

CIM - Curriculum Intent Map History

Exam board - GCSE: Edexcel

Exam board - A Level: AQA

Key questions:

- **Curriculum objectives**

Our history curriculum is designed to inspire curiosity and foster a deep appreciation for the past, enabling students to understand the complexity of human experiences across time. Through a rich and diverse range of historical enquiries, students will refine key disciplinary skills such as critical analysis, source evaluation, and evidence-based argumentation. We aim to raise attainment by embedding high expectations and providing opportunities for all learners to engage with challenging content, while also nurturing aspiration by connecting historical understanding to contemporary issues and future pathways. Our curriculum empowers students to become thoughtful, informed citizens both within and beyond the classroom.

- **Curriculum values and context**

To stimulate a culture of enquiring minds, an understanding of events and processes that have shaped society and a desire to embrace diversity from a personal to a global scale - pupils ask and answer questions about the world, investigating how humans interact with the world around them.

- **Knowledge and understanding being developed**

The KS3 History curriculum aims to ensure that all students develop knowledge and understanding of the history of the United Kingdom, from the earliest times to the present day and how this has influenced, and been influenced by the wider world. Students will understand a range of historical concepts and be able to make connections, draw conclusions and understand the methods of historical enquiry.

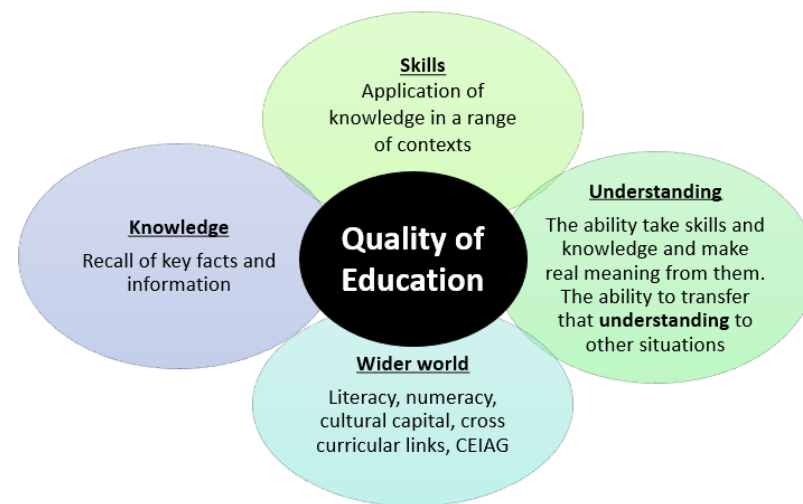
The Edexcel History GCSE allows students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience, studying the Cold War, Early Elizabethan England, Weimar and Nazi Germany and Crime and Punishment in Britain. Students will develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context, as well as developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

The A level AQA History course then builds on the knowledge, skills and understanding of GCSE and aims to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. They will gain a deeper understanding of the past through political, social, economic and cultural perspectives.

- **Curriculum sequencing and structure**

At KS3 the students study History through key topic areas

- Medieval Britain and its neighbours
- The development of the Early Modern Period
- The Birth of Empire
- Industrial Britain
- World War 1



Extracurricular activities

Careers links

Curriculum links

Threshold topics (bold)

PSHE, PD and cultural capital links

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- World War 2
- Migration
- The Holocaust

At GCSE there are 4 main areas;

- Crime and Punishment in Britain, c.1000-present
- Early Elizabethan England, 1558-1588
- Weimar and Nazi Germany, 1918-39
- Superpower Relations and the Cold War, 1941-91

The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

At A-level students also study areas including Russia and the English Revolution, as well as producing their own investigation. The exams and NEA measure how well the students have achieved the following assessment objectives.

