

History / Humanities

Scheme of Work for Academic Year September 2024 - July 2025

	Lesson	Term 1	Lesson	Term 2	Lesson	Term 3	Lesson	Term 4	Lesson	Term 5	Lesson	Term 6
Class		Were the Vikings traders, raiders or something else?		What was life like in Tudor England?		What did the Greeks ever do for us?		SEE GEOGRAPHY		SEE GEOGRAPHY		SEE GEOGRAPHY
Upper KS2 Year 1 Humanities - History	1	- To explain when and why the Vikings came to Britain.	1	- To use different types of evidence to interpret the character of Henry VIII.	1	- To understand where and when the ancient Greeks lived.	1		1		1	
	2	- To evaluate Viking stereotypes using sources.	2	- To understand why Henry VIII had many wives.	2	- To understand the importance of the Greek gods.	2		2		2	
	3	- To investigate the importance of Viking trading routes.	3	- To make deductions about Anne Boleyn using a range of sources.	3	- To identify similarities and differences between Athens and Sparta.	3		3		3	
	4	- To compare different versions of Viking sagas and create a saga.	4	- To extract evidence from primary sources about the Royal Progresses of Elizabeth I.	4	- To understand how Athenian democracy worked.	4		4		4	
	5	- To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.	5	- To reconstruct a Royal Progress using a range of primary sources.	5	- To understand the importance of the ancient Greek philosophers.	5		5		5	
	6	- To evaluate achievements of the Vikings.	6	- To make deductions about the people in Tudor England using inventories.	6	- To identify and explain the achievements of the ancient Greeks	6		6		6	
	7		7	- To create a realistic inventory for a person living in Tudor times.	7		7		7		7	
Class		SEE GEOGRAPHY		SEE GEOGRAPHY		SEE GEOGRAPHY		What does the census tell us about our local area?		Who should go on the banknote?		What was the impact of World War 2 on the people of Britain?
Upper KS2 Year 2 Humanities - History	1		1		1		1	- To use the census to make inferences about people from the past.	1	To explain the significance of people on banknotes.	1	- To understand the causes of World War 2.
	2		2		2		2	- To use the census to investigate how the lives of people in the past changed.	2	To decide whether a person is historically significant.	2	- To understand how the Battle of Britain was won.
	3		3		3		3	- To use primary sources to find out about the working conditions of children in factories.	3	To evaluate the significance of historical figures.	3	- To make inferences about the Blitz using images.
	4		4		4		4	- To use primary sources to find out about the working conditions of children in factories.	4	To explain the significance of Mary Seacole.	4	- To understand the emotions and experiences of children during the evacuation.
	5		5		5		5	- To reconstruct the lives of people in a household using the census.	5	To evaluate the significance of sporting people.	5	- To evaluate the accuracy and reliability of sources.
	6		6		6		6	- To compare census returns and identify continuities and changes in a household.	6	To evaluate the significance of historical figures.	6	- To identify the impact of WW2 on women's lives.
	7		7		7		7		7	Enter learning focus of the week for week 7 here	7	- To explain why migrants come to Britain.
Class		The problems of medieval monarchs: Who were England's Medieval Monarchs?		The problems of medieval monarchs: Who were England's Medieval Monarchs?		Migration		see GEOGRPAHY		see GEOGRPAHY		see GEOGRPAHY
KS3 Year 1	1	- Work out the biggest cause of death among medieval monarchs. - Explain patterns between the success of a king in war and how they died.	1	- Describe the reasons why John was unpopular. - Evaluate which was the most important reason John was unpopular.	1	- Understand the origins and motives of the Celts and Romans. - Recognise key features of Celtic and Roman Britain. - Recognise, question and begin to evaluate interpretations of the period. - Explain why Boudicca revolted against Roman rule and why she was defeated.	1		1		1	
	2	- Describe why the reigns of Edward III and Henry VI were successful or not. - Evaluate the factors which make a successful medieval king.	2	- Describe the terms of Magna Carta. - Evaluate the significance of Magna Carta.	2	- Understand why the Angles and the Saxons came to England and where they settled. - Interrogate the sources of evidence available to us about Anglo-Saxon England, extract information, pose questions about their reliability and assess their value to historians. - Recognise the ways in which the Anglo-Saxons changed Britain.	2		2		2	
	3	- Describe Matilda's claim to the throne of England. - Explain why being a woman was a problem for inheriting the throne in 1135.	3	- Describe the reasons Edward I could be considered to have been popular. - Evaluate how popular Edward I was.	3	- Understand the economic reasons why the Irish migrated to Great Britain and the effect it had on their lives. - Analyse evidence about Irish migration in the 19th century.	3		3		3	
	4	- Describe the events of the 'Anarchy'. - Explain why both Stephen and Matilda could claim they had won the civil war.	4	- Describe how the English took control of Wales. - Evaluate the most important reason why the English took control of Wales.	4	- Identify the reasons why many West Indians decided to move to Britain. - Summarise evidence of the experience of the Windrush generation and the reaction to them.	4		4		4	
	5	- Describe the life of Eleanor of Aquitaine before she became queen of England. - Explain and evaluate the way Eleanor is portrayed in interpretations.	5	- Describe the ways in which castle design changed from 1066 to c1300. - Evaluate the strengths and weaknesses of the new castle designs.	5	- Recall the different groups that migrated to or from Britain. - Examine the change and continuity between reasons for and the impact of migration.	5		5		5	
	6	- Describe the life of Eleanor as queen of England. - Evaluate the strengths and weaknesses of different interpretations of Eleanor.	6	- Describe why England and Scotland went to war in the late 13th century. - Evaluate whether William Wallace was a traitor or not.	6	- Understand the long-term impact of a range of migrant groups on British society. - Assess the nature and extent of change resulting from migration to Britain.	6		6		6	

	7		7	- Describe how Robert the Bruce drove the English out of Scotland. - Evaluate the main reason for Robert the Bruce's success.	7		7		7		7	
	Lesson	Term 1	Lesson	Term 2	Lesson	Term 3	Lesson	Term 4	Lesson	Term 5	Lesson	Term 6
Class		see GEOGRPAHY		see GEOGRPAHY		see GEOGRPAHY		The Slave Trade		The Slave Trade/The First World War: Why did the First World War Start in 1914		The First World War: What was the First World War like?
