

The foundations of this curriculum are built on a thorough understanding of chronology, a thorough appreciation of the impact of individuals and events and the development of students' ability to construct an argument through accurate subject knowledge, explicit explanation and well-evaluated and articulate argument

Curriculum Overview				
Year Group	Term	Unit of Work	Assessment Content	Type of Report
7	1	Students will judge how vulnerable to conquest England was in the 1060s. Students will describe the story of the Norman Conquest, explain how William was able to conquer England and chart the process of the Norman settlement of England. They will also look in detail at life in a medieval village focusing on roles, jobs and its hierarchy	England in the 1060s Causes of the Norman victory	Tutor Report
	2	Students will describe life in a medieval town and explain why it was so appealing to migrate there from the countryside. They will explore the power of the medieval Church and explain the concept of Hell and its importance in maintaining control. They will explore the concept of King versus Church, focusing on the story King Henry II and Thomas Becket. They should be able to judge who was responsible for Becket's death.	The murder of Becket	
	3	Continuing their investigation on power, the students will explore the King versus Church and barons, focusing on King John and Magna Carta. They will determine if King John has been portrayed fairly. In the build up to the Christian Crusades, students will explore life in the Islamic world c. 600-1500 AD and making a comparison to life in Christian kingdoms, asking: who was more advanced. The Crusades	Mid-Year Exam England in the 1060s, the Norman Conquest & settlement, life in medieval villages and towns, power of medieval kings	Mid-Year Exam Data Report and Approach to Learning

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		will have students explaining why people went on them and judging if they can be deemed as ‘holy wars’.		
4		The students will look at the impact the Black Death had on society in the Middle Ages and draw links between those who survived and the Peasants’ Revolt. The Wars of the Roses will have students exploring the causes of the wars and why Henry VII was victorious. As students chronologically move onto the Renaissance they will explore the changes and continuities of these two periods	The Crusades	
5		The students will draw links between the Renaissance and the causes of the Reformation in England and its impact on society and royalty. They will again draw links between the Renaissance and the English colonies in the New World before drawing a final link to the causes of the English Civil War. Within this they will also explain the main reason why Charles I was executed.	Interim Assessment The causes of the English Civil War	Interim Assessment Data and Full Report and Approach to Learning
6		The English Civil War will give students the opportunity to explain why Parliament won and if Oliver Cromwell was an ersatz king and if he was a ‘tyrant’. From the Glorious Revolution to the ’45 will track the developments made by the descendants of Charles I	End of Year Exam The whole year 7 curriculum	End of Year Exam Data Report and Approach to Learning

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8	1	The British Empire challenges the students to judge whether this event should be celebrated by looking at experiences of those ruled and those who ruled. They will be able to describe the positive impact of empire as well as the negatives. Within this students will describe the development of the slave trade and describe the life as a slave. The abolition of slavery in the British Empire will challenge the students to judge Britain’s responsibility in its ending and if today, its descendants should have compensation.	The slave trade, slavery and the abolition of slavery	
	2	The causes of the French Revolution will look at the long term impact of poverty and the impact of political theory as well as the mistakes made by Louis. The students will then try and explain how The Terror developed and what The consequences of the French Revolution were.	Interim Assessment The French Revolution	Interim Assessment Data Report and Approach to Learning
	3	The Industrial Revolution will uncover the impact of the inventions and factorisation of Britain’s industry on society and see the consequences of this on the state of 19 <sup>th</sup> century democracy in Britain. Links will be drawn to this and the acts of protest: from General Ludd to the Suffragettes	Mid-Year Exam Empire, slave trade, slavery and abolition The French Revolution	Mid-Year Exam Data Report and Approach to Learning
	4	The Suffragettes and their impact on female suffrage and whether the students should deem them terrorists. This will take the students up to 1918 and therefore they will judge the main cause of the First World War. This section will allow students to explore the reasons why so many signed up and the nature of the First World War.	Causes of the First World War	Full Report