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

- **Development of students' cultural capital, FBV's, personal development**

The subject of History lends itself very well to the development of cultural capital, British Values and personal development. At the Elizabethan Academy all students at KS3 study History as it develops the key skills that are essential for life in the modern world. They increase employability prospects and broaden their knowledge of different cultures and promote the tolerance of others, such as avoiding extremism and embracing British Values. Historical knowledge is key to understanding modern Britain, developing cultural capital, debating skills and deepening critical thinking. History is intrinsically interesting and ignites learning across the curriculum

Careers links in lessons help students to consider their personal development; socially they can develop through group work tasks and student voice activities. Trips provide opportunities help promote physical development. Moral development through the use of debates and discussion can help form viewpoints on issues such as conflict, war and political leadership. Culturally there are many opportunities for discussions about misconceptions of other cultures, awareness of different people and ways of life, including the impacts of migration.

- **Curriculum equality and access**

Units of work are created to be accessible and engaging for all. Teaching and lessons aim to challenge yet support students in becoming global citizens. Reward systems and quizzes keep motivation levels high in lessons. The History department has high expectations for all students and the climate for learning encompasses the contributions of all abilities. Opportunities are available to go on trips.

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Meeting the needs of SEND students within the classroom
<p>Intent:</p> <ul style="list-style-type: none"> Identification of key fundamental building blocks based on student need <p>Implementation:</p> <ul style="list-style-type: none"> Knowledge of SEND need - knowing who they are, targeted T&L and classroom strategies to meet need. Staff trained to meet needs of SEND students specifically to their subject area Adaptive teaching and resourcing where there is an identified need Targeted live marking and questioning Deploying TA's to support wider group to allow subject specialist support for SEND (helicopter approach) Personalised home learning Access arrangements – identification and application <p>Impact:</p> <ul style="list-style-type: none"> Grading below Grade 1 to monitor progress Structured accessible assessments.

	Knowledge	Skills	Understanding	Wider world
Year 13 	<p><u>The English Revolution 1646-1660</u></p> <p>End of the First Civil War</p> <ul style="list-style-type: none"> The end of the First Civil War: attempts at settlement. Political and religious radicalism: the politicisation of the New Model Army Political and religious divisions: the failure of attempts to reach a political settlement <p>The Second Civil War</p> <ul style="list-style-type: none"> The problem of Charles I: the trial and execution of the King Political radicalism: failure of the Levellers and Diggers The Rump Parliament as an experiment in radical republicanism Oliver Cromwell and the Protectorate: Cromwell's personality and his refusal of the Crow <p>The monarchy restored</p>	<ul style="list-style-type: none"> Debate Source skills; evaluation, analysis Essay skills Literacy Evaluation of historical factors Reaching supported judgments Independent reading and research Presentation and group work 	<ul style="list-style-type: none"> The significance of religious, economic and political factors in explaining the problems of the Protectorate and English Republic The significance of the roles played by Oliver Cromwell and Charles I How and why different individuals might write differently about the same events and developments Change in leadership from the Provisional Government to Khrushchev 	<ul style="list-style-type: none"> The legacy of the English Revolution in British history since this time, e.g. the Glorious Revolution, the growth of democracy The changing roles and responsibilities within the British constitution The changing attitudes towards religious and political rights and freedoms.

