

Curriculum Overview				
Year Group	Module	Unit of Work	Assessment Content	Vocabulary mapping
7	1	Unit title: Empires East and West c.1000 AD Why this? Why now? <ul style="list-style-type: none"> This unit immediately challenges Eurocentric views of history as students are introduced to the diversity and scale of the world and how places and people were connected. It shows students how advanced the Eastern world was and begins to explore how ideas, goods and knowledge spread throughout the medieval world c.1000. Students are introduced to key foundational knowledge that will be built upon throughout KS3, including the extent and geography of global empires, trade, and the movement of knowledge and ideas. Students are also taught basic historical skills, such as putting events in chronological order. A secure understanding of Empires East and West will help students comprehend the study of Medieval Religion, Mali, European Renaissance, and British Empire. Students will know: <ul style="list-style-type: none"> Key features of powerful dynasties in China around the year 1000 such as religious beliefs. The development of technology to support warfare, exploration and trade across land and sea. The movement of people, knowledge, beliefs and diseases across continents using trade routes, such as the Silk Roads. The relationship between the Byzantine Empire and the Roman Empire. The importance of Constantinople as a wealthy trading city. The role of women such as Empress Zoe. The importance of Baghdad as the centre of the Islamic Empire The House of Wisdom and advancement of knowledge through scholarship. Key features of Christianity. 	EOY assessment based of units 1, 2, 3 and 4	Empire – a series of places ruled by one ruler Dynasty – rulers from the same family Trade – buying and selling of goods Pope – the head of the Catholic Church Monarch – A ruler of a country (king or queen) Decade – 10 years Century – 100 years

		<ul style="list-style-type: none"> The role of European monarchs and relationships between these kingdoms and the Church. <p>Students will be able to:</p> <ul style="list-style-type: none"> Infer from historical evidence Make use of chronology 		Millenium – 1000 years
	2	<p>Unit title: The Norman Conquest and Control</p> <p>Why this? Why now?</p> <p>The Norman Conquest gives students a sense of where the ‘English’ have come from, the importance of migration, and how society was structured. Students build on their global medieval studies by beginning their studies on the dramatic nature of early medieval monarchy. The fragility of kingship is seen in the measures William took to take control of England, and this provides the first insight into the challenges monarchs faced, which is revisited late in year 7. Students also encounter local history for the first time due to our proximity to Hastings.</p> <p>Students will know:</p> <ul style="list-style-type: none"> The diversity of England pre-1066, as a result of migration. The succession crisis in England in 1066. The reasons why William Duke of Normandy was victorious at the Battle of Hastings in 1066. The Normans’ use of fear and organisation to control people in England. Changes and continuity under Norman rule. <p>Students will be able to:</p> <p>Select and explain the causes of the Norman success at the Battle of Hasting.</p> <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>	EOY assessment based of units 1, 2, 3 and 4	<p>Conquer - To take control of a place or people by force.</p> <p>Feudal system - A system where someone who held land gave land to others on the condition that they serve them.</p> <p>Migration – The movement of people from one place to another.</p> <p>Invade - To enter an area by force to take control.</p> <p>Succession - The order of taking</p>

				over an important title or position
	3	<p>Unit title: Religion in the Middle Ages.</p> <p>Why this? Why now?</p> <p>Through this social history study, students learn what the past was really like and that people in the past were just like us but they lived in a time when the world was different. The importance of Empires East and West is built on in this unit as students look in depth at how important the church was in medieval England and how it influenced lives. The clashes between religions in the Crusades builds on unit 1 and connections between the Islamic and Christian worlds, which sets the scene for the later medieval monarchs, reformation, empire and holocaust units.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The role of the clergy and Church hierarchy. • Reasons why the Church was powerful and its influence in areas such as healthcare. • The different places and ways to worship in medieval England. • The activities that the Church said would reduce time spent in purgatory. • The concept of crusade, who went on crusade and why they went. • The role of the crusades in enabling cultural and economic exchanges between the East and West. <p>Students will be able to:</p> <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	<p>Clergy – Members of the Church</p> <p>Crusades - Wars between European Christians and Middle Eastern Muslims that occurred between 1095 and 1291.</p> <p>Martyr – Someone who dies for their beliefs</p> <p>Monastery – A religious building that is home to monks</p> <p>Persecution - unfair or cruel treatment over a long period of time because of</p>

