

## Curriculum Area:

History

## Intent

**Curriculum Statement:**

The History curriculum seeks to impart powerful knowledge to students by uncovering abstract concepts, professing to be truths, in history's diverse civilisations, world views and epochs. Developing a deep understanding of changing historical contexts and the interconnectivity and complexity of the lives of people, groups and societies; it seeks to inspire pupils' curiosity and teach young minds to think, theorise, challenge and explore confidently and articulately ready for the ever-changing landscape of their future. We will prepare students to study history at higher levels through a broad and balanced curriculum that provides a foundation of secure contextual knowledge, cultural literacy, abstract terms and historical concepts. It will focus on progressive programmes of study that empower young learners by embedding increasingly comprehensive levels of understanding.

**Key themes**

What matters to people? (cultural history)

What was life like for people? (social history)

Where does power lie? (political history)

What was wealth created? (economic history)

## Implementation

Year 7 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> <li>What was life like for people?</li> <li>How was wealth created?</li> <li>What matters to people?</li> <li>the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</li> </ul>	<ul style="list-style-type: none"> <li>What is history?</li> <li>What is chronology?</li> <li>How has the history of the earth shaped humans?</li> <li>How has migration changed England 5000BC-1000AD?</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment</li> <li>Baseline assessment</li> <li>Summative assessment on migration</li> <li>Disciplinary skills tested – causation, continuity and change, consequence</li> </ul>	<ul style="list-style-type: none"> <li>Environmental related careers</li> <li>Transferable skills: communicating, researching, independence, numeracy, importance of active listening, discussion, problem solving, good literacy, commercial awareness, teamwork, persuasion, leadership</li> </ul>	<ul style="list-style-type: none"> <li>environmental challenges facing the world today</li> <li>importance of equality of opportunity and inclusion</li> <li>cultural influences that have shaped England</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Where did power lie?</li> <li>Development of state, church, society and ideas from 1066 to the present.</li> </ul>	<ul style="list-style-type: none"> <li>Homework castle building</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment on 'What was the significance of the Islamic civilisation?'</li> <li>Diagnostic and formative</li> <li>Disciplinary skills – consequence, significance</li> </ul>	<ul style="list-style-type: none"> <li>Government roles and responsibilities – civil service, tax revenues, accountants</li> <li>Transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>knowledge of different forms of governance</li> <li>role of law is dependent on time and place</li> <li>Importance of equality of opportunity and inclusion</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>What matters to people?</li> <li>Development of state, church, society and ideas from 1066 to the present.</li> </ul>	<ul style="list-style-type: none"> <li>What was life like in the Medieval world?</li> <li>How did the church control people?</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and formative assessments</li> <li>Summative assessment Marc Morris – Norman Conquest'</li> <li>Evidential thinking, interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Government roles and responsibilities – civil service, tax revenues, accountants</li> <li>Transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>knowledge of different forms of governance</li> <li>role of law is dependent on time and place</li> <li>Importance of equality of opportunity and inclusion</li> <li>Develop respect for people's religious beliefs</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>What matters to people?</li> <li>Where does power lie?</li> <li>Development of state, church, society and ideas from 1066 to the present.</li> </ul>	<ul style="list-style-type: none"> <li>Who were the Tudors?</li> <li>How powerful was the English Roman Catholic Church?</li> <li>Homework project</li> <li>Religious rollercoaster</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and formative assessment</li> <li>Summative assessment</li> <li>Why did Henry break with Rome?</li> <li>Disciplinary skill tested - causation</li> </ul>	<ul style="list-style-type: none"> <li>Changing job roles and opportunities in different societies</li> <li>Understanding gender discrimination in employment and society</li> </ul>	<ul style="list-style-type: none"> <li>Protestant and Catholicism</li> <li>respect people's faiths</li> <li>development of law</li> <li>understanding of tolerance and individual liberty</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>What matters to people?</li> <li>How was wealth created?</li> <li>What was life like for people?</li> </ul>	<ul style="list-style-type: none"> <li>How did the Renaissance change Europe?</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and formative assessment</li> <li>Skill: similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>Jobs and opportunities in design and technology</li> <li>Transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>Respect of non-European cultures.</li> <li>cultural diversity</li> <li>trade and industry</li> <li>cultural change in the Renaissance</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>How was wealth created?</li> <li>What matters to people?</li> </ul>	<ul style="list-style-type: none"> <li>How have people interacted with the world?</li> <li>Homework topic</li> <li>Native Americans project</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and formative assessment</li> <li>Summative assessment</li> <li>Review of the year</li> <li>Skill: evidential thinking and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Entrepreneurial enterprise</li> <li>Stocks and shares</li> <li>Transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>Environmental concerns</li> <li>Respect of non-European cultures,</li> <li>Mutual respect and tolerance</li> <li>cultural diversity</li> <li>exploration and the new world</li> </ul>

