

# History Knowledge Sequencing

By the end of key stage THREE we want all students of History to know and do the following things: understand why the world is the way it is today based on their historical learning, understand their place in the world based on their history, be curious about the past and different beliefs and attitudes, think critically and begin to develop and express their own judgements; challenge the validity of interpretations; assess the value of sources to a historian and understand the complexity of the past.

Prior Knowledge	In KS3, pupils arrive from KS2 having studied a different variety of topics from the National Curriculum. We consolidate substantive knowledge and develop on disciplinary knowledge gained from KS2. Each year within the KS3 curriculum will then build on previous knowledge of 'golden threads', i.e Roman women in Year 7 will be recalled when studying witchcraft in Year 8.
Future Knowledge	The Curriculum in KS3 History will prepare students for the following future learning: <b>Paper 1 People's Health c.1250-Present and Elizabethans 1580-1603</b> revisits: The Black Death 1348 and understanding of medieval medicine, life in medieval towns and villages, the impact of the Reformation, the role of the monarch, the role of the Church and Witchcraft. <b>Paper 2 History Around Us:</b> the local site study revisits; Roman Lincoln, Anglo-Saxon England, the Norman Conquest & Norman England, King John and the Magna Carta, the Civil War and Victorian England. <b>Paper 3 The Making of America 1789-1900 and Living Under Nazi Rule 1933-1945:</b> The following prior learning will be revisited; Democracy, The Treaty of Versailles, the rise of Adolf Hitler, the Holocaust, the Trans-Atlantic Slave Trade, Industrialisation and the 1930s 'a hotbed for change.' <b>Disciplinary:</b> In KS3 pupils learn how to write substantiated judgements in PEEL paragraphs; make inferences from sources; analyse the main argument presented in interpretations; analyse the utility of sources; address questions based on Second Order Concepts such as causation and similarities; and develop their analytical skills which are necessary skills for all of the papers in KS4.

	Term	Key Knowledge	Assessment Focus
Year 7	1	<b>Becoming a Historian:</b> Pupils study the disciplinary knowledge of being a Historian, such as chronology and Second Order Concepts, and consolidate these by applying them to a study of the Romans. They will know about; the position of women in Roman Society, diversity in the Roman Empire, how to use CNOP to analyse sources, how historians form an interpretation and the cause of Hadrian building his wall.	Baseline assessment
	2	<b>Do the Romans deserve their Great Reputation?:</b> Pupils build on their foundational understanding of the Romans and disciplinary knowledge from Unit 1 by studying Rome and Roman Britain and researching their own independent project to assess whether the Romans deserved their Great Reputation. They will know about: Education, Religion, Slavery, Gladiators, and Roman Lincoln.	Independent project using interpretations and sources.
	3	<b>Did the Normans bring a 'truck-load' of trouble?</b> Pupils will know about the claimants to the throne in 1066, how William was able to win at the Battle of Hastings and the forceful and peaceful means by which the Normans consolidated their power including Castle Building and the Feudal System.	PEEL judgement on an interpretation.
	4	<b>Was Medieval life the same around the world?</b> Pupils will study Medieval life in Britain, Mali, Baghdad and China. They will compare similarities and differences between life in terms of education, religion and daily life. Pupils will know about the Crusades and will assess how civilised Medieval society was.	PEEL assessment.
	5	<b>Were Medieval monarchs 'all-powerful'?</b> Pupils will know the position of the monarch in British Medieval society and also the position of the Church. This will include knowing about: the murder of Thomas Becket, King John's reign, and the Magna Carta.	Formal assessment week. Source analysis.
	6	<b>Did rats and rebels change people's lives completely? How united were England and its neighbours?</b> Pupils will know about the consequences of major events in the Medieval period including the Black Death and the Peasant's Revolt. They will also know about events such as the War of the Roses and how this impacted on unity.	PEEL assessment.
Year 8	Term	<b>Key Knowledge</b> – Golden threads of substantive knowledge and disciplinary from Year 7 recalled and consolidated.	
	1	<b>Was England changed because Henry VIII fell in love?</b> Pupils will know about the Reformation and assess the causes of it, including the financial and political position of the King.	PEEL assessment.
	2	<b>How significant was the Catholic threat?</b> Pupils will know about the Catholic threat presented in the reigns of Mary I, Elizabeth I and James I in significant events such as the Spanish Armada and the Gunpowder Plot. They will use this to assess the significance of the threat to the monarch in Early Modern England.	PEEL assessment.
	3	<b>What caused the English Civil Wars and what were its consequences?</b> Pupils learn about the causes of the English Civil War including Divine Right and Ship Tax. They learn about the impact of war on society, particularly women and the consequences of execution.	Source analysis.
	4	<b>To what extent did attitudes and beliefs change in Early Modern England?</b> Pupils will learn about significant events in Early Modern England that impacted beliefs, especially the Witch craze.	Independent research project using interpretations and sources.
	5	<b>Was the Industrial Revolution a 'liberty's dawn'?</b> Pupils learn about the consequences of the Industrial Revolution on England, including the development of the British Empire. Pupils will know about changes to daily life, political changes and the consequences of increased industry.	Formal assessment week. PEEL judgement on an interpretation.
Year 9	6	<b>How did enslaved people gain their freedom?</b> Pupils learn about the Trans-Atlantic slave trade. They will know about conditions, how enslaved people rebelled and the work of abolitionists.	PEEL assessment.
	Term	<b>Key Knowledge -</b> Golden threads of substantive knowledge and disciplinary from Year 7 and 8 recalled and consolidated.	
	1	<b>How were Civil Rights fought for?</b> Pupils will know about the similarities and differences of how Civil Rights were fought for in the United States of America and the United Kingdom. They will learn about the use of violent and non-violent methods of protest and about leading figures such as Martin Luther King Jr and Claudia Jones.	PEEL assessment.

