

Curriculum Overview 2025-26 History

Curriculum overview for Year 7

	TERM 1		TERM 2		TERM 3	
TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
ENQUIRY:	What is History and how do we study it? In this unit students will begin to explore what they already know about History and how that will fit into their time at BFA. We will introduce the meaning of history itself and why we study it as well as beginning to understand the fundamentals of how we study it.	Why was there a fight for the throne in 1066? In this unit students are developing their cause and analysis understanding by looking at how England has developed over time and how this resulted in a change in rulership.	How did the Normans control England? In this unit students are establishing their ability to show why things happen by looking at how the Normans control England. This also helps to develop their long-term understanding as we get to look at castles and systems still used today.	What was life like for regular people in medieval England? In this unit students are establishing their ability to show how they analyse different histories and how they compare their experiences to past peoples' lives by exploring that of medieval England.	Why was there a pandemic in the 1300s? In this unit students will make links between their world and the past by looking at how and why a disease spread across the world in the 1300s. This will also allow them to start to understand how trade and empires impacted the world globally.	Why were the 16th and 17th centuries an age of exploration? In this unit students will further expand on their ideas of empire and how European countries came to dominate much of the world – this will help later studies of expansion whilst building on current studies of monarchy, power and the medieval world.



Curriculum Content	PRIOR LEARNING: <i>This scheme will draw on the prior learning of KS1 and 2 topics studied in History.</i> KEY KNOWLEDGE: -What is History and what have you already learnt prior to this? -Who are Historians, what do they do and how do you become one? -Why is chronology really important? -What tools do historians use (what are sources and how do we use them properly?) -How does archaeology fit into history and why is it really important? -What are myths and legends and how do	PRIOR LEARNING: <i>The disciplinary knowledge of the first half term serves as a foundational jumping point for the skills needed for this unit.</i> KEY KNOWLEDGE: - Who are the Angles and Saxons and where did they come from? -Where, when and why did the Vikings invade England? -How did Athelstan and Alfred cause big changes to England – do they actually matter to us? - What is the Danegeld and why was it a mistake? - Who was Emma of Normandy and what do her actions tell us about her as a person?	PRIOR LEARNING: <i>The Normans: The conquering of 1066 links back to the previous theme and will allow them to see how long-term change is caused.</i> KEY KNOWLEDGE: -What does the Bayeux Tapestry tell us about 1066? -What problems did William have at the start of his reign? -How did the Feudal System show that William had power? -What are Norman castles and why are they special? -What happened at the Harrying of the North? -How did William use the Domesday book?	PRIOR LEARNING: <i>Population and migration: This will link back to looking at how migration had previously shaped England and how medieval England could be considered to be culturally diverse.</i> <i>Church and Religion: This links back to previous discussions on the religions of people in that era and how Christianity had spread and was rooted in England.</i> KEY KNOWLEDGE: -What were medieval towns and cities like – where would most people live? -What was the overall population like at this point – who lived there and where did they come from? -What were people doing for work and to live, what were their jobs? -How do we know the church was really important to medieval England? -How did the people gain	PRIOR LEARNING: <i>Migration and Warfare: This links back to the early study of the formation of England in considering how migration and warfare can affect things.</i> <i>Religion and the Supernatural: the importance of religious beliefs feeds back into medieval life, and links forward into the huge effects religion had in all other schemes studied.</i> KEY KNOWLEDGE: -What was the Black Death – what impact did it have and why do we still remember it? - Where did the Black Death come from and what impact did the Mongol empires have? -What was the Silk Road and how did it help the Black Death to spread? -What did Medieval people think about the Black Death and how did they try to stop it? -What were the different religious beliefs of the Black Death and how did this impact spread?	PRIOR LEARNING: <i>Migration and expansion: links into all aspects of exploration had by the vikings, Normans and Anglo-Saxons</i> <i>Trade: The focus on trade routes to Asia and development of Africa makes past links to the Silk Road</i> KEY KNOWLEDGE: -What is the meaning of the term 'Age of Exploration'? -How did people explore in the medieval period and why did it need to change? -How did the fall of Constantinople encourage Europeans to explore? -What was the Renaissance and how does it represent an increase in exploration? -Who were the monarchs and explorers that were encouraging increased exploration?