				<p>race, religion or beliefs.</p> <p>Pilgrimage - a journey typically taken to a site of religious importance.</p> <p>Purgatory - a place where an individual's soul stayed until all their sins had been forgiven.</p>
	4	<p>Unit title: Challenges to Medieval Monarchs</p> <p>Why this? Why now? After having been introduced to medieval monarchs and the tumultuous problems of succession in Norman England, students develop their understanding of the substantive concept of monarchy through the study of English kings Henry II and John, as well as Eleanor of Aquitaine. Students discover the difficulty of ruling a country and the importance of different interpretations of events. The development of the Magna Carta remains influential throughout students' study of history and is revisited at the outbreak of the English Civil War.</p> <p>Furthermore, global events and prejudices can massively affect daily life, as students learn through the study of the 1290 Edict of Expulsion, the panic caused by the Black Death and the people's actions in the Peasant's Revolt. The concept of monarchy is further developed through how Richard II dealt with the Peasants' Revolt and the challenges medieval monarchs faced in the later medieval period. The end of unit enquiry ties together all the challenges monarchs faced throughout their year 7 studies.</p>	EOY assessment based of units 1, 2, 3 and 4	<p>Rebellion - violent action against a government or leader.</p> <p>Revolt - Refusal to be controlled or ruled, and act against authority, often violent action.</p> <p>Dynasty – rulers from the same family</p>

		<p>Beliefs about health are built on during the industrial revolution unit (and in GCSE studies) and the persecution of Jewish people in this unit forms a framework for understanding antisemitism in the Holocaust.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The challenge to some medieval monarchs' authority presented by the Church. • The dynastic challenges faced by some medieval monarchs. • The political challenge faced by some medieval monarchs. • The challenge faced by some medieval monarchs from the people, who sought to improve living conditions. <p>Students will be able to:</p> <p>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.</p>		Miasma - the theory that disease is caused by foul smelling air.
	5	<p>Unit title: The Mali Empire Why this? Why now?</p> <p>The unit focuses on precolonial African History and uses recent literature to bring a voice to the silences in history. It addresses the misconception that African history is only addressed in the Transatlantic Slave Trade, by showing how it flourished at a time when Europe was struggling politically and economically due to famines and wars. This unit builds upon Year 7 Unit 1 by revisiting certain aspects such as trade, knowledge and empire through an empire in West Africa and its leader, Mansa Musa. Threads, such as succession, protest, warfare and women, are revisited in this unit. A secure understanding of Mali and empire is important to comprehend the study of Transatlantic Slave Trade, British Empire and Warfare of WW1.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The importance of Mansa Musa as the leader of the Malian Empire between 1312-1337, including his wealth and ambition. • The influence of Islam on the actions of Mansa Musa and the significance of his Hajj to Makkah. 	This will be assessed in Year 8	<p>Empire – a series of places ruled by one ruler</p> <p>Enslaved - Held involuntarily and forced under threat of violence or death to work without pay for the profit of another.</p> <p>Legacy - how someone or</p>

		<ul style="list-style-type: none"> The wealth of the Malian Empire in terms of natural resources, particularly gold. The impact of Mansa Musa's rule on Mali's development, including trade, art, culture, architecture and learning. Timbuktu as a centre of trade and knowledge. <p>Students will be able to: Explain the importance of Mansa Musa to the Mali Empire. Analyse sources to identify the content and provenance. f</p>		<p>something is remembered.</p> <p>Merchant - someone who buys goods and sells them for a profit.</p> <p>Pilgrimage - a journey typically taken to a site of religious importance.</p>
	6	<p>Unit title: The Renaissance Why this? Why now? The Year 7 curriculum comes full circle as the final unit begins with the collapse of Constantinople in the 15th century, 400 years after they initially studied its importance and influence in the region in unit 1. With religion such a heavy focus across the first 5 units, the inventions and new ideas of the Renaissance bring about a more secular society leading to dramatic changes in society and power. Therefore, this unit gives important context for studies in year 8 across all units, acting as a bridge between old and new.</p> <p>Students will know:</p> <ul style="list-style-type: none"> The creation of the Ottoman empire in 1299. The fall of Constantinople in 1453 to Ottoman control and the migration of Byzantine scholars to Italian states, which also saw the migration of knowledge and expertise. The Renaissance as a period of cultural, artistic, and intellectual rebirth, which started in Italy and spanned the fourteenth to seventeenth centuries. The emergence of humanist thinking and the heliocentric model. 	This will be assessed in Year 8	<p>Monarch – A ruler of a country (king or queen)</p> <p>Innovation – A new method, idea, or product</p> <p>Renaissance - a period in European civilization immediately following the Medieval period, characterised by</p>