2	<b>How were Women's Rights achieved?</b> Pupils will know about women's rights between 1900 and 1970 in the United Kingdom. They will learn about the differences between suffragists and suffragettes and how the fight for rights continued once suffrage had been achieved.	Source analysis.
3	<b>How have minority groups achieved rights? How and with what consequences did the world come to war in 1914?</b> Pupils will know about how people in the LGBTQ+ community and people with disabilities have achieved more rights from 1900-present as a result of campaigning. Pupils will learn about differences between classes in Edwardian England and the MAIN causes of World War One.	PEEL judgement on an interpretation
4	<b>How and with what consequences did the world come to war in 1914? Were the 1930s a hotbed for change?</b> Pupils will know the consequences of being at war including trench warfare and the Treaty of Versailles. Pupils will know about the 'hungry' thirties and will look at key individuals such as Hitler to examine the extent of change in this period.	PEEL assessment.
5	<b>What can we learn about the Holocaust from testimonies?</b> Pupils will know about historic anti-semitism and will know why it grew in Nazi Germany. They will study experiences of the Holocaust, using survivors testimonies to build a picture of persecution and what happened in stages during the Holocaust.	Formal assessment week.
6	<b>How has the late 20<sup>th</sup> Century shaped the world?</b> Pupils will know about the events post-WW2 such as the Cold War. They will examine flashpoints of tension such as Vietnam, Berlin and Cuba. They will also know about more modern events that have shaped the world, such as 9/11.	Independent project using interpretations and sources.