Year 8 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> <li>Where does power lie?</li> <li>Development of state, church, society and ideas from 1066 to the present.</li> </ul>	<ul style="list-style-type: none"> <li>How did democracy develop between 1215 and 1969?</li> <li>Homework topics</li> <li>Revision for assessment</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment</li> <li>Summative assessment</li> <li>Change between 1215 and 1900</li> <li>Skill tested: Continuity and change</li> </ul>	<ul style="list-style-type: none"> <li>Jobs in the civil service and politics</li> <li>National statistics</li> <li>Research</li> <li>HR</li> <li>MP</li> <li>Taxation and debt, investment and entrepreneurial enterprise</li> <li>Transferable employment skills</li> </ul>	<ul style="list-style-type: none"> <li>Importance of civil society, volunteering, resolving conflicts, tolerance, contributing positively as British citizens</li> <li>The development of the political system of democratic government in the United Kingdom</li> <li>The precious liberties enjoyed by the citizens of the United Kingdom</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>How was wealth created?</li> <li>ideas, political power, industry and empire: Britain, 1745-1901</li> </ul>	<ul style="list-style-type: none"> <li>How did the industrial revolutions change the world?</li> <li>Homework</li> <li>Case study project</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment</li> <li>Summative assessment</li> <li>Why is the world only today remembering Eunice Foote's achievement?</li> <li>Skill tested: significance</li> </ul>	<ul style="list-style-type: none"> <li>jobs in agriculture, environment and manufacturing</li> <li>STEM subjects</li> <li>Corby's jobs</li> <li>Transferable work skills</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working environments and climate and changes in economic development</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>How was wealth created?</li> <li>What was life like for people?</li> <li>ideas, political power, industry and empire: Britain, 1745-1901</li> </ul>	<ul style="list-style-type: none"> <li>How has Africa influenced the world?</li> <li>Homework</li> <li>Civic responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment</li> <li>Summative</li> <li>Which historian is best at explaining why slavery ended?</li> <li>Skill tested: interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Law</li> <li>Journalism</li> <li>Charity work</li> <li>Transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>Civic responsibility, democracy, individual liberty, the rule of law and mutual respect and tolerance</li> <li>Equality of opportunity</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>What matters to people?</li> <li>What was life like for people?</li> <li>Where does power lie?</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> </ul>	<ul style="list-style-type: none"> <li>How did the civil rights movement change the lives of African Americans?</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment.</li> <li>Summative assessment</li> <li>How useful is this source in telling us about Rosa Parks?</li> <li>Skill tested: evidential thinking</li> </ul>	<ul style="list-style-type: none"> <li>Law</li> <li>Human rights</li> <li>Political representative</li> <li>Work skills</li> </ul>	<ul style="list-style-type: none"> <li>Equality of opportunity</li> <li>inclusive environments that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation</li> <li>Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>What matters to people?</li> <li>What was life like for people?</li> <li>Where does power lie?</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> </ul>	<ul style="list-style-type: none"> <li>When did people become equal in England?</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and formative assessment</li> <li>Summative assessment</li> <li>In what ways did women's lives change 1800-2000?</li> <li>Skill tested continuity and change</li> </ul>	<ul style="list-style-type: none"> <li>Human rights</li> <li>Police</li> </ul>	<ul style="list-style-type: none"> <li>Equality of opportunity</li> <li>inclusive environments that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation</li> <li>Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>Where does power lie?</li> <li>What was life like for people?</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> </ul>	<ul style="list-style-type: none"> <li>Were democratic human rights applied across the globe?</li> </ul>	<ul style="list-style-type: none"> <li>Under construction</li> </ul>	<ul style="list-style-type: none"> <li>Law</li> <li>Human rights</li> <li>Political representative</li> <li>Work skills</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Equality of opportunity</li> <li>Imperialism</li> <li>Communism</li> <li>commonwealth</li> </ul>

