

Curriculum Overview			
Year Group	Module	Unit of Work	Assessment Content
7	1	<p>Unit title: World Views c.1000 AD</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The significance of Constantinople • The significance of medieval Baghdad • The development of learning and education in medieval Baghdad • The development of science and medicine in medieval Baghdad • The significance of the Silk Road • Concept of significance <p>Students will be able to: Infer from historical evidence; Select historical evidence to explain what medieval Baghdad reveals about the Muslim world in 1000 AD.</p>	EOY assessment based of units 1, 2, 3 and 4
	2	<p>Unit title: The Norman Conquest</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Challengers for the throne • Invasion: Battle of Hastings • Defeat of Saxon rebellions (e.g. Harrying of the North, Hereward the Wake) • The role of castles, and their evolution • Changes to land ownership (the Feudal System) • The Domesday Survey • Assimilation: language & culture (link to Unit 2) • Concept of causation <p>Students will be able to:</p>	EOY assessment based of units 1, 2, 3 and 4

	<p>Select and explain a number of the potential factors as to how the Normans achieved control over England between 1066 and 1087; Reach conclusions regarding the relative importance of these factors.</p>	
3	<p>Unit title: Religion in the Middle Ages.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The Catholic Church as an institution (Rome, hierarchy and structure) • Church buildings (churches, cathedrals and monestaries) • Role of the Church in daily life • Heaven, hell and purgatory • Monks and monasticism • The place of Muslims and Jews in European society • Crusades (why was religion so important that people were prepared to die for it?) • Concept of significance <p>Students will be able to: Explain a range of ways in which religion affected medieval society (potentially at a national level as well as locally and socially); Apply a range of criteria to assess significance (such as: extent of change, speed of change, number of people affected, how long changes lasted, whether changes still affect us); Assess the extent to which religion was significant in medieval society.</p>	EOY assessment based of units 1, 2, 3 and 4
4	<p>Unit title: Challenges to Medieval Kings</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Dynastic challenges (Stephen and Matilda and/or Wars of the Roses) • Religious challenges (Henry II and Thomas Becket, or John and Stephen Langton) • Political challenges (John and Magna Carta and/or Henry III and Simon de Montfort) • Social challenges (Richard II and the Peasants' Revolt) • Concepts of similarity and difference <p>Students will be able to:</p>	EOY assessment based of units 1, 2, 3 and 4

		Explain the causes, events and outcomes of a number of different challenges to medieval monarchs; Make judgements about the extent of similarity and difference with regard to their respective causes, events and effects.	
8	1	<p>Unit title: The Reformation</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Development of 'Protestant' ideas; role of Martin Luther; criticisms of Catholicism; similarities and differences with Catholicism. • Spread of Protestant ideas across Europe. • The Catholic response; • Henry and the Reformation in England • Concept of causation <p>Students will be able to:</p> <p>Explain the range of causes of the religious Reformation in Europe and its impact on England; Assess the relative importance of the factors leading to Henry's break with the Roman Catholic Church.</p>	EOY assessment based of units 1, 2, 3 and 4
	2	<p>Unit title: The Tudors</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Edward VI and the popularity of Protestantism • The impact of 'Bloody Mary' • The impact of Elizabeth I's 'Middle Way' • The role of Parliament in causing and enforcing religious change • Mary, Queen of Scots, risings and plots. • England's wars with Spain and the Spanish Armada • The Gunpowder Plot • The rise of Puritanism and its ideological hostility to Catholicism • Concept of causation; change and continuity 	EOY assessment based of units 1, 2, 3 and 4

