

| Year 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Pre-1066: Who were the English? | The Norman Conquest: Who were the Normans and how did they shape England? | Medieval life: What was life like during the Medieval period in England? | The struggle between Church, crown and people: Who held the power in Medieval England? | Medieval rulers across the world: How powerful were Medieval rulers across the world? | Tudors: How was society affected by the Tudors? |
| Prior knowledge (from previous year/ key stage). | KS2 changes in Britain from the Stone Age to the Iron Age KS2 the Roman Empire and its impact on Britain | KS2 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | KS2 a local history study | KS2 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | KS2 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | KS2 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 |
| Key skills | Similarity and Difference Students will: Study aspects or themes in British history that consolidates and extends pupils' chronological knowledge from before 1066 – the impact of migration, conquerors, raiders and settlers on Britain. | Causation Students will: Study the development of Church, state and society in Medieval Britain 1066-1509 – the Norman Conquest | Cause and Consequence Students will: Study the development of Church, state and society in Medieval Britain 1066-1509 – society, economy and culture, feudalism, religion in daily life, farming, trade and towns, art, architecture and literature, Christendom, the importance of religion and the Crusades. | Significance Students will: Study the development of Church, state and society in Medieval Britain 1066-1509 – the struggle between Church and crown, Magna Carta and the emergence of Parliament, the Black Death and its social and economic impact, the Peasants' Revolt. | Source Analysis Students will: Study at least one study of a significant society or issue in world history and its interconnections with other world developments. | Change and Continuity Students will: Study the development of Church, state and society in Britain 1509-1745 – Wars of the Roses, Henry VII, English Reformation and Counter Reformation (Henry VIII – Mary I), Elizabethan religious settlement and conflict with Catholics (home and abroad), |
| Assessment | To create a description of how Britain changed To identify similarities between groups | To explain the events of a battle and explain its outcome | To create a description of Medieval Life To identify important changes and explain why this is the case | To explain the importance of an event and its impact on history. To identify causes of conflict | To look at a range of sources and create interpretations on these | To describe religion in England at this time, and explain the reasons for it changing |

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| How can you help? | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the ‘reading recommendation’ for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the ‘reading recommendation’ for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the ‘reading recommendation’ for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the ‘reading recommendation’ for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the ‘reading recommendation’ for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the ‘reading recommendation’ for this topic |
| Reading pledge | Rotten Romans | Stormin Normans The Domesday Book | Measly Middle Ages | Measly Middle Ages | Great leaders who changed the Medieval World | Terrible Tudors |

| Year 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | How was power challenged in the Early Modern period? | The Industrial Revolution: Did industrialisation improve peoples’ lives? | The British Empire: How was British colonialism experienced in colonies? | Transatlantic Slavery: what was the impact of the Transatlantic Slave Trade? | How did revolution shape the modern world? | How can we tell the story of Britain’s journey to democracy? |
| Prior knowledge (from previous year/ key stage) | Elizabethan England and the transition to the Stuarts Challenge to power from the Normans | Previous ‘revolutions’ in history (Stone, Bronze and Iron) | The Roman Empire | The birth of the slave trade under the Elizabethans – John Hawkins | The English Civil War and change of political rule | Changes to political systems, and challenges from society, in the medieval period. |
| Key skills | Causation Students will: Study the development of Church, state and society in Britain, 1509-1745 | Change and continuity Students will: Study the Idea, political power, industry and empire: Britain, 1745-1901 - Britain as the first industrial nation – | Significance Students will: Study the development of Church, state and society in Britain, 1509-1745 | Source analysis Students will: Study the idea, political power, industry and empire: Britain, 1745-1901 - Britain’s transatlantic slave trade: its effects and eventual abolition | Cause and consequence Students will: Study the idea, political power, industry and empire: Britain, 1745-1901 | Interpretations Students will: Study the idea, political power, industry and empire: Britain, 1745-1901 - Party politics, extension of the |

