |
| Spring B | | | |
| Summer A | | | |
| Summer B | | | |



| Academic Year <u>Year 11</u> | Content and rationale. Unit title and brief outline of content. | Skills taught in each unit. | Assessment – how will the knowledge and skills be assessed? |
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| Rationale | | | |
| Autumn A | | | |
| Autumn B | | | |
| Spring A | | | |
| Spring B | | | |
| Summer term: End of KS readiness for the 6th form | Key Knowledge studied at KS4 that will be useful for the 6th form | Summary of the main core skills taught at KS4 that can be reactivated at KS5 | |