KS3 Year 2	1		1		1		1	- Understand the importance of the transatlantic slave trade in Britain's growing wealth and power between the 16th and 19th centuries. - Use Liverpool as a case study into the effects of the transatlantic slave trade.	1	- Understand the different ways that slaves rebelled against captivity. - Explore some of the evidence connected with slave resistance.	1	- Learn about the murder of Archduke Franz Ferdinand and his wife Sophie in Sarajevo on 28 June 1914. - Understand how the murders led to the First World War.
	2		2		2		2	- Understand the importance of the transatlantic slave trade in Britain's growing wealth and power between the 16th and 19th centuries. - Consider how historians can use different types of evidence when studying the transatlantic slave trade.	2	- Understand Britain's role in fighting slavery internationally. - Draw conclusions regarding the causes of abolition.	2	- Learn about the murder of Archduke Franz Ferdinand and his wife Sophie in Sarajevo on 28 June 1914. - Understand how the murders led to the First World War.
	3		3		3		3	- Understand what life was like in West Africa before the transatlantic slave trade. - Understand how evidence can be gained by cross-referencing different sources.	3	- Consider some of the legacies of transatlantic slavery. - Compare modern slavery to transatlantic slavery. - Consider where the transatlantic slave trade fits into the wider history of slavery.	3	- Understand why volunteering was not enough, and conscription had to be introduced. - Know the main areas where the war was fought.
	4		4		4		4	- Explain how the trade triangle operated. - Explore the difficulty of deciding who was responsible for the transatlantic slave trade.	4	- Learn about the causes of the Franco-Prussian War and the significance of its outcome. Understand the importance of the idea of a nation and nationalism.	4	- Understand what trench warfare was like for soldiers. - Understand why the Battle of the Somme was a disaster. - Know how some people shared their feelings towards the First World War in poetry.
	5		5		5		5	- Understand how slaves were bought and sold.	5	- Learn about the ways in which rivalries over empires created tension between the great powers. - Understand the reasons why Germany wanted an empire and how this developed into a naval race between Britain and Germany.	5	- Find out what being in the trenches was like for soldiers. - Understand why the Battle of the Somme was a disaster. - Know how some people shared their feelings towards the First World War in poetry.
	6		6		6		6	- Understand what daily life was like for slaves on the plantations. - Consider what was done to prevent slaves from running away. - Consider how the selection of evidence can affect how we view the past.	6	- Know how and why the alliance system was formed. - Understand how Europe had become a dangerous place by 1914.	6	- Know about the negative outcomes of the war. - Understand that, for some people, the war created new opportunities.
	7		7		7		7	- Understand the key events and factors that led to the Abolition of the Slave Trade Act in 1807.	7	- Learn about the significance of the Balkans in increasing tension in Europe. - Understand how Europe had become a dangerous place by 1914.	7	
	Hours	Term 1	Hours	Term 2	Hours	Term 3	Hours	Term 4	Hours	Term 5	Hours	Term 6
Class		Getting The Vote		Getting The Vote		The Holocaust: To what extent were Jews persecuted before the Holocaust?		see GEOGRPAHY		see GEOGRPAHY		see GEOGRPAHY
KS3 Year 3	1	- Develop an understanding of the concept of democracy. - Use evidence to decide on the extent to which Britain was a democracy before 1832.	1	- Identify the factors that brought about changes in job opportunities for women. - Understand how the development of leisure activities liberated women.	1	- Learn about the persecution faced by Jews in Europe before the 20th century. - Understand some of the reasons why Jews faced persecution.	1		1		1	
	2	- Understand the different motives of those who pressed for a reform of parliament before 1832. - Learn about the methods used and the difficulties encountered by reformers. - Explain why early protest movements failed to bring about change.	2	- Understand the differences between the campaigns of suffragists and suffragettes. - Understand why some men and women opposed the idea of votes for women. - Understand why some men and women opposed the methods used by the suffragettes to achieve their aims.	2	- Understand what life was like for Jews in 19th- and early 20th-century Europe. - Know how and why Jews still faced discrimination.	2		2		2	
	3	- Understand the changes that were made to the distribution of seats and to the extension of the franchise by the 1832 Reform Act. - Identify the strengths and weaknesses of the Act in establishing democracy in Britain. - Understand that change occurs gradually and not always to the benefit of everyone.	3	- Learn about the methods used by the government to address the suffragette challenge. - Learn about the opposition to the demand for the vote for women. - Understand and be able to explain interpretations of the suffragettes and their struggle for the vote.	3	- Understand how life changed for Jews after Hitler came to power.	3		3		3	
	4	- Identify the reasons for dissatisfaction with the 1832 Reform Act. - Study the aims and actions of the Chartist movement and assess its importance. - Track the steps taken after 1832 to make Britain more democratic.	4	- Learn about how women's lives changed during the First World War. - Understand the impact of war work on women's aspirations for their future lives.	4	- Understand the impact the Holocaust had upon one family.	4		4		4	
	5	- Understand the role and expectations of different groups of Victorian women. - Understand the advantages and disadvantages of the lifestyle of Victorian middle-class women.	5	- Understand the limitations of the Representation of the People Act 1918 and the reasons for it. - Learn about the impact of the end of the war and returning soldiers on the progress of women's rights and opportunities.	5	- Understand how some Jewish groups resisted the Nazis, and the impact that they had.	5		5		5	

Class	Hours	Term 1a	Hours	Term 1b	Hours	Term 2a	Hours	Term 2b	Hours	Term 3a	Hours	Term 3b
		Migrants in Britain		Migrants in Britain		Migrants in Britain		Migrants in Britain		Spain and The New World		Spain and The New World
	6	<ul style="list-style-type: none"> - Understand how clothes worn by upper- and middle-class Victorian women were a symbol of the wealth and status of their husbands and of their role in the home. - Understand the difficulties and dangers of wearing corsets and crinolines. - Use evidence to understand the role of working women making fashionable clothes for the rich. 	6	<ul style="list-style-type: none"> - Learn about the ways in which Britain became more democratic in the years after 1930. - Understand that the pace of change differed from century to century. 	6	<ul style="list-style-type: none"> - Understand the contribution Jews made in the war against Hitler. 	6		6		6	