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
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<p>History is storytelling and so reading and literacy build a huge part of our curriculum in the classroom. We advocate sharing books in the classroom such as through reading displays and through the inclusion of texts in the curriculum, i.e Death in Ten Minutes by Dr Fern Riddell in Year 9.</p> <p><b>Year 7</b>  The Time Traveller's Guide to Medieval England by Ian Mortimer  The Norman Conquest by Marc Morris  She-Wolves: The Women Who Ruled England Before Elizabeth by Helen Castor  Richard III and the Princes in the Tower by Alison Weir</p> <p><b>Year 8</b>  The Time Traveller's Guide to Elizabethan England by Ian Mortimer  Liberty's Dawn: A People's History of the Industrial Revolution by Emma Griffin  Witchcraft: A Very Short Introduction (Very Short Introductions) by Malcolm Gaskill  Stolen History: The truth about the British Empire and how it shaped us by Sathnam Sanghera</p> <p><b>Year 9</b>  Black and British: A short, essential history by David Olusoga  Death in Ten Minutes by Dr Fern Riddell  The World's War: Forgotten Soldiers of Empire by David Olusoga  Renia's Diary: A Young Girl's Life in the Shadow of the Holocaust by Renia Spiegel , Marta Dziurosz, et al.</p>	<p><b>Rule of Law</b> – At KS3, in Year 7, pupils learn about the role of the monarch and Parliament in creating laws. Our study of other civilisations and a chronological study of History demonstrates how the Rule of Law has been challenged and changed throughout History.</p> <p><b>Democracy</b> – At KS3, in Year 7, pupils learn about the Magna Carta and the significance of democracy. This is a golden thread which then runs through the curriculum to be addressed again in Y8 during the Civil War and Victorian Era, and then in the Fighting for Rights units in Year 9.</p> <p><b>Mutual Respect</b> – KS3 Historians demonstrate mutual respect for the opinions of others when sharing ideas and arguments. They also learn how different groups have not always had mutual respect in History which fosters an appreciation for our fundamental British values.</p> <p><b>Individual Liberty</b> – In KS3, pupils study how history has evolved and enabled people to develop more individual liberty from the Medieval period to the modern period. They learn how this can sometimes be taken away.</p> <p><b>Tolerance</b> - In KS3, pupils learn about the significance of tolerance by studying the negative consequences when groups do not tolerate each other, i.e the Holocaust and Witchcraft.</p>	<p>Pupils signposted to careers that have skills associated with the subject.-GB4</p> <p>Further and higher education opportunities signposted in lessons, newsletters and permanent displays-GB7/8</p> <p>Pupils are regularly supported and provided with guidance on necessary grades required for GCSEs, A Levels, and subsequent careers-GB3/8</p>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>- Understanding of democracy and the right to vote has been fought for</li> <li>- Understanding of different people and cultures</li> <li>- Understanding of modern disputes based on historical knowledge of the wider world</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- Promotion of the role of women in society.</li> <li>- Understanding of shifting power dynamics in government over time.</li> </ul> <p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>- Managing study and revision time effectively and knowing how to effectively revise in History</li> <li>- Recognising new challenges and the importance of resilience</li> <li>- Knowing how and when to access support</li> </ul>
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Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum
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<ul style="list-style-type: none"> <li>- Year 7 trip to Warwick Castle</li> <li>- Year 8 trip to Burghley House</li> <li>- Year 9 trip to France and Belgium to see the Battlefields of World War One</li> <li>- Links to PD curriculum and assemblies for significant months and celebrations, i.e Black History Month</li> </ul>	<ul style="list-style-type: none"> <li>• Geography: geographical knowledge of compass points, the continents and the seas. Understanding of positioning of countries in the world</li> <li>• EP: the role of the Medieval Church, Islam, the Reformation, Judaism.</li> <li>• English: analysis of text, Shakespeare's world</li> <li>• Maths: living graphs, timelines, and venn diagrams</li> <li>• Drama: public speaking skills and confidence, developing a persona in 'court' debates</li> <li>• Science: how inventions have impacted on the human experience, i.e The Renaissance</li> </ul>
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# History Knowledge Sequencing

By the end of key stage FOUR we want all students of HISTORY to know and do the following key things: understand why the world is the way it is today based on their historical learning, understand their place in the world based on their history, explain & analyse historical events and periods studied using historical concepts; analyse, evaluate, and use sources to make substantiated judgements in the context of historical events studied; and evaluate why interpretations are useful.

Prior Knowledge	In KS4, pupils will build on the following prior learning: <b>Paper 1 People's Health c.1250-Present and Elizabethans 1580-1603:</b> The following prior learning will be revisited, Medieval Medicine, Medieval Life, the role of the monarch, the role of the Church and the Black Death from Year 7, the Catholic Threat, Witchcraft, and Industrial Revolution from Year 8, and the Western Front 1914-1918 and LGBTQ+ Rights from Year 9. <b>Paper 2 History Around Us:</b> The following prior learning will be revisited; Roman Lincoln, William the Conqueror and the Norman consolidation of power and King John from Year 7 and attitudes during Victorian England and the Industrial Revolution from Year 8. <b>Paper 3 The Making of America 1789-1900 and Living Under Nazi Rule 1933-1945:</b> The following prior learning will be revisited; Democracy from all years of KS3, Slavery from Year 8, Fighting for Civil Rights, the Treaty of Versailles, and 1930s a 'hotbed for change' from Year 9. <b>Disciplinary:</b> In KS3 pupils learn how to write substantiated judgements in PEEL paragraphs; make inferences from sources; analyse the main argument presented in interpretations; analyse the utility of sources; address questions based on Second Order Concepts such as causation and similarities; and develop their analytical skills.
Future Knowledge	The Curriculum in KS4 HISTORY will prepare students for the following future learning: knowledge from the Making of America unit of the GCSE helps pupils understand Presidencies in the Making of a Superpower topic at KS5. Medieval Medicine from the People's Health unit at GCSE will enable pupils to understand the context of the War of the Roses period at KS5. Work on interpretations and sources from KS3 and Paper 1 and 3 of the GCSE course provide the basis for the skills needed for study of skills at KS5 (analysing sources and interpretations).