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	historians use them to learn about the past? -Exploring the idea of personal histories, what do our own histories say about us? -Why is diversity and culture really important to consider when studying history? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: All the substantive knowledge and disciplinary knowledge in this scheme will be used throughout every other History scheme at BFA.	-Who was Edward the Confessor and what problems did he cause by the end of 1066? -Why did we end up with a new king in 1066? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Migration: Just as they will study the migration of Vikings and Anglo-Saxons similar themes will be mentioned later in the medieval schemes, the Age of Exploration, Black Britain, Year 9 after WW2 and KS4 schemes surrounding Elizabethan England.</i> <i>Monarchy and politics: The emergence of the monarchy links to modern studies as</i>	-How did life change for people when the Normans invaded? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>The Normans: This topic also fits in to the Crime and Punishment module of year 10 and migration in medieval England.</i> <i>Power and hierarchy: The feudal system will give understanding into changes brought by the Black Death as well as power and life in medieval England. It also has strong links to how the law</i>	power over the king? - Science and technology of the medieval period – what were the big inventions of this time period? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Church and Religion: This links forward to later discussions on the relationship between the monarchy and the church.</i> <i>Power and Hierarchy: How it ruled everyday life is a similar theme that can be seen in later eras such as</i>	- Why did the pandemic happen? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Migration and Empire: The inclusion of the Mongol empires and migration across Asia and Europe links into the Empires studied in year 9 as well as the links into exploration across the Tudor era.</i> <i>Trade: The use of the Silk Road is then followed through in the Age of Exploration, Tudor expansion into the world</i>	-What new navigational technology allowed people to go exploring? -What about normal people, who were they and how did they explore? - Why do we call it an 'Age of Exploration'? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Trade: Future links to the transatlantic slave trade and British empire. This itself is then mentioned in other units such as the transportation of criminals and empire focus in the world wars.</i> <i>Migration and expansion: later development of the British Empire and other empires mentioned in studies. The importance of</i>
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		well as the development of government studied later in the year. This is then linked in the Tudor module of year 8 and the focus on role of government in the Industrial Era. Aspects of the monarchy are also addressed through the war modules and have strong links to the KS4 Elizabethan study and role of government in Crime and Punishment. Change and continuity: they idea of looking at why things change or stay the same is a fundamental part of studying history and is a theme that will be come back to throughout KS3 and KS4.	worked in medieval crime and punishment. Power: The power of the Normans and how William took and gained control of England will prepare students for learning about the spread of the British Empire, the attempts by the Nazis to control England and how power begins to change in the Early Modern Period.	the industrial period and class system. It also looks at the formation of government and losing power of the King which is reflected later in the English Civil War and fight for suffrage.	and the development of the transatlantic slave trade and sugar. Religion and the Supernatural: This also links into KS4 topics in the Crime and Punishment module and Elizabethan England.	Portugal and Spain has significant links to Elizabethan England as well as the Scramble for Africa studied later.
Spiritual, Moral, Social and Cultural (SMSC) development	Social and Cultural Development: Students will explore some different aspects of cultures through the study of myths and legends and reference to previous cultures studied at KS2. Students will also develop socially in their understanding of other people's opinions and how these are developed as Historians.	Spiritual, Moral, Social and Cultural Development: Students will explore early English culture and assess aspects of warfare and culture clashing through studies of Anglo-Saxons and Vikings along with moral implications of this. They will also look at spirituality through the re-emergence of Christianity and faith in Britain and how society began to change.	Spiritual, Moral, Social and Cultural Development: Students will explore the cultural and social shifts under the Normans and how migration and cultures change and adapt. They will assess social standings of people based on wealth as well as moral implications of retribution and power held in the medieval times.	Spiritual, Social and Cultural Development: Students will study medieval life and how society and cultures were affected by lack of knowledge/understanding compared to today. They will also study the spirituality of the people and how we know they had great faith in the medieval era.	Spiritual, Moral, Social and Cultural Development: Students will explore aspects of spirituality and belief in causes and response to the Black Death. They will explore how society and culture was affected by the pandemic and link comparisons to today. They will explore moral aspects of the spread of disease.	Spiritual, Moral, Social and Cultural Development: Students will explore how spirituality and belief guided exploration alongside how cultures and society developed as a result of increased expansion. They will also explore the moral implications of expansion and the negatives of colonisation.