Year 9 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> <li>Where does power lie?</li> <li>What was people's life like?</li> <li>Challenges to Britain in the 20<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>What were the causes of World War I?</li> <li>What was World War I like for individuals?</li> <li>Homework topics</li> <li>Weekly tasks GCSE taster</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and formative assessment</li> <li>Summative assessment</li> <li>What were the causes of world war I?</li> <li>Skill tested causation</li> </ul>	<ul style="list-style-type: none"> <li>Military careers</li> <li>Transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Global communities</li> <li>jingoism, nationalism and radicalisation</li> <li>imperialism</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Where does power lie?</li> <li>What was life like for people?</li> </ul>	<ul style="list-style-type: none"> <li>What was life like for different groups in war?</li> <li>What were the consequences of war?</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and formative assessment</li> <li>Careers assessment</li> </ul>	<ul style="list-style-type: none"> <li>Human rights</li> <li>Research careers</li> </ul>	<ul style="list-style-type: none"> <li>Communism</li> <li>Disability</li> <li>Welfare</li> <li>Gender</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>How is wealth created?</li> <li>What was life like for people?</li> <li>study of a significant society or issue in world history and its interconnections with other world developments</li> </ul>	<ul style="list-style-type: none"> <li>How did the 1920s roar?</li> <li>Why did the 20s stop roaring?</li> <li>Homework topics</li> <li>revision</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and formative assessment</li> <li>Skills interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Economic cycles – boom and bust</li> <li>Entrepreneurial activity</li> <li>Transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>Gender equality</li> <li>Minimum wage</li> <li>Economic models</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Where does power lie?</li> <li>What was life like for people?</li> </ul>	<ul style="list-style-type: none"> <li>What was life like in 1930s Germany?</li> <li>Homework</li> <li>revision</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment</li> <li>Summative assessment.</li> <li>Under construction</li> </ul>	<ul style="list-style-type: none"> <li>Economics, inflation.</li> <li>Taxation</li> <li>Transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>Political parties</li> <li>autocracy, communism, dictatorship.</li> <li>Fascism</li> <li>Rule of law</li> <li>Racism</li> <li>sexism</li> </ul>
Term 5-6	<ul style="list-style-type: none"> <li>What was life like for people?</li> <li>What matters to people?</li> <li>How is wealth created?</li> <li>Challenges for Britain and Europe in the 20<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>How did World War II change people's lives?</li> <li>How was modern Britain created?</li> <li>Homework topics</li> <li>Under construction</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative</li> <li>Summative assessment</li> <li>End of key stage exam</li> <li>Variety of skills tested</li> </ul>	<ul style="list-style-type: none"> <li>science and technology, weapons manufacture, space race</li> <li>transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>British values</li> <li>European cultures</li> <li>moral and ethical issues.</li> <li>Tolerance of people regardless of race, colour, ethnicity, gender, gender orientation, religion</li> </ul>