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<ul style="list-style-type: none"> • monarchy under Charles II; the legacy of the English Revolution 1660 <p><u>The Soviet Union, 1917–1964</u></p> <p>The emergence of Communist dictatorship, 1917–1941</p> <ul style="list-style-type: none"> • Political authority and government: Lenin and Stalin • Political authority and government: the consolidation of Bolshevik authority and development of the Stalinist dictatorship • Economic developments: Lenin's decrees; the Stalinist economy; collectivisation and the Five Year Plans • Social developments: class, women, youth, nationalities • Opposition: faction; the Red Terror and the purges • The political, economic and social condition of the Soviet Union by 1941 <p>The Stalinist dictatorship and reaction, 1941–1964</p> <ul style="list-style-type: none"> • Political authority, opposition and the state of Russia in wartime: the political, economic and social impact of war; effect on Stalin, government and 'the people' • Political authority and government to 1953: High Stalinism; the revival of terror; destruction of 'supposed' opposition and cult of personality; the power vacuum on Stalin's death <ul style="list-style-type: none"> • Political authority and government: Khrushchev's rise to power; policies and ideology; de-Stalinisation; political and party change • Economic and social developments: changes in industrial organisation from Stalin to Khrushchev; agriculture and the Virgin Lands scheme; social and cultural change from Stalin to Khrushchev • Opposition: cultural dissidents; communist divisions; hardliners and reformers; opponents of Khrushchev and his fall from power • The political, economic and social condition of the Soviet Union by 1964 		<ul style="list-style-type: none"> • Changes over time in Russian politics, society, and economics • The significance of events in Russian history, e.g. Bolshevism, Great Patriotic War • Similarities and differences over time 	<ul style="list-style-type: none"> • The socio-political state of Russia today • Context for the Cold War and its impact • The nature of dictatorships • The impact of modern Russian history on current events
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Year 12 	<p><u>The English Revolution 1642-1645</u></p> <p>The legacy of James I</p> <ul style="list-style-type: none"> • Monarchy and Divine Right: the character and aims of Charles I • Challenges to the arbitrary government of Charles • Parliamentary radicalism; the dissolution of Parliament and the King's commitment to Personal Rule <p>Charles I's Personal Rule</p> <ul style="list-style-type: none"> • Religious issues: the growth of opposition from Puritans • Political issues: the reactions against the Crown; demands for the recall of Parliament • Radicalism, dissent and the approach of war <p>The Divided Political Nation 1640: the recall of Parliament; the strengths and weaknesses of Charles I</p> <ul style="list-style-type: none"> • Pym and the development of parliamentary radicalism • Conflicts between Crown and Parliament • The slide into war <p>The First Civil War: the strengths and weaknesses of the political and military leadership of the Royalist cause.</p> <ul style="list-style-type: none"> • The First Civil War: the strengths and weaknesses of the political and military leadership of the Parliamentary forces <p><u>Autocracy, Reform and Revolution: Russia, 1855–1917</u></p> <p>Trying to preserve autocracy, 1855–1894</p> <ul style="list-style-type: none"> • Political authority and the state of Russia: autocracy; the political, social and economic condition of Russia in 1855 and the impact of the Crimean War • Political authority and attempts at reform: Alexander II; emancipation of the serfs and attempts at domestic and military reform • Government and Tsars: Alexander II and Alexander III as rulers; attitudes to and imposition of autocracy; key developments • Political authority in action: Russification; treatment of ethnic minorities and Jews • Opposition: ideas and ideologies; individuals; liberals and radical groups and the Tsarist reaction • Economic and social developments: industrial developments and the land issue; social divisions; nobles, landowners and position of the peasantry; cultural influence of the Church 	<ul style="list-style-type: none"> • Debate • Source skills; evaluation, analysis • Essay skills • Literacy • Evaluation of Historical factors • Reaching supported judgments • Independent reading and research • Presentation and group work 	<ul style="list-style-type: none"> • The significance of religious, economic and political factors in explaining the problems of Charles I. • The significance of the roles played by Charles I and John Pym in the political crisis of 1640-42 • How and why different individuals might write differently about the same events and developments: evaluation of primary sources in context. • The significance of Russian autocracy and its relation to orthodoxy 	<ul style="list-style-type: none"> • The changing roles and responsibilities within the British constitution • The changing attitudes towards religious and political rights and freedoms. • The relative merits of autocracy compared to limited democracy. • The skills developed in the study of History opens up the possibility of careers in a variety of areas: law, marketing, economics, politics and teaching
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Year 11 	<p>Revision</p> <p>The End of the Cold War, 1970-91</p> <ul style="list-style-type: none"> Attempts to reduce tension 1969-79, Flashpoints, 1979-84, collapse of Soviet control in Eastern Europe, 1985-91 <p>Cold War Crises, 1958-70</p> <ul style="list-style-type: none"> Berlin, 1958-63, Cuban Missile Crisis, Czechoslovakia <p>The Origins of the Cold War</p> <ul style="list-style-type: none"> Early Tensions between East and West, development, intensification <p>Superpower Relations and the Cold War, 1941-91</p> <p>Life in Nazi Germany</p> <ul style="list-style-type: none"> Nazi policies towards women and youth, employment and living standards, persecution of minorities <p>Nazi Control and Dictatorship, 1933-39</p> <ul style="list-style-type: none"> creation of the dictatorship 1933-34, controlling and influencing attitudes, opposition/resistance and conformity <p>Hitler's Rise to Power, 1919-33</p> <ul style="list-style-type: none"> Development of the Nazi Party 1920-29, growth in support 1929-33 <p>Weimar and Nazi Germany</p>	<ul style="list-style-type: none"> Evaluation of source utility Evaluation of interpretations (secondary sources) Explaining causation Sequencing and chronology Importance/significance and impact Source analysis Explaining consequence Identifying similarity/difference between sources and interpretations 	<ul style="list-style-type: none"> How and why the Weimar Republic eventually collapsed-historical interpretations. Evaluation of the role that internal factors such as a poorly designed constitution and voting system against external factors such as the Treaty of Versailles and defeat in WW1 led to weakness and the eventual collapse of democracy in Germany Impact of financial disasters like hyperinflation and the Great Depression Life in Nazi Germany and the extent of oppression and propaganda Apportioning blame for who might be held the most responsible for the development of the Cold War. 	<ul style="list-style-type: none"> Links to contemporary tensions in Eastern Europe and between Russia and Western Europe. Links to attitudes towards religious minorities in this country today, and the wider issue of religious intolerance around the world. Raises the issue of how and why women at this time were held in such low regard in a male-dominated society. The skills developed in the study of History opens up the possibility of careers in a variety of areas: law, marketing, economics, politics and teaching
Year 10 	<p>Weimar and Nazi Germany, 1918-39</p> <p>The Weimar Republic, 1918-29</p> <ul style="list-style-type: none"> Origins of the Republic 1918-19, early challenges 1919-23, recovery 1924-29, changes in society 1924-29 <p>Early Elizabethan England, 1558-1588</p> <p>Queen, Government and Religion</p> <ul style="list-style-type: none"> Accession, religious settlement, challenges to settlement, Mary Queen of Scots <p>Challenges to Elizabeth at home and abroad</p>	<ul style="list-style-type: none"> Source analysis Explaining causation Evaluation of source utility Evaluation of factors Similarity/difference in periods Change and continuity Identifying features Description Sequencing 	<ul style="list-style-type: none"> To describe, explain and evaluate the dangers posed to Elizabeth's survival as monarch. How and why Elizabeth faced challenges from different quarters and for different reasons upon her accession to the throne 	<ul style="list-style-type: none"> Current debates about the cause of crime, e.g. nature or nurture. This links to contemporary debates about the purpose of the criminal justice system in the UK and what can we learn from other countries,