		<ul style="list-style-type: none"> The importance of technological inventions such as the printing press, use of gunpowder in warfare and role of the telescope in astronomy. Advancements in medical knowledge such as the role of Vesalius, and Harvey. The opportunities available and restrictions imposed on women during the renaissance. The consequences of European exploration. <p>Students will be able to: Explain the significance and impact of the Renaissance</p>		<p>a rebirth in classical ideas.</p> <p>Republic - a system of government in which the power belongs to a body of citizens entitled to vote and there is no monarch</p> <p>Voyage - A long journey involving travel by sea.</p>
8	1	<p>Unit title: The Tudors</p> <p>Why this? Why now? The Reformation saw the start of a more secular society and the decline in the influence of the Church, whilst Henry VIII is one of the most notable English monarchs for the extent that his decisions changed England. As students begin studying the early modern period, their understanding of the power of monarchs from year 7 is developed in addition to how the Renaissance changed the world. The religious changes Europe and England faced in the 16th century created long-lasting global divisions, which greatly influences how students understand the Late Tudor England period and the outbreak of the English Civil War.</p> <p>A tumultuous period of religious changes shows the importance of both monarchs and religion to ordinary people in England. Through an enquiry on Black Tudors, students discover the diversity of Britain's past, challenging slavery narratives. There is a narrative strand through the two units from Henry VII to Elizabeth I as students grasp</p>	EOY assessment based of units 1, 2, 3 and 4	<p>Corruption – The dishonest use of power for personal gain</p> <p>Vestment – Elaborate clothing worn by Catholic priests</p> <p>Heretic – someone whose beliefs that goes against the teachings of the Church</p>

	<p>the key challenges of the Tudor period. Tudor exploration introduces the concept of Britain's emerging empire, which is further picked up when studying the British Empire and WW1 units.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The challenges faced by the Catholic Church in the 1500s; • The causes for Henry's Break with Rome; • The changes to the Church and monasteries in England during Henry's reign. • The changes to the Church under Mary I and Edward VI. • Concept of causation • Problems of Elizabeth I as Queen • Elizabeth's middle way • The challenges to Elizabeth's religious policy at home and abroad. • Life in Elizabethan England <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; Explain why the Elizabethan was and was not a Golden Age; Provide a judgment supported by evidence.</p>	<p>Reformation - a movement for the reform of Roman Church ending in the establishment of Protestant Churches.</p> <p>Protestant – A new form of Christianity which emerged in Europe in the 16th Century</p> <p>Heir – The person next in line to take over an important position</p> <p>Counter-Reformation – A movement which sought to reverse the Reformation</p> <p>Propaganda – Information</p>
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				<p>shared often only giving one part of an argument, with the intention of influencing people's opinions.</p> <p>Martyr – Someone who dies for their beliefs</p> <p>Puritan – An individual with strict Protestant beliefs.</p> <p>Papal – The authority of the Pope</p>
	2	<p>Unit title: England: A world Turned Upside Down</p> <p>Why this? Why Now?</p> <p>The English Civil War is a key point in English history as it explores changes in power and authority, such as the strengthening of parliament and how the commonwealth briefly interrupted the system of constitutional monarchy for the only time in our national history. Students further develop their understanding of monarchy and revolution, and the powers of ordinary people, including the long-lasting effects on the country. Whilst learning about the plethora of causes of the outbreak of civil war,</p>	EOY assessment based of units 1, 2, 3 and 4	<p>Parliament - The group of elected politicians who make laws for the country.</p> <p>Treason – The crime of betraying one's country.</p>

