

**Subject Area:** *History*

Year	Term 1A	Term 1B	Terms 2A	Term 2B	Term 3A	Term 3B
	Knowledge, skills and key concepts	Knowledge, skills and key concepts	Knowledge, skills and key concepts	Knowledge, skills and key concepts	Knowledge, skills and key concepts	Knowledge, skills and key concepts
<b>7</b>	<p>What is history and what has the Ancient World done for us?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: <b>Monarchy, Government, Law and order, Military, Farming, Religion, Social class, Migration, Civilisation, Language.</b></p> <p>Students will revisit concepts explored as KS2 such as empire, civilisation and parliament to build a schema.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>-The rule of law in Ancient Greece.</li> <li>-The establishment of society and government during the Neolithic era.</li> <li>-The impact of Roman rule; the spread of Christianity.</li> </ul> <p>Assessment:</p> <p>Knowledge test 1</p>	<p>How dark were The Dark Ages? At the end of this scheme of learning, students will understand the following substantive concepts: <b>Migration, Religion, Paganism, Civilisation, Peasantry, Social class, Conversion.</b></p> <p>At the end of this scheme of learning, students will be able to apply their knowledge of the concept of <b>Religion</b> to understanding the spread of Christianity in Britain. Students understand the role of <b>Parliament, Monarchy</b> and the Pope and will apply this knowledge to the English Reformation.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>-St Augustine and Christianity in Britain.</li> <li>-The Silk Roads as a trade route.</li> <li>-The Islamic World and advances in Mathematics, sciences, astronomy, medicine, geography and technology.</li> </ul> <p>Assessment:</p> <p>Key Assessed Task: Peter Frankopan thinks Europe withered in the dark while the Islamic world thrived. How far do you agree with him?</p>	<p>How did a Norman become King of England?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: <b>Invasion, Monarchy, Conquer, Social class, Military, Coronation.</b></p> <p>Throughout this scheme of learning, students deepen their knowledge of monarchy and explore a Coronation. The theme of invasion is introduced, along militarism. These are key strands which are required to progress into Y8 and Y9.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>-William's invasion of England.</li> <li>-Military tactics at the Battle of Stamford Bridge and the Battle of Hastings.</li> <li>-The Coronation of William the Conqueror and the Bayeux Tapestry.</li> </ul> <p>Assessment:</p> <p>Key Assessed Task: Why did the Normans Win the Battle of Hastings? Use the evidence (Bayeux Tapestry) and your own knowledge to answer.</p>	<p>How much did England change during the Norman Conquest?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: <b>Social class, Invasion, Monarchy, Taxation, Nobility, Knights, Rebellion.</b></p> <p>Students deepen their knowledge of the role of <b>Parliament, Monarchy</b> and the Church in this unit, widening their schema. Students will retrieve knowledge of <b>Social class, Peasantry and Law and order in order</b> to explore 1066 England.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>-The Feudal System.</li> <li>-Use of Castles.</li> <li>-The Domesday Book.</li> </ul> <p>Assessment:</p> <p>Knowledge test 2</p>	<p>Why did Europeans go on Crusades?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: <b>Crusaders, Migration, Invasion, Conquer, Religion, Pilgrims, Military.</b></p> <p>Students revisit the rise of Islam, securing this understanding. The schema of <b>Religion</b> and <b>Military</b> are expanded. The concept of <b>Migration</b> is again explored.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>-The significance of Jerusalem.</li> <li>-Motivation of Crusaders.</li> </ul> <p>Assessment:</p> <p>Key Assessed Task: Why did Europeans join the Crusades? Use the sources and your own knowledge to answer.</p> <p>Knowledge test 3</p>	<p>Why did Kings struggle to rule England?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: <b>Social class, Monarchy, Peasantry, Taxation, Rebellion, Parliament.</b></p> <p>Students will link the <b>Monarchy</b> of William the Conqueror and the role of <b>Peasantry</b> to the struggle of medieval Kings within this scheme of learning.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>-King John and the significance of the Magna Carta.</li> </ul> <p>Assessment:</p> <p>Key Assessed Task: Whole School Exam. Cumulative assessment testing all knowledge covered so far.</p> <p>Knowledge test 4</p>

