

2020/2021	Summer 1					Knowledge/Understanding /Skills covered	Assessment s	connections	Summer 2						Knowledge/Understanding/ Skills covered	Assessments	connections	
	19th Apr	26th Apr	3rd May	10th May	17th May				24th May	7th June	14th June	21st June	28th June	5th July				12th July
Yr 7	Everyday life: What were the biggest benefits of cultural developments since the Medieval period?					Knowledge & Understanding - To develop their understanding of the similarities and differences between the modern and medieval world and analyse the impact of world events like the black death. Source analysis/evaluation - Interpretations analysis - Looking at images of the black death and peasants revolt and evaluating the significance and importance of different pieces of evidence to create a story.	Q1: Describe the causes and consequences of the Black death. 4 marks Q2: In what ways has life changed over time from the medieval period to today? 8 marks	Chronological - looking at the developments in the country socially and economically and compare them to the era before	Yr 7	Native Americans: To what extent should America be put on trial for the genocide of Native American Indians?						Knowledge & Understanding - Students develop their understanding of another culture and look at the impact of events and people. They look at a secondary source and judge its accuracy by Source analysis/evaluation - Interpretations analysis/evaluation - Use of sources to explain what life was like for native Americans. Comparison between Sir John Hawkins and Sir Francis Drake to explain who was most significant.	To watch Pocahontas and write a letter to Disney criticising the historical accuracy of the film. They must use specific scenes and character descriptions.	Understand different cultures. They examine the comparisons between what medieval cultures were doing in Britain in comparison to Native American ones. They then examine how America invaded with the influences of Britain, Spain, France and Portugal. This then links with the year 9 topics. Students examine whether they think America is accountable for the "genocide" of the tribes.
Yr 8	Industrial revolution: To what extent did certain individuals revolutionise Britain					Knowledge & Understanding - To develop their understanding of the revolution and look at the similarities and differences between the old agricultural way of medieval life to the more modern industrial way. Source analysis/evaluation - Interpretations analysis/evaluation - To explain the causes for the revolution and how it impacted upon people. To analyse sources about the industrial revolution and explore if children were treated badly in all factories and by all owners.	How does interpretation A differ from B about the impact of enclosure on agriculture? Describe how the railway transformed Britain?	Chronological - This helps the students understand the changes in technology overtime.	Yr 8	Empire: Should Britain be proud of its empire?						Knowledge & Understanding - To assess the impact the British empire had on culture around the globe Source analysis/evaluation - Interpretations - To analyse/evaluate different historians views of the Empire	Empire Project	Chronological - Empire This unit begins by looking at migration overtime and how this countries empire was built. We look at the reputation of the empire and how Britain transformed some of these countries. Students look at whether this transformation was positive or negative. They look at the reputation of the empire overtime and how people around the globe see it. Students then prepare their own project on a particular country of their choice and see how Britain affected peoples lives in that country.
Yr 9	GCSE conflict and tension					Knowledge & Understanding - To understand the role of the Kaiser and how Germany changed from a monarchy to a republic. To evaluate the impact of the war on Germany. Source analysis/evaluation - To examine the causes and consequences of the political and economic changes in German history and link it to the Nazi period.	Exam paper - half of paper 1 GCSE	First GCSE topic is taught in year 9 to give students a taster of GCSE and also provide more time for revision at the end of year 11. (Link to Nazi period of German history (see next topic)	Yr 9	Hitler's foreign policy (road to WW2)						Knowledge & Understanding - Source analysis/evaluation - To examine and evaluate the causes of WW2. To understand Hitler's foreign policy aims.	Exam paper - half of paper 1 GCSE	Follows on from last topic, direct link
Yr 10	Elizabethan England					see next half term	see next half term	Paper 2	Yr 10	Elizabethan England						Knowledge & Understanding - major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England. Source analysis/evaluation - Interpretations - second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.	End of year assessment	Paper 2
Yr 11	Revision					GCSE exam			Yr 11									
Yr 12	The Collapse of Democracy and Revision of Part One: the Weimar Republic, 1918-1933					Knowledge and understanding to analyse and evaluate the key features related to the collapse of the Weimar Republic, democracy and the birth of Nazi Germany leading to substantiated judgements and exploring concepts of cause, consequence, change, continuity, similarity, difference and significance. To analyse and evaluate appropriate source material and reasons for different interpretations, within the historical context of Weimar Germany.	Teacher set essay and source analysis questions on the impact of the Depression, appeal of extremist groups political intrigue, and events of early 1933.	A study of the various factors that led to the collapse of democracy and the Weimar Republic that facilitated the rise of the Nazi Regime.	Yr 12	Revision and introduction to Part two on Nazi Germany, 1933-1945: The Nazi Dictatorship, 1933-1939 Hitler's consolidation of power						Knowledge and understanding to analyse and evaluate the key features related to the birth of Nazi Germany and Hitler's consolidation of power, leading to substantiated judgements and exploring concepts of cause, consequence, change, continuity, similarity, difference and significance. To analyse and evaluate appropriate source material and reasons for different interpretations, within the historical context of Weimar Germany.	Teacher set essay and source analysis questions on factors that helped the Nazis to consolidate power including the Terror State, Social and Economic policies. Year 12 Mock exam.	Revision techniques to support assessment requirements for course.
Yr 12	Consolidating learning over Henry VII and Henry VIII. Making timeliness to cover all monarchs in religion, finance and foreign affairs. A few lessons on Eliz and look at coursework.					Cross factors essays to incorporate all second order concepts and source analysis questions.			Yr 12	Revision of all smaller factors like society, humanism, the arts, agriculture.						Cause, change, consequence and context to be identified and examined.	SMHW quizzes, games, presentations etc. End of year 12 mock	
Yr 13	Revision OF ALL monarchs and all factors plus NEA final adjustments.								Yr 13									
Yr 13	Revision of Weimar and Nazi Germany in addition to amendments for NEA					Knowledge , understanding, analysis and evaluation of content topics, development of revision skills and essay writing skills and source analysis with substantiated judgements.	Teacher set essay and source analysis questions on Weimar and Nazi Germany, NEA	Consolidation of Knowledge, understanding, techniques needed in response to exam style questions.	Yr 13									

NB. Please include any extra curricular activities and how they link to the curriculum  
I have included 2 lines for year 12 and 13 as they often have two teachers.  
I have included 1 assessment per half term but you can include more or less.  
You do not need to include a week by week lesson plans it can be a topic or areas studied