History - Curriculum Overview - Autumn 2026

Year 7	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Norman Conquest	*First World War*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Fits within the Autumn 1 theme of 'Power & Rulers', as well as being an introduction to History as the earliest chronological time period studied.	*Fits within the Autumn 2 theme of 'Conflict', as well as being close to Armistice on 11th November, so can be linked within lessons at the time period.*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Who were the Anglo-Saxons?* • *Who were the Vikings?* • *Who were the Normans?*	• *Why did the First World War start?* • *What happened during the First World War?* • *How did the First World War end?*
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 8	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Tudor Monarchs	*Second World War*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Fits within the Autumn 1 theme of 'Power & Rulers', as well as including information which forms a basis of other knowledge through the key stage, specifically the conflict between Catholics and protestants.	*Fits within the Autumn 2 theme of 'Conflict', as well as being taught before the following topic of Holocaust. Teaching in this order gives needed background information on the Nazis and the global situation of the time.*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Split and conflict between Catholicism and Protestantism.* • *England's shifting split between Catholicism and Protestantism.* • *Elizabeth I's challenges as English Monarch.*	• *Why did the Second World War start?* • *What happened during the Second World War?* • *How did the Second World War end?*
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 9	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Colonisation	*Genocide*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Fits within the Autumn 1 theme of 'Power & Rulers', as well as building upon knowledge from previous years such as expanding exploration and colonisation of the New World. Information gained in this topic is then taken forward to future topics, especially during the GCSE's.	*Fits within the Spring 1 theme of 'Treatment of Peoples'. This is also taught at the same time as Holocaust memorial day, linking into previous genocides taught in year 8. This is also one of the first topics taught which features very modern history into the 1990s.*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *What happened when the Spanish attempted to colonise Mexico.* • *What happened when the Portuguese attempted to colonise Goa.* • *What happened when the British attempted to colonise North America.*	• *What was the Nanjing Massacre?* • *What happened in Srebrenica?* • *What happened in Rwanda?*
Is this topic on the National Curriculum? No **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** No **Will all staff be teaching this unit?** Yes

Year 10
What are you teaching? Autumn
Weimar & Nazi Germany, 1918 - 1939
Why have you chosen to teach this unit, and this time?
It is one of the four Edexcel topics we teach as part of the prescribed topics from the exam board. It is one of the longer topics which features exam questions which recur through other topics. This is the second of the four topics taught, introducing the students to GCSE source work, building on skills learnt at Ks3.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?
• *Weimar Germany & Constitution* • *Rise of the Nazi party* • *Nazi Germany and the treatment of German people*
Is this topic on the National Curriculum? No **Will all staff be teaching this unit?** Yes

Year 11
What are you teaching? Autumn
Early Elizabethan England, 1558 - 1588
Why have you chosen to teach this unit, and this time?
It is one of the four Edexcel topics we teach as part of the prescribed topics from the exam board. It is one of the shorter topics which features exam questions which recur through other topics. We teach it first for a good background knowledge of exam skills, as well as knowledge background which will feature in the future topic of Migrants in Britain.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?
• *Threats Elizabeth faced during her early rule.* • *Internal and external plots to remove Elizabeth.* • *Elizabethan society.*
Is this topic on the National Curriculum? No **Will all staff be teaching this unit?** Yes

Golden Thread History

History has two skills-based threads which run through KS3 and into KS4.

Firstly, history students are introduced to the skills of description, explanation and analysis. These are built upon in each year of Ks3 through assessed work as well as in-class work, beginning with basic descriptive tasks in year 7, finishing with exam questions in their GCSE's based around analysing the importance of topics and explaining judgements around specific debates.

Secondly, history students are introduced to skills surrounding sources and interpretations. In year 7 this begins with basic inferences and descriptions of sources and interpretations, expanding through Ks3 and into their GCSE's into analysing the usefulness of sources and understanding how to expand on them to find further information.