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	<ul style="list-style-type: none"> Plots and revolts at home, relations with Spain, outbreak of war 1585-88, the Armada <p>Elizabethan society in the Age of Exploration</p> <ul style="list-style-type: none"> education and leisure, the poor, exploration and discovery, Raleigh and Virginia <p>Crime and Punishment in Britain, c.1000-present</p> <ul style="list-style-type: none"> Medieval England c.1000-c.1500 Early Modern England, c.1500-c.1700 Eighteenth and Nineteenth-Century Britain Modern Britain, c.1900-Present Historic Environment: Whitechapel c.1870-c.1900: Crime, policing and the inner city 	<ul style="list-style-type: none"> Importance and impact Using records and databases 	<ul style="list-style-type: none"> Judgement of how effectively she dealt with the issues facing her How and why Elizabeth I was able to build on a difficult legacy to ensure England's survival as a free and prosperous Protestant nation. Evaluation of the various factors that affect the changes to crime and punishment over time, for example government, technology, individuals, religion. To be able to identify, explain and evaluate these factors at work in various developments over time and to be able to make links between changes seen in different time periods. 	<p>e.g reform (Scandinavia) as opposed to the more punitive systems in countries like the USA and China.</p> <ul style="list-style-type: none"> The nature of the foundations of the British Empire and navy British connections to the early slave trade and its legacy Understanding issues of poverty, class, and migration
<p>Year 9</p> 	<p>Middle East and Conflict</p> <ul style="list-style-type: none"> Interpretations Resistance Wannsee Conference and Final Solution Operation Barbarossa, Holocaust by bullets 	<ul style="list-style-type: none"> Evaluation Interpretation Debate Sequencing Causation consequence 		<ul style="list-style-type: none"> Contextualising genocide in a modern world Comparison of world-altering revolutions

