

YEAR 7					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><b><u>How did Britain change under the Anglo Saxons and Vikings?</u></b></p> <p>Enquiry Questions:</p> <p>1 – How did different invaders and settlers change Britain? (Anglo Saxons and Vikings)</p> <p>2 - Is the representation of the Vikings fair? (Anglo Saxons and Vikings)</p> <p>3 - Why did people try and claim England for their own? (Norman Conquest)</p> <p>4 - Did the Normans change England for better or for worse? (Norman Conquest)</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Migration and settlement</li> <li>● Society</li> <li>● Economy and trade</li> <li>● War and religion</li> <li>● Government and political</li> </ul>		<p><b><u>How did the Church impact on people’s lives during the Middle Ages?</u></b></p> <p>Enquiry Questions:</p> <p>1 – Why was the church so central to people during the Medieval period?</p> <p>2 - Were the Crusaders just angry stupid warriors?</p> <p>3 - How terrible was the Black Death?</p> <p>4 - Did the Peasants Revolt make people’s lives better?</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Power and influence</li> <li>● Society, inequality and change</li> <li>● Religious conflict and War</li> <li>● Economy and Trade</li> <li>● Challenging authority</li> <li>● Government and political</li> </ul>		<p><b><u>How did the Tudor England interact with the world?</u></b></p> <p>Enquiry Questions:</p> <p>1 - Did the Tudor family leave England in a better place?</p> <p>2 - What was the Aztec empire like?</p> <p>3 - Did Elizabeth repair the damage of the Tudors?</p> <p>4 - What was Elizabeth’s biggest achievement?</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Religious change</li> <li>● Society, inequality and change</li> <li>● Economy and trade</li> <li>● Migration</li> <li>● Empire building</li> <li>● War and conflict</li> <li>● Government and political</li> <li>● Evolution</li> <li>● Diversity</li> <li>● Adaption</li> </ul>	

# Curriculum Plan Overview – History



YEAR 8					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><b><u>How did society change in the 17<sup>th</sup> and 18<sup>th</sup> Century?</u></b></p> <p>Enquiry Questions:</p> <p>1 - How similar were the English and French Revolution?</p> <p>2 - Did the revolutions improve the lives of people in society?</p> <p>3 - What lessons can be learned from London's outbreak of Plague?</p> <p>4 – Did London change for the better after the Great Fire of London?</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Change and continuity</li> <li>● Monarchy vs Government</li> <li>● Religious conflict</li> <li>● Economic struggle and social injustice</li> <li>● Military conflict</li> <li>● Public health</li> <li>● Urban planning</li> </ul>		<p><b><u>How did slavery, empire and abolition shape our world?</u></b></p> <p>Enquiry Questions:</p> <p>1 – How similar are African and European empires?</p> <p>2 – Why did the slave trade take so long to end?</p> <p>3 – Why did Britain want to build an empire?</p> <p>4 – How should historians reflect on the British empire?</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Continuity and change</li> <li>● Cause and consequence</li> <li>● Significance</li> </ul>		<p><b><u>Was the past a dream or a nightmare for people and historians?</u></b></p> <p>Enquiry Questions:</p> <p>1 – Was the industrial revolution a dream or a nightmare?</p> <p>2 – What problems did the police have in identifying Jack the Ripper?</p> <p>3 – What are the biggest mysteries in history?</p> <p>4 – What problems do historians have when looking at the past?</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Continuity and change</li> <li>● Cause and consequence</li> <li>● Significance</li> <li>● Evidence and interpretation</li> <li>● Impact on modern society</li> </ul>	