	7	<ul style="list-style-type: none"> - Learn about the ways in which educated Victorian women challenged society's view of how they should behave. - Understand the achievements of these women and the difference they made to the opportunities for women in the future. 	7	<ul style="list-style-type: none"> - Understand that the pace of change differed from century to century. - Identify and explain significant developments on the path to democracy. 	7		7		7		7	
	1	<p>1.1</p> <ul style="list-style-type: none"> - Identify a clear, chronological blueprint for migrations during the whole medieval period. - Begin to consider reasons for migration and changes and continuities across the period. 	13	<p>2.6</p> <ul style="list-style-type: none"> - Examine the experiences of some migrants to England from outside Europe in the early modern period. - Evaluate similarities and differences between migrants' experiences. 	1	<p>4.1</p> <ul style="list-style-type: none"> - Identify a clear, chronological blueprint for migrants to Britain post-1900. - Understand the context for migration to Britain post-1900. - Begin to consider changes and continuities across the period and similarities and differences behind the different motivations for migration. 	13	<p>5.3</p> <ul style="list-style-type: none"> - To understand housing problems Caribbean migrants experienced in Notting Hill. 	1	<p>1.1 (1)</p> <ul style="list-style-type: none"> - Recognise and understand the factors driving exploration. - Understand the motives of the people who backed Columbus in his attempt to find the eastern route to the Spice Islands, especially those of Ferdinand and Isabella of Spain. 	13	<p>1.3 (7)</p> <ul style="list-style-type: none"> - Know and understand how Spain established control of its Caribbean territories. - Know and understand the role of Catholic missionaries. - Select and deploy appropriate information to respond to an exam-style question.
	2	<p>1.2</p> <ul style="list-style-type: none"> - To identify the reasons why Vikings and Normans migrated to England. - To compare the reasons for Viking and Norman migration. 	14	<p>2.7</p> <ul style="list-style-type: none"> - To describe the experiences of the Flemish and the Walloon migrants in Sandwich and Canterbury in the 16th century. - To identify reasons why some migrants were more successful than others in early modern England. - To compare migrants' experiences in the early modern and medieval period. 	2	<p>4.2</p> <ul style="list-style-type: none"> - Gain knowledge about Britain from 1900–present. - Identify and describe the reasons for migration. - Make a judgement about the most important reasons driving migration to modern Britain. - Begin to consider changes and continuities in migration across the period of study. 	14	<p>5.4</p> <ul style="list-style-type: none"> - To explain how Portobello Road Market developed during the 1950s. - Students begin to enquire about the process of investigating Portobello Road Market. 	2	<p>1.1 (2)</p> <ul style="list-style-type: none"> - Know about and understand the difficulties experienced by Columbus on his first voyage in 1492. - Recognise how these were overcome. 	14	<p>1.3 (8)</p> <ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the content and skills acquired in Key Topic 1. - Identify areas of difficulty or areas requiring additional support.
	3	<p>1.4</p> <ul style="list-style-type: none"> - To know about some of the experiences of Viking migrants in England. - To understand the relationship between the Vikings and the existing population in England. - To gain knowledge about the city of York under the Vikings. 	15	<p>2.8</p> <ul style="list-style-type: none"> - Learn about the impact of early modern migrants on trade, industry and agriculture. 	3	<p>4.3</p> <ul style="list-style-type: none"> - To analyse changes to migration during the world wars. - To understand the reasons for the acceptance or rejection of different migrant groups during this period. 	15	<p>5.5</p> <ul style="list-style-type: none"> - To gain knowledge about the methods used by the Caribbean community to maintain their culture. - To describe the features of Caribbean music and entertainment and its importance to the Caribbean community. 	3	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	15	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied
	4	<p>1.5</p> <ul style="list-style-type: none"> - To understand the experiences of the Norman invaders and their relationship with the existing population in England. - To compare the experiences of Norman migrants to those of Viking migrants. 	16	<p>2.9</p> <ul style="list-style-type: none"> - Describe the cultural changes introduced in early modern England by the immigrant groups. - Compare the impact of migrants in the medieval period to the impact of migrants in the early modern period. 	4	<p>4.4</p> <ul style="list-style-type: none"> - To describe the ways in which migrants settled in Britain. - To analyse the similarities and differences in migrant experiences over time. 	16	<p>5.6</p> <ul style="list-style-type: none"> - To describe the problems of racism and policing in Notting Hill. - To evaluate sources looking at the problems with policing in the 1950s. 	4		16	
	5	<p>1.8</p> <ul style="list-style-type: none"> - Analyse the impact that Viking settlement had on England. 	17	<p>3.1</p> <ul style="list-style-type: none"> - Identify a chronology of change for the context of migration in the period 1700–1900. - Examine the factors driving change in the period 1700–1900. 	5	<p>4.5</p> <ul style="list-style-type: none"> - To develop knowledge about the experiences of the Windrush generation in Britain. - To make a judgement on the usefulness of the sources for an enquiry. 	17	<p>5.7</p> <ul style="list-style-type: none"> - To assess the importance of anti-immigration groups within the West London area. - To explain the reasons for the Notting Hill riots. 	5	<p>1.2 (3)</p> <ul style="list-style-type: none"> - Demonstrate an understanding of the impact of Columbus' exploration of the Caribbean islands. - Recognise the consequences of Columbus' arrival in the Caribbean, particularly the significance of the discovery of the existence of gold. - Understand the hostility that came to exist between the Spaniards and the native population of the islands. 	17	<p>2.1 (9)</p> <ul style="list-style-type: none"> - Know about and understand the expansion of the Spanish empire by Balboa. - Explain the importance of Balboa's exploration of the Isthmus of Panama.