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	<ul style="list-style-type: none"> • Everyday life for Jewish people before the Holocaust • Historic anti-Semitism and its roots <p><u>The Holocaust</u></p> <ul style="list-style-type: none"> • Outbreak of WWII and the Phoney War • Battle of Britain and the Blitz • Operation Barbarossa and the Eastern Front • Development of the Atomic Bomb • Overview – Identifying Turning Points <p><u>WWI</u></p> <ul style="list-style-type: none"> • Appeasement and War • League of Nations • Establishment of dictatorships in Europe • Treaty of Versailles <p><u>The Interwar Period, 1918-1939</u></p> <ul style="list-style-type: none"> • Bolshevism and the establishment of the USSR • Revolutions and 1917 Revolution • The last years of Russian Tsarism <p><u>The Russian Revolution</u></p> <ul style="list-style-type: none"> • Examination of long and short-term causes of WWI <p><u>Causes of WWII</u></p>	<ul style="list-style-type: none"> • Significance importance 		<ul style="list-style-type: none"> • Context of the Cold War and beginning of WWII • Understanding the roots of modern China • Understanding the impact of the Cold War on modern foreign relations and ongoing conflicts
<p>Year 8</p> 	<ul style="list-style-type: none"> • Rights movements of the 19th century: • Tolpuddle Martyrs, Chartists, Peterloo • Suffragists • Suffragettes • 20th century legal challenges • Kelso Cochrane, Bristol Boycott, Anti-discrimination laws, equality legislation <p><u>Conflict and Resolution</u></p> <ul style="list-style-type: none"> • Pre-Norman Migration • Medieval Migration 	<ul style="list-style-type: none"> • Explaining causation • Similarity/difference • Explaining consequence • Continuity/change • Debating legacy and empire 	<ul style="list-style-type: none"> • Why abolitionist movements were successful • The origins of Britain's prosperity • Why there was a demand for slave labour in the New World • Why people have migrated to Britain 	<p>Students understand how voices of the oppressed can be used to learn about their experiences</p> <p>Students gain a wider understanding of the beginning of the British Empire, the displacement of African peoples through enslavement, and Britain's place in the</p>

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	<ul style="list-style-type: none"> • Early Modern Migration • Modern Migration • Impact and Legacy <p>Migration over time breadth study</p> <ul style="list-style-type: none"> • Queen Anne and the Act of Union • Cromwell's England and Resoration • New Model Army and Cromwell • Civil War • Charles I and Parliament <ul style="list-style-type: none"> • Industrial Britain • What can Retford tell us about Industrial Britain? • Why was Retford 'rotten' in the 19th century? <p>The Industrial Age</p> <p>British Slave Trade</p> <ul style="list-style-type: none"> • Sugar as a global commodity • European colonialism • Trans-Atlantic Slave Trade • Economic Impact • Resistance and Revolution • Legacy <p>The 'nefarious trade'</p> <ul style="list-style-type: none"> • English Civil War • English Civil War • Execution of Charles I • Oliver Cromwell • Glorious Revolution 			<p>wider story of world history</p>
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	<p><u>Conflict and Resolution</u></p> <ul style="list-style-type: none"> • The legacy of early explorers • Beginnings of Empire • Conflict with Spain and exploration of the New World • Elizabeth I and the 'Golden Age' <p><u>Exploration and Empire</u></p>			
<p>Year 7</p> 	<ul style="list-style-type: none"> • Henry VII Tudor • Princes in the Tower • Battle of Bosworth • War of the Roses • Background of the War of the Roses <p><u>Transition to the Early Modern</u></p> <p>Kingship, Reformation and Tudors</p> <ul style="list-style-type: none"> • English expansionism – Edward I and Wales • The Hammer of the Scots • War of the Roses • The Battle of Bosworth and Henry VII • Reformation in Europe • English Reformation • Impact of the Reformation <p>Lincoln Through Time</p> <ul style="list-style-type: none"> • Prehistory • Roman • Medieval • Industrial • Modern <p>Power and Conflict</p> <ul style="list-style-type: none"> • Henry II and Becket • Magna Carta • Black Death • Statute of Labourers • Peasants' Revolt 	<ul style="list-style-type: none"> • Structuring extended writing • Continuity/change • Similarity/Difference • Use of evidence to explain change • Chronological sequencing • Chronological terminology • Use of subject-specific terminology • Interpreting sources through analysis • Identifying pivotal historical events 	<ul style="list-style-type: none"> • How Britain changed over the course of the early medieval period • Interpreting sources through examination of content and provenance • Describing features of medieval England by period • Dynastic changes and medieval kingship • Change over time 	<ul style="list-style-type: none"> • the origins of Britain • Students gain an understanding of how medieval society continues to influence Britain today including the modern monarchy and Britain's historical connection to other European nations • Skills used are transferable to other subjects • Students are introduced to careers such as archaeology and law in addition to history • Students learn how different perspectives are deployed as a normal part of