		<p>students yet again revisit the Catholic and Protestant divides stemming from previous learning on the Reformation. The role of trade and profit in the development of the early empire is studied through Charles II's involvement in the Royal African Company, which acts as a bridge between Tudor exploration and the Transatlantic Slave Trade unit.</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>		<p>Absolutist – Rule by one person e.g. a monarch</p> <p>Tyranny – The cruel use of power</p> <p>Remonstrance – A forceful argument presented in opposition.</p>
	3	<p>Unit title: The Transatlantic Slave Trade</p> <p>Why this? Why Now?</p> <p>The Transatlantic Slave Trade highlights the establishment of an industrial system dehumanizing people to Britain's benefit. This builds on the African kingdoms in the medieval period studied in year 7, and Tudor exploration and the Royal African Company studied in year 8. Links between the slave trade routes and the scale and success of the Industrial Revolution are made in unit 5. The role of Black people and their influence is central to the debate around abolition, which brings to the front discussions around equality and rights, which becomes a focus throughout year 9 in the WW1, Suffrage and Civil Rights units.</p>	EOY assessment based of units 1, 2, 3 and 4	<p>Transatlantic – Across the Atlantic Ocean</p> <p>Colony – A country controlled by another country</p> <p>Enslaved - Held involuntarily and forced under threat of</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: 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.</p>		<p>violence or death to work without pay for the profit of another.</p> <p>Abolition – To end (slavery)</p> <p>Resistance – The refusal to accept or comply with something.</p> <p>Campaign – an organised course of action to achieve a goal.</p> <p>Plantation – A large farm which typically grows only one type of crop.</p>
	4	<p>Unit title: Time of Revolutionary Change</p> <p>Why this? Why now?</p> <p>Students' studies of the industrial revolution zooms in on inventions that shaped the Britain they live in today. Developments in health and hygiene and technology develop students understanding of social history and what it was like to live in the past. Clear links between the slave trade routes and the scale and success of the industrial</p>	This will be assessed in Year 8	<p>Industrial – Relating to the mechanisation of sectors of the economy</p> <p>Revolution - A dramatic and</p>

