



History - Year 7



AUTUMN 1

Why are the Romans remembered as influential c.750 BC-410 AD?

Students will be introduced to the ancient world of the Romans and consider the influence of the Roman Empire due to its scale, impact on culture, language and religion. They will explore how Rome split with Eastern Empire (Byzantium), which continued for another 1,000 years after the city of Rome collapsed in the 5th century.

Why do the Silk Roads matter c.100 BC-1453 AD?

Students will explore the exchange of goods and ideas between the 'East' (China) and 'West' (Europe) in the medieval world. This includes physical items but also the spread of Islam and Buddhism. Students examine the significance of cities along the Silk Roads, such as 'Golden Age' Baghdad, Constantinople as a bridge to the Middle East and Jerusalem in the context of the Crusades, alongside the Mongol Empire.

AUTUMN 2

Should we use the label 'Dark Ages' to describe Anglo-Saxon Britain c.450-1066?

In this unit, students will explore the rule of Anglo-Saxon kings and their decentralised power structure. They'll learn about paganism, the influence of Christian missionaries, Viking invasions, and trade routes. The unit also covers Anglo-Saxon legal codes and the gradual centralisation of power in England.

SPRING 1

How far did the Normans bring a 'truckload of trouble' to England 1066-1087?

In this unit, students will study the invasion and conquest of England by the Normans, including the Harrying of the North. They'll explore the feudal system, the significance of the Domesday Book, and the monastic revival. The unit will also cover the expansion and influence of the Norman Empire.

SPRING 2

Who really ruled England in the 12th and 13th centuries?

In this unit, students will explore contested power between the monarchy and the Catholic Church, focusing on the conflict between Henry II and Thomas Becket. As part of a wider enquiry into types of power and how monarchical power was contested, students then study the reigns of Richard I and 'Bad King John' to understand what values were attributed to 'good' medieval monarchs. Students will develop understanding of the significance of the Magna Carta in limiting royal power and establishing rights for people within England which are pivotal to shifts in power later.

SUMMER 1

To what extent did the Black Death transform medieval life in the 14th century?

In this unit, students will examine a case study of the village of Walsham in the 1300s. Drawing on the work of John Hatcher, this unit focuses on the roles of priests, landowners, and peasants in medieval society. Students are then introduced to the terrifying experiences of the Black Death in 1348 and consider the impact of the Black Death on medieval lives. The disruptions this caused are linked through to the Peasants' Revolt of 1381. Students can then assess the extent of social and economic changes during this period.

SUMMER 2

What circumstances allowed the Renaissance in Europe to happen c.1300-1600?

Students will explore factors leading to the emerging intellectual climate of the Renaissance, focusing on Humanism and its influence on culture, science and the arts, including the pivotal role of Italy and Florence specifically in shaping Renaissance thought and creativity.

How powerful was medieval Mali in the 14th century?

In this unit, students will learn about Mansa Musa, his immense wealth, and his empire-building in Mali. They'll explore the role of oral history in preserving his legacy, his famous pilgrimage to Mecca, and the Islamic kingdom's contributions to scholarship and culture during his reign.

PRIOR LEARNING

Links to KS2:

- Students should understand chronology and the concept of timelines.
- Students may have studied aspects of Roman Empire, Medieval Baghdad, Anglo-Saxon England, or the Vikings before.

PRIOR LEARNING

Concepts revisited throughout Y7:

- Empire-building and control/influence over colonies (Roman, Mongol, Norman)
- Beliefs, ideas and religions
- Centralised and decentralised power, including role of monarchs and emperors (Rome, Anglo-Saxons)
- Migration, trade and interactions between people (Silk Roads)
- Hierarchies and feudalism (Normans)

PRIOR LEARNING

Concepts revisited throughout Y7:

- Beliefs, ideas and religions, including spread of Christianity under Romans, Anglo-Saxons and Norman leaders
- Hierarchies and feudalism, the role of peasants, lords and priests (Normans)
- Migration, trade and interactions between people leading to spread of disease (Silk Roads)
- Empire-building and influence over culture (Roman, Norman)

Summative Assessment 1

Cumulative Knowledge assessment:

1 x Multiple Choice Quiz

This will test:

- the *breadth* of students' cumulative understanding of core knowledge, concepts and vocabulary covered since the start of Year 7.

