

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

		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.	
3	<b>Unit title: Religion in the Middle Ages.</b>  <b>Students will know:</b> <ul style="list-style-type: none"><li>• The Catholic Church as an institution (Rome, hierarchy and structure)</li><li>• Church buildings (churches, cathedrals and monasteries)</li><li>• Role of the Church in daily life</li><li>• Heaven, hell and purgatory</li><li>• Monks and monasticism</li><li>• The place of Muslims and Jews in European society</li><li>• Crusades (why was religion so important that people were prepared to die for it?)</li><li>• Concept of significance</li></ul> <b>Students will be able to:</b> <p>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	<b>Unit title: Challenges to Medieval Kings</b>  <b>Students will know:</b> <ul style="list-style-type: none"><li>• Dynastic challenges (Stephen and Matilda and/or Wars of the Roses)</li><li>• Religious challenges (Henry II and Thomas Becket, or John and Stephen Langton)</li><li>• Political challenges (John and Magna Carta and/or Henry III and Simon de Montfort)</li><li>• Social challenges (Richard II and the Peasants' Revolt)</li><li>• Concepts of similarity and difference</li></ul> <b>Students will be able to:</b>	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	<b>Unit title: The Reformation</b>  <b>Students will know:</b> <ul style="list-style-type: none"><li>• Development of 'Protestant' ideas; role of Martin Luther; criticisms of Catholicism; similarities and differences with Catholicism.</li><li>• Spread of Protestant ideas across Europe.</li><li>• The Catholic response;</li><li>• Henry and the Reformation in England</li><li>• Concept of causation</li></ul> <b>Students will be able to:</b> <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	<b>Unit title: The Tudors</b>  <b>Students will know:</b> <ul style="list-style-type: none"><li>• Edward VI and the popularity of Protestantism</li><li>• The impact of 'Bloody Mary'</li><li>• The impact of Elizabeth I's 'Middle Way'</li><li>• The role of Parliament in causing and enforcing religious change</li><li>• Mary, Queen of Scots, risings and plots.</li><li>• England's wars with Spain and the Spanish Armada</li><li>• The Gunpowder Plot</li><li>• The rise of Puritanism and its ideological hostility to Catholicism</li><li>• Concept of causation; change and continuity</li></ul>	EOY assessment based of units 1, 2, 3 and 4

		<p><b>Students will be able to:</b></p> <p>Identify and explain a range of factors to explain English hostility to Catholicism by the early 17<sup>th</sup> Century; Assess the extent to which religion changed in Tudor England.</p>	
3	<p><b>Unit title: The English Civil War</b></p> <p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• Concept of Divine Right</li><li>• The role of parliament by the early C.17th</li><li>• Charles' 'Personal Rule' and its problems regarding finance and power</li><li>• Laud's reforms and their impact of religion in England and Scotland</li><li>• The breakdown of relations between Charles and Parliament between 1640 and 1642.</li><li>• Concept of causation</li></ul> <p><b>Students will be able to:</b></p> <p>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><b>Unit title: The Transatlantic Slave Trade</b></p> <p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• Nature of Atlantic slave trade</li><li>• The role of British campaigners (e.g. Clarkson, Wilberforce)</li><li>• The impact of popular protest in England</li><li>• Economic factors explaining the end of the slave trade</li><li>• The role of slave rebellion in ending the slave trade</li><li>• Concept of interpretations</li></ul> <p><b>Students will be able to:</b></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	<b>Unit title:</b> The Causes of WW1  <b>Students will know:</b> <ul style="list-style-type: none"><li>• International relations and alliances in the early 20<sup>th</sup> century</li><li>• European imperialism and imperial tension (Egypt, the Scramble for Africa, China, Morocco, central Africa)</li><li>• The rise of militarism and the concept of arms race (the Anglo-German Naval Race)</li><li>• Sarajevo and the July Crisis, 1914</li><li>• Concept of causation</li></ul> <b>Students will be able to:</b> <p>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	<b>Unit title:</b> Women's Suffrage  <b>Students will know:</b> <ul style="list-style-type: none"><li>• The role and civil rights of women in the early 20<sup>th</sup> century</li><li>• Women's suffrage campaign groups (NUWSS and WSPU)</li><li>• Opposition to women's suffrage</li><li>• The impact of the First World War</li><li>• Campaign methods used by the Suffragettes</li><li>• Government legislation and women's suffrage</li><li>• The consequences and significance of women's suffrage</li><li>• Concepts of causation and significance</li></ul> <b>Students will be able to:</b>	EOY assessment based of units 1, 2 and 3

		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.	
3	<b>Unit title: The Rise of European Dictators</b>  <b>Students will know:</b> <ul style="list-style-type: none"><li>• The key features of totalitarianism</li><li>• The causes of the Russian Revolution</li><li>• The key features of Stalin's rule</li><li>• The causes of Mussolini's rise to power in Italy</li><li>• The key features of Mussolini's rule</li><li>• The causes of Hitler's rise to power in Germany</li><li>• The key features of Hitler's rule</li><li>• Concepts of similarities and difference</li></ul> <b>Students will be able to:</b> <p>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	<b>Unit title: The Holocaust</b>  <b>Students will know:</b> <ul style="list-style-type: none"><li>• Long-term history of anti-semitism across Europe as well as in Germany</li><li>• Anti-Semitism in Germany before WWI</li><li>• The rise of the far-right after WWI including the Nazis</li><li>• Nazi persecution of the Jews from 1933-1941</li><li>• Genocide and the Holocaust, 1941-1945</li><li>• 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)</li></ul>	EOY assessment based of units 1, 2 and 3	

		<ul style="list-style-type: none"><li>• Concept of similarity and difference; significance</li></ul> <p><b>Students will be able to:</b> 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>	
10	1	Medicine - <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf</a>	EOU skills test
	2	Medicine - <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf</a>	EOU skills test
	3	Medicine - <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf</a>	EOU skills test
	4	Elizabeth - <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf</a>	EOU skills test
	5	Elizabeth - <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf</a>	EOU skills test
	6	Cold War - <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf</a>	EOU skills test

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