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| | <ul style="list-style-type: none"> - The causes and events of the civil wars throughout Britain - The Interregnum - The Restoration, Glorious Revolution and power of Parliament | the impact on society | <ul style="list-style-type: none"> – The first colony in America and first contact with India | <ul style="list-style-type: none"> - The development of the British Empire with a depth study - Ireland and Home Rule | <ul style="list-style-type: none"> - The French Revolutionary wars | franchise and social reform Challenges for Britain, Europe and the wider world, 1901 to the present day <ul style="list-style-type: none"> - Women's suffrage |
| Assessment | To identify and cause and consequences of an event – and to give opinion on to why | To describe and explain the impact of conditions in the industrial towns | To explain the impact of the British Empire on the people who became members of it | To complete source interpretations on a range of sources about the Slave Trade | To identify and cause and consequences of an event – and to give opinion on to why | To give interpretations based on events and information but forward |
| How can you help? | <p>Encourage your child to:</p> <p>Look on BBC Bitesize to support their understanding</p> <p>Use their Knowledge Organisers to support</p> <p>Consider the reading the 'reading recommendation' for this topic</p> | <p>Encourage your child to:</p> <p>Look on BBC Bitesize to support their understanding</p> <p>Use their Knowledge Organisers to support</p> <p>Consider the reading the 'reading recommendation' for this topic</p> | <p>Encourage your child to:</p> <p>Look on BBC Bitesize to support their understanding</p> <p>Use their Knowledge Organisers to support</p> <p>Consider the reading the 'reading recommendation' for this topic</p> | <p>Encourage your child to:</p> <p>Look on BBC Bitesize to support their understanding</p> <p>Use their Knowledge Organisers to support</p> <p>Consider the reading the 'reading recommendation' for this topic</p> | <p>Encourage your child to:</p> <p>Look on BBC Bitesize to support their understanding</p> <p>Use their Knowledge Organisers to support</p> <p>Consider the reading the 'reading recommendation' for this topic</p> | <p>Encourage your child to:</p> <p>Look on BBC Bitesize to support their understanding</p> <p>Use their Knowledge Organisers to support</p> <p>Consider the reading the 'reading recommendation' for this topic</p> |
| Reading Pledge | Slimy Stuarts | Vile Victorials | Stolen History: The truth about the British Empire and how it shaped us | The Kidnapped Prince: The Life of Olaudah Equiano | The French Revolution Explained for Kids | The Chartists: Perspectives and Legacies |

| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | World War One | The Rise of the Nazis | World War Two | Prejudice and the Holocaust | The Cold War | JFK |
| Prior knowledge (from previous year/ key stage) | Understanding of War throughout KS3, and war at KS2 | WWI and the consequences | Understanding of War throughout KS3, and war at KS2 | The study of the Nazis from Autumn 2 | The background of WWII for this event and the political situation | The Cold War and leaders from this |
| Key skills/ powerful knowledge | Causation Students will: Study challenges for Britain, Europe and the wider world 1901 to the present day - the First World War and the Peace Settlement | Interpretation Students will: Study challenges for Britain, Europe and the wider world 1901 to the present day - the inter-war years: the Great Depression and the rise of dictators | Causation Students will: Study challenges for Britain, Europe and the wider world 1901 to the present day - the Second World War and the wartime leadership of Winston Churchill | Significance Students will: Study challenges for Britain, Europe and the wider world 1901 to the present day – the Holocaust | Cause and consequence Students will: Study challenges for Britain, Europe and the wider world 1901 to the present day - social, cultural and technological change in post-war British society. Britain's place in the world since 1945 | Source Analysis Students will: Study challenges for Britain, Europe and the wider world 1901 to the present day – impact of leaders |
| Assessment | To create an interpretation and description on causes of War | To create an interpretation on why Hitler was able to rise to power by 1934 | To create an interpretation and description on causes of War | To identify prejudice and protest for change | To evaluate events in Europe and the impact they would have - consequence | To analyse sources to create an opinion |
| How can you help? | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the 'reading recommendation' for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the 'reading recommendation' for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the 'reading recommendation' for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the 'reading recommendation' for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the 'reading recommendation' for this topic | Encourage your child to: Look on BBC Bitesize to support their understanding Use their Knowledge Organisers to support Consider the reading the 'reading recommendation' for this topic |