Written assessment:

1 essay/extended written responses to historical enquiry questions.

This will test:

- the *depth* of students' knowledge of one topic
- Students' ability to plan and organise their ideas
- Written communication to answer to a question.

Summative Assessment 2

Cumulative Knowledge assessment:

1 x Multiple Choice Quiz

This will test:

- the *breadth* of students' cumulative understanding of core knowledge, concepts and vocabulary covered since the start of Year 7.

Written assessment:

1-2 essays/extended written responses to historical enquiry questions.

This will test:

- the *depth* of students' knowledge of one topic
- Students' ability to plan and organise their ideas
- Written communication to answer to a question.



History - Year 8



AUTUMN 1

What were the consequences of the European Reformation c.1517-1650?

In this unit, students will study Martin Luther's role in the rise of Protestantism and the Catholic Counter Reformation. They'll explore Henry VIII's English Reformation and the impact on religion in England. The unit will also examine the microhistory of Morebath, England, and the reigns of the Tudor monarchs.

AUTUMN 2

What was the most significant legacy of the 'Age of Discovery' c.1450-1800?

In this unit, students will learn about Zheng He, the Chinese admiral who explored vast regions. They'll explore Columbus' arrival in the Americas, the rise of the Aztec Empire, and Spanish conquistadors. The unit will also cover British colonization of North America and the American War for Independence.

What were interactions between Europeans and Africans like in the 16th century?

In this unit, students will explore the work of historian Miranda Kaufmann, who uncovers the history of Black Britons. They will learn about high-status individuals like John Blanke, a Tudor trumpeter, highlighting their contributions to British society during the Tudor period.

SPRING 1

What do sources reveal about the trans-Atlantic system of slavery c.1500-1850?

In this unit, students will study the Middle Passage, the brutal journey of enslaved Africans to the Americas. They'll learn about cotton and sugar plantations in Brazil, the Caribbean, and the USA, and explore British involvement in the transatlantic slave trade. The unit will also cover resistance, rebellions, and the abolition movement.

SPRING 2

How revolutionary were the British Revolutions of the 17th century?

In this unit, students will explore the conflict between King Charles I and Parliament, leading to the English Civil War. They'll study Oliver Cromwell's role and the subsequent Restoration of the monarchy. The unit will also cover the Glorious Revolution and the rise of parliamentary supremacy in England.

SUMMER 1

Did Leeds experience an 'extraordinary jump forward in the story of civilisation' during the Industrial Revolution c.1750-1900?

In this unit, students will explore industrialisation and the rise of factories, which transformed economies and societies. They'll study urbanisation, transportation advancements, and the harsh realities of child labour. The unit also covers the Chartists' movement and the distinctive architecture of Leeds during the industrial era for example, the City Varieties theatre and the back-to-back terraced housing of Leeds' suburbs.

SUMMER 2

Why does it matter what we call the 1857 conflict in India?

In this unit, students will learn about the Mughal Empire and the British East India Company's influence in India. They'll explore the 1857 Sepoy Mutiny, the role of Queen Lakshmbai of Jhansi, and how British control expanded into the British Raj after the rebellion.