	Term	Key Knowledge	Assessment Focus
Year 10	1	<b>Living Under Nazi Rule:</b> Pupils will know how Hitler came to power and how he consolidated that position by making it so hard to oppose Nazi rule. Pupils will know about how the lives of the German people changed between 1933 and 1939.	Pupils learn how to answer an essay question at GCSE and a 7 mark source question analysing what we learn about a topic from a source using CNOP.
	2	<b>Living Under Nazi Rule:</b> Pupils will know about the impact of the Second World War on the German people and what Nazi rule meant for the people of Europe, focusing on collaborators, resistance and accommodators.	Pupils learn how to answer a 15 mark source question analysing how useful sources and interpretations are to a historian. Question practice on all topics and skills for Nazi paper.
	3	<b>Making of America:</b> Pupils will know why tensions arose as the USA grew, 1789-1838 and how different groups saw the American West, 1839-60.	Pupils learn how to answer a 9 mark question using second order concepts and the one mark knowledge questions.
	4	<b>Making of America:</b> Pupils will know about the Civil War and its aftermath, 1861-77, settlement and conflict on the Plains between 1861 and 1877, and how life in the USA changed between 1877 and 1900.	Mock examination. Pupils learn how to answer a 10 mark question for the America paper and revisit essay writing skills to answer a 18 mark question.
	5	<b>History Around Us:</b> Pupils will know the story of Lincoln Castle, its early origins, what it was used for before having the main function of a prison and how unique it is in comparison to other sites.	Pupils learn how to answer an essay question on Lincoln Castle.
	6	<b>History Around Us:</b> Pupils will know what life was like for prisoners at the site as well as those who lived and worked at the site. They learn about the significance of the site both locally and nationally and focus on the wording of the exam questions.	Pupils complete exam practice on Lincoln Castle and revisit skills of previous units (feedback to direct).
Year 11	Term	<b>Key Knowledge</b>	
	1	<b>The Elizabethans:</b> Pupils will know how Elizabeth used her power and why there were so few Catholics in Elizabeth's kingdom by 1603.	Lincoln Castle essay focus. Skills of Elizabethan 3 and 5 markers taught on how a theme is presented in the interpretation and what they would follow up from the interpretation in an enquiry.
	2	<b>The Elizabethans:</b> Pupils will know what mattered to the Elizabethans and what lay behind changes in popular culture. Pupils will also spend some lessons around mock examinations revisiting exam technique and some of the prior knowledge of the course.	Mock examination, will revisit prior knowledge. Skill of 12 mark question taught of how and why two interpretations differ.
	3	<b>The Elizabethans and People's Health:</b> Pupils will know what the Elizabethan adventurers achieved. They will also learn if anyone really cared about health in medieval England and whether the people's health between 1500-1700 was a continuation from the medieval period or whether improvements were made.	Summative assessment in lesson on the Elizabethans unit.
	4	<b>People's Health:</b> Pupils will know why there were such huge changes to people's health between 1750 and 1900, as well as whether the changes in public health since 1900 tell a simple story of progress.	Optional mock examination. Skills booklets used as homework to enable pupils to practice a variety of examination skills and receive teacher and peer feedback.
5	<b>Revision:</b> Pupils will complete targeted revision on all of the examined topics, including revisiting the techniques of how to answer the questions as well as the knowledge.	Skills booklets used as homework to enable pupils to practice a variety of examination skills and receive teacher and peer feedback.	

