

History Curriculum Overview 2022-2023

Year 7	1.1 Invasion & conquest- Romans, Vikings & Saxons <ul style="list-style-type: none"> What is history? The Romans The Vikings The Saxons 1.2 The Normans – see 1.2		1.2 The Normans <ul style="list-style-type: none"> The claimants to the throne The Battle of Stamford Bridge The Battle of Hastings The Bayeux Tapestry The Feudal system Changes to society Castles 		2.1 The Tudors: a religious see-saw <ul style="list-style-type: none"> The war of the roses The Tudors The Reformation The dissolution of the monasteries Elizabeth I 		2.2 Why are there so many bodies under the sea? <ul style="list-style-type: none"> African society The origins of slavery The Triangular trade & The Middle Passage Life on a plantation Britain's role in Slavery 		3.1 Part 2 Why are there so many bodies under the sea? <ul style="list-style-type: none"> The Abolition movement Legal abolition 		3.2 The Development of the British Empire <ul style="list-style-type: none"> Introduction to the British Empire Immigrants to Britain from the Empire Case studies on India & Africa Australia Windrush & the Notting Hill riots 	
Links	KS3 <ul style="list-style-type: none"> 7.1.2 Normans 7.3.2 Empire KS4 <ul style="list-style-type: none"> Unit 24: Anglo-Saxon and Normans Crime and Punishment 1000- present. 	KSS <ul style="list-style-type: none"> Unit 1: Wars of the Roses 	KS3 <ul style="list-style-type: none"> 7.1.1 Invasion and Conquest 7.2.1 Tudors 8.2.2 Rights over Time KS4 <ul style="list-style-type: none"> Unit 24: Anglo-Saxon and Norman England Crime and Punishment 1000- present. 	KSS <ul style="list-style-type: none"> Unit 1: Wars of the Roses 	KS3 <ul style="list-style-type: none"> 7.1.2 Normans 7.3.2 Empire 7.2.2 Slavery 8.2.2 Rights over Time 8.3.2 Plymouth KS4 <ul style="list-style-type: none"> Crime and Punishment 1000- present. 	KSS <ul style="list-style-type: none"> Unit 1: Wars of the Roses 	KS3 <ul style="list-style-type: none"> 7.2.1 Tudors 7.3.2 Empire 8.1.1 Industrial Revolution 9.2.2 The Holocaust (key terms) KS4	KSS <ul style="list-style-type: none"> Unit 3: Civil Rights in the USA 	KS3 <ul style="list-style-type: none"> 7.2.1 Tudors 7.3.2 Empire 8.1.1 Industrial Revolution 9.2.2 The Holocaust (key terms) 	KSS <ul style="list-style-type: none"> Unit 3: Civil Rights in the USA 	KS3 <ul style="list-style-type: none"> 7.2.1 Tudors 7.3.2 Empire 8.1.1 Industrial Revolution 8.1.2 WW1 9.2.2 The Holocaust (key terms) 9.2.1 WW2 9.3.1 Nuclear Age KS4 <ul style="list-style-type: none"> Crime and Punishment 1000- present. 	KSS <ul style="list-style-type: none"> Unit 3: Civil Rights in the USA
Skills	KS3: <ul style="list-style-type: none"> ✓ Chronological understanding of before 1066 ✓ Recall simple facts ✓ Describe people and places ✓ Concept of continuity and change ✓ Make connections ✓ To start to use primary sources ✓ Extended writing task 		KS3: <ul style="list-style-type: none"> ✓ To discuss people and events using key vocabulary ✓ To start to explain cause and consequence To identify aspects of continuity and change ✓ Concept of how Britain's development has been shaped by the wider world ✓ To start to make a final judgement ✓ Extended writing task 		KS3: <ul style="list-style-type: none"> ✓ To start to describe people and events in some detail using some key terminology ✓ To start to analyse primary sources for utility ✓ To begin to understand that the past can be represented in different ways ✓ Concept of continuity and change ✓ Analysis of trends ✓ To begin to understand that the past can be represented in different ways ✓ Extended writing task 		KS3: <ul style="list-style-type: none"> ✓ To describe people and events in detail using some key terminology ✓ To start to analyse sources for utility and reliability ✓ To understand that the past can be represented in different ways and start to explain why ✓ Concept of how Britain's development has