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8	<p>How did the Renaissance effect our modern world?</p> <p>At the end of this scheme of learning, students understand the following substantive concepts: Tyranny, Regicide, Execution, Religion, Protestantism, Catholicism, Puritanism, Parliament, Rebellion, Revolution.</p> <p>Students build on their knowledge of Religion and the role of the Monarchy. Students apply prior knowledge of law and order to Henry VII and the German Reformation.</p> <p>Knowledge: -The Printing Press. -Martin Luther and the German Reformation.</p> <p>Assessment: Key Assessed Task: What was so remarkable about the Renaissance? Use the evidence below and your own knowledge to answer.</p> <p>Knowledge test 1</p>	<p>Why did the Modern World begin in the Tudor period?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: Reformation, Religion, Protestantism, Catholicism, Puritanism, Parliament, Heresy, Superstition.</p> <p>Students now understand the role of Parliament, Monarchy and the Pope and will apply this knowledge to the English Reformation.</p> <p>Knowledge: -The Reformation. -The Spanish Armada. -The Black Tudors. -Will Sommers.</p> <p>Assessment: Knowledge test 2</p>	<p>Why did the world turn ‘Upside Down’ during the Early Modern era?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: Tyranny, Regicide, Execution, Religion, Protestantism, Catholicism, Puritanism, Parliament, Rebellion, Revolution.</p> <p>Students deepen their knowledge of the role of Parliament, Monarchy and the Church in this unit, widening their schema.</p> <p>Knowledge: -Execution of Charles I. -Oliver Cromwell as Lord Protector. -Puritanism.</p> <p>Assessment: Key Assessed Task: How was England ‘turned upside down’ during the Early Modern Era? Use Historian CN Trueman’s interpretation in your answer, along with the And When Did You Last See Your Father? Painting.</p>	<p>How Enlightened was the French Revolution?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: Revolution, Taxation, Execution, Class system, Aristocracy, Peasantry Constitutional Monarchy, Parliament, Nobles and Clergy, Tyranny.</p> <p>Students revisit concepts of tyranny, Revolution, Taxation and Parliamentary power as they apply their knowledge to understanding the causes and effects of the French Revolution.</p> <p>Knowledge: -The Estates System. -Execution of Louis XVI</p> <p>Assessment: Knowledge test 3</p>	<p>Why did Liverpool control 40% of the European Slave Trade by 1795?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: Exploration, Expansion, Culture, Colony, Empire, Enslavement, Tyranny, Resistance, Protest.</p> <p>Students build on the theme of Exploration as they discover the enslavement of Africans during the Transatlantic Slave Trade. Students make links between the defeat of Napoleon and the development of the British Navy.</p> <p>Knowledge: -African Kingdoms. -Slave Trade Triangle. -Liverpool and Slavery.</p> <p>Assessment: Key Assessed Task: How did slavery impact Liverpool? Refer to the sources in your answer.</p>	<p>Why does the British Empire remain a subject of both shame and glorification?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: Empire, Colony, Imperialism, Exploitation, Inequality, Government, Rebellion, Expansion, Tyranny, Resistance, Protest.</p> <p>Knowledge of Tyranny and Rebellion are revisited to enable students to make links between the British Government and the reigns of Charles I and Louis XVI.</p> <p>Knowledge: -Growth of the British Empire. -The East India Company.</p> <p>Assessment: Key Assessed Task: Whole School Exam. Cumulative assessment testing all knowledge covered so far. Knowledge test 4</p>