# Curriculum Plan Overview – History



YEAR 9					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><b><u>How was the world changing during the 20<sup>th</sup> Century?</u></b></p> <p>Enquiry Questions:</p> <p><u>Enquiry question 1:</u> What caused World War One? Long and short term</p> <p><u>Enquiry question 2:</u> Did Field Marshall Haig deserve to be the Butcher of the Somme?</p> <p><u>Enquiry question 3:</u> Why did women fight for equal rights?</p> <p><u>Enquiry question 4:</u> What factors contributed to the rise of Dictatorship in Europe?</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Continuity and change</li> <li>● Cause and consequence</li> <li>● Significance</li> </ul>		<p><b><u>How did World War II change lives and shape lessons for the future?</u></b></p> <p>Enquiry Questions:</p> <p><u>Enquiry question 1:</u> What was the biggest turning point in World War Two?</p> <p><u>Enquiry question 2:</u> How did World War Two impact Cleethorpes and Grimsby?</p> <p><u>Enquiry question 3:</u> What caused the Holocaust?</p> <p><u>Enquiry question 4:</u> What lessons have we taken from the Holocaust in the 21<sup>st</sup> Century?</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Continuity and change</li> <li>● Cause and consequence</li> <li>● Significance</li> </ul>		<p><b><u>How has migration shaped Britain over the last 1000 years?</u></b></p> <p>Enquiry Questions:</p> <p><u>Enquiry question 1:</u> What has been Britain’s migration story of the last 1000 years?</p> <p><u>Enquiry question 2:</u> What factors caused people to migrate to Britain?</p> <p><u>Enquiry question 3:</u> How do people try and change the world they live in?</p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Continuity and change</li> <li>● Cause and consequence</li> <li>● Significance</li> <li>● Similarity and difference</li> </ul>	

# Curriculum Plan Overview – History



YEAR 10		
Autumn Term	Spring Term	Summer Term
<p><b><u>British Depth Studies – Elizabethan England, c1568-1603</u></b></p> <p>This unit will help students draw meaningful connections between historical events and their lives today. This unit will cover areas including <b>economic struggles, political power, government, cultural achievements, global trade, diversity and tolerance, resistance and rebellion and how past challenges link to modern identity.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Economic challenges</li> <li>● Religious instability</li> <li>● Global exploration</li> <li>● Trade</li> </ul>	<p><b><u>Understanding the modern world – America, 1920-1973: opportunity and inequality</u></b></p> <p>This unit will help students to learn about economic hardship and discrimination while promoting tolerance and understanding. This unit will cover areas including <b>immigration, minority struggles and the contribution of key historical figures (MLK Jr, Malcolm X, Rosa Parks).</b> The students will also cover; <b>challenges faced by working-class communities, economic hardship and resilience.</b> Students will <b>strengthen critical thinking skills and learn to challenge prejudice.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Economic opportunity and inequality</li> <li>● Immigration and integration</li> <li>● Social change and activism</li> <li>● Discrimination and civil rights</li> </ul>	<p><b><u>Wider world depth studies – Conflict and tension: the inter-war years, 1918-1939</u></b></p> <p>This unit will help students to understand how societies address challenges like economic hardship, political instability and social tension. This unit will cover areas including <b>consequences of economic pressures and injustice, rise of extremist ideologies, successes and failure of the League of Nations and the dangers of division.</b> The students will also cover; <b>how history highlights the importance of unity, diplomacy and resilience.</b> Students will <b>enhance their historical knowledge and critical thinking skills.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Economic hardship</li> <li>● Political instability</li> <li>● Diplomacy</li> <li>● Keeping Peace</li> </ul>



YEAR 11		
Autumn Term	Spring Term	Summer Term
<p><b><u>Shaping the nation – Britain: Migration, empires and the people (c.790-present)</u></b></p> <p>This unit will help students to learn about how migration and empire have shaped Britain’s society and identity. This unit will cover areas including <b>challenges faced by migrants (from Vikings to Windrush), impact of migration and empire on working-class communities.</b> Through analysing the causes and consequences of migration, students will <b>strengthen critical thinking skills and gain insight into resilience, cooperation and progress.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>• Economic opportunity and inequality</li> <li>• Immigration and integration</li> <li>• Social change and activism</li> <li>• Discrimination and civil rights</li> </ul>	<p><b><u>Revision</u></b></p> <p>Revision of paper skills focusing on question types – sources and interpretations.</p> <p>Revision of paper 1 Understanding the modern world:</p> <ul style="list-style-type: none"> <li>• the period study of America, 1920-1973: Opportunity and inequality</li> <li>• the wider world depth study of conflict and tension, the inter-war years: 1918-1939</li> </ul> <p>Revision of paper 2 shaping the nation:</p> <ul style="list-style-type: none"> <li>• the thematic study of Britain, migration, empires and the people: c790 to the present day</li> <li>• British depth studies including the historic environment, Elizabethan England: c1568-1603</li> </ul>	<p><b><u>Examination Period</u></b></p>