PRIOR LEARNING

Concepts revisited from Y7

- Religion and the Catholic Church, including role of Pope
- Hierarchies, contested power and conflict (Normans, Angevins, Medieval life)

Concepts revisited from Y7 and Y8

- Empire-building and control of empires (Rome, Norman, Mali)
- Trade, Interactions between people (Silk Roads),
- New technology (Renaissance)
- Religion (Reformation)

PRIOR LEARNING

Concepts revisited from Y7 and Y8

- Year 7: Interactions between people, trade, experiences of enslavement (Rome, Silk Roads)
- Year 8: Empire-building in the Americas (Age of Discovery)

Concepts revisited from Y7 and Y8

- Year 7: Contested power, Monarchy, Hierarchies, Conflict (Angevins, Medieval life)
- Year 8: Religion, Catholicism vs Protestantism (Reformation)

PRIOR LEARNING

Concepts revisited from Y7 and Y8

- Year 7: Magna Carta (Angevins), feudalism (Normans)
- Year 8: Parliament and government (English revolutions) trade, production of cotton (trans-Atlantic slavery)

Concepts revisited from Y7 and Y8

- Year 7: Empire-building and control of empires (Rome, Norman, Mali)
- Year 8: Colonisation and independence (Age of Discovery); Role of Parliament, conflict, weaponry (English Civil War)

Summative Assessment 1

Cumulative Knowledge assessment:

1 x Multiple Choice Quiz

This will test:

- the *breadth* of students' cumulative understanding of core knowledge, concepts and vocabulary covered since the start of Year 7.

Written assessment:

1 essay/extended written responses to historical enquiry questions.

This will test:

- the *depth* of students' knowledge of one topic
- Students' ability to plan and organise their ideas
- Written communication to answer to a question.

Summative Assessment 2

Cumulative Knowledge assessment:

1 x Multiple Choice Quiz

This will test:

- the *breadth* of students' cumulative understanding of core knowledge, concepts and vocabulary covered since the start of Year 7.

Written assessment:

1-2 essays/extended written responses to historical enquiry questions.

This will test:

- the *depth* of students' knowledge of one topic
- Students' ability to plan and organise their ideas
- Written communication to answer to a question.



History - Year 9



AUTUMN 1

How typical was the story of Kitty Marion within the fight for women's suffrage c.1903-1918?

In this unit, students will learn about women's power throughout history, from peaceful suffragists like Millicent Fawcett to radical suffragettes like Emmeline Pankhurst. They'll explore the 1913 arson and bombing campaigns, women's roles in WWI, and historian Dr. Fern Riddell's work uncovering the life of suffragette Kitty Marion.

AUTUMN 2

Why did a global war break out in 1916?

In this unit, students will study European imperialism and the Scramble for Africa in the 1890s, examining how competition for colonies led to global tensions. They'll learn about militarism, the arms race, and how the assassination of Archduke Franz Ferdinand by Serbian nationalists sparked the outbreak of World War I.

What do the stories of soldiers reveal about the Western Front 1914-18?

In this unit, students will explore trench warfare during World War I, including the challenges soldiers faced in muddy, dangerous conditions. They'll study gas attacks as a new form of warfare and learn about the experiences of imperial soldiers. The work of historian David Olusoga sheds light on their often overlooked contributions.

SPRING 1

How far did the events of 1929 transform the lives of German people?

In this unit, students will study the Treaty of Versailles and its impact on Germany in the 1920s. They'll learn about the Wall Street Crash and the Great Depression, which contributed to economic hardship. Finally, they'll explore the rise of extremism in Germany, leading to the rise of Adolf Hitler.

What was life like for ordinary people in Stalinist Russia, c.1928-1939?

In this unit, students will learn about the Russian Revolution, which led to the rise of communism. They'll study the creation of a police state, collectivisation, and industrialisation under Stalin. The unit will also cover the purges and gulags, where many were imprisoned or executed during Stalin's reign.

SPRING 2

Why was the Holocaust able to happen?

In this unit, students will study the history of antisemitism and how it fueled Nazi persecution of Jews in Germany. They will learn about the 'Final Solution,' Einsatzgruppen, and death camps. The unit will also examine the roles of collaborators and bystanders during the Holocaust.

SUMMER 1

Whose contributions were the decisive factor in ending the Second World War?