Curriculum overview for Year 8

	TERM 1		TERM 2		TERM 3	
TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
	The Tudors - Why was there religious turmoil in England during the 16th century? <i>In this unit students will be looking at the impact of the Tudor dynasty in English history and the significant short-term and long-lasting impact they had. The effects of the Reformation and the fame of the Tudors speaks for the relevance of this unit.</i>	Who was responsible for the English Civil War? <i>The English Civil War is an important time in history as a representative for the decline in the English monarchy and the rise in Parliamentary power. This unit allows students to understand why our government works the way it does now and how the country was at one point inherently split over politics.</i>	What were the Consequences of the Transatlantic Slave Trade? <i>The Transatlantic Slave Trade has a vital place in the study of history and in this unit students will study the reasons the slave trade began and the affects it had on the victims of the trade. They will consider both the immediate effects of the sufferers, the fight to end the trade and the links the slave trade has to modern day life.</i>	Was the industrial revolution a time of improvement? <i>The industrial revolution was a huge movement of change in history. The development and technology meant goods were more easily accessible. However, the change from a country industry to urbanisation and rise of factories may not always be considered a time of improvement – students will work to form their own opinion on this.</i>	What was life like for people in the Industrial period? <i>With the rise in industry, some might expect that a rise in job opportunities made life easier for people. This unit will give student the chance to study the lives of real people living at this time and thus, allow them to understand what life was like for the majority of people living at that time.</i>	Why is WW1 referred to as the 'Great War'? <i>In this unit students will look at the development and impact of the first world war and why it has had such a lasting impact. This will cover aspects of life in the trenches, the involvement of the colonies and life left at home.</i>
Curriculum Content:	PRIOR LEARNING: <i>Religion: This will draw on the past study of the importance of religion to Europe at this time</i> <i>Power and Monarchy: This will represent the power that monarchs had over England in the Norman and medieval period.</i>	PRIOR LEARNING: <i>Power and the Public: This links back to the understanding of parliament and the position they served to the king and queen. It also feeds back to the reduction of power from the monarchy as the parliament developed.</i>	PRIOR LEARNING: <i>Persecution: This is a mirroring from Jewish persecution that was mentioned in the Black Death unit.</i> <i>Exploration: This will draw on understanding from the Age of Exploration and the development of Africa and why Europeans were expanding in Africa in the first place.</i> <i>Empire: This will expand on their understanding of empire and the competition between European countries.</i>	PRIOR LEARNING: <i>Society: Like the medieval era this links to understanding of changes in society based on causation – the huge movement of urbanisation and change away from cottage industries was similar to how society had to change under migration through the medieval era.</i> <i>Government and Authority: Changes in factory life and cities to improve welfare links back to Henry IIs and William IIs reforms in response to the needs of the country.</i>	PRIOR LEARNING: <i>Power and Public: The work of regular people in campaigning for more rights in Industrial Britain which links to the Magna Carta, Statute of Labourers.</i>	PRIOR LEARNING: <i>Empire: building upon understanding of competing empires which feeds back into the Age of Exploration unit.</i> <i>Law and Order: This will make links to the role of the English government and that laws they placed upon people.</i>