	6	<p>1.6</p> <ul style="list-style-type: none"> - Explore the experiences of Jewish migrants in England. - Determine the reasons for the expulsion of Jews from England in 1290. 	18	<p>3.2</p> <ul style="list-style-type: none"> - Identify the factors driving migration in the industrial period. - Identify differing migrant groups in the period c1700–c1900; and identify where they migrated from. 	6	<p>4.6</p> <ul style="list-style-type: none"> - Describe the changing experiences of Leicester's Asian migrant community, c1945–today. - Determine some of the driving forces behind such change. 	18	<p>5.8</p> <ul style="list-style-type: none"> - To describe the problems of racism and policing in Notting Hill. - To analyse the effects of the murder of Kelso Cochrane on race relations in Notting Hill. 	6	<p>1.2 (4)</p> <ul style="list-style-type: none"> - Know and understand the consequences of Columbus' return to Spain. - Know and understand the reasons for the rivalry between Spain and Portugal. - Recognise the significance of the Treaty of Tordesillas. 	18	<p>2.1 (10)</p> <ul style="list-style-type: none"> - Describe and explain how Cuba came under Spanish control. - Describe and explain the significance of Magellan's circumnavigation of the globe.
	7	<p>1.10</p> <ul style="list-style-type: none"> - Analyse how Jewish moneylending to kings had an impact on medieval England. - Identify the ways in which different migrant groups had an impact on later medieval England. 	19	<p>3.3</p> <ul style="list-style-type: none"> - Recall the driving forces behind Irish migration after 1845. - Dissect the experience of Irish migrants in Kensington (London) after 1850. 	7	<p>4.7</p> <ul style="list-style-type: none"> - To describe the impact of Powell's infamous 'Rivers of Blood' speech on race relations in Britain. 	19	<p>5.9</p> <ul style="list-style-type: none"> - To explain the importance of Claudia Jones in the campaign for civil rights in Britain. - To understand the impact of the West Indian Gazette. - To understand the development of the Notting Hill Carnival. 	7	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	19	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied
	8	<p>2.3</p> <ul style="list-style-type: none"> - To identify reasons why people from the wider world began migrating to England in larger numbers during the early modern period. - To understand why Jewish people returned to England during the early modern period. 	20	<p>3.4</p> <ul style="list-style-type: none"> - Compare similarities and differences in the experiences of migrant groups living in Liverpool. 	8	<p>4.8</p> <ul style="list-style-type: none"> - Learn about the background and growth of the Caribbean community in Bristol. - Describe the events of the Bristol Bus Boycott. - Make a judgement about the success of the Bristol Bus Boycott. 	20	<p>5.1</p> <ul style="list-style-type: none"> - Describe how the aftermath of the Second World War contributed to migration to Britain. - Begin to use sources and ask appropriate questions in your enquiry into Notting Hill. 	8		20	

	9	<p>2.5</p> <ul style="list-style-type: none"> - To discover the experiences of Palatine, Jewish and Gypsy migrants in the early modern period. - To compare the experiences of these groups and Huguenot migrants. 	21	<p>3.5</p> <ul style="list-style-type: none"> - Recall the driving forces behind Jewish migration after 1800. - Dissect the experience of Jewish migrants in East London in the late 19th century. 	9	<p>4.9</p> <ul style="list-style-type: none"> - To describe the impact of various immigrant groups on different sections of British society. 	21	<p>5.11</p> <ul style="list-style-type: none"> - To describe the problems surrounding the Mangrove restaurant. - To evaluate the significance of the Mangrove restaurant and the trial of the Mangrove Nine. 	9	<p>1.3 (5)</p> <ul style="list-style-type: none"> - Know about and understand the difficulties faced by Columbus as a governor of settlements. - Know and understand reasons why the early attempts at settlement failed, in particular the impact of the search for gold. - Evaluate Columbus' ability as a governor. 	21	<p>2.2 (11)</p> <ul style="list-style-type: none"> - Understand the motives of Velazquez and Cortes in their plan to send an expedition to Mexico. - Identify and explain the arguments for and against continuing the conquest of Mexico. - Understand the significance and the consequences of Cortes' decision to sink his ships.
	10	<p>2.2</p> <ul style="list-style-type: none"> - To gain a basic overview of the Reformation and why it caused such turmoil, war and persecution across Europe. - To identify and compare the reasons for Huguenot and Palatine migration to early modern England. 	22	<p>3.6</p> <ul style="list-style-type: none"> - Compare the experiences of different individual migrants, or groups of migrants from the British Empire. - Determine whether there was a typical experience for migrants arriving from the British Empire in this period. 	10	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	22	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	10	<p>1.3 (6)</p> <ul style="list-style-type: none"> - Know and understand the impact on the native 'Indians' of Spanish settlement, including the ill-treatment of native workers and the impact of smallpox. - Understand the significance of the quest for gold in changing the relationship between the Spanish and the native 'Indians'. 	22	<p>2.2 (12)</p> <ul style="list-style-type: none"> - Understand the factors influencing Cortes' decision to begin his campaign against the Aztecs. - Understand the motives and reactions of Montezuma in his dealings with the Spaniards. - Describe and explain the critical turning points in the early stages of Cortes' campaign.