In this unit, students will explore key WWII events like the Dunkirk evacuation, the Battle of Britain, and the attack on Pearl Harbor. They will study the pivotal Battle of Stalingrad and examine the contributions of the Soviet Union, the United States, Britain, and British colonies to the war effort.

SUMMER 2

The Cold War: Why did the world get close to nuclear war by 1962?

In this unit, students will learn about espionage and tensions between the USA and USSR during the Cold War. They'll explore the conflict between communism and capitalism, Eastern European communism, and the nuclear arms race. The unit will also cover the divisions over Berlin and the Cuban missile crisis.

PRIOR LEARNING

Concepts revisited from Y7 and Y8

- Year 7: Magna Carta (Angevins)
- Year 8: Resistance and rebellions (trans-Atlantic slavery, India)
- Year 8: Parliament, government and voting rights (English civil war, Chartists in Industrial Revolution)

Concepts revisited from Y7 and Y8

- Year 8: Empire and Colonisation, Independence, Migration (Age of Discovery, British Empire in India)
- Year 8: Technology developments (Industrial Revolution)
- Year 8: Awareness of differences to earlier conflicts (English Civil War)

PRIOR LEARNING

Concepts revisited from Y7, Y8 and Y9

- Year 7: Hierarchies, peasantry, feudalism, farming (Medieval life)
- Year 8: Parliament and government (English Civil War), Industrialisation (Industrial Revolution)
- Year 9: Voting rights, democracy and radicalism (Suffrage)

Concepts revisited from Y7, Y8 and Y9

- Year 7: Religion and beliefs (Angevins)
- Year 8: Persecution and 'Othering' of certain groups (Reformation, trans-Atlantic slavery)
- Year 9: Political extremism (Suffragettes, Interwar period), Police state and control (Communist Russia)

PRIOR LEARNING

Concepts revisited from Y7 and Y8

- Year 8: Empire and migration (British Empire in India), context of USA after American War for Independence (Age of Discovery)
- Year 9: Drawing on examples of earlier conflict (WWI, Interwar period), Ideologies (Russia)

Concepts revisited from Y7 and Y8

- Year 8: Industrialisation and capitalism (Industrial Revolution), Global influence (Age of Discovery)
- Year 9: Conflict, technology, arms race (WWI, WWII), Ideologies and beliefs (Communist Russia)

Summative Assessment 1

Cumulative Knowledge assessment:

1 x Multiple Choice Quiz

This will test:

- the *breadth* of students' cumulative understanding of core knowledge, concepts and vocabulary covered since the start of Year 7.

Written assessment:

1 essay/extended written responses to historical enquiry questions.

This will test:

- the *depth* of students' knowledge of one topic
- Students' ability to plan and organise their ideas
- Written communication to answer to a question.

Summative Assessment 2

Cumulative Knowledge assessment:

1 x Multiple Choice Quiz

This will test:

- the *breadth* of students' cumulative understanding of core knowledge, concepts and vocabulary covered since the start of Year 7.

Written assessment:

1-2 essays/extended written responses to historical enquiry questions.

This will test:

- the *depth* of students' knowledge of one topic
- Students' ability to plan and organise their ideas
- Written communication to answer to a question.



History - Year 10



AUTUMN 1

Paper 1 Medicine Through Time:

Topic 1 - Medieval Medicine c.1250-1500

Students explore beliefs about disease, treatment methods, and the role of the church in medieval medicine. Medicine was influenced by religion, superstition, and Galen's teachings; treatments included herbal remedies, prayers, and bloodletting.

Paper 1 Medicine Through Time:

Topic 2 - Early Modern Medicine c.1500-1700

Students study the impact of the Renaissance and key medical discoveries in surgery and anatomy. Medical knowledge advanced with the rise of the Scientific Revolution. However, many old ideas, like the four humours, persisted.

PRIOR LEARNING

- **From Year 7:** The Church, the Black Death (Angevins, Medieval life), Intellectual climates, humanism (Renaissance)
- **From Year 8:** Religion, Protestantism (Reformation), Empire, colonisation (Age of Discovery)

Summative Assessment 1

Written assessment:

Full essays/parts of essays/extended written responses to past paper questions answered in class and marked by teacher.