Year 10 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1-2	AQA AB Germany, 1890–1945: Democracy and dictatorship	<ul style="list-style-type: none"> <li><a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/understanding-the-modern-">https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/understanding-the-modern-</a></li> </ul>	<div>□</div> <a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-">https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-</a>	<ul style="list-style-type: none"> <li>Transferable skills and qualifications</li> </ul>	<ul style="list-style-type: none"> <li>British values</li> <li>Governance</li> <li>Rights</li> <li>Racism</li> <li>sexism</li> </ul>
Term 3-4	BB Conflict and tension: the inter-war years, 1918–1939	<a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-">https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-</a>	<a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-">https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-</a>	<ul style="list-style-type: none"> <li>Economics, finance, taxation</li> <li>Interpreting data</li> <li>Transferable skills and qualifications</li> </ul>	<ul style="list-style-type: none"> <li>moral and ethical issues</li> <li>cultural influences that have shaped their own heritage and that of others.</li> <li>Role of international law.</li> </ul>
Term 5-6	AA Britain: Health and the people: c1000 to the present day	<a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/shaping-the-nation">https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/shaping-the-nation</a>	<a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-">https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-</a>	<ul style="list-style-type: none"> <li>Careers in the health professions</li> <li>Transferable skills and qualifications</li> </ul>	<ul style="list-style-type: none"> <li>European values</li> <li>Develop an appreciation for -European cultures</li> <li>Healthy relationship with their bodies</li> <li>welfare</li> </ul>

Year 11 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1-3	BC Elizabethan England, c1568–1603	<a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/shaping-the-nation">https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/shaping-the-nation</a>	<a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources">https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources</a>	<ul style="list-style-type: none"> <li>Careers in the government, business, enterprise, entrepreneurialism police and M15, heritage industry</li> <li>Transferable skills and qualifications</li> </ul>	<ul style="list-style-type: none"> <li>respect people's faiths</li> <li>heritage of England and the development of law</li> <li>tolerance and individual liberty</li> <li>welfare</li> <li>networking</li> </ul>
Term 4-5	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>AQA GCSE history</li> <li>Homework topics</li> <li>Essay questions and fact revision</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve</li> <li>Summative assessment GCSE papers</li> </ul>	Transferable skills	<ul style="list-style-type: none"> <li>Qualifications</li> <li>Work ethic</li> </ul>

Year 12 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> <li>Russia in the reign of Alexander II</li> <li>The Liberal Crisis, 1906–1914</li> </ul>	<ul style="list-style-type: none"> <li>Emancipation of serfs</li> <li>Crimean war</li> <li>Alexander's reforms</li> <li>Homework topics paper 1:</li> <li>Worksheets</li> <li>Guided reading</li> <li>Essays</li> <li>The 1906 election</li> <li>New Liberalism; the influence of Campbell-Bannerman, Asquith, Lloyd George and Churchill</li> <li>The position of Labour and the Conservatives</li> <li>The state of the Economy.</li> <li>Social Issues.</li> <li>Liberal social and welfare reforms; reasons for legislation and its effects</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 25 mark essay on Liberal Victory, Source based question on position of the Labour Party, 25 mark question on position of industry, 25 mark question on causes of Liberal reforms, source question on effectiveness of reforms</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> <li>Archivist</li> <li>Heritage manager</li> <li>Historic buildings inspector/conservation officer</li> <li>Museum education officer</li> <li>Museum/gallery curator</li> <li>Museum/gallery exhibitions officer</li> <li>Secondary school teacher</li> <li>Academic librarian</li> <li>Archaeologist</li> <li>Broadcast journalist</li> <li>Civil Service administrator</li> <li>Editorial assistant</li> <li>Human resources officer</li> <li>Information officer</li> <li>Marketing executive</li> <li>Policy officer</li> <li>Politician's assistant</li> <li>Solicitor</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the comparative worth of monarchical, democratic and dictatorial regimes</li> <li>Evaluate the comparative worth of feudalism, capitalism, socialism</li> <li>Understand the nature of political parties</li> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> <li>Evolution of British Political parties</li> <li>Understanding of the first past the post system and how this impacts on the outcomes of elections</li> <li>Ethical considerations of the British empire.</li> <li>The Changing nature of economic activity in Britain</li> <li>The role of state in society and its responsibility for dealing with the most vulnerable members of the society.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Russia in the reign of Alexander III</li> <li>The Liberal Crisis, 1906–1914 (Continued)</li> </ul>	<ul style="list-style-type: none"> <li>Counter reforms</li> <li>Russification</li> <li>Industrialisation and economic modernisation</li> <li>Homework topics paper 1:</li> <li>Worksheets</li> <li>Guided reading</li> <li>Essays</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> <li>Archivist</li> <li>Heritage manager</li> <li>Historic buildings inspector/conservation officer</li> <li>Museum education officer</li> <li>Museum/gallery curator</li> <li>Museum/gallery exhibitions officer</li> <li>Secondary school teacher</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the comparative worth of monarchical, democratic and dictatorial regimes</li> <li>Evaluate the comparative worth of capitalism, Mono-cultural societies, communism, socialism</li> <li>Understand the nature of political parties</li> </ul>