	11	<p>2.1</p> <ul style="list-style-type: none"> - Identify a clear, chronological blueprint for migrants during the early modern period. - Begin to consider reasons for migration and for changes and continuities across the period. 	23	<p>3.7</p> <ul style="list-style-type: none"> - Compare the experiences of different individual migrants or groups of migrants from different groups and communities. - Determine whether there was a typical experience for migrants arriving in Britain during the industrial period. 	11	<p>5.1</p> <ul style="list-style-type: none"> - Describe how the aftermath of the Second World War contributed to migration to Britain. - Begin to use sources and ask appropriate questions in your enquiry into Notting Hill. 	23	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	11	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	23	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied
	12	<p>2.4</p> <ul style="list-style-type: none"> - Explain why the Huguenots were generally successful in settling in England. 	24	<p>3.8</p> <ul style="list-style-type: none"> - Determine what we mean by impact in history. - Analyse the impact different individual migrants, or migrant groups have had on Britain. 	12	<p>5.2</p> <ul style="list-style-type: none"> - To understand the reasons for Caribbean migration to Notting Hill. - To begin to understand the motivations and experiences of migrants in Notting Hill. 	24	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	12	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	24	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied
	Lesson	Term 4a	Lesson	Term 4b	Lesson	Term 5a	Lesson	Term 5b	Lesson	Term 6a	Lesson	Term 6b
Class		Spain and The New World		Spain and The New World		Early Elizabethan England REVISION		Early Elizabethan England REVISION		Weimar and Nazi Germany REVISION		Weimar and Nazi Germany REVISION
GCSE Year 1 Terms 4 - 6	1	<p>2.2 (13)</p> <ul style="list-style-type: none"> - Understand the difficulties encountered by Cortes in his attempt to take the city of Tenochtitlan. - Describe and explain how Cortes was successful in defeating the Aztec Empire. - Write an analytical narrative account of the events leading to the taking of Tenochtitlan. 	13	<p>3.1 (19)</p> <ul style="list-style-type: none"> - Know the methods used by Pizarro in his conquest of the Incas. - Understand why the Incas were defeated at the Battle of Cajamarca. - Understand the impact of defeat on the Incas and the causes of the revolt. 	1	To revise Early Elizabethan England	13	To revise Early Elizabethan England	1	To revise Weimar and Nazi Germany	13	To revise Weimar and Nazi Germany
	2	<p>2.3 (14)</p> <ul style="list-style-type: none"> - Know and understand the methods used by Cortes to establish Spanish authority in the New World. - Recognise the positive as well as the negative aspects of Cortes' government. - Explain why Cortes was removed as governor. 	14	<p>3.2 (20)</p> <ul style="list-style-type: none"> - Explain the importance to Spain of the discovery of silver in Bolivia and Mexico. - Describe and explain the challenges of mining silver and the difficulties experienced by the natives made to work in the silver mines. - Understand the significance of the discovery of the Potosi mine. 	2	To revise Early Elizabethan England	14	To revise Early Elizabethan England	2	To revise Weimar and Nazi Germany	14	To revise Weimar and Nazi Germany
	3	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	15	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	3	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	15	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	3	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	15	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper
	4		16		4		16					
	5	<p>2.3 (15)</p> <ul style="list-style-type: none"> - Know and understand the impact of Spanish rule on the Aztec way of life. - Identify and explain the links and connections between causes and consequences. - Describe and explain the costs and benefits to the surviving Aztecs of Spanish rule. 	17	<p>3.2 (21)</p> <ul style="list-style-type: none"> - Understand how the official encomienda system worked and its consequences. - Understand the official system of government of the New World, including the role of the viceroys and the encomiendas. - Understand the role of Las Casas; the significance of the New Laws in 1542 and the foundation of La Paz in 1548. 	5	To revise Early Elizabethan England	17	To revise Early Elizabethan England	5	To revise Weimar and Nazi Germany	17	To revise Weimar and Nazi Germany
	6	<p>2.3 (16)</p> <ul style="list-style-type: none"> - Recap key events, causes, consequences etc covered in this section of the Student Book. - Reinforce learning and understanding by revisiting key events and developments in the expansion of the Spanish Empire on mainland America. 	18	<p>3.3 (22)</p> <ul style="list-style-type: none"> - Understand how the influx of gold and silver bullion into Spain affected the economy of Spain and other European countries. - Describe and explain the dangers of transporting gold and silver from the New World and how the Spanish government dealt with this. 	6	To revise Early Elizabethan England	18	To revise Early Elizabethan England	6	To revise Weimar and Nazi Germany	18	To revise Weimar and Nazi Germany
	7	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	19	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	7	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	19	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	7	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	19	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper
	8		20		8		20					
		9	<p>3.1 (17)</p> <ul style="list-style-type: none"> - Describe and explain Pizarro's motives in exploring south of Panama. - Identify and explain the successes and failures of Pizarro's first encounter with the Incas. - Understand the motives of Charles I in supporting Pizarro's third expedition. 	21	<p>3.3 (23)</p> <ul style="list-style-type: none"> - Understand the impact on Spain of the slave trade and goods from the New World. - Understand the government of the New World and the role of the House of Trade and Council of the Indies. - Explain how Spanish merchants became wealthy as a result of trade with the New World. - Understand how Seville became so important. 	9	To revise Early Elizabethan England	21	To revise Early Elizabethan England	9	To revise Weimar and Nazi Germany	21