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	<p>Religion and the Crusades</p> <ul style="list-style-type: none"> • Role of the Church • The Crusades and Islamic World <p>Medieval Life Enquiry</p> <ul style="list-style-type: none"> • Archaeology • comparative analysis of sources • evaluation of life <p>The Norman Conquest</p> <ul style="list-style-type: none"> • Succession Crisis • Battles of Fulford and Stamford Bridge • Battle of Hastings • Norman Consolidation of Power 			<p>human experience</p> <ul style="list-style-type: none"> • Careers link archaeology and history
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At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and resilience
- encourages students to develop the skills, knowledge and understanding required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' social and cultural knowledge, skills and understanding
- develops students' respect for spiritual and moral values, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

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History Threshold Concept	Clarification/meaning
AO1.1 - Chronology	Crucial to an understanding of history is about phases of the past. Historians have organised this into units of time which help to encourage a sense of period.
AO1.2 – Knowledge and concepts	Linked to T1 is unique knowledge, but this is interconnected across time periods. People, organisations and events are very unique to the time periods in which they happened and as are their links to future and past chronology.
AO2 – Cause and consequence	Historical events and actions link together and lead to others in a ripple effect. However, its is very rare that there is just one cause and one consequence, and their relative importance must be considered as we move up the key stages.
A – Change and Continuity	After events some things stay the same and others change. The amount to which these are the case is also vital.
T5 – Similarity and difference	Comparing periods of time to identify similarities and differences using a set of criteria.
T6 - Significance	The value given to a past event. This can be relative importance to other events.
T7 – Enquiry	Evidence is vital and it is questioned rigorously. Reliability and validity are crucial
T8 - Interpretation	Views are subjective, the past doesn't change, but our understandings do and this means that historians can disagree.

	Year 7					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6

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 Knowledge, Skills and Understanding	Norman conquest	Norman England Medieval Enquiry	Religion and the Crusades	Power and conflict	England expands	Kingship, Reformation and the Tudors
 ASSESSMENT CHECK EVALUATE	Explain why Norman conquest Bayeux Tapestry Source					
 Embed your knowledge	Homework tasks – Vocabulary, recall					
 Extend your learning	Meanwhile, Elsewhere/Seneca Learning – students are asked to complete homeworks on topics not covered in lesson to extend their learning					

Year 8						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
 Knowledge, Skills and Understanding	Elizabeth and the Age of Exploration	The Colonised	Trans-Atlantic Trade and Abolition	The Stuarts	Civil War	Migration over time
 ASSESSMENT CHECK EVALUATE	HT1 Assessment AP1 Assessment		HT 3 Assessment AP2 Assessment		HT 5 Assessment End of Year assessment	

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 Embed your knowledge	<ul style="list-style-type: none"> Students are given a choice of homework activities related to content learned in lesson. Students should learn Tier 2 and Tier 3 vocabulary for each topic.
 Extend your learning	<ul style="list-style-type: none"> Students can access a range of related topics through Oak Academy Students can access a range of KS3 topics from Seneca Learning

Year 9						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge, Skills and Understanding 	Causes of WWI	Russian Revolution	Interwar Period	Holocaust	Chinese Revolution	Cold War
ASSESSMENT 						
 Embed your knowledge	<ul style="list-style-type: none"> • What homework tasks will students be completing? • Include link to knowledge organiser • Are there any oak academy lessons/ youtube videos/ etc that students can access to help them to embed this knowledge if they are struggling? 					