been shaped by the wider world ✓ Extended writing task 		KS3: <ul style="list-style-type: none"> ✓ To describe people and events in detail using some key terminology ✓ To start to analyse sources for utility and reliability ✓ To understand that the past can be represented in different ways and start to explain why ✓ Concept of how Britain's development has been shaped by the wider world ✓ Extended writing task 		KS3: <ul style="list-style-type: none"> ✓ To describe people and events in detail using a range of terminology ✓ Chronological understanding of the period c.1600-c.1960 ✓ To understand that the past can be represented in different ways ✓ Concept of how Britain's development has been shaped by the wider world ✓ To examine the history of non-European cultures ✓ To examine a range of different interpretations and make a judgement on them ✓ Extended writing task 	
Year 8	1.1 The Machines are coming <ul style="list-style-type: none"> What was the Industrial revolution? Changes during the Industrial Revolution The domestic factory system Transport & the population boom Changes to everyday life Political changes & how Britain changed Jack the Ripper 		1.2 Did two bullets cause 20 million deaths? <ul style="list-style-type: none"> Causes Trench warfare Stalemate The impact of industrialisation Soldier's experiences 		2.1 Part 2 Did two bullets cause 20 million deaths? <ul style="list-style-type: none"> The impact of empire The Home Front Breaking the stalemate Armistice Treaty of Versailles Soldier's experiences 		2.2 How did people fight for their rights? <ul style="list-style-type: none"> Magna Carta Peasants' Revolt English Civil War Peterloo Massacre Chartists Male suffrage 		3.1 Women's suffrage <ul style="list-style-type: none"> Women in 1800 Suffragists v. Suffragettes Emily Davison The Cat & Mouse Act World War 1 Progress by 1928 		3.2 The fabulous city of Plymouth <ul style="list-style-type: none"> Francis Drake The Spanish Armada The English Civil War The History of the Navy The Industrial revolution in Devon World War One- in Devon World War 2 & the Blitz in Plymouth 	
Links	KS3 <ul style="list-style-type: none"> 7.3.2 Empire 8.1.2 WW1 8.3.2 Plymouth 9.2.1 WW2 KS4 <ul style="list-style-type: none"> Unit 3: Weimar and Nazi Germany Crime and Punishment 1000- present. 	KSS <ul style="list-style-type: none"> Unit 2: Democracy and dictatorship in Germany 	KS3 <ul style="list-style-type: none"> 7.3.2 Empire 8.1.1 Industrial Revolution 8.3.1 Suffrage 8.3.2 Plymouth 9.2.1 WW2 KS4 <ul style="list-style-type: none"> Unit 3: Weimar and Nazi Germany Crime and Punishment 	KSS <ul style="list-style-type: none"> Unit 2: Democracy and dictatorship in Germany 	KS3 <ul style="list-style-type: none"> 7.3.2 Empire 8.1.1 Industrial Revolution 8.3.1 Suffrage 8.3.2 Plymouth 9.2.1 WW2 KS4 <ul style="list-style-type: none"> Unit 3: Weimar and Nazi Germany Crime and Punishment 1000- present. 	KSS <ul style="list-style-type: none"> Unit 2: Democracy and dictatorship in Germany 	KS3 <ul style="list-style-type: none"> 7.1.2 Normans 7.2.2 Slavery 7.3.2 Empire 8.1.1 Industrial Revolution 8.3.1 Suffrage 8.3.2 Plymouth KS4 <ul style="list-style-type: none"> Paper 2: Anglo-Saxon and Norman England 	KSS <ul style="list-style-type: none"> Paper 3: Civil Rights in the USA 	KS3 <ul style="list-style-type: none"> 8.1.2 WW1 8.2.2 Rights over time 9.1.1 Civil Rights 9.1.2 UK/ World Civil Rights KS4 <ul style="list-style-type: none"> Unit 3: Weimar and Nazi Germany 	KSS <ul style="list-style-type: none"> Paper 3: Civil Rights in the USA 	KS3 <ul style="list-style-type: none"> 7.2.1 Tudors 7.2.2 Slavery 7.3.2 Empire 8.1.1 Industrial Revolution 8.1.2 WW1 8.2.2 Rights Over Time 9.2.1 WW2 	KSS <ul style="list-style-type: none"> Paper 1: The Wars of the Roses and early Tudors

			1000-present.			<ul style="list-style-type: none"> Unit: Superpower Relations. Crime and Punishment 1000-present. 				