	10	<p>3.1 (18)</p> <ul style="list-style-type: none"> - Describe the extent and importance to Spain of the Inca Empire. - Describe the events of Pizarro's third expedition. - Identify the factors that contributed to the defeat of the Incas. - Explain the significance of critical events in the conquest of Peru (e.g. smallpox and the civil war). 	22	<p>3.3 (24)</p> <ul style="list-style-type: none"> - Strengthen and deepen existing learning on the topic so far. - Address any issues and misunderstandings that may have emerged. 	10	To revise Early Elizabethan England	22	To revise Early Elizabethan England	10	To revise Weimar and Nazi Germany	22	To revise Weimar and Nazi Germany
	11	- To answer GCSE questions related to the theme being studied	23	- To answer GCSE questions related to the theme being studied	11	- To answer GCSE questions related to the theme being studied	23	- To answer a GCSE Mock Paper	11	- To answer a GCSE Mock Paper	23	- To answer a GCSE Mock Paper
	12		24		12		24		12		24	
	Lesson	Term 1a	Lesson	Term 1b	Lesson	Term 2a	Lesson	Term 2b	Lesson	Term 3a	Lesson	Term 3b
Class		Weimar and Nazi Germany		Weimar and Nazi Germany		Weimar and Nazi Germany		Weimar and Nazi Germany		Early Elizabethan England		Early Elizabethan England
GCSE Year 2 - Terms 1 - 3	1	<p>1.0 (1)</p> <ul style="list-style-type: none"> - Know the chronology of the immediate post-war period. - Understand how the legacy of the First World War impacted on post-war Germany. 	13	<p>2.1 (11)</p> <ul style="list-style-type: none"> - Identify significant moments in Hitler's early life. - Link prior learning about Germany in the early 20th century to Hitler's personal development. - Explain the origins of the Nazi Party. 	1	<p>3.1 (20)</p> <ul style="list-style-type: none"> - Describe the events surrounding the Reichstag Fire and analyse its significance. - Explain how Hitler gained more power with the introduction of the Enabling Act and his removal of opposition groups. 	13	<p>4.1 (29)</p> <ul style="list-style-type: none"> - Understand Nazi views about women. - Explain how Nazi views led to specific policies about women. - Assess the effectiveness of Nazi policies towards women. 	1	<p>1.0 (1)</p> <p>Describe the nature of Elizabethan society. Explain how Elizabethan society was organised. Identify pros and cons of how Elizabethan society was structured.</p>	13	<p>1.4 (10)</p> <p>Recap the main areas of Key topic 1, including:</p> <ul style="list-style-type: none"> the key features of religious divisions within Elizabethan England in Elizabeth's early reign the key features of Elizabeth's religious settlement the problem of Mary, Queen of Scots. Plan an answer to an exam-style essay question (5c, 16 marks).
	2	<p>1.1 (2)</p> <ul style="list-style-type: none"> - Examine the beginnings of the Weimar Republic. - Begin to evaluate the strength of the Weimar Constitution. 	14	<p>2.1 (12)</p> <ul style="list-style-type: none"> - Trace Hitler's early career in politics. - Explain his personal appeal. - Understand the policies of the NSDAP. 	2	<p>3.1 (21)</p> <ul style="list-style-type: none"> - Describe the events surrounding the Night of the Long Knives. - Analyse the significance of the Night of the Long Knives. - Practise interpretation skills. 	14	<p>4.2 (30)</p> <p>Understand Nazi views about children. Explain how Nazi views led to specific policies about children. Assess the effectiveness of Nazi policies towards children.</p>	2	<p>1.1 (2)</p> <p>Explain how Elizabethan government made laws and put them into action. Evaluate how powerful Elizabeth I was.</p>	14	<p>2.1 (11)</p> <p>Describe the different threats facing Elizabeth I and identify if they were foreign or domestic. Identify and explain a range of causes of the Revolt of the Northern Earls. Identify the key events in the Revolt of the Northern Earls.</p>
	3	<p>1.2 (3)</p> <ul style="list-style-type: none"> - Continue to evaluate the strengths and weaknesses of the Weimar Republic. - Understand why there were early challenges to the Republic. - Be able to explain the form these challenges took. 	15	<p>2.2 (13)</p> <ul style="list-style-type: none"> - Understand the causes, events and consequences of the Munich Putsch in 1923. - Evaluate the success of the Munich Putsch. 	3	<p>3.2 (22)</p> <ul style="list-style-type: none"> - Understand the different aspects of the Nazi police state, including controlling Germany's legal system. - Examine how far Hitler succeeded in creating a police state. 	15	<p>4.2 (31)</p> <ul style="list-style-type: none"> - Understand Nazi views about the purpose of education. - Explain how Nazi views led to specific policies about children. - Assess the effectiveness of Nazi policies towards children. 	3	<p>1.1 (3)</p> <p>Describe Elizabeth's personality and characteristics. Explain why the circumstances surrounding Elizabeth's birth, her gender, and the issue of marriage, were problems for her on becoming queen. Evaluate Elizabeth's personality and characteristics in the context of her being England's queen.</p>	15	<p>2.1 (12)</p> <p>Explain the reasons for the failure of the Revolt of the Northern Earls. Describe and explain the plots facing Elizabeth (1569–88) and their impact. Describe and explain how Elizabeth's approach to her Catholic subjects developed after 1569.</p>
	4	<p>1.2 (4)</p> <ul style="list-style-type: none"> - Develop understanding of key terms 'left' and 'right', 'nationalist' and 'communist'. - Describe the motives and actions of opponents of the Weimar Republic. - Evaluate the impact of Ebert's leadership, 1918–22. 	16	- To answer GCSE questions related to the theme being studied	4	- To answer GCSE questions related to the theme being studied	16	- To answer GCSE questions related to the theme being studied	4	- To answer GCSE questions related to the theme being studied	16	- To answer GCSE questions related to the theme being studied