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Extend your learning 	<ul style="list-style-type: none"> Add a list of activities that students can do that would help really extend their learning beyond what you are covering in the lessons. Please make this specific to the topic rather than generic. 		
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Year 10						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge, Skills and Understanding 	Crime and Punishment, c.1000-1500	Crime and Punishment, c. 1500-modern	Whitechapel Case study	Early Elizabethan England Units 1-2	Early Elizabethan England, Units 3-4	Weimar Germany, 1918-1929
ASSESSMENT 	<ul style="list-style-type: none"> What assessments will students have to revise for this term? When are they in the term? (Top tip I would write week 4 etc to save you changing the dates each year!) 					
 Embed your knowledge	<ul style="list-style-type: none"> What homework tasks will students be completing? Include link to knowledge organiser Are there any oak academy lessons/ youtube videos/ etc that students can access to help them to embed this knowledge if they are struggling? 					

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Curriculum links


Threshold topics (bold)





PSHE, PD and cultural capital links

CIM - Curriculum Intent Map History

Exam board - GCSE: Edexcel

Exam board - A Level: AQA

Extend your learning 	<ul style="list-style-type: none"> Add a list of activities that students can do that would help really extend their learning beyond what you are covering in the lessons. Please make this specific to the topic rather than generic. 		
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Year 11						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge, Skills and Understanding 	Hitler's Rise to Power	Nazi control and dictatorship	Life in Nazi Germany	Cold War, 1945-detente	Cold War, détente to 1991	
ASSESSMENT 	<ul style="list-style-type: none"> What assessments will students have to revise for this term? When are they in the term? (Top tip I would write week 4 etc to save you changing the dates each year!) 					
 Embed your knowledge	<ul style="list-style-type: none"> What homework tasks will students be completing? Include link to knowledge organiser Are there any oak academy lessons/ youtube videos/ etc that students can access to help them to embed this knowledge if they are struggling? 					
Extend your learning 	<ul style="list-style-type: none"> Add a list of activities that students can do that would help really extend their learning beyond what you are covering in the lessons. Please make this specific to the topic rather than generic. 					





Year 12


Extracurricular activities
 Careers links
 Curriculum links
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	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge, Skills and Understanding 	Tsarist Russia 1855-1881	Tsarist Russia, 1881-1894	Tsarist Russia, 1894-1905	Tsarist Russia, 1905-1912	Tsarist Russia, 1912-1914	Russian Revolution
ASSESSMENT 	<ul style="list-style-type: none"> What assessments will students have to revise for this term? When are they in the term? (Top tip I would write week 4 etc to save you changing the dates each year!) 					
 Embed your knowledge	<ul style="list-style-type: none"> What homework tasks will students be completing? Include link to knowledge organiser Are there any oak academy lessons/ youtube videos/ etc that students can access to help them to embed this knowledge if they are struggling? 					
Extend your learning 	<ul style="list-style-type: none"> Add a list of activities that students can do that would help really extend their learning beyond what you are covering in the lessons. Please make this specific to the topic rather than generic. 					

	Year 13					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge, Skills and Understanding 	Lenin's Russia NEA	Transition from Lenin to Stalin	Stalin's Russia before WWII	High Stalinism to the death of Stalin	Khrushchev's Russia	

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 <p>ASSESSMENT</p>	<p>HT 1 Assessment – knowledge audit Mock Exams November</p>			
 <p>Embed your knowledge</p>	<p>Read around subject using books provided by the department, online resources, or revision guides.</p>			
 <p>Extend your learning</p>	<ul style="list-style-type: none"> Add a list of activities that students can do that would help really extend their learning beyond what you are covering in the lessons. Please make this specific to the topic rather than generic. 			

Extracurricular activities

Careers links

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