

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: What changed the most after the Norman conquest?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - The Battle of Hastings - castles and cathedrals -rebellions -language -land tenure -law - evaluation of changes <p>Concept: change and continuity</p> <p>SOL Intent: We study this because it enables us to identify key changes to England after Norman conquest. Students will develop their analytical skills with an introduction to source work.</p>	<p>Topic: What was most significant about the Black Death?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> -Causes of the Black Death (causes believed at the time and actual causes) -Symptoms and cures - social, economic and cultural consequences - evaluation of changes caused by the Black Death <p>Concept: significance</p> <p>SOL Intent: We study this because it enables students to understand the key consequences and significant impacts of epidemics on wider society. Pupils will be able to make a judgement on the greatest impact of the Black Death.</p>	<p>Topic: Why did Henry break from Rome in the 1530s?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> -Differences between Catholic and Protestant faiths -Financial, political, dynastic reasons for Henry breaking with Rome - analysis and evaluation of why Henry broke with Rome <p>Concept – change and continuity, evidence</p> <p>SOL Intent: We study this because it enables students to understand the key importance of religion in Britain’s History and how it is relevant today. Students will be able to articulate the key changes made by Henry and his Children.</p>	<p>Topic: Who abolished the slave trade in 1807?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> -the Transatlantic Slave Trade, Triangular trade, middle passage, life on plantations, what west Africa was like at the time. - actions of individuals and groups who campaigned to abolish the slave trade - analysis and evaluation of these individuals and groups <p>Concept: Causation, evidence</p> <p>SOL Intent: We study this because it allows us to analyse the key role of the British Empire in the slave trade and the development of America and other communities around the world.</p>	<p>Topic: Who’s right about the British Empire; David Olusoga or Niall Ferguson?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> -the empire in from the Elizabethan to the Victorian age. - attitudes to empire in the post war era. -contemporary attitudes, specifically -analysis of why interpretations exist and why they are different <p>Concept – evidence, interpretations.</p> <p>SOL Intent: We study this because it allows pupils to analyse the significant impacts of the British way of life on other cultures around the world with a focus on India and Australia.</p>	<p>Topic: Revision and practise for EoY exam (one lesson a week)</p> <p>Knowledge and skills covered:</p> <p>Revision and then, Civil Rights in America</p> <p>SOL Intent: we study this because it allows pupils to analyse the struggles of ethnic minorities and the methods used to help bring more equality to the world around us.</p>
<p>Milestones/outcomes: HPA: To know the key aspects of the Norman conquest and to be able to explain multiple changes they made to society.</p>	<p>Milestones/outcomes: HPA: To know the impact of the Black Death and to be able to analyse its significance.</p>	<p>Milestones/outcomes: HPA: To know the key changes made to the church in England and to be able to analyse the key reasons for the change.</p>	<p>Milestones/outcomes: HPA: To know key aspects of slavery and to be able to analyse key factors in its abolition.</p>	<p>Milestones/outcomes: HPA: To know key interpretations of the Empire and to be able to analyse different interpretations.</p>	<p>Milestones/outcomes: HPA: To know the key aspects of the Civil rights movement and to be able to analyse the impact of the movement</p>

<p>MPA: To know key aspects of the Norman Conquest and to be able to explain some key changes to society.</p> <p>LPA: To know the narrative of the Norman Conquest and to be able to describe certain changes.</p>	<p>MPA: To know the impact of the Black Death and to be able to explain its significance.</p> <p>LPA: To know the impact of the Black Death and to be able to describe the key changes made by it.</p>	<p>MPA: To know the key changes made to the Church in England and to be able to explain the reasons for the changes.</p> <p>LPA: To know the changes to the English Church and to be able to describe the reasons for the Change.</p>	<p>MPA: To know key aspects of slavery and to be able to explain what led to its abolition.</p> <p>LPA: To know key aspects of slavery and to be able to describe why it ended.</p>	<p>MPA: To know different interpretations of the Empire and to be able to explain reasons for the different interpretations</p> <p>LPA: To know different opinions on the Empire and to be able to describe them.</p>	<p>MPA: To know key aspects of the Civil Rights movements and to be able to explain the impact of MLK</p> <p>LPA: To know the narrative of the Civil rights movement and to be able to describe key changes to American law.</p>
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End of Year Milestones/Outcomes:

Accelerated: To know key aspects of British History and to be able to analyse key aspects of the past.

