

## Curriculum Overview for Year 7 in History

**Year 7 Assessment point 1:** information about the data that is provided on reports to parents following the assessments eg current progress, A2L

**Year 7 Assessment point 2:** information about the data that is provided on reports to parents following the assessments eg current progress, A2L

**Year 7 Assessment point 3:** information about the data that is provided on reports to parents following the assessments eg current progress, A2L

**Date of Interim Assessment:** All assessments are highlighted in red below

**Date of Masters Assessment:** All assessments are highlighted in red below

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their interim and masters assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><b>What skills do historians need?</b></p> <ul style="list-style-type: none"> <li>How do historians use evidence?</li> <li>How do historians recognise bias?</li> <li>What is chronology?</li> </ul>	<p><b>How did the Normans Conquer England?</b></p> <ul style="list-style-type: none"> <li>Who should be the next King of England?</li> <li>Why was 1066 the Year of three battles?</li> </ul>	<p><b>How did the Normans Conquer England?</b></p> <ul style="list-style-type: none"> <li>How did the Feudal System help William conquer England?</li> </ul>	<p><b>What did the Crusades ever do for us?</b></p> <ul style="list-style-type: none"> <li>How important was religion in medieval England?</li> </ul>	<p><b>What did the Crusade ever do for us? (Cont.)</b></p> <ul style="list-style-type: none"> <li>Who was the better leader - Richard or Saladin?</li> <li>What did the European world</li> </ul>	<p><b>How did the Tudors respond to religious change? (Cont.)</b></p> <ul style="list-style-type: none"> <li>Why did Henry dissolve the monasteries?</li> <li>What kind of king was Edward VI?</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Assessment: Skills</b></li> </ul> <p><b>How did York benefit from migration?</b></p> <ul style="list-style-type: none"> <li>● Why did the Romans migrate to York?</li> <li>● What was Roman York like?</li> <li>● Why did the Anglians migrate to York?</li> <li>● Why did the Vikings migrate?</li> <li>● <b>Assessment: Who made the greatest impact on the development of York?</b></li> </ul>	<ul style="list-style-type: none"> <li>● Who had the better army? The Normans or the Anglo-Saxons?</li> <li>● What happened at the Battle of Hastings?</li> <li>● <b>Assessment: Why did William win the Battle of Hastings?</b></li> <li>● How reliable is the Bayeux Tapestry in teaching us what happened at Hastings?</li> </ul>	<ul style="list-style-type: none"> <li>● What was the Domesday Book &amp; what does it teach us about Barlby at the time of the Conquest?</li> <li>● How did castles help William control England?</li> <li>● How did life change under the Normans</li> <li>● <b>Assessment: How and why do the sources differ in their views of William the Conqueror's actions as the new King of England?</b></li> </ul>	<ul style="list-style-type: none"> <li>● Why was Jerusalem so important?</li> <li>● What were the crusades?</li> <li>● Why did people go on crusade?</li> <li>● How did the crusaders get to Jerusalem?</li> <li>● How successful was the first crusade?</li> <li>● How did crusaders maintain control of Jerusalem?</li> <li>● Who was Saladin?</li> <li>● <b>Assessment: How and why do interpretations of Saladin differ?</b></li> </ul>	<p>gain from the Arab World?</p> <p><b>How did the Tudors respond to religious change?</b></p> <ul style="list-style-type: none"> <li>● What was life like in 1500?</li> <li>● Henry VIII: Man or Monster?</li> <li>● Why did Henry break with the church in Rome?</li> <li>● What did Protestants protest about?</li> </ul>	<ul style="list-style-type: none"> <li>● How bloody was bloody Mary?</li> <li>● What was Elizabeth's Middle Way?</li> <li>● <b>Assessment: A Religious Rollercoaster! How did religion change in Tudor England?</b></li> </ul>
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## Curriculum Overview for Year 8 in History

**Year 8 Assessment point 1:** information about the data that is provided on reports to parents following the assessments

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**Year 8 Assessment point 3:** information about the data that is provided on reports to parents following the assessments