		<ul style="list-style-type: none"> <li>Changes in taxation; the 'People's Budget'</li> <li>The constitutional crisis</li> <li>Issues of female emancipation; industrial unrest</li> <li>Irish Home Rule</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. AS, PPE</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: Source based question on Irish Home rule, 25 mark essay on industrial unrest. PPE</li> </ul>	Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor	<ul style="list-style-type: none"> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> <li>Understanding of the British political system and the changing relationship between the house of lords and the house of commons</li> <li>Diversity of religion and experience with regard to the Irish Question</li> <li>The nature of the UK and how it came to evolve in its present format</li> <li>Changing nature of British suffrage</li> <li>Approaches and legitimacy protest to bring about political and social change</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Russia in reign of Nicholas II</li> <li>The Impact of War, 1914–1922</li> </ul>	<ul style="list-style-type: none"> <li>Economic modernisation</li> <li>Social discontent</li> <li>Development of political ideologies</li> <li>Impact of War</li> <li>Homework topics paper 1:</li> <li>Worksheets</li> <li>Guided reading</li> <li>Essays</li> <li>The 1915 coalition;</li> </ul> Lloyd George and Bonar Law Liberal division; the influence of the Labour party and the 1918 constitution; the 1918 election The Lloyd George coalition; policies, problems and Lloyd George's fall	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Interpretations of Nicholas</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills:</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> </ul> Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor	<ul style="list-style-type: none"> <li>Evaluate the comparative worth of monarchical, democratic and dictatorial regimes</li> <li>Evaluate the comparative worth of capitalism, communism, socialism, absolute monarchy, constitutionalism,</li> <li>Understand the nature of political parties</li> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> <li>The Changing nature of economic activity in Britain</li> <li>Role and influence of trade unionism</li> <li>Economic and social effects of war</li> </ul>

		<ul style="list-style-type: none"> <li>Britain's wartime economy; housing and austerity; trade unions</li> </ul>			
Term 4	<ul style="list-style-type: none"> <li>Russian revolution</li> <li>The Impact of War, 1914–1922 Continued</li> </ul>	<ul style="list-style-type: none"> <li>Monarchical failure</li> <li>Democracy</li> <li>Bolshevism</li> <li>Dictatorship</li> <li>Homework topics paper 1:               <ul style="list-style-type: none"> <li>Post war industrial problems; the position of the staple industries and trade</li> <li>Role of women; reform of the franchise; unions and Labour</li> <li>Cultural change; issues of patriotism; conscientious objection; effect of the trenches on soldier; the war poets</li> <li>The Easter Rising</li> <li>The war of independence and the Anglo-Irish Treaty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> <li>Archivist</li> <li>Heritage manager</li> <li>Historic buildings inspector/conservation officer</li> <li>Museum education officer</li> <li>Museum/gallery curator</li> <li>Museum/gallery exhibitions officer</li> <li>Secondary school teacher</li> <li>Academic librarian</li> <li>Archaeologist</li> <li>Broadcast journalist</li> <li>Civil Service administrator</li> <li>Editorial assistant</li> <li>Human resources officer</li> <li>Information officer</li> <li>Marketing executive</li> <li>Policy officer</li> <li>Politician's assistant</li> <li>Solicitor</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the comparative worth of monarchical, democratic and dictatorial regimes</li> <li>Evaluate the comparative worth of capitalism, communism, socialism</li> <li>Understand the nature of political parties</li> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> <li>The nature of the UK and how it came to evolve in its present format</li> <li>Changing nature of British suffrage</li> <li>The Changing nature of economic activity in Britain</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>Lenin</li> <li>The Search for Stability, 1922–1929</li> </ul>	<ul style="list-style-type: none"> <li>War communism</li> <li>NEP</li> <li>Social reform</li> <li>Cultural reform</li> <li>Civil war</li> <li>Homework topics paper 1:               <ul style="list-style-type: none"> <li>The decline of the Liberals</li> <li>The 1923 election; the first Labour government: aims and reforms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> <li>Archivist</li> <li>Heritage manager</li> <li>Historic buildings inspector/conservation officer</li> <li>Museum education officer</li> <li>Museum/gallery curator</li> <li>Museum/gallery exhibitions officer</li> <li>Secondary school teacher</li> <li>Academic librarian</li> <li>Archaeologist</li> <li>Broadcast journalist</li> <li>Civil Service administrator</li> <li>Editorial assistant</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the comparative worth of capitalism, communism, socialism, dictatorship, isolationism, internationalism</li> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> <li>The political spectrum – degrees of 'leftness'.</li> <li>Exploration of socialism</li> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> <li>Changing nature of British suffrage</li> </ul>