Main: To know key aspects of British History and to be able to explain their significance.

Transition: To know key events in British History and to be able to describe them.

Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: WW1 – Cause, weapons, trench life.</p> <p>Knowledge and skills covered: -causes of WWI -long term causes -short term - Analysis, Sources from the Trenches Weapons – key changes leadership</p> <p>SOL Intent: We study this because the study of WWI allows us to analyse the impact that war has had on British lives and why some people volunteer to fight for their countries.</p>	<p>Topic: Was WW1 the most significant moment for British women in 20th century?</p> <p>Knowledge and skills covered: -Content focus; events that led to greater personal, political and economic rights for women. -WW1 (war work; greater economic, personal and political freedoms) -WW2 -1960s (1967 Abortion Act, Family Planning Act, 1968 Dagenham Ford workers strike, 1969 Divorce Act) -1970s (Equal Pay Act, Employment Protection Act, Sex Discrimination Act. Increased numbers of women at university, shift in employment from low skilled part time, to full time, salaried employment) -1980s (Greenham Common Protest) SOL Intent:</p>	<p>Topic: How did the Nazis control Germany?</p> <p>Knowledge and skills covered: -who were Hitler and the Nazis? -how the Nazis used propaganda to control Germans -how the Nazis targeted young people through the Hitler Youth -how the Nazis used terror. - analysis of the purpose of sources Concept – evidence.</p> <p>SOL Intent: We study this because it allows students to investigate the key elements of dictatorship and how some governments are able to control their population with minimal resistance.</p>	<p>Topic: How was the Holocaust possible?</p> <p>Knowledge and skills covered: -antisemitism throughout European History -Nazi antisemitism -Nazi conquest of Europe. - analysis and evaluation of these causes. Concept: causation, evidence</p> <p>SOL Intent: We study this because so pupils can understand the nature of genocide and how people can be manipulated into believing</p>	<p>Topic: How significant has the Isle of Sheppey been since 1600?</p> <p>'Island at War' Knowledge and skills covered: Sheppey and its importance - Source investigation – Sheppey during wartime – 1600-present day. -Source investigation – why was Sheppey so significant? - analysis and evaluation of evidence Concept – evidence, interpretations</p> <p>SOL Intent: We study this because pupils will be able to articulate the</p>	<p>Topic: Revision then WWII. Knowledge and skills covered:</p> <p>SOL Intent: We study this because students often look at the rise of the Nazis and it is important to understand the key aspects of WWI and its consequences.</p>