Skills	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To describe people and places in detail using a range of key terminology accurately ✓ Concept of continuity and change ✓ To analyse and evaluate a range of primary evidence, particularly oral evidence ✓ To make links back to units 1.4 and 1.5; to understand the impact of the wider world ✓ To evaluate different interpretations and make a judgement on them ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To make links back to units 1.5 and 1.2 ✓ To understand the impact on Britain of the wider world ✓ Concept of cause and consequence ✓ To develop explanations ✓ To evaluate a range of primary sources for utility and look at the provenance ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To make links back to units 1.5 and 1.2 ✓ To understand the impact on Britain of the wider world ✓ Concept of cause and consequence ✓ To develop explanations ✓ To evaluate a range of primary sources for utility and look at the provenance ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To build and develop and solid chronological understanding ✓ Make explicit links between the content and previous KS3 units ✓ Concept of continuity and change ✓ Concept of cause and consequence ✓ To develop structured arguments and a conclusion ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To build and develop and solid chronological understanding ✓ Make explicit links between the content of previous KS3 units ✓ Concept of continuity and change ✓ Concept of cause and consequence ✓ To weigh up different interpretations and to use historical knowledge to make a judgement ✓ To develop structured arguments and a conclusion ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To build further on a firm chronological knowledge and understanding ✓ Make explicit links between the content of previous KS3 units ✓ To make connections between local, national and international historical events ✓ To analyse and evaluate a range of primary sources, particularly oral evidence ✓ To pursue an independent historical enquiry through a question framed by students themselves 				
Year 9	<p>1.1 Civil rights (USA)</p> <ul style="list-style-type: none"> USA: The position of black Americans post slavery Jim Crow Laws Emmett Till Rosa Parks Martin Luther King v. Malcolm X Progress 1865 - present 	<p>1.2 Civil rights (UK and worldwide)</p> <ul style="list-style-type: none"> GB: Windrush Bristol Bus Boycott Stephen Laurence Worldwide: BLM 	<p>2.1 The era of the Second World War</p> <ul style="list-style-type: none"> Causes Dunkirk and the Battle of Britain The role of Winston Churchill The Home Front D-Day The end of the war 	<p>2.2 The Holocaust</p> <ul style="list-style-type: none"> The origins of anti-Semitism 1930s Nazi policies Kristallnacht Ghettos Concentration camps The Final Solution Resistance legacy 	<p>3.1 The Nuclear Age</p> <ul style="list-style-type: none"> The impact of Pearl Harbor Use of the atomic bomb Communism v. capitalism The Berlin Wall The Cuban Missile Crisis Detente 	<p>3.2 Part 2 The Nuclear Age</p> <p>Vietnam</p> <ul style="list-style-type: none"> Causes Events Consequences Opposition 				
Links	<p>KS3</p> <ul style="list-style-type: none"> 7.1.2 Normans 7.2.2 Slavery 7.3.2 Empire 8.2.2 Rights over Time 8.3.1 Suffrage 9.2.1 WW2 <p>KS4</p> <ul style="list-style-type: none"> Paper 3: Weimar and Nazi Germany 	<p>KS5</p> <ul style="list-style-type: none"> Paper 3: Civil Rights in the USA 	<p>KS3</p> <ul style="list-style-type: none"> 7.1.2 Normans 7.2.2 Slavery 7.3.2 Empire 8.2.2 Rights over Time 8.3.1 Suffrage 9.1.1 Civil Rights UK/ Worldwide 9.2.1 WW2 8.3.2 Plymouth (Locale: Bristol) <p>KS4</p> <ul style="list-style-type: none"> Paper 3: Weimar and Nazi Germany Crime and Punishment 1000-present. 	<p>KS5</p> <ul style="list-style-type: none"> Paper 3: Civil Rights in the USA 	<p>KS3</p> <ul style="list-style-type: none"> 7.3.2 Empire (themes and language) 9.1.1 Civil Rights 9.1.2 Civil Rights UK/ Worldwide 9.2.1 WW2 <p>KS4</p> <ul style="list-style-type: none"> Paper 3: Weimar and Nazi Germany 	<p>KS5</p> <ul style="list-style-type: none"> Unit 2: Democracy and dictatorship in Germany 	<p>KS3</p> <ul style="list-style-type: none"> 7.3.2 Empire 8.1.1 Industrial Revolution 8.1.2 WW1 9.2.1 WW2 <p>KS4</p> <ul style="list-style-type: none"> Paper 3: Weimar and Nazi Germany Paper 2: Superpower relations 	<p>KS5</p> <ul style="list-style-type: none"> Paper 3: Civil Rights in the USA Unit 2: Democracy and dictatorship in Germany 	<p>KS3</p> <ul style="list-style-type: none"> 7.3.2 Empire 8.1.1 Industrial Revolution 8.1.2 WW1 9.2.1 WW2 <p>KS4</p> <ul style="list-style-type: none"> Paper 3: Weimar and Nazi Germany Paper 2: Superpower relations 	<p>KS5</p> <ul style="list-style-type: none"> Paper 3: Civil Rights in the USA Unit 2: Democracy and dictatorship in Germany