	KEY KNOWLEDGE: -Who were the Tudors – a who's who of the key people. -Life in Tudor England, what was it like for people? -The Protestant challenge, why were Protestants protesting in the 16th century? -Who was Henry VIII and why did he have 6 wives? -Why did Henry make big changes to the Church? -Edward VI and further changes. -Lady Jane Gray – the shortest English queen? -Why do we call her Bloody Mary? -How did Elizabeth I try to fix the Church and did it work?	KEY KNOWLEDGE: - -What was England like under the Stuarts – did life change much for people? -What was James I like and what did he believe about being king? -Legacy of James, who was Charles I and what did he believe? -What was the Personal Rule and Long Parliament – why was tension rising? -What happened during the English Civil War? -Why was Charles put on trial and executed? -Overall, who was the cause of the English Civil war and why?	KEY KNOWLEDGE: - What was the Transatlantic Slave Trade and why is it important to study? --What was the middle passage and what impact did it have on people? -How were enslaved people made to feel like possessions? -What was life like on plantations for enslaved people? -How did enslaved people resist – what is the difference between active and passive resistance? -What was the Underground Railroad and how important is Harriet Tubman? -What happened during the Haitian revolution? -How did people fight and win for abolition? -What are the consequences of the Transatlantic Slave Trade?	KEY KNOWLEDGE: --What link can be made between the Transatlantic Slave trade and the rise in industry? -What happened to the population during the Industrial Revolution? -Why and how was there a rise in urbanisation during this time? -What were factories like generally and were they good to work in? -Who was Titus Salt and how was he different? -What was Black Gold and how did it have such an impact?	KEY KNOWLEDGE: -What was housing and life like for most people in the Industrial Revolution? -How did people campaign to have better rights and a healthier living? -Looking at personal stories of people who were living at this time, what was life like for them? -The Victorian underworld, life and crime in Britain at this point. -The development of countries in the empire – how were they impacted?	KEY KNOWLEDGE: -Why war broke out between prominent European countries in WW1. - How were people convinced to fight for their countries? - Where was the Western Front and what was it like fighting in trenches. - What happened at the Battle of the Somme and why? - How did the government keep up recruitment after 1916 and what were the consequences? - How were the British colonies impacted by the war? - The Homefront: what was life like in Britain and how did things change? - Why and how did the war end in 1918?
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	SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Religion: makes future context for the affects that religion had on change and continuity in History.</i> <i>Context: This gives good context to the KS4 studies of Crime and Punishment and Elizabethan England.</i> <i>Power and Monarchy: This will represent the power that monarchs had over England and will allow students to have better understandings to change in the Stuart era.</i>	SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Power and the Public: This is important context for later study into how the government becomes the institution of law and order.</i> <i>Warfare: This Civil War gives understanding to later conflicts felt – for example the Civil wars that take place in different countries such as those in Rwanda that later leads to genocide.</i> <i>Punishment and Law: This will give them linked understanding of laws against treason and how no-one is outside of the law.</i>	SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Persecution: Aspects of persecution and discrimination that will be studied at the end of year 8 and throughout year 9 to give context to how people had been treated.</i> <i>Power: As well as the power of empires students will also develop understanding of fighting against injustice and the changing of law through the works of those who resisted slavery.</i>	SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Society: It also sets good context for the C+P KS4 module.</i> <i>Government and Authority: How the governments opinions are changing – a movement away from laissez faire ideology.</i> <i>Technology: The development of technology is important to the future understanding of the wars, development of modern-day Britain and the understanding of why people might call this a 'Golden Age'.</i>	SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Power and Public: Northern Revolt, abolition, fights for suffrage and campaigns for rights throughout the Black British Module and society after WW2.</i> <i>Society: A look into the lives of real people and the ability to look at how life had been changing for people since the medieval and early modern era.</i> <i>Crime: This has great links to the KS4 topic of C+P which focusses on the society of Whitechapel and the Jack the Ripper murders.</i>	SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text. FUTURE LINKS: <i>Empire: Students will make links between the building empires of the early modern period to the competition between European powers at the turn of the 20th century with the scramble for Africa and imperialism.</i> <i>War: This will also consider the differences in warfare – some comparison to English Civil warfare and the development in fighting style in 1914.</i> <i>Society: Students will be studying the Homefront and the effects that the war had at the time, including links to the fight for suffrage and the influence of migration and impact of the colonies.</i> <i>Law and Order: This makes links to the impact of the government and gives future</i>
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						<i>context to the idea of Conscientious Objectors.</i>
Spiritual, Moral, Social and Cultural (SMSC) development	Spiritual and Social Development: Students will explore the impact of spiritual belief during the 16 th century and the subsequent reformation. They will explore its impact on England through societal impact via the monarch.	Spiritual, Moral, and Social Development: Students will explore the social impact of the English Civil war through why it happened and its impact on the people. They will study the spiritual belief of the monarchs/people and how this impacted decisions alongside the moral aspect of regicide and power of parliament.	Spiritual, Moral, Social and Cultural Development: Students will explore the social and cultural impacts of the Transatlantic Slave Trade as well as the moral facets of this study alongside those who opposed and fought against enslavement. They will study the spiritual and cultural beliefs of those who were enslaved and how this also shaped their lives.	Moral, Social, and Cultural Development: Students will develop their understand of how increases in population then impact society in general. They will study how morality is formed by aspects of increasing help to the poor and philanthropism.	Moral, Social and Cultural Development: They will study the differences in society based on wealth/gender and how there was a movement for change. This is underpinned by development of moral understanding in how people wished and fought for reform.	Spiritual, Moral, Social and Cultural Development: Students will explore how spirituality and belief guided people's contribution to the war effort and the moral implications of the war, how it started, and punishment given at the end. They will also look at how different cultures and societies were involved in war and why.