	We study this because it allows pupils to understand the significant struggles of women in the 20th century and analyse what change had the most significant impact their lives the most.		myths and untruths about certain people in society.	key historical elements of their locality and be able to place Sheppey in a wider British perspective whilst analysing its significance.	
Milestones/outcomes: HPA: To know the key aspects of WWI and to be able to evaluate attitudes of WWI MPA: To know the key aspects of WWI and to be able to explain the main causes of the War. LPA: To know key aspects of WWI and to be able to describe them.	Milestones/outcomes: HPA: To know the changes in women's rights and to be able to evaluate their impact. MPA: To know the changes in women's rights and to be able to explain their significance LPA: To know changes to women's rights and to be able to describe how women's lives have changed.	Milestones/outcomes: HPA: To know key aspects of German National socialism and to be able to analyse interpretations on Nazi Germany. MPA: To know key aspects of German National Socialism and to be able to explain how they controlled the German people. LPA: To know how the Nazis came to power and to be able to describe the methods they used to control the people of Germany.	Milestones/outcomes: HPA: To know the key aspects of Holocaust and to be able to evaluate how the Nazis were able to manipulate the people. MPA: To know the key aspects of Holocaust and to be able to explain how the Nazis carried out genocide. LPA: To know key aspects of the holocaust and to be able to describe methods used by the Nazis to exterminate the Jews in Europe.	Milestones/outcomes: HPA: To know the military significance of Sheppey and to be able to evaluate its importance in the defence of the realm. MPA: To know the military of History of Sheppey and to be able to explain its importance in the defence of Britain LPA: To know the history of Sheppey and to be able to describe some key historical events of the Island.	Milestones/outcomes: HPA: To know key events of WWII and to be able to evaluate their significance MPA: To know key events of WWII and to be able to explain their importance LPA: To know key events of WWII and to be able to describe some of the key aspects of WWII
End of K.S. Milestones/Outcomes:					
HPA: To know key aspects of Local and wider European History and to be able to analyse interpretations and sources of those topics. MPA: To know key aspects of Local and wider European History and to be able to analyse interpretations and sources of those topics. Transition: To know key aspects of Local and wider European History and to be able to describe them in relation to source material.					
Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Crime and Punishment 1000-2015 Knowledge and skills covered: -Anglo Saxon and early Middle Ages crime and punishment. - Crimes, factors that caused crime, punishments, laws, courts Analyse and evaluate change and continuity from Anglo Saxon to	Topic: Crime and Punishment 1000-2015 Knowledge and skills covered: Later Middle Ages and Early Modern crime and punishment. -Crimes, factors that caused crime, punishments, laws, courts	Topic: Crime and Punishment 1000-2015 Knowledge and skills covered: Early Modern to industrial period Crime and punishment. Industrial period to Modern Period -Crimes, factors that caused crime, punishments, laws, courts	Topic: Study of the Historical environment Whitechapel 1870- 1900 Knowledge and skills covered: -social conditions in Whitechapel, extent of poor housing, sanitation and overcrowding. - crime caused by poor jobs - tensions caused by immigration - policing general	Topic: Weimar and Nazi Germany 1918-39 Knowledge and skills covered: -1918 Revolution and abdication of the Kaiser - Weaknesses of Weimar constitution -Terms of ToV, reaction and 'stab in the back' myth. -Threats to Weimar Govt 1919-23, Spartacist Uprising, Kapp Putsch, reparations set at	Topic: Weimar and Nazi Germany 1918-39 Knowledge and skills covered: Early development of the Nazi Party, 1920–22 - The Munich Putsch and the lean years, 1923–29 - The growth in support for the Nazis, 1929–32 - How Hitler became