Skills	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To make links back to units 1.5 and 1.2 ✓ To look in detail at a major 20th world power ✓ Development of clear chronological understanding ✓ Concept of cause and consequence ✓ To understand that the past can be interpreted in different ways and to account for these ✓ To develop explanations and to formulate more detailed conclusions ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To make links back to units 1.5 & 1.2 and units 2.3 & 2.4 ✓ To determine connections between events in Britain to those in the USA and the wider world ✓ Development of clear chronological understanding ✓ Concept of cause and consequence ✓ Concept of continuity and change ✓ To develop explanations and to formulate more detailed conclusions ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To make links back to units 2.2, 2.4 & 2.5 ✓ To understand the impact on Britain of the wider world; explicit links to unit 1.5 ✓ Concept of cause and consequence ✓ To develop full explanations and reasoned judgements ✓ To evaluate a range of primary sources for utility and look at the provenance ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To be able to choose historical terminology to employ and to use a range ✓ Concept of cause and consequence ✓ To produce a narrative account which attempts to analyse the course of events ✓ To develop full explanations and reasoned judgements ✓ To show an understanding of why an event is so significant and be able to show its impact on attitudes today ✓ To evaluate a range of primary sources for utility and look at the provenance ✓ To examine a number of different interpretations and be able to make a judgement on them ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To choose to use challenging terminology in an accurate and informed manner ✓ A clear understanding of the chronology of the 20th century ✓ Concept of cause and consequence ✓ To produce a narrative account which attempts to analyse the course of events ✓ To develop full explanations and reasoned judgements ✓ To consider the significance of a number of key events ✓ To evaluate a range of primary sources for utility and look at the provenance ✓ To examine a number of different interpretations and be able to make a judgement on them ✓ Extended writing task 	<p>KS3:</p> <ul style="list-style-type: none"> ✓ To choose to use challenging terminology in an accurate and informed manner ✓ A clear understanding of the chronology of the 20th century ✓ Concept of cause and consequence ✓ To produce a narrative account which attempts to analyse the course of events ✓ To develop full explanations and reasoned judgements ✓ To consider the significance of a number of key events ✓ To evaluate a range of primary sources for utility and look at the provenance ✓ To examine a number of different interpretations and be able to make a judgement on them ✓ Extended writing task 				

Year 10	<p>Superpower relations and the Cold War, 1941-91</p> <p>Origins of the Cold War 1941-58</p> <ul style="list-style-type: none"> • Early tensions. • Development of the Cold War. • The Cold War intensifies 	<p>Superpower relations and the Cold War, 1941-91</p> <p>Cold War Crises 1958-70</p> <ul style="list-style-type: none"> • Berlin 1958-63: Increased tension and the impact of the Berlin Wall. • The Cuban Missile Crisis. • Czechoslovakia 1968-69. <p>Superpower relations and the Cold War, 1941-91</p> <p>The end of the Cold War 1970-91</p> <ul style="list-style-type: none"> • Attempts to reduce tension between east and west 1969-79. • Flashpoints in Superpower relations 1979-84. • The collapse of the Soviet control in Eastern Europe, 1985-91. 	<p>Paper 1: Crime and punishment through time 1000-present</p> <p>1000-1500 Crime, punishment and law enforcement in medieval England.</p> <ul style="list-style-type: none"> • Crime, punishment and law enforcement in Anglo-Saxon England. • Crime, punishment and law enforcement in Norman England. • Crime, punishment and law enforcement in the later Middle Ages England. • Case study: The influence of the church <p>1500-1700 Crime, punishment and law enforcement in early modern England.</p> <ul style="list-style-type: none"> • Changing definitions of crime. • Law enforcement and punishment. • Case study: Crimes and punishment of the Gunpowder plotters. • Case study: witchcraft and the law 1500-1700. 	<p>Paper 1: Crime and punishment through time 1000-present</p> <p>1700-1900 Crime, punishment and law enforcement in the 18th and 19th centuries.</p> <ul style="list-style-type: none"> • Changing definitions of crime. • Changing attitudes to punishment. • Law enforcement. • Case study: Pentonville Prison. • Case study: the reforms of Robert Peel. <p>1900- Present Crime, punishment and law enforcement in recent times.</p> <ul style="list-style-type: none"> • Crime and definitions of crime. • Law enforcement. • Changes in punishment. • Case study: Conscientious objectors in the First and Second World Wars • Case study: Derek Bentley case and the abolition of capital punishment. 	<p>Paper 1: Crime and punishment through time 1000-present</p> <p>Whitechapel 1870-1900 Crime, policing and the inner city.</p> <ul style="list-style-type: none"> • Policing the nation. • The local context of Whitechapel. • Tensions in Whitechapel • Police organisation in Whitechapel. • Investigative policing in Whitechapel. • Recap 	<p>Paper 2: Part 1 Anglo-Saxon and Norman England 1060-1088</p> <ul style="list-style-type: none"> • What did Anglo-Saxon England look like? • Why did the death of Edward the confessor lead to a succession crisis? • Who were the Godwin family and what problems did Harold I face? • Why did William win the Battle of Hastings? • How was William I able to establish his authority over England? 						
