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| Courses | A-Levels: Economics, English literature, Politics, Philosophy and Sociology. Apprenticeships in Archaeology, Conveyancing and Cultural Heritage. BTEC's in Business Studies, Cultural Heritage and Archive Services. |
| Careers | Armed Forces, Services, Law, Business, Politics, Medicine, Tourism, Archaeology, Librarian, Public Relations, Writing and Civil Service. |
| Skills | Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork skills. |
| Real World | Sense of social responsibility; strong intellectual skills applicable to the real world, understanding of the social, political, economic and environmental factors that shape and influence the world we live in. |

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

Cycle 3: Preparation for Examination and Exams

Origins of Cold War
1941 - 1958
Crisis Stage 1958 - 1970
End of Cold War 1970 - 1991

Cycle 1: Germany & MOTWF
Control and Dictatorship
Terror and Opposition Control
Life in Nazi Germany
Hitler Youth and propaganda
Persecution of the Jews 1933-39
Medicine on the Western Front

Year 11

Cycle 3: Germany 1919-1939
The Weimar Republic
Hyperinflation
Putschs and Uprisings
Hitler's Rise to Power

Cycle 2:
Elizabeth
Elizabeth I
Early life & rule
Religion
Mary Queen of Scots
Catholic Plots
War with Spain
Society
Culture
Exploration Era
Empire
Building

Cycle 2:
Rise of Dictatorships and the Holocaust

Cycle 3: 20th Century Britain
Minorities and Struggle
Modern history focus
9/11 and it's global impact
Discrimination
Modern day terrorism

Hitler's Germany
Stalin's Russia
Genocide in global histories
Fascism and Communism.

Cycle 1: World War, 20th century & Suffrage
WWI and II deep study.
Analysis of key European and global nations.
History of Suffrage (right to vote)

Year 9

Cycle 1: Medicine Through Time
Medieval: 1100 - 1500
Renaissance 1500 - 1750
Industrial 1750 - 1900
Modern 1900 - Present

Year 10

Cycle 3: Did slavery allow Britain to prosper?
David Olusoga's work on Britain's involvement with the slave trade
Moral evaluation of our country's past and rectification of mistakes

Cycle 2: The British Empire
Transatlantic
Slave Trade
Decolonisation of the Curriculum
Rise of Global Empires
The Exploration Era

Cycle 2: Middle Ages & Break from Rome

Cycle 3 : Tudors and Civil War
Charles I
Civil War
Spanish Armada
Tudor Life

Medieval Church
Medieval Society
Medieval Africa
War of the Roses
Henry VIII
The Reformation
Martin Luther

Cycle 1: Romans and Normans
Chronology
Sources
1066
Domesday Book
Villages, Towns, Castles

Year 7

Cycle 1: The Silk Roads
Trade, Goods and Services
Globalisation
Creating Global Citizens
The Slave Roads?
Led by Oxford Uni studies

Year 8

The Industrial Revolution
Twentieth Century Conflict
Civil Rights

Year 6

Year 7 & 8

Year 9

Year 10 & 11

Each unit of work plays a proximal and ultimate role. Topics are bound together by concepts and themes – these bring coherence. Units are sequenced in a deliberate way so knowledge is built over time. New knowledge is attached to schema – this speeds the learning process.

Each unit of work follows the principles outlined for Year 7 & 8, meaning that by the time we reach the end of KS3, students have a deep knowledge of our subject. Their deep knowledge means that they know lots of things (declarative knowledge), and they are able to do lots of things with this information (procedural knowledge).

By the time we fully introduce GCSE content, we are adding to existing frameworks of knowledge (schema).