<p>Early middle ages</p> <p>Concept: causation, change and continuity</p> <p>SOL Intent: We study this because pupils will be able to explain how concepts of Crime, Punishment and law enforcement has changed and remained continuous throughout British History – students will be able to analyse key changes in certain time periods. Students will also be able to use sources critically to make judgements on the effectiveness of the police.</p>	<p>Analyse and evaluate change and continuity from Anglo Saxon to early Modern period.</p> <p>Concept: causation, change and continuity</p> <p>SOL Intent: We study this because pupils will be able to explain how concepts of Crime, Punishment and law enforcement has changed and remained continuous throughout British History – students will be able to analyse key changes in certain time periods. Students will also be able to use sources critically to make judgements on the effectiveness of the police.</p>	<p>Analyse and evaluate change and continuity from Anglo Saxon to Modern period</p> <p>Concept: causation, change and continuity</p> <p>SOL Intent: We study this because pupils will be able to explain how concepts of Crime, Punishment and law enforcement has changed and remained continuous throughout British History – students will be able to analyse key changes in certain time periods. Students will also be able to use sources critically to make judgements on the effectiveness of the police.</p>	<p>and the Ripper investigation itself</p> <p>-role and attitude of the media, attitudes of different sections in society</p> <p>Concept – utility of content and explanation purpose of sources.</p> <p>SOL Intent: We study this because pupils will be able to explain how concepts of Crime, Punishment and law enforcement has changed and remained continuous throughout British History – students will be able to analyse key changes in certain time periods. Students will also be able to use sources critically to make judgements on the effectiveness of the police.</p>	<p>£6.6 billion, French invasion of Ruhr, hyperinflation, Munich Putsch.</p> <p>- extent of economic recovery by Stresemann, Dawes Plan, Young Plan, Locarno treaty, LoN, Kellogg-Briand Pact. - extent society changed, workers rights, women’s rights, cinema, art, nightlife</p> <p>Concept; all second order concepts, including source and interpretation analysis</p> <p>interleaved lessons once a fortnight to recap knowledge</p> <p>SOL Intent: we study this because students will be able to analyse conditions which harbour extremism. Students will be critically evaluate interpretations on the rise of Nazi party and its subsequent consolidation of power.</p>	<p>Chancellor, 1932–33</p> <p>Concept; all second order concepts, including source and interpretation analysis</p> <p>interleaved lessons once a fortnight to recap knowledge</p> <p>SOL Intent: we study this because students will be able to analyse conditions which harbour extremism. Students will be critically evaluate interpretations on the rise of Nazi party and its subsequent consolidation of power.</p>
<p>Milestones/outcomes:</p> <p>HPA: To know key Anglo-Saxon and Norman crimes, punishments and methods of law enforcement and to be able to evaluate their significance</p> <p>MPA: To know key Anglo-Saxon and Norman crimes, punishments and methods of Law enforcement and to be able to Explain their importance.</p> <p>LPA: To know Key Anglo-Saxon and Norman Crimes, punishments and methods of Law enforcement and to be able to describe the changes.</p>	<p>Milestones/outcomes:</p> <p>HPA: To know key Early Modern Crimes, punishments and methods of Law enforcement and to be able to evaluate their significance.</p> <p>MPA: To know Key Early Modern crimes, punishments and Methods of Law enforcement and to be able to explain their importance</p> <p>LPA: To know key Early Modern Crimes, punishments and methods of Law enforcement and to be able to describe the changes.</p>	<p>Milestones/outcomes:</p> <p>HPA: To know Industrial and modern Crimes, punishments and methods of Law enforcement and to be able to evaluate the significance of key changes</p> <p>MPA: To know Industrial and modern Crimes, Punishments and methods of Law enforcement and to be able to explain the key changes</p> <p>LPA: To know Industrial and modern crimes, punishments and methods of Law enforcement and to be able to describe the key changes</p>	<p>Milestones/outcomes:</p> <p>HPA: To know the key aspects of Crime in Whitechapel and to be able to analyse source material about Whitechapel.</p> <p>MPA: To know the key aspects of Crime in Whitechapel and to be able to analyse source material about Whitechapel.</p> <p>LPA: To know the key aspects of Crime in Whitechapel and to be able to analyse source material about Whitechapel.</p>	<p>Milestones/outcomes:</p> <p>HPA: To know the key aspects of the Weimar republic and to be able to evaluate interpretations on Weimar Germany.</p> <p>MPA: To know key aspects of the Weimar Republic and to be able to Explain key threats to the republic</p> <p>LPA: To know key aspects of the Weimar republic and to be able to describe key aspects of Weimar Germany.</p>	<p>Milestones/outcomes:</p> <p>HPA: To know key aspects of Adolf Hitler and the Nazi Party and to be able to evaluate interpretations on their rise to power.</p> <p>MPA: To know key aspects of Hitler and the Nazi party and to be able to Explain the reasons for their rise to power.</p> <p>LPA: To know key aspects of the Nazi party and their rise to power and to be able to describe their key beliefs and why they rose to power.</p>
<p>End of Year Milestones/Outcomes:</p>					

<p>HPA: To know the methods used to create a dictatorship and to be able to evaluate the key methods of control</p> <p>MPA: To know the methods used to create a dictatorship and to be able to explain the key changes made in Germany.</p> <p>LPA: To know the methods used to create a dictatorship and to be able to describe the key changes to Germany.</p>	<p>HPA: To know key aspects of life in Nazi Germany and to be able to evaluate interpretations on the topic.</p> <p>MPA: To know key aspects of life in Nazi Germany and to be able to explain key changes to German life.</p> <p>LPA: To know key aspects of life in Nazi Germany and to be able to describe key changes to German people's lives.</p>	<p>HPA: To know the key events in the lead up to the Cold War and to be able to evaluate the significance of these events on International relations.</p> <p>MPA: To know the key events in the lead up to the Cold War and to be able to explain their impact on international relations.</p> <p>LPA: To know the narrative of the beginning of the Cold War and to be able to describe the importance of these events.</p>	<p>HPA: To know the key 'flashpoints' of the Cold War and to be able to evaluate their importance on Super power relations.</p> <p>MPA: To know the key flashpoints of the Cold War and to be able to explain their importance</p> <p>LPA: To know the narrative of the flash points of the Cold War and to be able to describe them.</p>	<p>HPA: To know events that led to the fall of the USSR and the ending of the Cold War and to be able to evaluate their importance on the Cold War</p> <p>MPA: To know the reasons why the Cold war ended and to be able to explain the importance of these events.</p> <p>LPA: To know the narrative of the end of the Cold War and to be able to describe their importance.</p>	<p>HPA: To know the key features of Elizabeth's early reign and the problems she faced and to be able to evaluate their significance.</p> <p>MPA: To know the key features of Elizabeth's early reign and the problems she faced and to be able to explain the reasons she faced problems</p> <p>LPA: To know the key aspects of Elizabeth's Early reign and the problems she faced and to be able to describe the key threats to her reign.</p>
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End of Year Milestones/Outcomes

HPA: To know the key aspects of life in Nazi Germany, The impact of the Cold War on superpower relations and the early Elizabethan reign. To be able to analyse and evaluate interpretations and key aspects of historical topics covered.