6	Exams	Formal GCSE Examinations		
Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading		Links to British Values	Links to Careers	Links to Other Personal Development
<p>Reading is integral to History lessons, whether through interpretations, sources, or the presentation of new information.</p> <p>Below are some suggestions of books that you may want to read to develop your confidence and enjoyment in reading:</p> <p><b>Living Under Nazi Rule:</b> The Book Thief by Markus Zusak            Alone in Berlin by Hans Fallada            Hitler: Profiles in Power by Ian Kershaw            The Third Reich in Power by Richard J. Evans</p> <p><b>Making of America:</b> An Indigenous Peoples' History of the United States for Young People by Roxanne Dunbar-Ortiz</p> <p><b>People's Health:</b> The Greatest Benefit to Mankind: A medical history of humanity by Roy Porter            The Great Influenza: The Story of the Deadliest Pandemic in History (Paperback) by John M. Barry            The Time Traveller's Guide to Medieval England by Ian Mortimer</p> <p><b>History Around Us: Castle:</b> A History of the Buildings that Shaped Medieval Britain by Marc Morris</p> <p><b>Elizabethans:</b> The Time Traveller's Guide to Elizabethan England by Ian Mortimer            The Elizabethans by A.N. Wilson</p>		<p><b>Rule of Law</b> – At KS4, in the Making of America unit and the Elizabethans pupils learn about the growth and establishment of rules and laws to help the development of nations.</p> <p><b>Democracy</b> – At KS4, an understanding of how a democratic system can be mishandled are considerations in the Living Under Nazi Rule unit.</p> <p><b>Mutual Respect</b> – GCSE Historians have mutual respect for the opinions of others when sharing ideas and arguments in debate. They also learn how different groups have not always had mutual respect in History which fosters an appreciation for our fundamental British values.</p> <p><b>Individual Liberty</b> – In KS4, pupils study the way in which people have developed more individual liberty from the Medieval period to the modern period and how this can sometimes be taken away. Pupils also have autonomy over how some tasks are conducted to suit their own revision style.</p> <p><b>Tolerance</b> - In KS4, pupils learn about the significance of tolerance by studying the negative consequences when groups do not tolerate each other, i.e the Holocaust, Native American Removal, Catholic persecution, Witchcraft.</p>	<p>Pupils signposted to careers that have skills associated with the subject.-GB4</p> <p>Further and higher education opportunities signposted in lessons, newsletters and permanent displays-GB7/8</p> <p>Pupils are regularly supported and provided with guidance on necessary grades required for A Levels and subsequent careers-GB3/8</p>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>- Understanding of the electoral system, democracy, and the significance of voting</li> <li>- Understanding of different people and cultures</li> <li>- Understanding of modern disputes based on historical knowledge of the wider world</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- Promotion of the role of women in society.</li> <li>- Understanding of shifting power dynamics in government and careers over time.</li> </ul> <p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>- Managing study and revision time effectively and knowing how to effectively revise in History</li> <li>- Recognising new challenges and the importance of resilience</li> <li>- Knowing how and when to access support</li> </ul>
Extra-Curricular and Co-Curricular Opportunities		Links with other subjects in the curriculum		
<ul style="list-style-type: none"> <li>- Trip to the Tower of London in Year 10 to support the site study of History Around Us</li> <li>- Trip to Berlin in Year 11 to visit significant locations and museums for the Living Under Nazi Rule topic</li> <li>- Links to PD curriculum and assemblies for significant months and celebrations, i.e Black History Month</li> <li>- Working Lunch towards the end of Year 11 to support with effective revision strategies</li> </ul>		<ul style="list-style-type: none"> <li>• Geography: geographical knowledge of compass points, the geography of the United States of America, geographical knowledge of the globe for Elizabethan exploration, an understanding of counties and the structure of the UK.</li> <li>• EP: the role of the Medieval Church, the Reformation, the Mormons, Judaism.</li> <li>• English: analysis of text, Shakespeare and the theatre of the Elizabethan era, the power of poetry (Martin Niemoller's poem)</li> <li>• Maths: living graphs, timelines, and venn diagrams</li> <li>• Business studies: impact of economic depression</li> <li>• Science: how inventions have impacted on the human experience, i.e the printing press, the microscope, the cotton gin</li> </ul>		

# History Knowledge Sequencing

By the end of key stage FIVE we want all students of HISTORY to know and be able to do the following key things: understand why the world is the way it is today based on their historical learning, become independent learners; be critical and reflective thinkers with curious minds; research with confidence; understand key historical terminology and concepts; communicate their historical knowledge; argue a case with substantiated judgements, reach sound conclusions.