Links	<p>KS3</p> <ul style="list-style-type: none"> • 7.3.2 Empire • 8.1.1 Industrial Revolution • 8.1.2 WW1 • 9.2.1 WW2 • 9.3.1,3.2 Nuclear Age and Cold War 	<p>KS5</p> <ul style="list-style-type: none"> • Unit 2: Democracy and dictatorship in Germany 	<p>KS3</p> <ul style="list-style-type: none"> • 7.3.2 Empire • 8.1.1 Industrial Revolution • 8.1.2 WW1 • 9.2.1 WW2 • 9.3.1,3.2 Nuclear Age and Cold War 	<p>KS5</p> <ul style="list-style-type: none"> • Unit 2: Democracy and dictatorship in Germany 	<p>KS3</p> <ul style="list-style-type: none"> • 7.1.1 Invasions • 7.1.2 Normans • 8.2.2 Rights over Time • 7.3.2 Empire • 8.1.1 Industrial Revolution. 	<p>KS4</p> <ul style="list-style-type: none"> • Anglo Saxon and Norman England 1060-1088 	<p>KS3</p> <ul style="list-style-type: none"> • 7.1.1 Invasions • 7.1.2 Normans • 8.2.2 Rights over Time • 7.3.2 Empire 	<p>KS4</p> <ul style="list-style-type: none"> • Anglo Saxon and Norman England 1060-1088 	<p>KS3</p> <ul style="list-style-type: none"> • 7.1.1 Invasions • 7.1.2 Normans • 8.2.2 Rights over Time • 7.3.2 Empire 	<p>KS4</p> <ul style="list-style-type: none"> • Anglo Saxon and Norman England 1060-1088 	<p>KS3</p> <ul style="list-style-type: none"> • 7.1.1 Invasions • 7.1.2 Normans • 8.2.2 Rights over Time <p>KS4</p> <p>Crime and punishment 1000-present</p>	<p>KS5</p> <ul style="list-style-type: none"> • Unit 1: Wars of the Roses (nature of Kingship etc.)
Skills	<ul style="list-style-type: none"> ✓ A clear understanding of the chronological development of the Cold War prior. ✓ A clear understanding and an ability to use key terminology e.g. capitalism, communism. <p>Then moving onto the skills outlined in the next column.</p>	<p>GCSE:</p> <ul style="list-style-type: none"> ✓ Clear knowledge of key terminology (AO1) ✓ Specific knowledge and terminology is employed to support answers (AO1) ✓ An explanation of a consequence of an event can be outlined (AO2) ✓ A narrative is given, showing some organisation of material into a sequence of events leading to an outcome (AO2) ✓ An explanation is given, showing an attempt to analyse importance; it shows some reasoning (AO2) 	<p>GCSE:</p> <ul style="list-style-type: none"> ✓ Clear knowledge and application of key terminology (AO1) ✓ Specific knowledge and terminology is employed to support answers (AO1) ✓ An explanation of a consequence of an event can be outlined (AO2) ✓ An explanation of the relative importance of a key event can be explained (AO2) ✓ A narrative is given, showing some organisation of material into a sequence of events leading to an outcome (AO2) ✓ An explanation is given, showing an attempt to analyse importance; it shows some reasoning (AO2) 	<ul style="list-style-type: none"> ✓ To demonstrate a clear knowledge of key features and characteristics of the period (AO1) ✓ To analyse a source in order to frame historical questions (AO3) ✓ To provide a judgement of the usefulness of sources based upon nature, purpose and reliability (AO3) 	<ul style="list-style-type: none"> ✓ To demonstrate a clear knowledge of key features and characteristics of the period (AO1) ✓ To analyse a source in order to frame historical questions (AO3) ✓ To provide a judgement of the usefulness of sources based upon nature, purpose and reliability (AO3) 	<p>GCSE:</p> <ul style="list-style-type: none"> ✓ To provide accurate and relevant information, showing good knowledge and understanding of the required features or characteristics of the period (AO1) ✓ To ensure an explanation is given, showing some analysis and with implicit or explicit links to the question. It shows some development and organisation of material (AO2) ✓ The overall judgement is given with some justification, based on chosen criteria (AO2) 						
Year 11	<p>Paper 2: Part 2 Anglo-Saxon and Norman England 1060-1088</p> <ul style="list-style-type: none"> • How and why was England "Normanised"? • What were the circumstances of the death of William and who succeeded him as king of England? • How did William I change England into a feudal society? 	<p>Paper 3: A short introduction to Germany</p> <p>All students are able to place the forthcoming unit on Weimar and Nazi Germany in historical context and will understand:</p> <ul style="list-style-type: none"> • the existence of the Germanic states • the impact of the Franco-Prussian war on the creation of the German Empire in 1871 • the nature of Imperial Germany including the autocratic system under Kaiser Wilhelm II 	<p>Paper 3: Part 2 Weimar and Nazi Germany 1918-1939</p> <ul style="list-style-type: none"> • What was the impact of the Wall Street Crash on Germany? • Why were Weimar governments unable to tackle Germany's problems? • What were the reasons for the growing popularity of Hitler and the Nazi party? • How did Hitler consolidate power? • How did the Nazi create a police state? • What was the importance of terror, 	<p>Paper 3: Part 3 Weimar and Nazi Germany 1918-1939</p> <ul style="list-style-type: none"> • How did Nazi economic and social policies impact on Germany? • What was the impact on the youth and women? • What were the Nazi race policies introduced in Germany in the 1930s? 	<p>Revision/exams</p> <p>Revision Focus : Cold War Content</p> <p>Revision Focus : Cold War Skills</p> <p>Revision Focus: Crime and Punishment Skills</p>	<p>Revision/exams</p> <p>Revision Focus: Anglo Saxons and Normans content</p> <p>Revision Focus: Anglo Saxons and Normans skills</p> <p>Revision Focus: Germany content</p>						

	<ul style="list-style-type: none"> What was the importance of changes to the church? To what extent did Norman England transform society and the economy? What changes were made to the structure and the beliefs of the English aristocracy? 	<ul style="list-style-type: none"> increasing social tensions and the growth of the SPD, particularly in 1912 the geographical makeup of Germany in 1918 <p>Paper 3: Part 1 Weimar and Nazi Germany 1918-1939</p> <ul style="list-style-type: none"> What were the problems of the Weimar Republic in the early years? Why was 1923 a "Year of crisis"? What was the impact of the Munich Putsch on Hitler and the Nazis? Should the years 1924-1929 be referred to as the Golden Years? 	propaganda, and persuasion?		Revision Focus: Crime and punishment Skills	Revision Focus: Germany skills						