	<p>revolution are made, as students analyse what the industrial revolution meant to different people and its long-lasting effects on Britain, including building an empire.</p> <p>Students will know:</p> <ul style="list-style-type: none">• The Industrial Revolution results in enormous change but that huge change does not always result in progress for everyone.• Key features of the Industrial Revolution including changes to transport and innovation.• There was a hierarchical system of social class in the Victorian era and the impact this had on your experience of the changes occurring as a result of the Industrial Revolution.• The aims and methods of protest used by groups such as the Luddites, Tolpuddle Martyrs, Chartists, Match Girls• The role of ordinary women during the Industrial Revolution. <p>Students will be able to:</p> <p>Analyse sources</p> <p>Produce extended writing to discuss progress</p>	<p>wide-reaching change in a short period of time.</p> <p>Locomotive – A moveable steam engine</p> <p>Exhibition - a public display of works of art or items of interest.</p> <p>Trade Union - An organisation that represents the people who work in a particular industry.</p> <p>Strike – A refusal to work in search of better pay and/or conditions.</p> <p>Social class - a division of a society based on social and economic status.</p>
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	5	<p>Unit title: The British Empire</p> <p>Why this? Why Now?</p> <p>The British Empire is addressed at its height including the actions and consequences of colonial rule for different people in different places. A range of diverse stories from across the British Empire provides different experiences and connections that are revisited to tie pockets of information throughout year 8 together by analysing links through the empire with trade, slavery, identity, migration, race, profit, and political power. The British Empire is pivotal for understanding modern Britain today, and the empire is linked to every unit for the rest of students' KS3 studies.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • What the British Empire was, why countries want an empire and how the British gained one • Why Britain was interested in North America and how this interest impacted Canadian First Nations • How Britain's relationship with India was established and how it changed over time • Why Britain wanted to colonise Australia and the impact of colonisation of the Aborigines, focusing on frontier wars • How the expansion of European empires into Africa in the 19th century affected indigenous populations • The different ways in which the British Empire has impacted Britain and modern geo-politics • <p>Students will be able to:</p> <p>Analyse sources, explain the impact of events and developments on people who experience them, analyse historical interpretations to identify historians' arguments.</p>	This will be assessed in Year 8	<p>Empire – A series of places ruled by one ruler.</p> <p>Imperialism – The process of building an empire.</p> <p>First Nation – The native or indigenous population to an area (such as Canada).</p> <p>Colony – A country controlled by another country</p> <p>Legacy – how someone or something is remembered.</p> <p>Decolonisation – The process by which countries gain independence having been a colony.</p>
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9	1	<p>Unit title: World War 1</p> <p>Why this? Why now?</p> <p>World War One is one of the 20th-century global events at the forefront of the national psyche: the nation comes together each year to remember losses in war, stemming from the destruction of WW1. Students gain a greater understanding of the complex web of causation and the importance of the idea of the nation-state. This revisits content from the British Empire unit as well as development of warfare in the industrial revolution. We draw on the forgotten soldiers of the trenches, where we pause to consider why there is such a lack of historical evidence of Black lives throughout all the periods they have studied, which then feeds into the development of Civil Rights.</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:</p> <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	<p>Imperialism – The process of building an empire.</p> <p>Alliance – An agreement between countries that benefits each of them.</p> <p>Militarism - A belief that it is necessary to have strong armed forces and that this force should be used as a solution to any threat from another nation.</p> <p>Nationalism - An intense form of patriotism where the value and importance of your country is exaggerated.</p>
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				wear down the other by a series of small-scale actions.
	2	<p>Unit title: Women's Suffrage and the Russian Revolution Why this? Why now?</p> <p>Through the suffrage movement, we explore campaigns led by women and consider which methods were the most successful and why, and how Britain became the democracy it is today. The industrial revolution unit is further built on as we consider the plight of women in this period. The Russian Revolution sees the first encounter with different political ideologies, which students will build on further with the rise of Hitler and the Cold War.</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: 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>	EOY assessment based of units 1, 2 and 3	<p>Democracy - The system of government in which power is either held by elected representatives or directly by the people.</p> <p>Enfranchisement - The giving of or gaining the right to vote.</p> <p>Manifesto - A public declaration of policy and aims, by a political party or candidate</p> <p>Parliament – The group of elected politicians who</p>

				<p>make laws for the country.</p> <p>Petition – a document signed by a large number of people requesting some action from the government or another authority.</p> <p>Reform – To make improvement.</p> <p>Representation – person or organisation that speaks, acts, or is present officially for someone else.</p> <p>Suffrage – The right to vote in an election</p>
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	3	<p>Unit title: The Rise of European Dictators/WW2</p> <p>Why this? Why now? Through studying World War Two, students learn about the rise of fascism, developing their ideas of ideologies and what can lead people towards extremism. Students build on their previous studies of warfare by analysing the new technological advancements and tactics that make modern wars far more destructive. Social history is developed through how war affected the British home front. The rise in importance of political ideologies continues with the Cold War, and students are introduced to historiography for the first time, increasing understanding of the work of a historian.</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	<p>Communism – A political belief that has a communist party controlling the government and the economy, and focuses on greater equality</p> <p>Democracy - The system of government in which power is either held by elected representatives or directly by the people.</p> <p>Dictator - A ruler with total power over a country where control is usually obtained by force.</p> <p>Fascism - A political system based on a very</p>
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			<p>powerful leader, state control, and being extremely proud of country and race, and in which political opposition is not allowed.</p> <p>Totalitarian - A political system in which those in power have complete control and do not allow people freedom to oppose them.</p> <p>Proletariat – Another term for the working class.</p> <p>Purge - To remove (a group of people considered undesirable) from an organization or</p>
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				place in an abrupt or violent way.
	4	<p>Unit title: The Holocaust</p> <p>Why this? Why now?</p> <p>Students learn about one of the most tragic moments in human history - the systematic murder of different groups of people and races. The reasons for the Holocaust are carefully looked at so that students can learn how genocides happen. Previous antisemitic events studied in the KS3 curriculum are revisited here to ensure students do not see the persecution of the Jewish people as a one-off event. These important concepts of identity and belonging are a mainstay of all the year 9 units.</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) • Concept of similarity and difference; significance <p>Students will be able to:</p> <p>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>	EOY assessment based of units 1, 2 and 3	<p>Antisemitism – Discrimination against Jewish people.</p> <p>Aryan - White people, especially those of northern European origin or descent typically having blonde hair and blue eyes and regarded as a supposedly superior racial group.</p> <p>Dictator - A ruler with total power over a country where control is usually obtained by force.</p>