		<ul style="list-style-type: none"> <li>• First Labour government: international relations and collapse</li> <li>• The Conservative resurgence and government; the roles of Baldwin, Churchill and Chamberlain</li> <li>• Post war re-readjustment and the return to the Gold Standard; the problems of the coal mines</li> <li>• Industrial disputes and the General Strike</li> <li>• Unemployment and regional division; the post-war role of women; the growth of the media including newspapers and the cinema; the cultural reaction to war</li> <li>• The franchise extension and 'flapper vote'</li> <li>• The new Labour government Macdonald and Snowden and their aims; the state of Britain by 1929</li> </ul>	<p>tool enabling teacher and student to improve those skills. Topic: Essay on peasants</p>	<p>Human resources officer Information officer Marketing executive Policy officer Politician's assistant</p> <ul style="list-style-type: none"> <li>• Solicitor</li> </ul>	<ul style="list-style-type: none"> <li>• The Changing nature of economic activity in Britain</li> <li>• Role and influence of trade unionism</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>• Stalin</li> </ul>	<ul style="list-style-type: none"> <li>• Political power struggles</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic and Formative assessment to identify areas students need to improve and</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs related to history Archivist</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the comparative worth of democratic and dictatorial regimes</li> </ul>



	<ul style="list-style-type: none"> <li>The Hungry Thirties 1929 - 1939</li> </ul>	<ul style="list-style-type: none"> <li>Collectivisation</li> <li>Industrialisation</li> <li>Homework topics paper 1:               <ul style="list-style-type: none"> <li>Worksheets</li> <li>Guided reading</li> <li>Essays</li> <li>The Labour government; domestic policies and response to economic problems</li> </ul> </li> <li>The reasons for and policies of the National Government</li> <li>The leadership of MacDonald</li> <li>The leadership of Baldwin and Chamberlain</li> <li>The Depression and financial crisis</li> <li>Tariff reform and imperial preference</li> <li>Changes in working opportunities and living standards</li> <li>The Abdication Crisis</li> <li>Radical political groups: the BUF; communism</li> </ul>	<p>generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE</li> </ul>	<p>Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor</p>	<ul style="list-style-type: none"> <li>Evaluate the comparative worth of capitalism, communism, socialism</li> <li>Impact of political philosophies on economic policy</li> <li>Global trade impact</li> <li>Constitutional changes</li> <li>Understand the nature of political parties</li> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> <li>The Changing nature of economic activity in Britain               <ul style="list-style-type: none"> <li>Role and influence of trade unionism</li> </ul> </li> <li>The nature of the UK and how it came to evolve in its present format</li> </ul>
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Year 13 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> <li>Stalin's Russia</li> <li>The People's War and Peace 1939-1951</li> </ul>	<ul style="list-style-type: none"> <li>The terror</li> <li>Cult of Stalin</li> <li>Impact of war</li> <li>High Stalinism</li> <li>The fall of Chamberlain;</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> <li>Archivist</li> <li>Heritage manager</li> <li>Historic buildings inspector/conservation officer</li> <li>Museum education officer</li> <li>Museum/gallery curator</li> </ul>	<ul style="list-style-type: none"> <li>Political regimes</li> <li>Bystander theory</li> <li>Totalitarianism</li> <li>Economic policies</li> </ul>