Curriculum overview for Year 9

	TERM 1		TERM 2		TERM 3
TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 2
Enquiry:	Why were the Nazis defeated in 1945? <i>This study will cover the big turning points of WW2 including the development of the Nazi state and how Nazi power dominated the early stages of WW2. Students will work to develop an understanding as to how and why the Nazis were defeated and what they thought was the biggest influencing factor.</i>	What is the Holocaust and why is it so significant? <i>This unit will focus on the persecution of minorities within Europe 1930s-1940s. This will allow students to understand how genocide took place but will expand further back into history to allow students to grasp that this was not an isolated incident and how persecution of the Jewish faith has taken place throughout History.</i>	What was the ‘humanity’ within the Holocaust? <i>This unit will expand on the events during the Holocaust but will seek to explore where good nature and resilience emerged from this horrific time. They will look at specific people and events that show how people attempted to overcome and fight back against persecution of others.</i>	1945 and beyond, was it a time of ‘revolution’ in Britain? <i>This unit will give student the opportunity to study modern histories and the affect on society. It will look at the gain of personal freedoms, the development of welfare and politics and will give students the chance to assess how their lives have been impacted by the lives of the previous century.</i>	Why is the 20th century a time of change for Black British Communities? <i>This unit will study the changes brought about for Black Britons from the 1940s onwards and the strives that people had put in place to make big changes in history. This unit will allow students to understand the lives lived by Black Britons in the 20th century and the change brought about in this time period.</i>
Curriculum Content:	PRIOR LEARNING: <i>Change and effect: This will draw upon students understanding of significance and allow them develop their own arguments of significance.</i>	PRIOR LEARNING: <i>Persecution: Aspects of persecution and discrimination that have been studied at the end of year 8 and throughout year 9 to give context to how people had been treated. This is a mirroring from Jewish persecution that was mentioned in the Black Death unit and of persecutions that was experienced through the bystander effects during year 8 units.</i>	PRIOR LEARNING: <i>Persecution: This unit links back to all elements of persecution previously studied and allows students to expand on their knowledge of Genocides and persecution as a whole.</i> <i>Empire: This will draw on previous understanding of certain empires, or at least, how empires have sometimes had influences over incidents of genocide.</i>	PRIOR LEARNING: <i>Society and Culture: This will feedback into similar schemes where we look at modern changes in society and culture – the Black British unit for example.</i> <i>Government: They will continue to look at how the government has continued to evolve to meet the needs of the people and where conflict continued.</i>	PRIOR LEARNING: <i>Power and Public: The work of regular people in campaigning for more rights in Industrial Britain which links to the Magna Carta, Statute of Labourers.</i> <i>Persecution: This develops the ideas of discrimination faced by those in the enslavement module and industrial era.</i>



	KEY KNOWLEDGE: -What was the Treaty of Versailles and how did it impact Germany? -Why was Germany suffering in 1923 and again in the 1930s? -Who were the Nazis and how did they start another war? -Why did Stalin and Hitler form a pact? -What was total war? -Did breaking enigma really help? -Why was Pearl Harbour instrumental? -What happened at Stalingrad? -Was D-day the final turning point? -Was Pearl Harbour necessary? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	KEY KNOWLEDGE: -Defining the Holocaust – what does the term mean and how does it apply to the 1940s? -What is Anti-Semitism and how has it been viewed in History. -Who were the Nazis and what views did they use to get into power in Nazi Germany? -What was Germany like in 1933-39 – particularly for minorities? -What were the Ghettos and how were Jewish people treated? -What was the 'Final Solution' and how did it increase levels of Anti-Semitism. -What happened in the deathcamps during the 1940s? -Why and how do we remember to Holocaust? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	KEY KNOWLEDGE: -Who were persecuted and why? -Were there instances of active and passive resistance? -How Jewish people attempted to keep their own identity during this time. -Key uprisings and attempts to gith back – Sobibor. -People outside of Nazi Europe who attempted to help and save those eg Nicholas Winton, Irena Sendler... -The Windemere Children and their experiences -Post-Holocaust denial and the reaction to this – the UN definition of Genocide and Holocaust denial SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	KEY KNOWLEDGE: -1945 Homefront: what was Britain like during WW2 and how did life change for people? -What was the Blitz Spirit and did it exist? -What is the Welfare state, how did the government attempt to help people after WW2? -What was migration to Britain like after 1945? -Why was the NHS created and why has it been so significant? -Why was the 60s a time of 'sexual liberation'? -How has the 20th century been a big change for women? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	KEY KNOWLEDGE: -Why was there an increase of Black migration to Britain in the 1900s? -What kinds of racial tensions were experienced at Notting Hill? -How did the Bristol Bus Boycotts represent change? -Why were the Race Relations Acts significant? -Enoch Powell and the Rivers of Blood speech. -The British Black Panthers – how did people fight to end discrimination? -What does institutionalised racism look like in modern Britain? -Black Lives Matter movement. SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.
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	FUTURE LINKS: <i>War: Students will have the chance to expand further on warfare and developments that were made in WW2 down to technology and changes in political developments.</i> <i>Cold War: This will give some future context to the position of Russia at the end of WW2 with their initial pact with Germany and later alliance with USA and Britain.</i>	FUTURE LINKS: <i>Government: This unit will cover elements of the government and authority that had an influence over the events of Germany from 1939-45. They will look at the reduction in democracy and increase in dictatorship which will also have strong links in to later KS4 units.</i>	FUTURE LINKS: <i>Peoples rights: How rights had changed and future look into changes within understanding of humanity</i> <i>Government and authority: the development of the UN and its involvement in conflict links to future units in KS4 as well as past topics involving foreign affairs (such as the year 9 war units).</i>	FUTURE LINKS: <i>Society: This will give students increased understanding of our own society and how it has developed to be the way it is.</i> <i>Cold War: Students will be able to have better context into the KS4 contextual time period of this topic.</i>	FUTURE LINKS: <i>Power and Public: Northern Revolt, abolition, fights for suffrage and campaigns for rights throughout the Black British Module and society after WW2.</i> <i>Persecution: Links to this can also be found throughout the year 9 war modules as well as modern society at the end of year 9.</i> <i>Society: A look into the lives of real people and the ability to look at how life had been changing for people since the medieval and early modern era.</i> <i>Culture and Migration: How ideas surrounding these issues begin to change and a look into how they have an impact on modern life.</i>
Spiritual, Moral, Social and Cultural (SMSC) development	Moral, Social and Cultural Development: Students will develop their understanding of the impact of war on society with focus on different cultures at the time. Throughout there are opportunities to explore moral implications.	Spiritual, Moral, Cultural and Social Development: Students will explore the spiritual guidance and faith throughout the Holocaust in which people were discriminated against. They will explore moral understanding of why the event was horrific alongside the social and cultural implications of the mass murder.	Spiritual, Moral, Social and Cultural Development: Students will explore the spiritual beliefs that people held in their opposition to and life through the Holocaust. They will study how, even in the most horrific of times, people hold onto their personal beliefs and way of life. They will also look at the overall impact that this event had on society in changes to laws and how people viewed each other after the war.	Spiritual, Moral, Social, and Cultural Development: Students will develop their understand of how society changed after WW2 and the impact of different cultures during shifting migrations and changes to culture as society recovered from the war. They will study spiritual belief in hope and recovery as well as moral developments in shifting ideologies.	Moral, Social and Cultural Development: They will study the differences in society based on wealth/gender and how there was a movement for change. This is underpinned by development of moral understanding in how people wished and fought for reform.