**Date of Interim Assessment:** All assessments are highlighted in red below

**Date of Masters Assessment:** All assessments are highlighted in red below

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their interim and masters assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><b>Why did the 'World Turn Upside Down' in the Stuart age?</b></p> <ul style="list-style-type: none"> <li>Was James I really the wisest fool in Christendom?</li> <li>Why were the Stuarts so obsessed with</li> </ul>	<p><b>Was Industrial England 'A Perfect Wilderness of Foulness'?</b></p> <ul style="list-style-type: none"> <li>What happened during the Industrial Revolution?</li> <li>What caused</li> </ul>	<p><b>Was Industrial England 'A Perfect Wilderness of Foulness'? (Cont.)</b></p> <ul style="list-style-type: none"> <li>Child Gangs, Peaky Blinders &amp; Jack the Ripper - What was crime like in the 19th</li> </ul>	<p><b>Where were the great African Kingdoms?</b></p> <ul style="list-style-type: none"> <li>Where in the world were the great Medieval African Kingdoms?</li> <li>What can we learn about the</li> </ul>	<p><b>What was England's role in the Slave trade</b></p> <ul style="list-style-type: none"> <li>How did the Transatlantic Slave Trade work?</li> <li>What was the experience of slaves sold at</li> </ul>	<p><b>How has immigration changed Britain?</b></p> <ul style="list-style-type: none"> <li>Who were the First Jewish Community</li> <li>The Return of the Jewish community</li> <li>What</li> </ul>



	<p>Witchcraft?</p> <ul style="list-style-type: none"> <li>• Were the Gunpowder Plotters framed?</li> <li>• What were the long term causes of the English Civil War?</li> <li>• What were the short term causes of the English Civil War?</li> <li>• What was new about the New Model Army?</li> <li>• Why did they chop off the King's head?</li> <li>• Oliver Cromwell: Hero or Villain?</li> <li>• <b>Assessment: How and why do interpretations of Cromwell differ?</b></li> </ul>	<p>the population to explode after 1750?</p> <ul style="list-style-type: none"> <li>• What was the domestic system?</li> <li>• How did the new factories create towns?</li> <li>• What were working conditions like in some factories?</li> <li>• "A perfect wilderness of foulness". Why were towns so unhealthy?</li> <li>• What were the most common diseases of the 1800s?</li> <li>• <b>Assessment: How significant was John Snow?</b></li> </ul>	<p>century?</p> <ul style="list-style-type: none"> <li>• How were criminals punished in the 19th century?</li> <li>• Who was responsible for capturing criminals in the Victorian period?</li> <li>• <b>Assessment: Why did the police fail to catch Jack the Ripper?</b></li> <li>• Why was Elizabeth Fry on the £5 note?</li> </ul>	<p>Kingdom of Mali from Mansa Musa's story?</p> <ul style="list-style-type: none"> <li>• What can art teach us about the Kingdom of Benin?</li> <li>• What were European perceptions of Africa in the Early Modern era?</li> </ul> <p><b>What was England's role in the Slave trade?</b></p> <ul style="list-style-type: none"> <li>• Who 'belonged' in Tudor England and who didn't?</li> <li>• To what extent was life in Tudor England positive for black Africans?</li> </ul>	<p>auction?</p> <ul style="list-style-type: none"> <li>• What was life like on a cotton Plantation?</li> <li>• What form did resistance take?</li> <li>• How did Britain benefit from slavery?</li> <li>• Who was Olaudah Equiano?</li> <li>• How and why was Slavery abolished?</li> <li>• <b>Assessment: Who had the greatest impact on abolition?</b></li> <li>• How should Britain's role in slavery be remembered?</li> </ul>	<p>happened during the Battle of Cable Street?</p> <ul style="list-style-type: none"> <li>• Who were Britain's first black immigrants?</li> <li>• Who were 'The Windrush Generation'?</li> <li>• What was the impact of the 'Rivers of Blood' speech?</li> <li>• What has been the experience of immigration for the South Asian community?</li> <li>• <b>Assessment: How has immigration changed Britain?</b></li> </ul>
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## Curriculum Overview for Year 9 in History

**Year 9 Assessment point 1:** information about the data that is provided on reports to parents following the assessments