				<p>Discrimination - The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability:.</p> <p>Ghetto – The area in a city where Jewish people lived, often under restrictions imposed by non-Jewish authorities.</p> <p>Genocide – The murder of a whole group of people, especially a whole nation, race, or religious group.</p>
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				<p>Persecution - Unfair or cruel treatment over a long period of time because of race, religion, or political beliefs.</p> <p>Pogrom - An act of organised cruel behaviour or killing that is done to a large group of people because of their race or religion.</p> <p>Resistance - The act of fighting against something that is attacking you, or refusing to accept something.</p> <p>Stereotype - A set idea that people have about what</p>
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				someone or something is like, especially an idea that is wrong
	5	<p>Unit title: The Civil Rights</p> <p>Why this? Why now?</p> <p>Through the American Civil Rights Movement, we explore grassroots campaigns, legal challenges, direct action, and the evolution of the Black Power Movement. The experiences of the Windrush generation and Black people in Britain during the 1950s and 60s further develop students understanding of why Britain is the multicultural society it is today. Links are made to the year 8 British Empire unit, which underpinned so much post-WW2 migration. Views on equality and individual rights continue to be developed.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • A range of Black people's contributions to British society and progression of civil rights. • There was a British civil rights movement, and what it included: events, features, and process. • Women's contributions to the civil rights and Black power British movements. • Institutional racism was widespread across society from the 1930s-1990s, the time frame studied. • <p>Students will be able to:</p> <p>identify the key groups and individuals, their methods of campaigning, and their nuanced aims; to use a criterion to explain what changed as a result of the identified campaigns; to come to an informed judgment on how much progress was made.</p>	There is no formal assessment for this unit	<p>Activism - The use of direct and noticeable action to achieve a result, usually, a political or social one.</p> <p>Lobby - To try to persuade a politician, the government, or an official group that a particular thing should or should not happen.</p> <p>Migration – The movement of people from one place to another.</p> <p>Institutional racism - Policies, rules, practices</p>

				<p>that are a usual part of the way an organisation works, and that result in unfair advantage to some people and unfair or harmful treatment of others based on race.</p> <p>Self-determination - The ability or power to make decisions for yourself, especially.</p> <p>Empowerment - To give someone official authority or the freedom to do something.</p>
	6	<p>Unit title: Post-War Britain</p> <p>Why this? Wy now?</p>	There is no formal assessment for this unit	<p>Immigration – The movement of people into a country.</p>

	<p>This unit further develops the concept of identity and what it means to be a Briton in the 20th and 21st centuries. This unit will explore the role of minorities and women to consider how lives have changed since the end of WW2. This unit links heavily to the previous unit on civil rights but also to studies of the British Empire and Suffrage.</p> <p>Students will know:</p> <ul style="list-style-type: none">• How the Second World War impacted British people's lives• The significance of the NHS in improving healthcare• Why immigrants moved to Britain after 1945• The experiences of immigrants in post-war Britain• The contribution immigrants made to post-war British society• How women's lives changed in post-war Britain <p>Students will be able to:</p> <p>To explain the significance of an event; to complete an extended piece of writing exploring the concept of change; to analyse sources in terms of their usefulness.</p>	<p>Discrimination - The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability:.</p> <p>Multiculturalism - the belief that different cultures within a society should all be given importance</p> <p>Equality - The right of different groups of people to have a similar social position and receive the same treatment.</p> <p>Society - A large group of people who live together in an</p>
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10				organised way, making decisions about how to do things and sharing the work that needs to be done, e.g., a country
	1	Medicine - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	2	Medicine - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	3	Medicine - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	4	Germany - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	5	Germany - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	6	Germany - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		

11	1	Cold War - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	2	Cold War - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	3	Elizabeth - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	4	Elizabeth - https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf		
	5	Revision		