History - Curriculum Overview - Spring 2027

Year 7	
What are you teaching? Spring 1	**What are you teaching? Spring 2**
Enslavement	*Tudor & Stuart Life*
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 Spring 1 theme of 'Treatment of Peoples', as well as serving as an introduction to many themes such as trade, colonisation and globalisation which will be revisited in later topics.	*Fits within the Spring 2 theme of 'How people lived', as well as forming a basis of knowledge on key topics such as the reformation and late medieval life which will be revisited in later topics.*
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 was the Trans-Atlantic trade in enslaved people?* • *How were enslaved peoples treated?* • *What was Barbary enslavement?*	• *What are the differences between Catholics and Protestants?* • *What was life like in this period for the rich?* • *What was life like in this period for the poor?*
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? Spring 1	**What are you teaching? Spring 2**
Holocaust	*Industrial Revolution*
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 Spring 1 theme of 'Treatment of Peoples'. This is also taught at the same time as Holocaust memorial day, and directly after the topic of the Second World War.	*Fits within the Spring 2 theme of 'How people lived'. This topic gives information on how Britain went from a rural to an urban society, and provides a good basis for the following topic of 'Suffrage'.*
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 was the Holocaust?* • *Why did the Holocaust happen?* • *How did the Holocaust end?*	• *Why did the Industrial Revolution start?* • *What changed during the Industrial Revolution?* • *What was life like for children during the Industrial Revolution?*
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? Spring 1	**What are you teaching? Spring 2**
English Civil War & Restoration	*American Civil Rights*
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 Spring 2 theme of 'How people lived', using skills on cause & consequence as well as linking into the modern monarchy today. This topic uses knowledge built upon in many previous topics, especially the religious divide in England.	*Fits within the Summer 1 theme of 'Rights of People', building on the skills gained in this theme in previous years to apply the idea of peaceful protest to another context.*
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?**
• *Why did the English Civil War Begin?* • *How did the English Civil War end?* • *What was the Restoration?*	• *What was the American Civil Rights movement?* • *What protests happened during the American Civil Rights movement?* • *How was equality in law achieved in the USA?*
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 10
What are you teaching? Spring
Migrants in Britain, c800 - present
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 build upon those in the other topics studied previously. We teach it third as it bridges the summer break. The topic can be split into distinct units, meaning the impact of the summer break is minimal on the narrative of the topic.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?
• *What was the reason for different migrant groups migrating?* • *What was the experience of different migrant groups?* • *What was the impact of different migrant groups?*
Is this topic on the National Curriculum? No **Will all staff be teaching this unit?** Yes

Year 11
What are you teaching? Spring
Superpower Relations and the Cold War, 1945 - 1991
Why have you chosen to teach this unit, and this time?
It is the final of the four Edexcel topics we teach as part of the prescribed topics from the exam board. This topic brings in a lot of skills from the previous topics, as well as using knowledge gained in both the Weimar & Nazi Germany topic and the Migrants in Britain topic.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?
• *How did tension between the USSR and USA rise in the 1940s and 50s?* • *How did the Cold War worsen during the 1960s and 70s?* • *How did the Cold War end?*
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.