

KS2 Underpinning Concepts		Year 7	Year 8	Year 9	Year 10	Year 11	KS5 & CEIAG Opportunities	Links to SMSC	
1. Chronological Understanding Developing a sense of time by studying periods like the Romans, Anglo-Saxons, Vikings, and Ancient Civilizations. 2. Cause and Consequence Exploring why events happened (e.g., Roman invasion of Britain) and what resulted from them. 3. Change and Continuity Identifying changes across periods (e.g., changes in monarchy or daily life). 4. Similarity and Difference Comparing different societies or time periods (e.g., Ancient Egypt vs. Ancient Greece). 5. Historical Enquiry Asking questions, use sources, and begin to interpret evidence. 6. Interpretations of History Learning that history can be viewed differently depending on sources or perspectives. 7. Use of Sources Using primary and secondary sources to learn about the past.	Autumn 1	<u>Topic 1 – The Romans</u> How did the Romans shape Britain? Growth of the Roman Empire; Roman society and government; The Roman Army; Daily life and culture; Legacy of Rome. Skills focus: chronology, source skills, change and continuity and significance <u>Topic 2- The Norman Invasion</u> How did William the Conqueror establish his power over England? Contenders for the throne in England in 1066; The Battle of Stamford Bridge; The Battle of Hastings; William’s control of England; Feudal system, Domesday book, terror. Historic Environment: Pevensey Castle. Skills focus: change and continuity, significance, cause and consequence	<u>Topic 1 – The English Civil War and Cromwell’s England</u> How did the English Civil War turn life in England upside down? King, Charles I; Causes of the English Civil War; The Battles of the English Civil War; The New Model Army; Oliver Cromwell; The execution of Charles I; Puritans and life under Cromwell. Skills focus: Cause and consequence, significance, sources, change and continuity <u>Topic 2 –The Slave Trade</u> How did the Trans-Atlantic slave trade develop and what was its impact? African kingdoms; The trans-Atlantic slave trade; Enslavement and capture; The Middle Passage; Life on the plantations; Harriet Tubman and the underground railroad; Abolition and the impact of slavery; Skills focus: Significance, sources, cause and consequence	<u>Topic 1 – Change and protest</u> <u>Part 1: The Women’s Rights Movement</u> How far have women achieved equality? Suffragettes and Suffragists; Impact of war on the movement; Second-wave feminism and pay gap protests; Women’s rights in the Middle East Skills focus: Significance of individuals, chronology, source skills, interpretations, change and continuity, cause and consequence <u>Part 2: The Civil Rights movement</u> How successful has the Civil Rights movement been? Civil Rights movements in the USA, UK, and South Africa; Key figures: Rosa Parks, MLK, Malcolm X, Nelson Mandela; Race riots: Notting Hill, Brkton; Legacy of slavery, Jim Crow, and modern protes.ts. Skills focus: Key individuals, significance, cause and consequence, chronology, sources and interpretations	<u>Paper 1 Section A – Conflict and Tension 1894-1918</u> Causes of WW1 Europe in 1914; The Kaiser and Weltpolitik; The Alliance system; The Arms and Naval race; The Moroccan Crisis; The Bosnian Crisis; Balkan Wars; The assassination of Franz Ferdinand. Events of WW1 The Schlieffen Plan; Race to the sea; Mons, Marne, Ypres, Verdun, Gallipoli, The Somme, Passchendaele; Trench warfare and tactics; Weapons; The war at sea. End of the War Russia leave the war; America join the war; The Ludendorff Spring Offensive; The hundred days; The Amistice Skill focus: Chronology, cause and consequence, change and continuity, significance, source work, explaining and justification	<u>Life in Elizabethan England</u> Social structure: wealth, fashion, country houses, the gentry; Culture: theatre (The Globe), arts, exploration; Poverty and government support; Religion: settlement, excommunication, plots against Elizabeth; Key figures: Mary, Queen of Scots; Spanish Armada; Historic environment study: The Globe Theatre Skills focus: interpretations, significance, cause and consequence, change and continuity <u>Paper 2 Section A – Health and the People</u> Public Health: Medieval to modern developments—Black Death, Great Plague, cholera, Jenner, Welfare State Understanding Disease: Beliefs and treatments from Hippocrates to Jenner; Islamic medicine; key individuals and breakthroughs; Louis Pasteur and Germ theory; Modern: Penicillin, alternative medicine	Academic Opportunities at KS5: <ul style="list-style-type: none">A-Level GeographyA-Level GeologyA-Level Environmental Science Vocational courses with geography components such as: <ul style="list-style-type: none">Construction and the Built EnvironmentEngineeringTravel and TourismBusinessUniformed Services Career Pathways: <ul style="list-style-type: none">Town PlanningTransport PlanningEnvironmental ConsultancyFlood and Coastal EngineeringHydrology and Water ManagementGIS and Location AnalyticsSurveying and MappingEnergy and ResourcesMeteorology and Climate AnalysisInternational Development and NGOsInsurance and Risk AnalysisEmergency Planning and Resilience	Spiritual Development: Pupils explore awe and wonder in natural landscapes. They reflect on place, identity, and care for the Earth. Lessons include global perspectives on people and environments. Fieldwork reflection helps pupils think beyond their own experience. Moral Development: Classes debate fair access to water, energy, and land. Pupils evaluate flood and hazard responses for fairness. They discuss ethical choices in tourism, trade, and consumption. Decision tasks ask pupils to justify choices and weigh impacts. Social Development: Group enquiries build teamwork and communication. Pupils share roles in fieldwork and presentations. They listen, question, and give constructive feedback. Activities grow confidence, leadership, and resilience. Cultural Development: Pupils study diverse places and ways of life. They compare urban and rural experiences across regions. Lessons address stereotypes and map bias. Media and GIS support engagement with authentic sources.	