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5	<p>Students will attempt to formulate their own opinions on some of the associated controversies and misconceptions of the war and judge if the troops were “Lions led by donkeys”. They will then look at what happened to Germany at the Treaty of Versailles and judge if this was a fair treaty and what the potential consequences were.</p> <p>The students will then go back a year in time and explain the causes of the Russian Revolution and its consequences. Within this they will conduct their own murder enquiry into a set of famous deaths. The emergence of Lenin will link to the students’ investigation into the rise of the European dictators</p>	“Lions led by donkeys”		
6	<p>This will link into the causes of the Second World War and if it could have been stopped and, if so, when. The students will read about the story of war and explain why the Allies won the Second World War. Turning points will include: Dunkirk, the Battle of Britain, the Battle of Stalingrad and D-day.</p> <p>Within this study the students will examine The Holocaust and who was responsible and why it was able to take place. The story of the 20<sup>th</sup> Century will then take them to explain how Britain’s global place and life in Britain changed after the War and the story of migration to Britain</p>	<p>End of Year Exam</p> <p>The whole year 8 curriculum</p>	<p>End of Year Exam</p> <p>Data Report and Approach to Learning</p>	

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9	1	<p>Introduction to crime and punishment through time will look at how crime and punishment can help us to understand cultures and society of the past. In every unit students will assess the impact of the changes to society, politics and the economy in shaping what constituted a crime, how the crime was policed and the distribution of punishments.</p> <p>How the Romans punished wrongdoers will enable students to understand how the concern of the Patricians to maintain their power, a lack of literacy throughout the empire and a lack of policing led to the development of public and violent punishments. Crime and punishment in the Middle Ages will allow students to explore the impact of the Christian Church and the arrival of the Normans on Crime and punishment. Students will be able to describe Trial by Ordeal, the Wergild and the Hugh and Cry. Ultimately, students need to assess how big a change there was between periods. What the Tudors did to criminals will allow students to see how exploration and a rise in income, as well as religious persecution shaped Crime and punishment.</p>	Crime and punishment in Ancient Rome	
	2	<p>What the Stuarts did to criminals will continue the themes of a rising middle class and religious confusion shaping Crime and punishment. Links will be drawn to Crime and punishment in industrial Britain and students will draw out how wealth and urbanisation changed Crime and punishment and led to fascination of the most infamous Victorian villain.</p> <p>A new unit on 20<sup>th</sup> Century politics will give students a value insight into understanding The political spectrum. Depth studies: Italy under</p>	Interim Assessment Crime and punishment in the Middle Ages	Interim Assessment Data Report and Approach to Learning

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		Mussolini, Russia under Stalin and Hitler’s Germany will cement their understanding		
	3	Depth study: Russia under Stalin: students will be able to fully explore the conditions in which Stalin ruled with specific focus on the methods of control including: Terror, propaganda and his leadership cult. Students will also assess the impact of his victory in the Second World War in his establishment of his dictatorship. Links will be drawn on other 20 <sup>th</sup> Century dictatorships and Totalitarianism through the introduction to Hitler and the rise of the Nazis. Students will assess the significance of the socio-economic factors in Germany throughout the Weimar Republic as well as the political errors and individual incidents such as the Wall Street Crash, The Versailles Treaty, the threats from the left and right wing and hyperinflation. They should be able to assess if Hitler’s appointment was an accident on behalf of the Weimar politicians.	Mid-Year Exam Crime and punishment through time – from Ancient Rome to Victorian Britain	Full Report
	4	Hitler’s consolidation of power will allow students to explore how he used both the carrot and the stick to entice support and destroy opposition. They will assess the legality of events such as the Reichstag Fire, the Enabling Act and the Night of the Long Knives, as well as the control of the media under Josef Gobbels. They will be able to explain the construction of the Volksgemeinschaft using education, media and control of the social aspects of German life and how it evolved into the creation of the “master race”	Hitler’s consolidation of power	

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5	This unit will allow students to judge Hitler’s responsibility for the Second World War and look at moments when he could have been stopped by Britain, the League of Nations and the USA. They will assess the significance of Appeasement and the Italian wars in North East Africa. They will be able to chart the chronological steps to war, looking at the Spanish Civil War, Czechoslovakia and Poland. They will assess the impact of the Second World War on Germany and the support for Hitler. This section will conclude by comparing the Potsdam Conference and the Versailles Treaty and judging if Europe had learnt its lessons	Hitler’s responsibility for the Second World War		
6	The Cold War and America’s fear of Communism will take students into the mid to late 20 <sup>th</sup> Century and they will be able to describe the causes of and the significance of: The Berlin Blockade The Cuban Missiles Crisis The Vietnam War The Berlin Wall Ultimately they will be able to assess how close the world was to war between Russia and the West	End of Year Exam The whole year 9 curriculum	End of Year Exam Data Report and Approach to Learning	