Prior Knowledge	In KS5, pupils will build on the following prior learning: in Key Stage 3 pupils studied the Medieval World and in Key Stage Four pupils studied Medieval Life as part of the People’s Health unit which will provide a basis for the War of the Roses unit as there will be a general understanding of society and how medieval monarchs ruled. In Key Stage 4 pupils studied the Making of America which provides them with the background History for the America unit. <b>Disciplinary:</b> Work on interpretations and sources from KS3 and Paper 1 and 3 of the GCSE course provide the basis for the skills needed for study of skills at KS5. Independent research projects in KS3 help to build independence in investigating historical enquiry which provides skills for the NEA.
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Future Knowledge	The Curriculum in KS5 HISTORY will prepare students for the following future learning: understand why the world is the way it is today; continue to be interested in history and understand its value and significance; acquire an understanding of different identities within society and build an appreciation for our differences; build towards highly developed analytical skills through their independent historical enquiry which will prepare them for the working world.
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	Term	Key Knowledge	Assessment Focus
Year 12	1	<b>Making of a Superpower, USA 1865-1975</b> - Pupils will know about Reconstruction 1865-1877. <i>They will know how to structure an essay at A-Level and will recall from KS3 and KS4 how historians form their interpretations.</i> <b>War of the Roses</b> - Pupils will know the origins of conflict, 1450–1459. <i>They will know how to structure an essay at A-Level and will recall from KS3 and KS4 how to analyse sources.</i>	Essay or Source/Extract Questions
	2	<b>Making of a Superpower, USA 1865-1975</b> - Pupils will know about The Gilded Age 1877-1890. <i>They will know how to structure an essay at A-Level and will know how to introduce counter arguments. They will also know how to assess how convincing or unconvincing an extract is based on their historical understanding.</i> <b>War of the Roses</b> - Pupils will know the origins of conflict, 1450–1459 and will begin to know the War of the Barons, 1459–1461. <i>They will know how to structure an essay at A-Level and will know how to introduce counter arguments. They will also know how to analyse the utility of a source, which means its usefulness as a source.</i>	Essay or Source/Extract Questions
	3	<b>Making of a Superpower, USA 1865-1975</b> - Pupils will know about Progressivism and Imperialism 1890-1912. <i>They will know through recall how to write effective essays at A-Level and how to assess the convincingness of an interpretation.</i> <b>War of the Roses</b> - Pupils study the War of the Barons, 1459–1461. <i>They will know through recall how to write effective essays at A-Level and how to analyse the utility of a source.</i>	Essay or Source/Extract Questions
	4	<b>Making of a Superpower, USA 1865-1975</b> – Pupils will know about The Return to Normalcy following the First World War in the years 1919-1932. <b>War of the Roses</b> - Pupils will know about the War of the Barons, 1459–1461 and begin to know about the first reign of Edward IV after the triumph of the Yorkists.	Pupils will complete <i>Essay or Source/Extract Questions</i> in order to consolidate their knowledge of how to write effective essays at A-Level, how to assess the convincingness of an interpretation and how to analyse the utility of a source.
	5	<b>Making of a Superpower, USA 1865-1975</b> - Pupils will know about The New Deals and International Relations 1933-1945. <b>War of the Roses</b> - Pupils will know about the first reign of Edward IV and the triumph of the Yorkists between 1461–1471.  <b>NEA</b> - Pupils will know about totalitarianism. They will know the history of Germany 1848-1918, including the Unification of Germany and Bismark. They will also know about the history of Germany in the aftermath of World War One 1918-1945.	Pupils will complete <i>Essay or Source/Extract Questions</i> in order to consolidate their knowledge of how to write effective essays at A-Level, how to assess the convincingness of an interpretation and how to analyse the utility of a source.
	6	<b>Making of a Superpower, USA 1865-1975</b> - Pupils will be set assignments based on the work from terms 1-5 to secure the knowledge and skills developed. <b>War of the Roses</b> - Pupils will be set assignments based on the work from terms 1-5 to secure the knowledge and skills developed.  <b>NEA</b> - Pupils will know about totalitarianism. They will know the history of Germany 1848-1918, including the Unification of Germany and Bismark. They will also know about the history of Germany in the aftermath of World War One 1918-1945. Pupils will know how to transfer their source and interpretation skills from the course to the NEA.	Non Examined Assessment
Year 13	Term	<b>Key Knowledge</b>	
	1	<b>Making of a Superpower, USA 1865-1975</b> – Pupils will know about the USA in the aftermath of World War Two, 1945-60. <b>War of the Roses</b> - Pupils will know about the second reign of Edward IV after the defeat of Henry VI.  <b>NEA</b> - Pupils will know how to successfully plan and prepare their NEA through guided meetings with their teacher mentor. They will know how to select appropriate sources for analysis, historical interpretations and core arguments.	Non Examined Assessment  Pupils will complete <i>Essay or Source/Extract Questions</i> in order to consolidate their knowledge of how to write effective essays at A-Level, how to assess the convincingness of an interpretation and how to analyse the utility of a source.