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| Reading Pledge | Lily and the Rockets | D Day Dog | Edelweiss Pirates and the White Rose | As Fast as Words could Fly | The Silly Chilly Cold War | Facts and stories about the Presidents of the United States of America for curious kids |
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| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | The Cold War Paper 1 | The Cold War Paper 1 | American West Paper 1 | American West Paper 1 | Medicine Paper 2 | Medicine Paper 2 |
| Prior knowledge (from previous year/ key stage) | Year 9 topic on the Cold War is the foundation to understanding and background here | Year 9 topic on the Cold War is the foundation to understanding and background here | Year 8 topic based on the British Empire – looking at interactions with Native Americans and what happens to their culture | Year 8 topic based on the British Empire – looking at interactions with Native Americans and what happens to their culture | Intertwined throughout Year 8 and 9 topics | Intertwined throughout Year 8 and 9 topics |
| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | <p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical Concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p> | | | | | |
| Key skills | Paper 1 AO1-4 | Paper 1 AO1-4 | Paper 1 AO1-4 | Paper 1 AO1-4 | Paper 2 AO1-2 | Paper 2 AO1-2 |
| Assessment | A question from each aspect of the exam paper across each decade Knowledge Tests | A question from each aspect of the exam paper across each decade Knowledge Tests | A question from each aspect of the exam paper, across each of the key themes Knowledge Tests | A question from each aspect of the exam paper, across each of the key themes Knowledge Tests | A question from each aspect of the exam paper, across each factor and theme category Knowledge Tests | A question from each aspect of the exam paper, across each factor and theme category Knowledge Tests |

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| How can you help? | Encourage your child to: Use BBC Bitesize to support – AQA GCSE History Students to complete Seneca Learning quizzes Use Knowledge Organisers to revise Access past papers and mark schemes from the AQA Website | Encourage your child to: Use BBC Bitesize to support – AQA GCSE History Students to complete Seneca Learning quizzes Use Knowledge Organisers to revise Access past papers and mark schemes from the AQA Website | Encourage your child to: Use BBC Bitesize to support – AQA GCSE History Students to complete Seneca Learning quizzes Use Knowledge Organisers to revise Access past papers and mark schemes from the AQA Website | Encourage your child to: Use BBC Bitesize to support – AQA GCSE History Students to complete Seneca Learning quizzes Use Knowledge Organisers to revise Access past papers and mark schemes from the AQA Website | Encourage your child to: Use BBC Bitesize to support – AQA GCSE History Students to complete Seneca Learning quizzes Use Knowledge Organisers to revise Access past papers and mark schemes from the AQA Website | Encourage your child to: Use BBC Bitesize to support – AQA GCSE History Students to complete Seneca Learning quizzes Use Knowledge Organisers to revise Access past papers and mark schemes from the AQA Website |
| Reading Pledge | <ul style="list-style-type: none"> • The Cold War: A Very Short Introduction by Robert J. McMahon • The Cold War: A History by Martin Walker • The Cold war in an hour – ebook • Did David Hasselhoff End the Cold War?: 50 Facts You Need to Know - Europe | | <ul style="list-style-type: none"> • The Wild West • The American West • The American West: History, Myth, and Legacy | | <ul style="list-style-type: none"> • Medicine: The Definitive Illustrated History • War and Medicine • On the Motion of the Heart and Blood in Animals | |