L i n k s	KS3 <ul style="list-style-type: none"> 7.1.1 Invasions 7.1.2 Normans 8.2.2 Rights over Time 	KS4 Crime and punishment 1000-present	KS3 <ul style="list-style-type: none"> 7.3.2 Empire 8.1.1 Industrial Revolution 8.2.1 WW1 	KS5 <ul style="list-style-type: none"> Unit 2: Democracy and dictatorship in Germany 	KS3 <ul style="list-style-type: none"> 7.3.2 Empire 8.1.1 Industrial Revolution 8.1.2 WW1 9.2.1 WW2 	KS5 <ul style="list-style-type: none"> Unit 2: Democracy and dictatorship in Germany 	KS3 <ul style="list-style-type: none"> 7.3.2 Empire 8.1.1 Industrial Revolution 8.1.2 WW1 9.2.1 WW2 9.2.2 Holocaust 	KS5 <ul style="list-style-type: none"> Unit 2: Democracy and dictatorship in Germany Paper 3: Civil Rights in the USA (thematic - erosion of jewish rights) 	n/A	N/A	N/A	N/A
S k i l l s	GCSE: <ul style="list-style-type: none"> To provide accurate and relevant information, showing good knowledge and understanding of the required features or characteristics of the period (AO1) To ensure an explanation is given, showing some analysis and with implicit or explicit links to the question. It shows some development and organisation of material (AO2) The overall judgement is given with some justification, based on chosen criteria (AO2) 	<ul style="list-style-type: none"> A clear understanding of the chronological development of Germany before 1918 A clear understanding and an ability to use key terminology e.g. Kaiser, unification, SPD <p>Then moving onto the skills outlined in the next column</p>	GCSE: <ul style="list-style-type: none"> To provide accurate and relevant information, showing good knowledge and understanding of the required features or characteristics of Weimar Germany (AO1) To understand how to provide simple inference from a source (AO3) To ensure an explanation is given, showing some analysis and with implicit or explicit links to the question. It shows some development and organisation of material (AO2) 	<ul style="list-style-type: none"> To provide accurate and relevant information, showing good knowledge and understanding of the required features or characteristics of the collapse of Weimar Germany (AO1) To ensure an explanation is given, showing some analysis and with implicit or explicit links to the question. It shows some development and organisation of material (AO2) To provide a judgement of the usefulness of sources based upon nature, purpose and reliability (AO3) To determine how interpretations are different, a reason for why they are different and to formulate a judgement on which judgement is most valid (AO4) 	N/A	N/A						
	<p>This unit will be taught for 3 lessons a week; unit 2 will be taught during the same period for 2 lessons a week.</p> <p>Unit 1: The Wars of the Roses and early Tudors</p> <p>The Outbreak of the Wars 1445–1450</p> <ul style="list-style-type: none"> The Government of England c.1445; the growth of opposition, the issue of taxation, Henry VI's advisors, patronage, Cade's rebellion (1450); Henry's illness (1453–1455); the problem of the nobility; Somerset and York; failure in France to 1450 and its impact on Government. <p>The early actions of Richard, Duke of York</p> <ul style="list-style-type: none"> York's return from Ireland (1450); York's attempted coup (1452); reaction to the birth of Henry's heir (1453); York's first Protectorate (1454); York's removal from the Protectorate; York's response to the actions of Margaret of Anjou and the second Protectorate (1455) 	<p>This unit will be taught for 3 lessons a week; unit 2 will be taught during the same period for 2 lessons a week.</p> <p>Unit 1: The Wars of the Roses and early Tudors</p> <p>War and the defeat of Richard, Duke of York</p> <ul style="list-style-type: none"> Battle of St Albans (1455); capture of Henry VI; restoration of York to Protectorate; Government of Margaret of Anjou; the role of Neville; the 'love-day' (1458); flight of the Yorkists; 'Parliament of the Devils'; Battle of Northampton (1460); York as heir; death of York (1460) and Edward's claim to the throne. 	<p>This unit will be taught for 3 lessons a week; unit 2 will be taught during the same period for 2 lessons a week.</p> <p>Unit 1: The Wars of the Roses and early Tudors</p> <p>Edward IV's first rule and the crisis of 1470–1471</p> <ul style="list-style-type: none"> Edward IV's management of the government; Edward's relations with the nobility; marriage to Elizabeth Woodville including the Earl of Warwick; relations with France; Edward's fall from power and the restoration of Henry 1470–1471 including the role of Margaret of Anjou. 	<p>This unit will be taught for 3 lessons a week; unit 2 will be taught during the same period for 2 lessons a week.</p> <p>Unit 1: The Wars of the Roses and early Tudors</p> <p>Edward IV and Richard III 1471–1485</p> <ul style="list-style-type: none"> Edward IV's management of government; relations with the nobility; finances; Richard III's accession; claim to the throne, the Princes in the Tower, the removal of the Woodvilles and Hastings; the Buckingham rebellion; government under Richard III, policy towards the nobility; defeat by Henry Tudor and reasons for his overthrow. 	<p>This unit will be taught for 3 lessons a week; unit 2 will be taught during the same period for 2 lessons a week.</p> <p>Unit 1: The Wars of the Roses and early Tudors</p> <p>Henry VII's rule in England 1485–1509</p> <ul style="list-style-type: none"> Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simmel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament. 	<p>This unit will be taught for 3 lessons a week; unit 2 will be taught during the same period for 2 lessons a week.</p> <p>Unit 1: The Wars of the Roses and early Tudors</p> <p>Revision for PPEs</p> <p>Henry VII's foreign policy 1485–1509</p> <ul style="list-style-type: none"> England's position in Europe in 1485, Henry VII's aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus. 						