Curriculum overview for Year 10

	TERM 1		TERM 2		TERM 3	
TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
ENQUIRIES:	Did crime and punishment change or stay the same in Medieval England? <i>Students will then begin the thematic study of Crime and Punishment in which they will assess whether or not the systems of law and order in England have changed or stayed the same from medieval England.</i>	How did crime and punishment change/continue throughout the Early Modern Era? <i>This section will focus on the development of prisons as a punishment rather than holding cell and the increase in crimes such as smuggling, poaching and terrorism. Students will have to consider why these changes were starting to take place and how much change had happened from the period before it.</i>	Change and Continuity in the Industrial Era. <i>This unit encompasses previous learning of the industrial era and the seedy life of the Industrial era. An increase in urbanisation, development of the government and modernisation – how did this have a significant impact over law and order? They will look at the development of prison systems, creation of policing and rise in terrorism.</i>	Industrial Crime and Punishment. Section 1, Whitechapel and source use. <i>After finishing off the Industrial Unit students will then focus specifically on the crimes committed by ‘Jack the Ripper’ and why police were unable to catch him. This will give the students a case study into understanding why policing was particularly difficult in this era.</i>	How has crime changed and stayed the same in the Modern Era? <i>Students in this unit will study the modern features of crime and policing including the development of modern policing, technology, prisons, authority and considerations of new crimes. Race relations, sexual discrimination and other crimes are studied in their development as changes to society were made. Students will also consider the effects of technology into both the creation of new crimes and new ways of preventing them.</i>	Why did Elizabeth I experience huge problems from 1558-1588? <i>In this unit students will begin to understand why Elizabeth, the first English Queen Regent, had significant problems at the start of her reign from internal politics, society, foreign conflicts and familial discourse. At time of plots, murder and rebellion students will gain understanding as to why Elizabeth is remembered as a powerful monarch.</i>