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	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><b>Why did the 'World Turn Upside Down' in the Stuart age?</b></p> <ul style="list-style-type: none"> <li>Was James I really the wisest fool in Christendom?</li> <li>Why were the Stuarts so obsessed with Witchcraft?</li> </ul>	<p><b>Was Industrial England 'A Perfect Wilderness of Foulness'?</b></p> <ul style="list-style-type: none"> <li>What happened during the Industrial Revolution?</li> <li>What caused the population</li> </ul>	<p><b>Was Industrial England 'A Perfect Wilderness of Foulness'? (Cont.)</b></p> <ul style="list-style-type: none"> <li>Child Gangs, Peaky Blinders &amp; Jack the Ripper - What was crime like in the 19th</li> </ul>	<p><b>Where were the great African Kingdoms?</b></p> <ul style="list-style-type: none"> <li>Where in the world were the great Medieval African Kingdoms?</li> <li>What can we learn about the Kingdom of</li> </ul>	<p><b>What was England's role in the Slave trade</b></p> <ul style="list-style-type: none"> <li>How did the Transatlantic Slave Trade work?</li> <li>What was the experience of slaves sold at</li> </ul>	<p><b>How has immigration changed Britain?</b></p> <ul style="list-style-type: none"> <li>Who were the First Jewish Community</li> <li>The Return of the Jewish community</li> <li>What happened</li> </ul>

	<ul style="list-style-type: none"> <li>• Were the Gunpowder Plotters framed?</li> <li>• What were the long term causes of the English Civil War?</li> <li>• What were the short term causes of the English Civil War?</li> <li>• What was new about the New Model Army?</li> <li>• Why did they chop off the King's head?</li> <li>• Oliver Cromwell: Hero or Villain?</li> <li>• <b>Assessment: How &amp; why do interpretations of Cromwell differ?</b></li> </ul>	<p>to explode after 1750?</p> <ul style="list-style-type: none"> <li>• What was the domestic system?</li> <li>• How did the new factories create towns?</li> <li>• What were working conditions like in some factories?</li> <li>• "A perfect wilderness of foulness". Why were towns so unhealthy?</li> <li>• What were the most common diseases of the 1800s?</li> <li>• <b>Assessment: How significant was John Snow?</b></li> </ul>	<p>century?</p> <ul style="list-style-type: none"> <li>• How were criminals punished in the 19th century?</li> <li>• Who was responsible for capturing criminals in the Victorian period?</li> <li>• <b>Assessment: Why did the police fail to catch Jack the Ripper?</b></li> <li>• Why was Elizabeth Fry on the £5 note?</li> </ul>	<p>Mali from Mansa Musa's story?</p> <ul style="list-style-type: none"> <li>• What can art teach us about the Kingdom of Benin?</li> <li>• What were European perceptions of Africa in the Early Modern era?</li> </ul> <p><b>What was England's role in the Slave trade?</b></p> <ul style="list-style-type: none"> <li>• Who 'belonged' in Tudor England and who didn't?</li> <li>• To what extent was life in Tudor England positive for black Africans?</li> </ul>	<p>auction?</p> <ul style="list-style-type: none"> <li>• What was life like on a cotton Plantation?</li> <li>• What form did resistance take?</li> <li>• How did Britain benefit from slavery?</li> <li>• Who was Olaudah Equiano?</li> <li>• How and why was Slavery abolished?</li> <li>• <b>Assessment: Who had the greatest impact on abolition?</b></li> <li>• How should Britain's role in slavery be remembered?</li> </ul>	<p>during the Battle of Cable Street?</p> <ul style="list-style-type: none"> <li>• Who were Britain's first black immigrants?</li> <li>• Who were 'The Windrush Generation'?</li> <li>• What was the impact of the 'Rivers of Blood' speech?</li> <li>• What has been the experience of immigration for the South Asian community?</li> <li>• <b>Assessment: How has immigration changed Britain?</b></li> </ul>
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## Curriculum Overview for Year 10 in (Subject)