		For unit 1: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, 	For unit 1: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, 	For unit 1: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, 	For unit 1: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. 	For unit 1: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, 						

			continuity, similarity, difference and significance. ✓ AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context	continuity, similarity, difference and significance. ✓ AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context	continuity, similarity, difference and significance. ✓ AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context	✓ AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context	continuity, similarity, difference and significance. ✓ AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context			
			KS3 <ul style="list-style-type: none"> 7.1.2 Normans 7.2.1 Tudors 8.2.2 Rights over Time 8.3.2 Plymouth 	KS4 <ul style="list-style-type: none"> Paper 2: Anglo-Saxon 	KS3 <ul style="list-style-type: none"> 7.1.2 Normans 7.2.1 Tudors 8.2.2 Rights over Time 8.3.2 Plymouth 	KS4 <ul style="list-style-type: none"> Paper 2: Anglo-Saxon 	KS3 <ul style="list-style-type: none"> 7.1.2 Normans 7.2.1 Tudors 8.2.2 Rights over Time 8.3.2 Plymouth 	KS4 <ul style="list-style-type: none"> Paper 2: Anglo-Saxon 	KS3 <ul style="list-style-type: none"> 7.1.2 Normans 7.2.1 Tudors 8.2.2 Rights over Time 8.3.2 Plymouth 	KS4 <ul style="list-style-type: none"> Paper 2: Anglo-Saxon
Year 12	Unit 2: Germany, democracy and dictatorship 1918-1963 The creation of the Weimar Republic and its early years <ul style="list-style-type: none"> German Revolution Weimar constitution Treaty of Versailles Weimar's golden years <ul style="list-style-type: none"> Stresemann political and economic stability foreign policy culture 	Unit 2: Germany, democracy and dictatorship 1918-1963 The collapse of Weimar and the rise of the Nazis <ul style="list-style-type: none"> Wall Street Crash Weimar weaknesses Nazi strengths Political intrigue Nazi consolidation of power <ul style="list-style-type: none"> The "legal revolution" Gleichschaltung Night of the Long Knives 	Unit 2: Germany, democracy and dictatorship 1918-1963 Nazi dictatorship <ul style="list-style-type: none"> The role of Hitler and the state Police state German economy German society <ul style="list-style-type: none"> Volksgemeinschaft Social groups Youth Religion Women Outsiders Anti-Semitism 	Unit 2: Germany, democracy and dictatorship 1918-1963 Impact of war <ul style="list-style-type: none"> The economy The Home Front Resistance and repression The racial war Defeat Defeat and occupation <ul style="list-style-type: none"> "Zero hours" Germany The "4 D's" Allied intervention The division of Germany 	Unit 2: Germany, democracy and dictatorship 1918-1963 West Germany <ul style="list-style-type: none"> The Bonn Republic The "economic miracle" Society Foreign policy The role of Adenauer East Germany <ul style="list-style-type: none"> The SED The role of Ulbricht The economy Society The Berlin Wall 	Unit 3: Civil rights in the USA, 1965-1992 African Americans <ul style="list-style-type: none"> the position in 1865 The role of the US government The role of African American individuals Opposition to civil rights The importance of organisations In-depth debates Unit 4: Students will also determine their individual investigation question – Y100 coursework option, question proposals to be submitted to OCR in June/July.				