Curriculum Content: Priority Essential knowledge and skills that will be taught.	PRIOR LEARNING: <i>Migration: Studies of colonisation to the 'New World' and of migration within England itself.</i> <i>Authority and society: Studies of the structure of medieval England which is mentioned throughout year 7 along with the context of 1066.</i> <i>Power and authority: The conquest of the Normans in 1066 and Anglo-Saxon life gives good context for understanding in this unit.</i> <i>Power and Politics: The changes brought under Henry II and John I which were studied in year 7.</i> <i>Changes in society: The effects of big events such as the Black Death which were studied previously and are now brought into more detail.</i> KEY KNOWLEDGE: -What was life like for farmers and the poor and did attitudes change?	PRIOR LEARNING: <i>Crime and Authority: Links to the Elizabethan Unit as well as studies in year 8 that gave the students context over this time period.</i> <i>Key events: Studies of the Gunpowder plot, Reformation, Slave Trade etc gave more context that the students will be able to draw back on.</i> <i>Supernatural: ideas of the supernatural and witchcraft which will link back to both the year 7 and 8 units as students can draw on their understanding of belief.</i> <i>War/Empire: Wars with Spain and the tactics in the Armada can feed back to other battles that the students have looked at and allow them to consider significance.</i> KEY KNOWLEDGE: -What is the Early Modern Period and what changes had taken place?	PRIOR LEARNING: <i>Context: Clear links to previous study of the industrial era in which students should have some context of what it was like to live in that era.</i> <i>Government: The rising power of the government and their increasing influence over crime and punishment rather than the king as studied during the Civil War unit which then feeds into this time frame.</i> KEY KNOWLEDGE: -Changes to the 18th-19th century. -Poaching and Smuggling – why did they increase?	PRIOR LEARNING: <i>Migration: Studies of migration into Whitechapel will also match previous studies of migration through Europe.</i> <i>Persecution: The issues of Anti-Semitism that were rife throughout Whitechapel due to issues of separation and cultural differences that had also been studied throughout year 9.</i> <i>War: Impacts of war over crime and punishment and a reminder of conscientious objectors and the way that they were treated by the Government and by Public.</i> KEY KNOWLEDGE: -The Ripper murders and why it is still a huge mystery. - What was society like in Whitechapel?	PRIOR LEARNING: <i>Persecution: Links to the Black British unit and the post 1945 unit in considering the decriminalisation of certain things and the introductions to new laws.</i> KEY KNOWLEDGE: -Case study of Derek Bentley – how did this have an affect on capital punishment.	PRIOR LEARNING: <i>Religion: Mentions of the reformation and the tensions between Catholic and Protestants in Europe during this time frame as well as the importance of the church that had been previously studied.</i> <i>Empire: The wish to build an empire and engage in competition with Spain is previously studied at the end of year 7 and is drawn into more detail here.</i> KEY KNOWLEDGE: - Why did Elizabeth experience problems at her ascension in 1558? -How did Elizabeth settle the religion of the country?
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-What was leisure and Education like? -How did exploration to the New World work? -An introduction to the course and what we classify as medieval England. -Anglo-Saxon England and the laws that they had including how they enforced law. -The takeover by the Normans including how and why laws changed or stayed the same. -Later medieval life, the changes brought by Henry II and the judicial system. -Thematic effects, overall did medieval crime and punishment change or stay the same and why? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	-How and why did the Law Enforcement stay the same? - What happened to the style of punishments in the Early Modern Period? -What was the Gunpowder plot and how was this punished? - Why did attitudes to witchcraft change throughout this period? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	-Who were the Tolpuddle Martyrs? -How had prison systems begun to change? -Pentonville, what does the modern prison tell us about crime at the time? -Policing and Reform – how were things starting to modernize? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	-Why was immigration high and how were immigrants treated? -Why was policing difficult in Whitechapel? -Using sources to analyse Whitechapel. -The turn of the century and the first world war, how did the law change in WW1 and WW2? -Changing definitions of crime, what new crimes have developed after 1945 and why? -How did attitudes change towards the death penalty and why? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	-How did Law Enforcement change and how has modern day policing changed? -The rise of young offenders institutes and how have prisons changed? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.	-How did Elizabeth respond to Religious descent? -What threat was posed by Mary Queen of Scots? -What other foreign threats did England face and why? -What were the plots to kill Elizabeth and how did she respond? - What happened to Elizabeth's relationship with Spain? -Why and how did Elizabeth get involved in the Netherlands? -What happened in the Spanish Armada and how did Drake antagonize them? SKILLS: Students develop their skills in source analysis, written and verbal communication of thoughts/ideas, ability to place things in chronological order and reading/interpretations of text.
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	FUTURE LINKS: <i>Crime and Punishment: The thematic aspects of this module set the contextual knowledge to allow students to understand the changes and continuity.</i>	FUTURE LINKS: <i>Crime and Punishment: The thematic aspects of this module set the contextual knowledge to allow students to understand the changes and continuity.</i>	FUTURE LINKS: Understanding of the development of the police force can provide links to future careers in law and law enforcement.	FUTURE LINKS: Understanding of the development of the police force can provide links to future careers in law and law enforcement.	FUTURE LINKS: <i>Government: The increased role in the government over national law and order and the consideration of making all prison systems come under the government and laws created by the government themselves as an institution.</i>	FUTURE LINKS: <i>Crime and Authority: This is then later studied in the C+P unit which gives the students good context and links back to previous studies on society.</i>
Spiritual, Moral, Social and Cultural (SMSC) development	Spiritual, Moral, Cultural and Social Development: Students will explore the aspects of society and the poor within industrial London as well as the cultural and moral development of law and order.	Spiritual, Moral, Social and Cultural Development: Students will develop their understanding of society and culture in the medieval period and will explore how spiritual and moral beliefs at the time impacted on life.	Spiritual, Moral, Social, and Cultural Development: Students will develop their understanding of society and culture in the early modern period and will explore how spiritual and moral beliefs at the time impacted on life including the increasing poor and development of law.	Moral, Social and Cultural Development: They will study the differences in society based on wealth/gender and how there was a movement for change. This is underpinned by development of moral understanding in how people wished and fought for reform.		