**Year 10 Assessment point 1:** information about the data that is provided on reports to parents following the assessments  
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	1	2	3	4	5	6
Exam Board EDUQAS  Knowledge and skills which will be covered this year	<p><b>Component 2 Period Study The Development of Germany 1991-1991</b></p> <ul style="list-style-type: none"> <li>How did the Nazis take total control of Germany by 1934 (Rise and Consolidation of Power)</li> </ul>	<p><b>Component 2 Period Study The Development of Germany 1991-1991</b></p> <ul style="list-style-type: none"> <li>How were the lives of the German people affected by Nazi rule between 1933 and 1939 (Cont.)</li> </ul>	<p><b>Component 2 Period Study The Development of Germany 1991-1991</b></p> <ul style="list-style-type: none"> <li>How did relations between the two Germanies change between 1949 and 1991?</li> </ul>	<p><b>Component 2 Thematic Study Crime &amp; Punishment 500 - Present</b></p> <ul style="list-style-type: none"> <li>How has the nature of criminal activity differed and changed over time?</li> </ul>	<p><b>Component 2 Thematic Study Crime &amp; Punishment 500 - Present</b></p> <ul style="list-style-type: none"> <li>How has the responsibility of enforcing law and order changed over time?</li> </ul>	<p><b>Component 2 Thematic Study Crime &amp; Punishment 500 - Present</b></p> <ul style="list-style-type: none"> <li>How have methods of punishment changed over time?</li> </ul> <p><b>Assessment:</b></p>



	<ul style="list-style-type: none"> <li>• How were the lives of the German people affected by Nazi rule between 1933 and 1939</li> </ul>	<ul style="list-style-type: none"> <li>• Why did life change for the German people during the Second World War</li> <li>• Why were conditions in West and East Germany different after 1949?</li> </ul>	<ul style="list-style-type: none"> <li>• What factors led to the reunification of Germany in 1990?</li> </ul> <p><b>Assessment:</b> <b>Mock Exam - Germany</b></p>	<ul style="list-style-type: none"> <li>• What have been the main causes of crime over time?</li> </ul> <p><b>Assessment:</b> <b>Outline the main causes of crime from 500-present</b></p>	<ul style="list-style-type: none"> <li>• How effective have methods of combating crime been over time</li> </ul> <p><b>Assessment:</b> <b>Outline how law enforcement changed over time from 500-present</b></p>	<p><b>Mock Exam – Germany &amp; Crime and Punishment</b></p>
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**Curriculum Overview for Year 11 in (Subject)**



**Year 11 Assessment point 1:** information about the data that is provided on reports to parents following the assessments  
**Year 11 Assessment point 2:** information about the data that is provided on reports to parents following the assessments  
**Year 11 Assessment point 3:** information about the data that is provided on reports to parents following the assessments

**Date of Interim Assessment:** dates of assessment week

**Date of Masters Assessment:** date of assessment week

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their interim and masters assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

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Exam Board EDUQAS  Knowledge and skills which will be covered this year	<p><b>Component 2 Thematic Study Crime &amp; Punishment 500 – Present</b></p> <ul style="list-style-type: none"> <li>• What have been the main causes of crime over time?</li> <li>• How has the responsibility of enforcing law and order</li> </ul>	<p><b>Component 2 Thematic Study Crime &amp; Punishment 500 - Present</b></p> <ul style="list-style-type: none"> <li>• How have methods of punishment changed over time?</li> <li>• Historic Site Study:</li> </ul>	<p><b>Component 1: British Depth Study The Elizabethan Age: 1558-1603</b></p> <ul style="list-style-type: none"> <li>• How successful was the government of Elizabeth?</li> <li>• How did life differ for the rich and poor in Elizabethan</li> </ul>	<p><b>Component 1: British Depth Study The Elizabethan Age: 1558-1603</b></p> <ul style="list-style-type: none"> <li>• How successfully did Elizabeth deal with the problem of religion?</li> </ul>	<p><b>Component 1: British Depth Study The Elizabethan Age: 1558-1603</b></p> <ul style="list-style-type: none"> <li>• Why were the Puritans a serious threat to Elizabeth?</li> </ul> <p><b>Assessment: Elizabeth Mock Exam</b></p>	<b>EXAMS</b>

	<p>changed over time?</p> <ul style="list-style-type: none"> <li>• How effective have methods of combating crime been over time</li> </ul> <p><b>Assessment:</b> <i>Outline how law enforcement changed over time from 500-present</i></p>	<p>Pentonville Prison</p> <ul style="list-style-type: none"> <li>• Why have attitudes to crime and punishment changed over time?</li> </ul> <p><b>Assessment:</b> <i>Year 11 Mocks Crime &amp; Punishment AND Development of Germany</i></p>	<p>times?</p> <ul style="list-style-type: none"> <li>• What were the most popular types of entertainment in Elizabethan times</li> </ul>	<ul style="list-style-type: none"> <li>• Why were the Catholics such a serious threat to Elizabeth?</li> </ul>	<p><b>All remaining time dedicated to revision</b></p>	
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