AUTUMN 2

Paper 1 Medicine Through Time:

Topic 3 - Industrial Medicine c.1700-1900

Students learn about the discovery of germs and gradual reforms in public health reforms. Advancements included vaccinations, anesthesia, and antiseptic surgery.

Paper 1 Medicine Through Time:

Topic 4 - Modern Medicine c.1900-present

Students examine breakthroughs in modern medicine leading to higher life expectancies. Key developments include antibiotics, genetic research, and organ transplants, transforming healthcare with improved treatments and technology.

- **From Year 8:** Parliament and government (English Civil War), Urbanisation and technological advances (Industrial Revolution)

- **From Year 9:** Conflict in 20th century (WWI, WWII)

SPRING 1

Paper 1 Medicine Through Time:

Historical Environment topic - Western Front during WWI

This topic covers the conditions and medical challenges faced on the Western Front during WWI. Students will study trench warfare, injuries, and treatments, using primary sources to understand historical contexts and develop skills in source analysis for the exam.

PRIOR LEARNING

- **From Year 9:** Nature of conflict (Experiences of soldiers during WWI)
- **From Year 10:** Context of medicine by 1914, antiseptics, anaesthetics (Industrial Medicine)

SPRING 2

Paper 2 Early Elizabethan England:

Topic 1 - Queen, government and religion 1558-69

Students will learn about Queen Elizabeth's role as a leader in a male-dominated society, focusing on her legitimacy and the challenges to her marriage and authority. They'll study the Religious Settlement, which established Protestantism as England's main religion, and the Puritan challenges to this. The topic also covers Mary Queen of Scots, her rivalry with Elizabeth, and the problems her presence in England caused.

- **From Year 7:** Power, monarchy, hierarchy (Angevins, Medieval life)

- **From Year 8:** Religion and beliefs, Catholicism and Protestantism, Counter-Reformation (The Reformation)

Summative Assessment 2

PPE Cycle 1 (April):

- Paper 1 Medicine Through Time and Western Front of WWI (1 hour 20 minutes);
- Paper 2 Early Elizabethan England (55 minutes)

SUMMER 1

Paper 2 Early Elizabethan England:

Topic 2 - Challenges to Elizabeth at home and abroad, 1569-88

Students will study internal and external challenges to Elizabeth's rule, including the Revolt of the Northern Earls, including the Revolt of the Northern Earls and plots against her life. They'll learn about the execution of Mary Queen of Scots, the rivalry with Spain, and the Spanish Armada, a key event in Elizabethan foreign relations.

PRIOR LEARNING

- **From Year 8:** Catholicism and Protestantism (Reformation) Maritime trade, Spanish colonization of New World

- **From Year 9:** Espionage and police state (Communist Russia)

SUMMER 2

Paper 2 Early Elizabethan England:

Topic 3 - Elizabethan society in the Age of Exploration 1558-88

Students will explore how education was mainly for the rich, while the poor had limited opportunities. They'll study how poverty grew due to rising prices and a lack of jobs. The topic discusses the rise of the theatre, including famous playwrights like Shakespeare, and popular pastimes such as jousting and bear-baiting. The final part of the course covers England's exploration of the New World, including Sir Francis Drake's journey around the globe. Students will also learn about the failed attempt to set up a colony in Virginia.

- **From Year 7:** Intellectual climate, humanism (Renaissance), hierarchies and feudal system (Normans, Angevins)

- **From Year 8:** Maritime trade, British colonisation of New World (Age of Discovery)



History - Year 11



AUTUMN 1

Paper 3 Weimar and Nazi Germany 1918-1939:

Topic 1 - The Weimar Republic 1918-29

Students will learn about the formation of the Weimar Republic after World War I, its democratic structure, and the challenges it faced, including political extremism, economic crises, and the Treaty of Versailles. They will study key events like the Spartacist Uprising and the hyperinflation crisis, and understand the role of leaders such as Stresemann in stabilizing the republic.