	<p>Students will be able to: Identify and explain a range of factors to explain English hostility to Catholicism by the early 17th Century; Assess the extent to which religion changed in Tudor England.</p>	
3	<p>Unit title: The English Civil War</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Concept of Divine Right • The role of parliament by the early C.17th • Charles' 'Personal Rule' and its problems regarding finance and power • Laud's reforms and their impact of religion in England and Scotland • The breakdown of relations between Charles and Parliament between 1640 and 1642. • Concept of causation <p>Students will be able to: Select and explain a range of causes of the English Civil War; Assess the relative importance of the factors leading to the English Civil War.</p>	EOY assessment based of units 1, 2, 3 and 4
4	<p>Unit title: The Transatlantic Slave Trade</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Nature of Atlantic slave trade • The role of British campaigners (e.g. Clarkson, Wilberforce) • The impact of popular protest in England • Economic factors explaining the end of the slave trade • The role of slave rebellion in ending the slave trade • Concept of interpretations <p>Students will be able to:</p>	EOY assessment based of units 1, 2, 3 and 4

		Describe and explain a range of interpretations of the reasons for the end of the Slave Trade; Evaluate historical interpretations; Explain the reasons why historians might reach different conclusions about the past.	
9	1	<p>Unit title: The Causes of WW1</p> <p>Students will know:</p> <ul style="list-style-type: none"> • International relations and alliances in the early 20th century • European imperialism and imperial tension (Egypt, the Scramble for Africa, China, Morocco, central Africa) • The rise of militarism and the concept of arms race (the Anglo-German Naval Race) • Sarajevo and the July Crisis, 1914 • Concept of causation <p>Students will be able to: Analyse the principal reasons to explain the outbreak of war in 1914; Make judgements about the importance of and interrelationship between longer, shorter and immediate causes.</p>	EOY assessment based of units 1, 2 and 3
	2	<p>Unit title: Women's Suffrage</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The role and civil rights of women in the early 20th century • Women's suffrage campaign groups (NUWSS and WSPU) • Opposition to women's suffrage • The impact of the First World War • Campaign methods used by the Suffragettes • Government legislation and women's suffrage • The consequences and significance of women's suffrage • Concepts of causation and significance <p>Students will be able to:</p>	EOY assessment based of units 1, 2 and 3

	<p>Identify and explain a range of reasons for government legislation and women's suffrage in 1918; Make judgements about the importance of and interrelationship between the actions of the movement and the broader political-social context and the impact of war.</p>	
3	<p>Unit title: The Rise of European Dictators</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The key features of totalitarianism • The causes of the Russian Revolution • The key features of Stalin's rule • The causes of Mussolini's rise to power in Italy • The key features of Mussolini's rule • The causes of Hitler's rise to power in Germany • The key features of Hitler's rule • Concepts of similarities and difference <p>Students will be able to: Assess the extent of totalitarianism in each of the regimes; Compare and contrast the totalitarianism in each of the regimes; Assess which regime was most successful at creating a totalitarian state.</p>	EOY assessment based of units 1, 2 and 3
4	<p>Unit title: The Holocaust</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Long-term history of anti-semitism across Europe as well as in Germany • Anti-Semitism in Germany before WWI • The rise of the far-right after WWI including the Nazis • Nazi persecution of the Jews from 1933-1941 • Genocide and the Holocaust, 1941-1945 • Other episodes of mass-scale / potentially genocidal persecution (German Namibia before WWI; Armenia in WWI; Stalin's Terror; Mao's China / the Cultural Revolution, etc.; Cambodia; Yugoslavia, Darfur, Syria) 	EOY assessment based of units 1, 2 and 3

10		<ul style="list-style-type: none"> • Concept of similarity and difference; significance <p>Students will be able to: Analyse the treatment of the Jews in Germany and Europe in the mid-20th century; Compare and contrast this persecution with at least one other example of recent genocide; Reach conclusions as to whether the Holocaust was unique.</p>	
	1	Medicine - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	2	Medicine - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	3	Medicine - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	4	Elizabeth - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	5	Elizabeth - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	6	Cold War - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test

11	1	Cold War - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	2	Germany - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	3	Germany - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	4	Germany - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	EOU skills test
	5	Exam preparation	Paper 1 – Medicine Paper 2 – Cold War and Elizabeth Paper 3 – Germany