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9	<p>How did WWI provide an opportunity for women?</p> <p>At the end of this scheme of learning, students understand the following substantive concepts: <b>Nationalism, Imperialism, Militarism, Alliances, Democracy, Reform, Campaign, Protest, Recruitment, Emancipation, Equality.</b></p> <p>Students will compare the role of women to the early modern era and consider how social change has occurred through time. The concepts of <b>Democracy, Imperialism</b> and <b>Conflict</b> are revisited and knowledge applied to technological developments in the 20th century.</p> <p>Knowledge: -The Suffrage Campaign. -Causes of WWI. -Key battles and tactics. -St Helens Pals.</p> <p>Assessment: Knowledge test 1</p>	<p>Why was Germany ‘bound hand and foot by peace treaties’?</p> <p>At the end of this scheme of learning, students understand the following substantive concepts: <b>Treaty, Invasion, Revolution, Tyranny, Communism, Capitalism, Democracy, Alliances, Nationalism, Parliament, Empire, Occupation.</b></p> <p>The concepts of <b>Tyranny</b> and <b>Nationalism</b> will be revisited and embedded. Prior knowledge of <b>Democracy, Parliament</b> and <b>Empire</b> will ensure students gain a rich understanding of the impact of WWII.</p> <p>Knowledge: -Treaty of Versailles. -Hitler’s rise to power. -Hitler’s Germany.</p> <p>Assessment: Key Assessed Task: What does propaganda reveal about women and WWI? Knowledge test 2</p>	<p>How successfully has Germany remembered the Holocaust?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: <b>Tyranny, Persecution, Inequality, Genocide, Anti-Semitism, Migration, Protest, Resistance, Rebellion.</b></p> <p>Students understand the <b>tyrannical</b> rule of Hitler and his views on Anti-Semitism. Consequently students explore the rise of extremism and the environment in which enabled genocide to occur.</p> <p>Knowledge: -Anti-Semitism. -Kristallnacht. -Concentration camps and deportation. -The Final Solution.</p> <p>Assessment: Key Assessed Task: What was the purpose of source B?</p>	<p>Was Berlin the main cause of tension during the Cold War?</p> <p>At the end of this scheme of learning, students will understand the following substantive concepts: <b>Ideologies, Tyranny, Communism, Capitalism, Conflict, Containment, Alliances, Empire, Imperialism.</b></p> <p>Students have witnessed the impact of the A Bomb and now will investigate how the world came close to nuclear war through the main events which caused tension. <b>Ideologies</b> are revisited as students revisit the concept of <b>Capitalism v Communism.</b></p> <p>Knowledge: -Capitalism/Communism. -Truman Doctrine and Containment.</p> <p>Assessment: Key Assessed Task: What does Churchill’s ‘Iron Curtain’ speech reveal about the origins of the Cold War?</p>	<p>Did America win the war on terror?</p> <p>At the end of this scheme of learning, students understand the following substantive concepts: <b>Terrorism, Invasion, Imperialism, Recruitment, Extremism, Communism, Democracy, Civil Rights, Ideologies, Tyranny.</b></p> <p>Students understand America’s containment theory and will apply it to USA support of the Taliban. This thread will follow to explore the rise of extremism in the Middle East, Al Qaeda, 9/11, Iraq and the rise of ISIS. Concepts such as <b>Invasion, Imperialism</b> and <b>Recruitment</b> are enriched further.</p> <p>Knowledge: -Causes of 9/11. -Effects of 9/11.</p> <p>Assessment: Knowledge test 3</p>	<p>Should the 20th century be known as the ‘Age of Equality’?</p> <p>At the end of this scheme of learning, understand the following substantive concepts: <b>Racism, Discrimination, Equality, Persecution, Racial, Terrorism, Campaign, Protest, Emancipation.</b></p> <p>Students will combine their knowledge of the 20th century to investigate the Civil Rights of Black people and LGBTQ+ people. Concepts such as <b>Equality, Legislation, protest</b> and <b>campaigning</b> will be revisited and embedded.</p> <p>Key knowledge: -Discrimination in the South of America. -Martin Luther King and the NAACP. -LGTQ+ rights.</p> <p>Assessment: Key Assessed Task: Whole School Exam. Cumulative assessment testing all knowledge covered so far. Knowledge test 4</p>