	5	<p>1.2 (5)</p> <ul style="list-style-type: none"> - Describe Germany's financial difficulties in 1923. - Be able to explain why hyperinflation occurred. - Evaluate the impact of hyperinflation. 	17	<p>2.2 (14)</p> <ul style="list-style-type: none"> - Describe why 1923–1929 are considered 'lean years' for the Nazis. - Explain why the Nazis had limited support during this time. 	5	<p>3.2 (23)</p> <ul style="list-style-type: none"> - Describe Nazi policies towards the Church. - Assess the extent to which Nazi Germany was a totalitarian state. 	17	<p>4.3 (32)</p> <ul style="list-style-type: none"> - Understand Nazi aims relating to employment. - Describe measures taken to reduce unemployment. 	5	<p>1.1 (4)</p> <p>Explain Elizabeth's financial problems on her accession. Explain England's relationship with Scotland and France. Explain and evaluate the threats facing Elizabeth on her accession.</p>	17	<p>2.1 (13)</p> <p>Understand and explain why Mary, Queen of Scots, was eventually executed in 1587. Describe Sir Francis Walsingham's spy network. Explain Sir Francis Walsingham's importance in dealing with the Catholic threat against Elizabeth.</p>
	6	<p>1.3 (6)</p> <ul style="list-style-type: none"> - Understand Stresemann's strategy of recovery for the Weimar Republic. - Explain why there was opposition to Stresemann's strategy. - Evaluate the financial health of Weimar Germany, 1924–29. 	18	<p>2.3 (15)</p> <ul style="list-style-type: none"> - Describe the events of the Wall Street Crash. - Explain the impact of the Wall Street Crash on Germany. - Link the Wall Street Crash to the growth in support for the Nazis. 	6	<p>3.3 (24)</p> <ul style="list-style-type: none"> - Understand how Goebbels used propaganda to control and influence German people. - Understand how the Nazis used media, sport and rallies to control and influence German people. 	18	<p>4.3 (33)</p> <ul style="list-style-type: none"> - Understand how living standards were affected by Nazi policies. - Describe the Nazi organisations designed to improve living. - Evaluate the impact of Nazism on workers. 	6	<p>1.2 (5)</p> <p>Identify and describe the key differences between Protestantism and Catholicism. Explain and analyse why some people supported Protestantism and Church reform. Explain and analyse the impact of Protestantism on the English people.</p>	18	<p>2.2 (14)</p> <p>Describe Elizabeth's foreign policy aims. Describe and understand the significance of Francis Drake's actions – up to 1580 – including his circumnavigation of the globe. Explain the significance of Drake's actions – up to 1580 – in respect of Anglo-Spanish relations.</p>
	7	<p>1.3 (7)</p> <ul style="list-style-type: none"> - Understand Stresemann's strategy of recovery for the Weimar Republic. - Explain the purpose of Stresemann's foreign policy. - Evaluate the strengths and weaknesses of Weimar Germany, 1924–29. 	19	<p>2.3 (16)</p> <ul style="list-style-type: none"> - Describe the appeal of Hitler. - Explain the effects of propaganda and the SA. - Analyse the reasons for the growth in support for the Nazi Party. 	7	<p>3.3 (25)</p> <ul style="list-style-type: none"> - Understand how the Nazis used culture and art to influence and control the German people. - Evaluate the use of censorship and propaganda in Nazi Germany. 	19	<p>4.4 (34)</p> <ul style="list-style-type: none"> - Understand Nazi racial beliefs. - Explain how Nazi beliefs were turned into policies. - Evaluate the impact of Nazi racial policies on Slavs, 'gypsies', homosexuals and those with disabilities. 	7	<p>1.2 (6)</p> <p>Describe the Elizabethan religious settlement of 1559. Explain how Puritanism differed from the Protestantism of the Church of England. Analyse the Elizabethan religious settlement to determine which aspects would be popular with which groups of people.</p>	19	<p>2.2 (15)</p> <p>Describe and explain Elizabeth's strategy of pressuring Spain over the Netherlands. Explain the causes and consequences of key events in Anglo-Spanish relations in the 1570s. Identify and explain the high and low points in Elizabeth's foreign policy in the 1570s.</p>
	8	- To answer GCSE questions related to the theme being studied	20	- To answer GCSE questions related to the theme being studied	8	- To answer GCSE questions related to the theme being studied	20	- To answer GCSE questions related to the theme being studied	8	- To answer GCSE questions related to the theme being studied	20	- To answer GCSE questions related to the theme being studied
	9	<p>1.4 (8)</p> <ul style="list-style-type: none"> - Examine the changes in the standard of living for German people. - Evaluate the success of the Weimar Republic. 	21	<p>2.4 (17)</p> <ul style="list-style-type: none"> - Explain how Hitler became Chancellor. - Understand why Hitler became Chancellor. 	9	<p>3.4 (26)</p> <ul style="list-style-type: none"> - Explain why so many people supported the Nazis. - Examine the methods and success of opposition from within the Church. 	21	<p>4.4 (36)</p> <ul style="list-style-type: none"> - Identify important themes across the topic. - Identify misconceptions and knowledge gaps. 	9	<p>1.3 (7)</p> <p>Identify and explain aspects of the Elizabethan religious settlement disliked by Puritans. Identify ways in which English Catholics were a threat to Elizabeth.</p>	21	<p>2.3 (16)</p> <p>Describe and explain the deterioration of Anglo-Spanish relations after the Treaty of Joinville (1584). Identify and explain the successes and failures of Elizabeth's foreign policy.</p>

	10	<p>1.4 (9)</p> <ul style="list-style-type: none"> - Understand changes for women in Weimar Germany. - Explain the cultural flowering of Weimar Germany. - Be able to link cultural and political change in Weimar Germany. 	22	<p>2.4 (18)</p> <ul style="list-style-type: none"> - Explain and evaluate the role of key players in Hitler's rise to power. 	10	<p>3.4 (27)</p> <ul style="list-style-type: none"> - Examine the methods and success of opposition from young people. - Reach a judgement about the extent of opposition to Nazism. 	22	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	10	<p>1.3 (8)</p> <p>Describe and explain how the Catholic threat to Elizabeth I developed in the first decade of her reign.</p> <p>Describe the deteriorating relationship between England and Spain.</p> <p>Explain how the deteriorating relationship between England and Spain increased the Catholic threat to Elizabeth I.</p>	22	<p>2.4 (17)</p> <p>Describe the progress of the Armada. Describe and explain the reasons for the Armada's defeat.</p>