| Year 10 (from 2025) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|--|--|
| Curriculum Content | The Cold War Paper 1 | The Cold War Paper 1 | Germany, 1890–1945: Democracy and dictatorship Paper 1 | Germany, 1890–1945: Democracy and dictatorship Paper 1 | Medicine Paper 2 | Medicine Paper 2 |
| Prior knowledge (from previous year/ key stage) | Year 9 topic on the Cold War is the foundation to understanding and background here | Year 9 topic on the Cold War is the foundation to understanding and background here | Year 9 topics of WW1, the rise of Hitler and what life was like in Nazi Germany | Year 9 topics of WWI, the rise of Hitler and what life was like in Nazi Germany | Intertwined throughout Year 8 and 9 topics | Intertwined throughout Year 8 and 9 topics |

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| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | <p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical Concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p> | | | | | |
| Key skills | Paper 1 AO1-4 | Paper 1 AO1-4 | Paper 1 AO1-4 | Paper 1 AO1-4 | Paper 2 AO1-2 | Paper 2 AO1-2 |
| Assessment | A question from each aspect of the exam paper across each decade Knowledge Tests | A question from each aspect of the exam paper across each decade Knowledge Tests | A question from each aspect of the exam paper, across each of the key themes Knowledge Tests | A question from each aspect of the exam paper, across each of the key themes Knowledge Tests | A question from each aspect of the exam paper, across each factor and theme category Knowledge Tests | A question from each aspect of the exam paper, across each factor and theme category Knowledge Tests |
| How can you help? | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> |
| Reading Pledge | <ul style="list-style-type: none"> • The Cold War: A Very Short Introduction by Robert J. McMahon • The Cold War: A History by Martin Walker • The Cold war in an hour – ebook • Did David Hasselhoff End the Cold War?: 50 Facts You Need to Know - Europe | | <ul style="list-style-type: none"> • Nazi Germany: History in an Hour • The Rise and Fall of the Third Reich • Unknown Enemy: The Hidden Nazi Force That Built the Third Reich | | <ul style="list-style-type: none"> • Medicine: The Definitive Illustrated History • War and Medicine • On the Motion of the Heart and Blood in Animals | |

| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Elizabeth | Elizabeth and the Site Study | Site Study and Revision | Revision | Revision/Exam | Revision/Exam |
| Prior knowledge (from previous year/ key stage) | Year 7 topic of the Tudors | Year 7 topic of the Tudors | Year 7 topic of the Tudors | Year 10 and 11 study | Year 10 and 11 study | Year 10 and 11 study |
| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | <p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical Concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p> | | | | | |
| Key skills | Paper 2 AO1-2 | Paper 2 AO1-2 | Paper 2 AO1-2 | AO1-4 | AO1-4 | AO1-4 |
| Assessment | A question from each aspect of the exam paper, across each theme Knowledge Tests | Emphasis and practise of the site study question – focus with wider context Knowledge Tests | Emphasis and practise of the site study question – focus with wider context Knowledge Tests | Quizzes Skill practice Mini mock exams | Quizzes Skill practice Mini mock exams | Quizzes Skill practice Mini mock exams |
| How can you help? | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> | <p>Encourage your child to:</p> <p>Use BBC Bitesize to support – AQA GCSE History</p> <p>Students to complete Seneca Learning quizzes</p> <p>Use Knowledge Organisers to revise</p> <p>Access past papers and mark schemes from the AQA Website</p> |

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| | Access past papers and mark schemes from the AQA Website | | Access past papers and mark schemes from the AQA Website | Access past papers and mark schemes from the AQA Website Revision | Access past papers and mark schemes from the AQA Website Revision | Revision |
| Reading Pledge | <ul style="list-style-type: none"> Elizabeth, the Queen: An intriguing deep dive into Queen Elizabeth I's life as a woman and a monarch Elizabeth I and Her Circle Elizabeth I's Final Years: Her Favourites and Her Fighting Men | Provided revision guides | | | | |