Paper 3 Weimar and Nazi Germany 1918-1939:

Topic 2 - Hitler's Rise to power 1919-33

Students will explore Hitler's early life, the founding of the Nazi Party, and key events leading to his rise, including the Beer Hall Putsch and the use of propaganda. They will examine the economic conditions of the time, the weakness of the Weimar Republic, and how Hitler exploited these factors to gain power.

PRIOR LEARNING

- **From Year 9:** Treaty of Versailles, Wall St Crash, Great Depression, political extremism, Communism (Interwar years, Communist Russia), women's suffrage (Suffragettes)

Summative Assessment 1

Written assessment:

Full essays/parts of essays/extended written responses to past paper questions answered in class and marked by teacher.

PPE Cycle 2 (November):

- **Paper 1 Medicine Through Time and Western Front of WWI (1 hour 20 minutes);**
- **Paper 3 Weimar and Nazi Germany (1 hour 30 minutes)**

AUTUMN 2

Paper 3 Weimar and Nazi Germany 1918-1939:

Topic 3 - Nazi control and dictatorship 1933-39

Students will analyze how Hitler established a totalitarian state, including the Reichstag Fire, the Enabling Act, and the Night of the Long Knives. They will study Nazi propaganda, the role of the SS, Gestapo, and the Nazi youth, and the consolidation of power through political repression, propaganda and censorship, control of culture, the arts and sporting events such as the Berlin Olympics.

Paper 3 Weimar and Nazi Germany 1918-1939:

Topic 4 - Life in Nazi Germany, 1933-39

Students will investigate the impact of Nazi policies on daily life, including the treatment of women, workers, and minorities, particularly Jews. They will learn about the Nazis' social, educational, and economic policies, including the Hitler Youth and attempts to indoctrinate a future generation to remain loyal to Hitler at all costs. Students will also examine resistance movements within Nazi Germany.

- **From Year 8:** Contested power and rebellions (English Civil War, Chartism)

- **From Year 9:** Political extremism, police state (Communist Russia), 'Othering' of certain groups, antisemitism (Holocaust)

PRIOR LEARNING

- **From Year 8:** Empire, global influence (Age of Discovery)

- **From Year 9:** Ideologies, Stalin's beliefs (Communist Russia), Soviet and US experiences of WWII (WWII), capitalism vs communism (Cold War)

SPRING 1

Paper 2 Superpower relations and the Cold War, 1941-91:

Topic 1 - The origins of the Cold War 1941-58

Students will learn about the key factors that contributed to the Cold War, including ideological differences between the USA and the USSR, the impact of World War II, and early tensions in Europe. They will explore key events such as the Yalta and Potsdam Conferences, the development of the atomic bomb, and the division of Germany. Students will also examine how these tensions escalated into the Cold War, influencing global politics and shaping the relationship between superpowers.

- **From Year 9:** Nuclear weapons, Arms race, expansionism, espionage, Berlin, Cuban Missile Crisis (Cold War)

Summative Assessment 2

Additional PPE (March)

- **Paper 2 Early Elizabethan England and Superpower Relations (55 minutes per paper, total exam 1 hour 50 minutes)**

SPRING 2

Paper 2 Superpower relations and the Cold War, 1941-91:

Topic 2 - Cold War crises, 1958-70

Students will explore significant Cold War crises, including the Berlin Crisis, the Cuban Missile Crisis, and the Prague Spring. They will investigate the causes and outcomes of these events, focusing on the role of key figures such as Kennedy, Khrushchev, and Brezhnev. The topic also covers the development of nuclear weapons, the arms race, and the impact of these crises on global stability.

Paper 2 Superpower relations and the Cold War, 1941-91:

Topic 3 - The End of the Cold War, 1970-1991

This topic looks at what caused the end of the Cold War. Students will learn about détente, the ideas of leaders like Gorbachev and Reagan, and important events like the INF Treaty and the fall of the Berlin Wall. They will also explore how the USSR collapsed and how the world changed in the late 20th century.