2	<p><b>Making of a Superpower, USA 1865-1975</b> – Pupils will know about Post War USA 1945-60. <b>War of the Roses</b> - Pupils will know about the second reign of Edward IV - 'The Sun in Splendour': 1471–1483 and begin to know about the downfall of the Yorkist Monarchy, 1483–1486.</p> <p><b>NEA</b> – Pupils will know how to reference using footnotes and will know how to effectively structure the NEA, using the sources, historical interpretations and core arguments.</p>	<p><b>Non Examined Assessment</b> - A plan is submitted by the end of Term 2.</p> <p>Pupils will complete <i>Essay or Source/Extract Questions</i> in order to consolidate their knowledge of how to write effective essays at A-Level, how to assess the convincingness of an interpretation and how to analyse the utility of a source.</p>
3	<p><b>Making of a Superpower, USA 1865-1975</b> – Pupils know about Conflict at Home and Abroad 1960-75. <b>War of the Roses</b> - Pupils will know about the downfall of the Yorkist Monarchy, 1483–1486 and begin to know the end of the Yorkist Dynasty, 1486–1499.</p>	<p><b>Non Examined Assessment</b> - Submission of draft NEA for teacher checking and verbal feedback given</p> <p>Pupils will complete <i>Essay or Source/Extract Questions</i> in order to consolidate their knowledge of how to write effective essays at A-Level, how to assess the convincingness of an interpretation and how to analyse the utility of a source.</p>
4	<p><b>Making of a Superpower, USA 1865-1975</b> – Pupils will know about Conflict at Home and Abroad 1960-75. <b>War of the Roses</b> - Pupils will know about the end of the Yorkist Dynasty, 1486–1499.</p>	<p><b>NEA</b> - Final submission of NEA.</p> <p>Pupils will complete <i>Essay or Source/Extract Questions</i> in order to consolidate their knowledge of how to write effective essays at A-Level, how to assess the convincingness of an interpretation and how to analyse the utility of a source.</p>
5	<p><b>Making of a Superpower, USA 1865-1975</b> – Pupils will recall key knowledge from previous terms in preparation for the exam, recalling substantive and disciplinary knowledge. <b>War of the Roses</b> - Pupils will recall key knowledge from previous terms in preparation for the exam, recalling substantive and disciplinary knowledge.</p>	<p>Pupils will complete <i>Essay or Source/Extract Questions</i> in order to consolidate their knowledge of how to write effective essays at A-Level, how to assess the convincingness of an interpretation and how to analyse the utility of a source.</p>
6	Exams	