Links	KS3 <ul style="list-style-type: none"> 1 	KS4 <ul style="list-style-type: none"> 1 	KS3 <ul style="list-style-type: none"> 8.1.1 Industrial Revolution 8.2.1 WW1 9.2.1 WW2 9.2.2 Holocaust 9.3.1 Nuclear Age 	KS4 <ul style="list-style-type: none"> Unit: Superpower Relations. Paper 3: Weimar and Nazi Germany 	KS3 <ul style="list-style-type: none"> 8.1.1 Industrial Revolution 8.2.1 WW1 9.2.1 WW2 9.2.2 Holocaust 9.3.1 Nuclear Age 	KS4 <ul style="list-style-type: none"> Superpower Relations. Paper 3: Weimar and Nazi Germany 	KS3 <ul style="list-style-type: none"> 8.1.1 Industrial Revolution 8.2.1 WW1 9.2.1 WW2 9.2.2 Holocaust 9.3.1 Nuclear Age 	KS4 <ul style="list-style-type: none"> Unit: Superpower Relations. Paper 3: Weimar and Nazi Germany 	KS3 <ul style="list-style-type: none"> 8.1.1 Industrial Revolution 8.2.1 WW1 9.2.1 WW2 9.2.2 Holocaust 9.3.1 Nuclear Age 	KS4 <ul style="list-style-type: none"> Superpower Relations. Paper 3: Weimar and Nazi Germany
Skills	For unit 1: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context For unit 2: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. 	Unit 2: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. 	Unit 2: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. 	Unit 2: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. 	Unit 2: <ul style="list-style-type: none"> AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. 	For unit 3: <ul style="list-style-type: none"> AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted 				
Year 13	Unit 3: Civil rights in the USA, 1965-1992 - continued African Americans <ul style="list-style-type: none"> the position in 1865 The role of the US government The role of African American individuals Opposition to civil rights 	Unit 3: Civil rights in the USA, 1965-1992 - continued Trade union and labour rights <ul style="list-style-type: none"> Position in 1865 Industrial and economic growth The role of the US government The First and Second World Wars 	Unit 3: Civil rights in the USA, 1965-1992 – continued Native Americans <ul style="list-style-type: none"> Progress and development of rights The role of the US government Native American responsibility 	Unit 3: Civil rights in the USA, 1965-1992 – continued Women and civil rights <ul style="list-style-type: none"> The position in 1865 The campaign for political rights Main developments within the social and economic changes of the time 	Revision/exams Unit1: War of the Roses	Revision/exams				

	<ul style="list-style-type: none"> The importance of organisations In-depth debates <p>Unit 4: Students have their coursework question verified. Now researching both primary and secondary evidence to investigate their coursework question.</p>	<ul style="list-style-type: none"> Union unity Union actions In-depth debates <p>Unit 4: Students have their coursework question verified. Starting to draft their first response.</p>	<ul style="list-style-type: none"> In-depth debates <p>Unit 4: Students have their coursework question verified. Starting to draft their first response.</p>	<ul style="list-style-type: none"> In depth debates <p>Unit 4: Students have completed their final draft. Completed coursework submitted by the end of the Spring term.</p>	Unit 2: Germany		Unit 3 Civil Rights					
L i n k s	KS3 <ul style="list-style-type: none"> 1 	KS5 <ul style="list-style-type: none"> 1 	KS3 <ul style="list-style-type: none"> 7.2.1 Slavery 7.3.2 Empire 8.2.1 Rights over Time 8.2.2 Suffrage 9.1.1 Civil Rights 9.1.2 Civil Rights UK/ Worldwide 	KS4 <ul style="list-style-type: none"> Paper 3: Weimar and Nazi Germany 	KS3 <ul style="list-style-type: none"> 7.2.1 Slavery 7.3.2 Empire 8.2.1 Rights over Time 8.2.2 Suffrage 9.1.1 Civil Rights 9.1.2 Civil Rights UK/ Worldwide 	KS4 <ul style="list-style-type: none"> Paper 3: Weimar and Nazi Germany 	KS3 <ul style="list-style-type: none"> 7.2.1 Slavery 7.3.2 Empire 8.2.1 Rights over Time 8.2.2 Suffrage 9.1.1 Civil Rights 9.1.2 Civil Rights UK/ Worldwide 	KS4 <ul style="list-style-type: none"> Paper 3: Weimar and Nazi Germany 	N/A	N/a	N/A	N/a
S k i l s	<p>For unit 3:</p> <ul style="list-style-type: none"> ✓ AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. ✓ AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted/ <p>For paper 4: all assessment objectives – Topic based essay (Unit Y100) : 10% 5% 5% 20%</p>	<p>For unit 3:</p> <ul style="list-style-type: none"> ✓ AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. ✓ AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <p>For paper 4: all assessment objectives – Topic based essay (Unit Y100) : 10% 5% 5% 20%</p>	<p>For unit 3:</p> <ul style="list-style-type: none"> ✓ AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. ✓ AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <p>For paper 4: all assessment objectives – Topic based essay (Unit Y100) : 10% 5% 5% 20%</p>	<p>For unit 3:</p> <ul style="list-style-type: none"> ✓ AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. ✓ AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <p>For paper 4: all assessment objectives – Topic based essay (Unit Y100) : 10% 5% 5% 20%</p>	N/A		N/A					