		<p>Churchill as a wartime leader</p> <ul style="list-style-type: none"> <li>Coalition government</li> <li>Attlee as Prime Minister</li> <li>Mobilisation of resources in wartime; the post war economic readjustment</li> <li>Labour's post-war balance of payments problems</li> <li>Conscription; women and children; civil liberties and restrictions;</li> <li>Propaganda and The Blitz</li> <li>Beveridge and the Butler Act</li> <li>Policies of post war Labour government,</li> <li>Britain by 1951 – elections of 1950 and 1951</li> </ul>	<p>objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills:</li> </ul>	<p>Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor</p>	<ul style="list-style-type: none"> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> <li>The Changing nature of economic activity in Britain</li> <li>Economic and social effects of war</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Khrushchev</li> <li>Britain – Never had it so Good? 1951-1957</li> </ul>	<ul style="list-style-type: none"> <li>De-Stalinisation</li> <li>Changes in economic policy</li> <li>Opposition</li> <li>Khrushchev's fall from power</li> <li>Churchill, Eden and Macmillan as political leaders</li> <li>Domestic policies consensus politics.</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> <li>Archivist</li> <li>Heritage manager</li> <li>Historic buildings inspector/conservation officer</li> <li>Museum education officer</li> <li>Museum/gallery curator</li> <li>Museum/gallery exhibitions officer</li> <li>Secondary school teacher</li> <li>Academic librarian</li> <li>Archaeologist</li> <li>Broadcast journalist</li> <li>Civil Service administrator</li> </ul>	<ul style="list-style-type: none"> <li>Growth of party politics</li> <li>Concepts of freedom of speech in Communist regimes</li> <li>Approaches and legitimacy protest to bring about political and social change</li> <li>The nature of the UK and how it came to evolve in its present format</li> <li>Consider the implications of equality of outcome compared with equality of opportunity</li> </ul>

		<ul style="list-style-type: none"> <li>Post war boom</li> <li>Rising living standards</li> <li>Changing social attitudes and behaviour</li> <li>Issues relating to New Commonwealth migrants and race relations</li> <li>Nuclear concerns and the formation of the CND</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. AS, PPE</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills:</li> </ul>	Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor	<ul style="list-style-type: none"> <li>The Changing nature of economic activity in Britain</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Coursework</li> <li>Stuart Britain</li> </ul>	State formation Religious fundamentalism Theocracies Republics Representative government Parliamentary representation Misogyny Economic and social change from manorial to capitalist systems Enlightenment Renaissance Witch craze Civil war	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Interpretations of Nicholas</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills:</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> <li>Archivist</li> <li>Heritage manager</li> <li>Historic buildings inspector/conservation officer</li> <li>Museum education officer</li> <li>Museum/gallery curator</li> <li>Museum/gallery exhibitions officer</li> <li>Secondary school teacher</li> <li>Academic librarian</li> <li>Archaeologist</li> <li>Broadcast journalist</li> <li>Civil Service administrator</li> <li>Editorial assistant</li> <li>Human resources officer</li> <li>Information officer</li> <li>Marketing executive</li> <li>Policy officer</li> <li>Politician's assistant</li> <li>Solicitor</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Coursework</li> <li>Stuart Britain</li> </ul>	State formation Religious fundamentalism Theocracies	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge,</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history</li> <li>Archivist</li> <li>Heritage manager</li> </ul>	

		<p>Republics Representative government Parliamentary representation Misogyny Economic and social change from manorial to capitalist systems Enlightenment Renaissance Witch craze Civil war</p>	<p>historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE</li> </ul>	<p>Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor</p>	
Term 5	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</li> <li>Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants</li> </ul>	<ul style="list-style-type: none"> <li>Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>