

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2	
7	<p>Why were the Mesopotamian Civilisations so important?</p> <p>Students will use a range of historical sources to uncover what the Mesopotamians invented and gave the world. This will allow students to develop their source inference skills, along with describing how important the Mesopotamians were. This will later connect to further studies on society and empire.</p>	<p>Why were the Romans so important?</p> <p>Students will continue their chronological study of civilisations and empires through a study of the Roman Empire. With use of a range sources, students will look at what the Romans gave the world to consider why they were such an important empire.</p>	<p>What drove Baghdad's love of learning?</p> <p>The Islamic Empire is an interesting connection between the fall of the Romans and the rise of other empires. This topic will further enhance student's ability to recall historical narratives but also make connections between empires and what they give the wider world.</p>	<p>Why was Kingston significant in during Anglo-Saxon rule?</p> <p>A local study of Kingston during the Anglo-Saxon rule, focusing mostly on King Athelstan and his coronation in Kingston. Students will consider why this makes Kingston important but also how it was a centre hub for united Mercia and Wessex.</p>	<p>How did William take control of England?</p> <p>Following the study of Anglo-Saxon England, students will engage in an enquiry that shows how William was able to take over England and assert his authority. Students will use the Bayeux Tapestry to consider why William was able to win the Battle of Hastings and then maintain control of England throughout the 11th Century.</p>	<p>What was it like to live in Medieval England?</p> <p>Students will draw upon their understanding of societies and civilisation to explore life in the Medieval Period, following the Norman Conquest. This will help students to further understand chronology and the life of English people through a range of key events and the use of a range of historical sources. By exploring a mini-enquiry on the crusades, students will revisit the power structures of the Islamic Empire and explore the origins of conflict between Christians and Muslims.</p>	<p>How did the power of the Church change between 1066-1595?</p> <p>As the final topic of the year, students will be expected to develop their ability to describe by starting to explain how the power of the Church decreased throughout the Medieval Period and into the late 16th Century. This topic is designed to give students a firm understanding of chronology and how cause and consequences of events drastically alter power.</p>	
8	<p>What can Tudor portraits teach us about the Tudor family?</p> <p>Students to use Tudor portraits as a source of enquiry into the Tudor family and Tudor life. Following the study of the power of the Church in Year 7, students will understand the context of the family and religion. Students will look to link this to what the family was life and begin to explain why they are so famous within British history.</p>	<p>How did England change in the 17th Century?</p> <p>Students will engage in a wider study of the 17th Century, linking to the causes and consequences of the English Civil War. Students will develop their ability to explain and assess to what extent the Civil War changed England. This will also serve as an opportunity to revisit changes to society from the Medieval Period and the impact of the role of the Church decreasing.</p>		<p>What can the colonies teach us about the British Empire?</p> <p>Students will study the British Empire through a range of case studies to see the reasons behind colonisation, and its impact. These case studies will allow students to investigate different cultures and differing impacts of the Empire. This will be essential in creating context for later studies of slavery and the Industrial Revolution as an overarching time of change.</p>	<p>What can the experiences of Olaudah Equiano reveal about the slave industry?</p> <p>Students will use the writings of Olaudah Equiano to investigate the horrors of the Transatlantic Slave Industry and explain what happened through his experiences. This is an opportunity to use source inference skills, but also assess the utility of sources as a means of finding out about the past.</p>	<p>'Hell is a city much like London ' Is this the best way to describe London in Industrial England?</p> <p>Students will study London during the Industrial Revolution to map the changes made across society, from medicine to crime. The enquiry question will challenge students to reach a judgement on whether London was an awful city during the Industrial Period. This will further link to the previous studies of the 18th and 19th Centuries.</p>	<p>How has Britain changed from an autocracy to democracy?</p> <p>To finalise a study of the 19th Century, students will enquire into how Britain has politically changed from an autocracy to a democracy. This will link previous ideas about society and power as British people develop more rights and authority. Students will use factors to explain why this happens, such as; urbanisation, science & technology, and individuals & groups.</p>	
9	<p>Was the First World War really a 'world war'?</p> <p>Students will begin their study of the 20th Century by looking at the causes, event and consequences of the First World War. This study will consider the different theatres of war across WW1 to consider the diversity involved. Each lesson will look at a different aspect of the war to consider the judgement of whether it truly was a world war.</p>	<p>Why did Europe collapse after the First World War?</p> <p>To link the First and Second World Wars, students will consider the change in political stance in Europe, following WW1. This unit will aim to explore fascism as a concept and look to explain why it rose during the 1920s. Students will also consider a range of interpretations during this period to establish the link between the Great Depression in America and Europe.</p>		<p>Why did the Allies win the Second World War?</p> <p>Students to reach a judgement of why the Allies were able to defeat the Axis powers in the Second World War by looking at a range of key events during the war. This unit will also consider different interpretations of the war to help students to reach a sustained judgement.</p>	<p>What can personal experiences reveal about the Holocaust?</p> <p>Students will engage in an enquiry of the Holocaust by looking at personal stories throughout Europe. A range of sources will allow students to learn about pre-war Jewish life all the way through to liberation.</p>	<p>Why is the Cold War described as 'cold'?</p> <p>Students to study a range of events in the Cold War to assess the extent of how tense the conflicts were and whether it can be described as 'cold' with a low-level of tension. This will get students to consider existing interpretations of the Cold War to create their own with a sustained judgement.</p>	<p>Were those enslaved really free after 1861?</p> <p>A depth study of black people of America, following the legal end of slavery. The topic will enrich students knowledge of societal changes in the Americas after the abolition of slavery to the Civil Rights movement in the 1950s/60s. This will link to studies in Year 9 and also Year 8 with the Transatlantic Slavery topic.</p>	
10	<p>GCSE: Edexcel - Paper 1: Medicine Through Time</p> <p>A study of the developments in medicine from the Medieval Period through to modern day. Students will engage in the skills of change & continuity, explanation and reaching judgments.</p>			<p>GCSE: Edexcel - Paper 1: Medicine on the Western Front</p> <p>A continuation of the first topic, with a distinct focus on medicine on the Western Front during the First World War. Students will engage in source analysis and utility.</p>		<p>GCSE: Edexcel - Paper 2: The American West</p> <p>The second section of Paper 2 takes students on a journey across North America in the mid to late 1800s. Students will track the movement west by white settlers and the impact upon the lives of indigenous people. Students will engage in skills focusing on cause & consequence and writing historical narratives.</p>		
11	<p>GCSE: Edexcel - Paper 2: Elizabethan England</p> <p>Students will engage in a depth study of Elizabethan England between 1558-1588. This thirty year period will challenge students to consider the extent of Elizabeth's reign and the challenges she faced as queen. Students will focus on skills of explanation and judgement, linking to Paper 1.</p>		<p>GCSE: Edexcel - Paper 3: Weimar & Nazi Germany</p> <p>Paper 3 encourages students to focus on depth study of Germany in the interwar period of the 20th Century. Students will study the rise and fall of the Weimar Republic, alongside the creation and development of the Nazi Party, finalising with the start of World War Two. This paper will challenge students to incorporate all the previous historical skills, with additionally making use of historical interpretations.</p>			<p>GCSE Revision</p>		<p>Final Examinations</p>