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<b>10</b>	<p>Germany 1919-1991</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>Weimar Germany : T of V- War Guilt Clause and reparations. Hyperinflation, Ruhr Crisis. Spartacist Revolt &amp; Munich Putsch. Reform under Stresemann- Rentenmark, Dawes Plan &amp; Young Plan.</li> <li>The Rise of the Nazi Party and its consolidation of power between 1933 and 1934 The Wall Street, world depression and impact on Germany. Reasons for the Rise of the Nazi Party: Depression, Hitler as an orator, T of V, SA, Nazi propaganda. Reichstag Fire, Enabling Act, Night of the Long Knives &amp; Fuher. Police State: SS &amp; Gestapo, concentration camps.</li> <li>Life under the Nazis: Goering’s Four Year Plan, control of workers, children and women. Treatment of Jewish people up to 1939: Nuremberg Laws, Kristallnacht &amp; ghettos.</li> </ul>	<p>Germany 1919-1991</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>West and East Germany between 1949 and 1991</li> <li>Cold War relations</li> <li>Co-operation and reconciliation</li> </ul> <p>Assessment:</p> <p>Knowledge test 2 Germany</p> <p>Knowledge test 3 Germany</p>	<p>America 1910-29</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>Immigration</li> <li>Religion and race</li> <li>Crime and corruption</li> <li>Economic boom</li> </ul> <p>Assessment:</p> <p>Germany 1919-1991 exam technique.</p> <p>Question 4 East and West Germany.</p> <p>AO1 – Knowledge</p> <p>AO2 – Second order concepts</p> <p>Knowledge test 4 USA</p> <p>Knowledge test 5 USA</p>	<p>America 1910-29</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>The end of prosperity</li> <li>Popular entertainment</li> <li>Role of women</li> </ul> <p>Assessment:</p> <p>Whole School Exam Week.</p> <p>Germany 2022 paper.</p> <p>AO1 – Knowledge</p> <p>AO2 – Second order concepts</p> <p>Knowledge test 6 USA &amp; Germany</p>	<p>Entertainment and Leisure</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>Development of sport</li> <li>Popular entertainment (theatre, stage and screen)</li> </ul> <p>Assessment:</p> <p>America in Contrast exam technique. Question 5 - economic boom in America.</p> <p>AO1 – Knowledge</p> <p>AO4 – Interpretations</p> <p>Knowledge test 7 Leisure</p>	<p>Entertainment and Leisure</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>Popular entertainment (sound and music )</li> <li>Local Study: Blackpool Assessment:</li> </ul> <p>Whole School Exam Week.</p> <p>Germany 2018 paper.</p> <p>America 2019 paper.</p> <p>AO1 – Knowledge</p> <p>AO2 – Second order concepts</p> <p>AO3 - Sources</p> <p>AO4 – Interpretations</p> <p>Knowledge test 8 Leisure</p>

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	<ul style="list-style-type: none"> <li>Life during the Second World War: Home Front-changing conditions, opposition to the Nazis-religious groups, young and armed forces. Treatment. Treatment of Jewish people: Einsatzgruppen, Final Solution.</li> </ul> <p>Assessment:</p> <p>Key Assessed Task: Germany 1919-1991 exam technique. Questions 5 Treaty of Versailles.</p> <p>AO1 – Knowledge AO2 – Second order concepts</p> <p>Knowledge test 1 Germany</p>					

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11	<p>Entertainment and Leisure</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>Children’s entertainment</li> <li>Cruelty in sport and entertainment</li> <li>Holidays and travel</li> </ul> <p>Assessment:</p> <p>Entertainment and Leisure exam technique. Holidays 16 mark question. Mock Exams</p> <p>AO1 – Knowledge AO2 – Second order concepts</p> <p>Knowledge test 1 Germany Knowledge test 2 Leisure</p>	<p>Elizabeth 1558-1601</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>Elizabethan government</li> <li>Lifestyles of rich and poor</li> <li>Popular entertainment</li> </ul> <p>Assessment</p> <p>Entertainment and Leisure full exam (exam hall). 2019 paper.</p> <p>AO1 – Knowledge AO2 – Second order concepts AO3 - Sources</p> <p>Knowledge test 3 Elizabeth</p>	<p>Elizabeth 1558-1601</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>The problem of religion</li> <li>The Catholic threat</li> <li>The Spanish Armada</li> <li>The Puritan threat</li> </ul> <p>Assessment</p> <p>Germany 1919-1991 full paper. 2020 paper. Mock Exams</p> <p>AO1 – Knowledge AO2 – Second order concepts</p> <p>Knowledge test 4 USA &amp; Elizabeth Knowledge test 5 Leisure &amp; Germany</p>	<p>Local Study: Alexandra Palace</p> <p>At the end of this scheme of learning, students will know the following parts of the Eduqas GCSE History specification:</p> <ul style="list-style-type: none"> <li>The historical context:</li> <li>The development of Alexandra Palace</li> <li>The significance of Alexandra Palace</li> </ul> <p>America in Contrast full exam. 2022 paper.</p> <p>Elizabeth full exam. 2022 paper.</p> <p>AO1 – Knowledge AO3 - Sources AO4 – Interpretations</p> <p>Knowledge test 6 Alexandra Palace</p>		