PRIOR LEARNING

All GCSE History content

SUMMER 1

Paper 1 Medicine Through Time and Western Front (1 hour 20 minutes)

Revision and exam preparation

Paper 2 Early Elizabethan England AND Superpower Relations (55 minutes each, total exam time 1 hour 50 minutes)

Revision and exam preparation

Paper 3 Weimar and Nazi Germany (1 hour 30 minutes)

Revision and exam preparation



History - Year 12



AUTUMN

Paper 1 Britain Transformed, 1918-97:

Topic 1 - A changing political and economic environment 1918-79

This topic explores the political developments, economic challenges, government policies, and changes in Britain's global position between 1918 and 1979.

Topic 2 - Creating a welfare state, 1918-79

This topic examines the development of social reforms, the effects of World War II, and the creation of a welfare state in Britain.

Paper 2 The USA Boom and Bust, 1920-55:

Topic 1 - Boom and crash, 1920-29

This topic explores the economic prosperity of the 1920s, the cultural and technological changes of the era, and the factors that led to the Wall Street Crash of 1929.

Topic 2 - Depression and New Deal, 1929-38

This topic examines the causes and impacts of the Great Depression, as well as Franklin D. Roosevelt's New Deal policies designed to achieve economic recovery and implement social reform.

PRIOR LEARNING

From KS3 and GCSE, students will have prior knowledge of:

- Parliament and suffrage
- Political extremism and ideologies such as Communism
- Economic measures of poverty, employment and welfare state
- Wall St. Crash and Great Depression
- Chronology of WWI and WWII

Summative Assessment 1

Written assessment:

Synoptic and/or source essays taken from past papers to check understanding of knowledge, construction of arguments and quality of written communication for both components in Year 12.

SPRING

Paper 1 Britain Transformed, 1918-97:

Topic 3 - Society in transition 1918-79

This topic analyses the social changes in Britain, including shifts in gender roles, immigration patterns, class dynamics, and evolving cultural and societal norms.

Topic 4 - The changing quality of life, 1918-79

This topic explores improvements in living standards, advancements in technology, changes in leisure activities, and the growth of consumer society in Britain.

Paper 2 The USA Boom and Bust, 1920-55:

Topic 3a - Impact of the New Deal

This topic analyses the successes and limitations of the New Deal, focusing on how it addressed unemployment, expanded social welfare, and left lasting political and economic effects on the United States.

Topic 3b - Impact of the Second World War on the USA to 1945

This topic studies the economic recovery during World War II, the societal changes brought about by the war, the increased role of federal government, and the USA's emergence as a global superpower by 1945.

PRIOR LEARNING

From KS3 and GCSE, students will have prior knowledge of:

- The concept of Empire and global 'superpowers' of trade
- Political and economic policies under Communism and Stalinism
- Soviet and US experiences of WWII
- Clash of political ideologies during the Cold War

Summative Assessment 2

PPE Cycle 1: (June)

- Paper 1 Britain Transformed (2 hours 15 minutes)
- Paper 2 USA Boom and Bust (1 hour 30 minutes).

SUMMER

Paper 1 Britain Transformed, 1918-97:

Topic 5 - What impact did Thatcher's governments ('79-90) have on Britain?

This topic examines the policies implemented by Thatcher's governments, their economic, political and social effects, and controversies surrounding her leadership.

Paper 2 The USA Boom and Bust, 1920-55:

Topic 4 - The transformation of the USA, 1945-55

This topic covers the economic growth of the post-war period, the rise of suburbanization, the tensions of the Cold War changes that shaped modern American society and politics.

