

'A people without the knowledge of their past history, origin and culture is like a tree without roots'. Marcus Garvey

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In History we aim to ensure all our students know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind; gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'; understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses; understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed; gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.'



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>What skills does an historian need?</p> <p>How did William win the Battle of Hastings and take control?</p>	<p>How did William win the Battle of Hastings and take control?</p> <p>What were the qualities of a Medieval monarch?</p>	<p>What were the qualities of a Medieval monarch?</p> <p>Was it pleasant to be a Medieval peasant?</p>	<p>Was it pleasant to be a Medieval peasant?</p>	<p>How were Medieval Castles built?</p>	<p>What was Medieval Britain's relationship to the wider world?</p>
Year 8	<p>Why was there a Reformation?</p> <p>What made Elizabeth a great monarch?</p> <p>Why did a Civil war break out?</p>	<p>How was the Civil War fought, who won and with what consequences?</p> <p>Who's who in the Renaissance?</p> <p>What was the Enlightenment?</p> <p>Were the American & French Revolutions enlightened?</p>	<p>Did the British Empire do more harm than good?</p> <p>Early beginnings of Empire</p> <p>Slave Trade</p>	<p>Did the British Empire do more harm than good?</p> <p>India</p> <p>What was the impact of the Industrial Revolution?</p>	<p>What was the impact of the Industrial Revolution?</p>	<p>How did ordinary men and women achieve the vote?</p>
Year 9	<p>Why did a terrorist act lead to WWI? How was WWI fought (depth studies on trenches, Haig, tanks & Empire)?</p>	<p>How was WWI fought? (depth studies on trenches, Haig, tanks & Empire)?</p> <p>How did new systems of government compare – Fascism, Communism, American Democracy?</p>	<p>Why did WWII start?</p> <p>Why did the Allies win VE?</p>	<p>Why did the Americans drop the A bomb?</p> <p>How did people resist the Holocaust?</p>	<p>How was the Cold War fought?</p> <p>How was equality achieved in the 1960s/70s?</p>	<p>Why is JFK's assassination still a mystery?</p> <p>Why did 9/11 happen?</p>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Crime and Punishment	Crime and Punishment	Germany 1919-33	Germany 1933-39	Germany 1933-39	Superpowers
Year 11	Superpowers	Superpowers	Anglo-Saxons & Normans	Anglo-Saxons & Normans Whitechapel	Revision	

GCSE exam board: Edexcel



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	USSR	USSR	USSR	USSR	USSR	Historical enquiry
	GDR	GDR	GDR	GDR	Historical enquiry	
Year 13	British Empire Trade USA	British Empire Royal Navy Canada	British Empire Australia India	British Empire Egypt & Sudan	Revision	
	Historical enquiry	Historical enquiry	Historical enquiry			

A level exam board: Edexcel