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<p>Reading central to the course, wider reading encouraged through department library. Fiction texts to help accessibility to some aspects of the courses.</p> <p>Recommended books –</p> <p><b>War of the Roses</b></p> <p>A J Pollard, The Wars of the Roses, Palgrave Macmillan, 2013  A Pickering, Lancastrians to Tudors, Cambridge University Press, 2000  R Turvey, Access to History: The Wars of the Roses and Henry VII: Britain 1450-1509, Hodder Education, 2010  D Cook, Lancastrians and Yorkists: The Wars of the Roses, Longman, 1984  D Grummitt, A Short History of the Wars of the Roses, I. B. Tauris, 2012  C Pendrill, The Wars of the Roses and Henry VII: England 1459-c.1513, Heinemann, 2004  C Ross, The Wars of the Roses, Thames and Hudson, 1986  C Allmand, The Hundred Years War: England and France at War c.1300-c.1450, Cambridge University Press, 1988  C Carpenter, The Wars of the Roses, Politics and the Constitution of England, Cambridge University Press, 1997</p> <p><b>Making of a Superpower, USA 1865-1975</b></p> <p>Prosperity, Depression and the New Deal: The USA 1890-1954 by P. Clements, Access to History series, (Hodder Education), 2005.  Emergence of the Americas in Global Affairs 1880-1929 by P. Clements, (Hodder Education), 2013  The USA, 1920-55: Boom, Bust and Recovery by P. Clements, (Hodder Education), 2014.  Modern America, The USA, 1865 to the Present by Joanne de Pennington, (Hodder Education), 2005  The American Century by H. Evans, Jonathan Cape), 1998.  From Colony to Superpower: US Foreign Relations since 1776 by G. C. Herring, (Oxford University Press), 2008  A History of the American People by P. Johnson, (Phoenix), 2000.  American Diplomacy in the Twentieth Century by R. D. Schulzinger, (OUP), 1990  Race Relations in the USA Since 1900 by V. Sanders, (Hodder Education), 2000.</p>	<p><b>Rule of Law</b> - KS5 students examine the role of the monarch and the development of law. This is discussed constantly as a central theme of the A-Level course</p> <p><b>Democracy</b> – At KS5, an understanding of the development of voting right and how a democratic system can be mishandled are considerations in the USA unit and the NEA.</p> <p><b>Mutual Respect</b> – Debate is widely used in the KS5 classroom and pupils must respect the opinions of others.</p> <p><b>Individual Liberty</b> – Pupils study the way in which people have developed more individual liberty from the Medieval period to the modern period and how this can sometimes be taken away. Pupils also have autonomy over how some tasks are conducted to suit their own revision style.</p> <p><b>Tolerance</b> - Pupils at KS5 study how societies with less tolerance have greater tension.</p>	<p>Pupils signposted to careers that have skills associated with the subject.-GB4</p> <p>Further and higher education opportunities signposted in lessons, newsletters and permanent displays-GB7/8</p> <p>Pupils are regularly supported and provided with guidance on necessary grades required for university, apprenticeships, and subsequent careers-GB3/8</p>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>- Understanding of the electoral system and significance of voting</li> <li>- Understanding of different people and cultures</li> <li>- Understanding of modern disputes based on historical knowledge of the wider world</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- Promotion of the role of women in society.</li> <li>- Understanding of shifting power dynamics in government and careers over time.</li> </ul> <p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>- Managing study and revision time effectively and knowing how to effectively revise in History</li> </ul>

<p><b>NEA</b></p> <p>L Abrams, <i>Bismarck and the German Empire</i>, Routledge, 1995  A Farmer, <i>The Unification of Germany 1815-1919</i>, Hodder Murray, 2007  M Burleigh, <i>The Third Reich: A New History</i>, Pan, 2001  M Fulbrook, <i>Interpretations of the Two Germanies 1945-1990</i>, Palgrave Macmillan, 2000  D Geary, <i>Hitler and Nazism</i>, Routledge, 2000  Sir I Kershaw, <i>The 'Hitler Myth': Image and Reality in the Third Reich</i>, Oxford Paperbacks, 2001  S Lee, <i>Imperial Germany 1871-1918</i>, Routledge, 1999  S Lee, <i>The Weimar Republic</i>, Routledge, 1998  S Lee, <i>Hitler and Nazi Germany</i>, Routledge, 1998  F McDonough, <i>Opposition and Resistance in Nazi Germany</i> (Cambridge Perspectives in History), Cambridge University Press, 2001  A McElliott, <i>Weimar Germany (Short Oxford History of Germany)</i>, OUP, 2009  J Thomanek and B Niven, <i>Dividing and Uniting Germany</i>, Routledge, 2000  D Williamson, <i>Bismarck and Germany 1862-1890</i>, Longman, 1997  D Williamson, <i>The Third Reich</i>, Longman, 1995</p>	<p>Debate is widely used in the KS5 classroom and pupils must tolerate the opinions of others.</p>		<ul style="list-style-type: none"> <li>- Recognising new challenges and the importance of resilience</li> <li>- Knowing how and when to access support</li> </ul>
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>		<p><b>Links with other subjects in the curriculum</b></p>	
<p>Tower of London trip  Lecture days from historians  Key Stage Five Students are provided with the opportunity to become a History Prefect - running activities, supporting younger learners, promoting History at open evenings.  Key Stage Five Students are sometimes approached to help with the facility of assemblies to other key stages.</p>	<ul style="list-style-type: none"> <li>• Geography: location of battles in England and Cold War political unit</li> <li>• EP: the role of the Medieval Church and Judaism</li> <li>• English: medieval literature</li> <li>• Maths: living graphs, timelines, and venn diagrams</li> <li>• Business studies: economy through time, Wall Street</li> <li>• Science: how inventions have impacted on the human experience</li> </ul>		