History - Curriculum Overview - Summer 2027

Year 7	
What are you teaching? Summer 1	**What are you teaching? Summer 2**
Forms of Government	*British Turning Points*
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 Summer 1 theme of 'Rights of People'. This topic is also a basis for governmental concepts which come up time and again throughout our curriculum such as Democracy, Capitalism and Communism.	*Fits within the Summer 2 theme of 'Changes in Society'. This topic is designed to cover key aspects of British history that do not fit neatly into any other wider-topic.*
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 is Capitalism?* • *What is Communism?* • *What is Democracy?*	• *What is Magna Carta?* • *How did Britain respond to the Bubonic Plague?* • *What was the Peasants Revolt?*
Is this topic on the National Curriculum? No **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? Summer 1	**What are you teaching? Summer 2**
Women's Suffrage	*Irish History & Beliefs*
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 Summer 1 theme of 'Rights of People',. This topic chronologically follows the Industrial Revolution topic, building on the theme of Democracy from previous years.	*Fits within the Summer 2 theme of 'Changes in Society', building on the theme of religious divide in the Early Modern period studied in previous topics, as well as giving students a knowledge of British relations with a close neighbour.*
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.*	• *How did England become involved in Ireland?* • *How have Catholics and Protestants had conflict in Ireland?* • *What was 'The Troubles'?*
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? Summer 1	**What are you teaching? Summer 2**
Revolutions	*Notting Hill (GCSE Case Study)*
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 2 theme of 'Conflict', as well as being a building on knowledge gained in previous topics such as the transatlantic slave trade, exploration and trade.	*Taught as part of the History GCSE Edexcel topic 'Migrants in Britain, C8000 - Present'. Taught as a stand-alone unit with a focus on migration to Britain after WW2 in London.*
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 American Revolution?* • *What was the French Revolution?* • *What was the Haitian Revolution?*	• *What was Notting Hill like at the end of the Second World War?* • *What was the relationship between the Caribbean community and the police in Notting Hill?* • *What impact did Caribbean culture have in Notting Hill?*
Is this topic on the National Curriculum? Yes **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 9	
What are you teaching? Summer 1	**What are you teaching? Summer 2**
American Civil Rights	*Women through time*
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 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.	*Fits within the Summer 2 theme of 'Changes in Society', as well as giving broad knowledge of select individuals who have traditionally not been included in many curricula.*
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 American Civil Rights movement?* • *What protests happened during the American Civil Rights movement?* • *How was equality in law achieved in the USA?*	• *Who was each woman?* • *What did each woman do?* • *Why is each woman significant?*
Is this topic on the National Curriculum? Yes **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? Summer
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? Summer
N/A
Why have you chosen to teach this unit, and this time?
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?
Is this topic on the National Curriculum? Yes **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.