PRIOR LEARNING

Year 9: Arms race, expansionism, espionage (Cold War)

Revision and preparation for the Y12 PPE examinations

Throughout their learning and ahead of the exams, students build familiarity with exam skills. Across both papers, students must analyse historical sources, evaluate interpretations, construct arguments, and assess causes, consequences, and significance of events from 1920-55. Paper 1 is 2 hours 15 minutes, with 2 essays and one interpretation to evaluate. Paper 2 is 1 hour 30 minutes, with two sources to assess, alongside a choice of two essays.

Coursework on Stalin's Terror:

Introduction to coursework, outline of expectations, preliminary readings



History - Year 13



AUTUMN

Paper 3 The witchcraze in Britain, Europe and North America, c1580-1750:

North Berwick, Scotland 1590-91 case study

This case study examines the accusations of witchcraft in North Berwick, focusing on the role of King James VI and the impact of confessions and trials during this period.

Pendle, Lancashire 1604-13 case study

This case focuses on the Pendle witch trials, detailing the accusations made, trials conducted, and the executions of supposed witches in early 17th-century England.

The Great Witch-hunt in Bamberg 1623-32 case study

This case study studies the extensive witch trials in Bamberg, Germany, analyzing the influence of religious and political factors on these events.

Coursework on Stalinist Russia:

- Selection of resources for 4,000 word essay
- Compiling resource record
- Engaging with a range of historical scholarship
- Planning and drafting 4,000 word essay

PRIOR LEARNING

From KS3 and GCSE, students will have prior knowledge of:

- **From Years 8/10:** Religious beliefs, Catholicism, Protestantism, Counter-Reformation, Holy Roman Empire (Reformation, Elizabeth I)
- **From Year 9:** Communism, police state, purges, 'Othering' (Communist Russia)

Summative Assessment 1

PPE Cycle 2: (January)

- Paper 1 Britain Transformed (2 hours 15 minutes)
- Paper 2 USA Boom and Bust (1 hour 30 minutes).
- Paper 3 Section A and B The witchcraze in Britain, Europe and North America (1 hour 30 mins)

Written assessment:

Synoptic and/or source essays taken from past papers to check understanding of knowledge, construction of arguments and quality of written communication for Paper 3 Witchcraze.

SPRING

Paper 3 The witchcraze in Britain, Europe and North America, c1580-1750:

The East Anglian witch craze 1645-47 case study

This case saw widespread witch hunts particularly in the region of Essex and Suffolk, largely fueled by religious and social tensions. Matthew Hopkins, known as the "Witchfinder General," played a central role, conducting trials and executions through brutal methods, leading to the deaths of numerous accused witches.

The Salem witch hunt 1692-93 case study

This case study analyzes the Salem witch trials, a series of religiously motivated witch hunts in colonial Massachusetts. Sparked by local fears and personal conflicts, accusations led to intense trials, with 20 people executed.

The wider intellectual context and the coming of the age of science and reason

This breadth topic covers the intellectual shift toward science and reason, highlighting figures like Galileo, Copernicus, and Newton's contributions.

Coursework on Stalinist Russia:

- Writing phase for 4,000 word essay.
- Generalised feedback offered by subject teacher.
- Editing phrase to prepare for final draft.
- Submission of final draft of 4,000 word essay by late February or early March

PRIOR LEARNING

From KS3 and GCSE, students will have prior knowledge of:

- **From Years 8/10:** Revolutions, civil war (English Civil War), context of British America
- **From Years 7 and 10:** Intellectual climate, humanism, science and arts, printing press (Renaissance)

SUMMER

Paper 3 The witchcraze in Britain, Europe and North America, c1580-1750:

Changing attitudes to witchcraft in Britain, including fraudulent cases and sceptical publications

This topic examines the decline of witchcraft beliefs in Britain, including fraudulent cases, sceptical publications, and the eventual removal of witchcraft as a crime.

Revision and preparation for the Paper 3 final exam

Revision and preparation of the exam content covered in Year 12

Paper 1 Britain Transformed, 1918-97

Paper 2 USA Boom and Bust c.1920-55

PRIOR LEARNING

All A Level History content