	Autumn 2	<u>Topic 3: Life in Medieval England</u> What was life like for an ordinary person in the Medieval times? The church; Society and hierarchy; Religion – Thomas Beckett; The Black Death; The Peasant’s revolt. Skills focus: significance, sources, change and continuity, cause and consequence, chronology	<u>Topic 3 – The British Empire</u> What was the impact of the British Empire on people’s rights? Empire and imperialism; The British Empire; Britain’s relationship with India; American independence; People in the empire; Scramble for Africa; Impacts of the empire. Skills focus: Source work, historical interpretations, significance, cause and consequence <u>Topic 4 – The Tudors</u> Were the Tudors really that terrible? Tudor family tree; The war of the Roses; Henry VII; Henry VIII and his 6 wives; The reformation and religion under Henry VIII; Tudor Crime and punishment; Tudor culture; Edward VI; Bloody Mary.	<u>Topic 3 - The 1920s world</u> Treaty of Versailles, Prohibition, Roaring Twenties, Flappers; Wall Street Crash and the Great Depression. Skills focus: significance, change & continuity, source analysis <u>Topic 4 – The Rise of Hitler and the Holocaust</u> How did the Nazi’s achieve a police state? Nazi rise to power: Hitler’s background, Reichstag Fire, police state, indoctrination; Remembering the Holocaust: Nuremberg Laws, ghettos, concentration camps, resistance and uprising, liberation, survivor testimonies; Skills focus: interpretations, sources, chronology, significance, cause & consequence, change and continuity, key individuals	<u>Paper 1 Section B – Germany 1871-1945</u> Imperial Germany German unification and Kaiser’s rule (Weltpolitik, militarism); Rise of socialism, trade unions, and working-class movements; WWI impact: abdication, armistice, and Treaty of Versailles; Legacy of the war and the "November criminals" Weimar Germany Treaty of Versailles and its impact; Weimar constitution and political unrest (Spartacists, Kapp Putsch); Early Nazi Party and Munich Putsch; Hyperinflation and recovery (Golden Age); Wall Street Crash and rise of Nazism. Nazi Germany Hitlers rise and control: Rise to power and consolidation; Economic policies; Indoctrination of youth	Development of surgery Medieval: medieval surgeons – barber surgeons Renaissance: Andreas Vesalius, Ambroise Pare, William Harvey and John Hunter Industrial: James Simpson and Joseph Lister Modern: War and battlefield surgery, modern surgery Skills focus: Chronology, significance, key individuals, source work, change and continuity, cause and consequence *Historic Environment preparation*			
	Spring 1								
	Spring 2								
	Summer 1		Skills focus: Chronology, change and continuity, cause and consequence <u>Topic 5: Elizabethan England</u> Was Elizabethan England a ‘Golden Age’? Tudor women; Elizabeth’s problems – marriage; Religion and the settlement; Mary Queen of Scots; The Spanish Armada;	Skills focus: chronology, cause and consequence, significance, change and continuity <u>Topic 5 – The First World War</u> How was WW1 a ‘total’ war? Causes of WW1; Recruitment of soldiers; Trench life and trench warfare; Women in the war; The Home front; Skills focus: Chronology, significance, sources, historical interpretations	Historic Environment: Auschwitz <u>Topic 5 – World War 2</u> How did ordinary people experience WW2? Causes of the second world war; Blitzkrieg; The Dunkirk evacuations; The Battle of Britain; The impact of the Home Front; Evacuation and children during the war; Medicine in WW2 Winston Churchill; The end of the war and Impact of WW2 Skills focus: significance, key individuals, cause and consequence, sources	Religion and treatment of minority groups; The Holocaust: Nuremberg Laws, ghettos, camps, resistance, liberation; Arts, culture, propaganda, and terror. Skills focus: Interpretations, significance, key individuals, change and continuity, cause and consequence, chronology <u>Paper 2 Section B – Elizabethan England</u> Elizabethan court and parliament Elizabeth’s inherited problems; Elizabeth and marriage; Elizabethan government and the privy council; Rebellions and plots against Elizabeth; How did Elizabeth keep control?			Exam Skills Practice and Revision
	Summer 2		Skills focus: Change and continuity, significance, historical interpretations and sources.						GCSE FINAL EXAMINATIONS