Curriculum overview for Year 11

	TERM 1		TERM 2		TERM 3	
TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
	What was the German Government like after WW1? <i>In this half term students will begin to consider the immediate aftereffects of the first world war upon the German government with the creation of Weimar Constitution. They will look at the struggles the new government faced and why this allowed extremist parties to gain popularity.</i>	Rise of the Nazi Party – why and how did they gain popularity? <i>Students will study how the Nazis gained popularity and how this resulted in power in 1933. This will involve studies into the politics of Germany at the time, the declining economy and the tactics used by the Nazis once the officially gained power in 1933.</i>	Life in Nazi Germany, how did the Nazis consolidate power? <i>This section will study the effect of Nazi control that was had over society and culture of Germany from 1934-39. This will include the impacts over education, youth, women, media, persecution of minorities and what has become known as the 'Cult of Hitler'.</i>	How did the Cold War 'heat up' and 'cool off' within the space of 50 years? <i>In this unit students will be studying the relations between the Eastern and Western powers during the end of and after WW2. They will study elements of the Cold War and the danger to the world at the time of nuclear weapons as capitalist ideologies sided against communist ones.</i>	Revision and the Start of exams	
Curriculum Content:	PRIOR LEARNING: War: Strong links to the war units in year 9 in consideration of the end of WW1 and the persecutions that took place in Germany during this time. Foreign relations: Relations between Germany and other countries that have been touched on before will feed in – including ideas of empire and Germany's wish to expand. Politics: Referrals back to previous work in year 9 that considered studies in	PRIOR LEARNING: Key concepts and context: Previous studies of the rise of the Nazi regime which can now be covered in more detail. Aspects of Nazi beliefs, how Hitler gets into power and the situation left by the Great Depression and the Treaty of Versailles. Religion: Understanding of relations between state and church being challenged like it had in the past, for example the reformation, Henry II and Thomas Becket.	PRIOR LEARNING: Persecution: This links back to the Holocaust and genocide units in year 9. This unit will give the students further understanding into why those horrors took place. Culture: Having a look at how society developed under the Nazi regime which fits in with previous looks at the Weimar culture and over all culture of this time frame as studied in year 9.	PRIOR LEARNING: War: Links made with previous units in year 9 and 11 that have strong links in with the relationship between Russia and other world powers at this time. Opposition: Looks at attempts to overthrow communist regime in some countries and how this was stopped has strong links to instances such as the Nazi regime, Harrying in year 7 and Revolt in Elizabethan England.		



	<i>socialism, fascists and capitalists.</i> KEY KNOWLEDGE: -The end of WW1 and the abdication of the king and formation of the Weimar Constitution. -The signing of the Treaty of Versailles and the categorisation of the 'November Criminals' -Revolts against the Weimar Constitution and the Spartacist Revolt and Kapp Putsch. - 1923 and the problem of Hyperinflation -Streseman and Recovery under the Weimar Constitution. -Cultural changes under the Weimar Constitution. -What was the German workers party and why was Hitler there in 1919? -How did the Nazis gain popularity and why were they upset in 1923?	KEY KNOWLEDGE: - The 'Lean Years', how and why did the Nazi party change after 1924? -1929 – the Wall Street Crash and the Great Depression experienced in Germany. -How the Nazis used propaganda and other means to gain popularity in Germany. -Hitler becoming Chancellor and the folly of Hindenburg. -The Reichstag Fire and persecution of enemies. - The significance of the Enabling Act. -The Night of the Long Knives and Consolidation of Power. - The introduction of the Police State. -The relationship with the Church.	KEY KNOWLEDGE: - Education and youth in Nazi Germany – how did they indoctrinate the youth to the Third Reich. -How did life change for women and the home in Nazi Germany. - Economy and Unemployment, did things improve? -Opposition to Nazi Germany. -Persecution of Minorities and the beginning of the Holocaust.	KEY KNOWLEDGE: -The Grand Alliance and the Superpowers – what was the relationship like at the end of WW2? -Mutual suspicion and the development of tensions after WW2. - The start of the arms race and worsening relations? - The Berlin Crisis and creation of the wall -Missile crisis and Prague spring. - Soviet invasion of Afghanistan -The Second Cold war Gorbachev - Collapse of the Soviet Union		
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