	11	<p>1.4 (10)</p> <ul style="list-style-type: none"> - Check understanding of Key Topic 1. - Prepare revision tools for Key Topic 1. 	23	<p>2.4 (19)</p> <ul style="list-style-type: none"> - Review and refine learning about Key Topic 2. 	11	<p>3.4 (28)</p> <ul style="list-style-type: none"> - Identify important themes across Key Topic 3. - Identify misconceptions and knowledge gaps. 	23	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	11	<p>1.4 (9)</p> <p>Describe and explain the reasons why Mary, Queen of Scots, fled to England.</p> <p>Explain the problem that Mary, Queen of Scots' arrival in England caused Elizabeth.</p>	23	<p>2.4 (18)</p> <p>Describe the differences between Elizabeth I and Philip II as rulers, and explain how each contributed to the outcome of the Armada. Identify and explain why the Armada was so significant to England.</p>
	12	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	24	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	12	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	24	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	12	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	24	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied
	Lesson	Term 4a	Lesson	Term 4b	Lesson	Term 5a	Lesson	Term 5b	Lesson	Term 6a	Lesson	Term 6b
Class		Early Elizabethan England		Early Elizabethan England		Migrants in Britain - REVISION		Migrants in Britain - REVISION		Spain and The New World - REVISION		Spain and The New World - REVISION
GCSE Year 2 - Terms 4-6	1	<p>2.3 (16)</p> <p>Describe and explain the deterioration of Anglo-Spanish relations after the Treaty of Joinville (1584). Identify and explain the successes and failures of Elizabeth's foreign policy.</p>	13	<ul style="list-style-type: none"> - To revise Early Elizabethan England 	1	<ul style="list-style-type: none"> - To revise Migrants in Britain 	13	<ul style="list-style-type: none"> - To revise Migrants in Britain 	1	<ul style="list-style-type: none"> - To revise Spain and The New World 	13	<ul style="list-style-type: none"> - To revise Spain and The New World
	2	<p>2.4 (17)</p> <p>Describe the progress of the Armada. Describe and explain the reasons for the Armada's defeat.</p>	14	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	2	<ul style="list-style-type: none"> - To revise Migrants in Britain 	14	<ul style="list-style-type: none"> - To revise Migrants in Britain 	2	<ul style="list-style-type: none"> - To revise Spain and The New World 	14	<ul style="list-style-type: none"> - To revise Spain and The New World
	3	<p>2.4 (18)</p> <p>Describe the differences between Elizabeth I and Philip II as rulers, and explain how each contributed to the outcome of the Armada. Identify and explain why the Armada was so significant to England.</p>	15	<ul style="list-style-type: none"> - To revise Early Elizabethan England 	3	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	15	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	3	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	15	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper
	4	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	16		4		16		4		16	
	5	<p>3.19 (19)</p> <p>Describe Elizabethan schooling according to class and gender. Identify and explain the impact education had on Elizabethans.</p>	17	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	5	<ul style="list-style-type: none"> - To revise Migrants in Britain 	17	<ul style="list-style-type: none"> - To revise Migrants in Britain 	5	<ul style="list-style-type: none"> - To revise Spain and The New World 	17	<ul style="list-style-type: none"> - To revise Spain and The New World
	6	<p>3.1 (20)</p> <p>To describe popular pastimes in Elizabethan England.</p> <p>To describe and explain differences in Tudor attitudes and pastimes compared to the modern day.</p> <p>To describe the 'explosion' in the arts in Elizabeth I's reign.</p>	18	<ul style="list-style-type: none"> - To revise Early Elizabethan England 	6	<ul style="list-style-type: none"> - To revise Migrants in Britain 	18	<ul style="list-style-type: none"> - To revise Migrants in Britain 	6	<ul style="list-style-type: none"> - To revise Spain and The New World 	18	<ul style="list-style-type: none"> - To revise Spain and The New World
	7	<p>3.2 (21)</p> <p>Describe and explain the key causes of poverty in Elizabethan England. Explain why enclosure was considered such a problem by Elizabethans. Describe and explain the changes in poor relief in Elizabethan England.</p>	19	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	7	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	19	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	7	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	19	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper
	8	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	20	<ul style="list-style-type: none"> - To revise Early Elizabethan England 	8		20		8		20	
	9	<p>3.3 (22)</p> <p>Explain reasons why the Elizabethans wanted to undertake voyages of exploration – especially in the New World. Describe and explain the reasons for – and consequences of – Drake's circumnavigation of the globe.</p>	21	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	9	<ul style="list-style-type: none"> - To revise Migrants in Britain 	21	<ul style="list-style-type: none"> - To revise Migrants in Britain 	9	<ul style="list-style-type: none"> - To revise Spain and The New World 	21	<ul style="list-style-type: none"> - To revise Spain and The New World
	10	<p>3.4 (23)</p> <p>Describe and evaluate the organisation of the ventures to establish colonies in Virginia. Explain why the colonies in Virginia failed.</p>	22	<ul style="list-style-type: none"> - To revise Early Elizabethan England 	10	<ul style="list-style-type: none"> - To revise Migrants in Britain 	22	<ul style="list-style-type: none"> - To revise Migrants in Britain 	10	<ul style="list-style-type: none"> - To revise Spain and The New World 	22	<ul style="list-style-type: none"> - To revise Spain and The New World
	11	<p>3.4 (24)</p> <p>Review of Elizabeth I's reign from 1558 to 1588.</p> <p>Plan an answer to an essay question, drawing upon a wide range of material across Key Topics 1, 2 and 3.</p>	23	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	11	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	23	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	11	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper 	23	<ul style="list-style-type: none"> - To answer a GCSE Mock Paper
	12	<ul style="list-style-type: none"> - To answer GCSE questions related to the theme being studied 	24		12		24		12		24	