MPA: To know the key aspects of life in Nazi Germany, The impact of the Cold War on superpower relations and the early Elizabethan reign. To be able to explain the key aspects of Historical topics covered, identify their importance and be able to link key events together as well as identify their consequences.

Transition: To know the key aspects of life in Nazi Germany, The impact of the Cold War on superpower relations and the early Elizabethan reign. To be able to describe the key aspects of historical topics covered.

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">Topic:</p> <p>Early Elizabethan England 1558-88</p> <p>Knowledge and skills covered: -which plot threatened Elizabeth the most, Ridolfi, Throckmorton, Babington. -why did England go to war with Spain in 1585? -Why did the Armada fail?</p> <p>Concept – analysis of causation, description of key features, evaluation causes/consequences.</p>	<p align="center">Topic:</p> <p>Early Elizabethan England 1558-88</p> <p>Knowledge and skills covered: -why was their an increase in poverty and vagabondage? -was there a Golden Age for all in Elizabeth England -why did the first colony in Virginia fail -Why did the second colony in Virginia fail.</p> <p>Concept – analysis of causation, description of key features, evaluation causes/consequences.</p>	<p align="center">Topic:</p> <p>Revision Knowledge and skills covered:</p> <p>Carousel of topics covered for revision.</p> <p>SOL Intent: Revision for exams</p>	<p align="center">Topic:</p> <p>Revision Knowledge and skills covered:</p> <p>Carousel of topics covered for revision.</p> <p>SOL Intent: Revision for exams</p>	<p align="center">Topic:</p> <p>Revision and exams Knowledge and skills covered:</p> <p>Carousel of topics covered for revision.</p> <p>SOL Intent: Revision for exams</p>	<p align="center">Topic:</p> <p>Knowledge and skills covered:</p> <p>Carousel of topics covered for revision.</p> <p>SOL Intent: N/A</p>

<p>Concept; all second order concepts</p> <p>interleaved lessons once a fortnight to recap knowledge</p> <p>SOL Intent: We study this because it will enable pupil to understand the key political and religious problems faced by monarchs and analyse how solutions to appease different groups were attempted to create a cohesive society.</p>	<p>Concept; all second order concepts.</p> <p>interleaved lessons once a fortnight to recap knowledge</p> <p>SOL Intent: We study this because it will enable pupil to understand the key political and religious problems faced by monarchs and analyse how solutions to appease different groups were attempted to create a cohesive society.</p>				
<p>Milestones/outcomes:</p> <p>HPA: To know the key plots against Elizabeth and the threat of Spain and to be able to evaluate the threat posed to Elizabeth from both home and abroad.</p> <p>MPA: To know the key plots against Elizabeth and the threat of Spain and to be able to explain the key reasons behind these threats</p> <p>LPA: To know the key plots and threats against Elizabeth and to be able to describe the key features of the threats.</p>	<p>Milestones/outcomes:</p> <p>HPA: To know the key factors in increasing poverty in England and the beginning of the first colonies. To be able to Evaluate the reasons for the increase in poverty</p> <p>MPA: To know the key factors in increasing poverty in England and the beginning of the first colonies. To be able to Explain the reasons for the increase in poverty</p> <p>LPA: To know the key factors in increasing poverty in England and the beginning of the first colonies. To be able to describe the increase in poverty and the failure of the colonies.</p>	<p>Milestones/outcomes:</p> <p>HPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p> <p>MPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p> <p>LPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p>	<p>Milestones/outcomes:</p> <p>HPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p> <p>MPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p> <p>LPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p>	<p>Milestones/outcomes:</p> <p>HPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p> <p>MPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p> <p>LPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p>	<p>Milestones/outcomes:</p>
<p align="center">End of K.S. Milestones/Outcomes:</p> <p>HPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p> <p>MPA: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p> <p>Transition: To know key knowledge and skills required of the Edexcel GCSE. To be able to answer the questions to their target grades.</p>					