

HISTORY 5 Year curriculum Overview 2025-26

Y7 Aims

Y7 Cohort Broader Concepts:	
Historical concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance	
Skills:	Knowledge:
PEEL paragraphs Explaining causation Analysing significance Writing an analytical narrative Source analysis Making a supported judgement	1. Conflict and Tension Pre- 1066 - Celts - Romans - Vikings - Anglo-Saxons Medieval - Who should be king? - Norman Invasion - Battle of Hastings - Castles - Crusades - How did William control England? - Local Study: Conisbrough Castle - Attacking and defending a castle (inc. sources) - What were the Crusades? - Why did people fight in the Crusades? 2. Power, Religion and Protest - Domesday/ Feudal - Medieval Church and Beckett - Magna Carter - Peasants Revolt - Joan of Arc - Henry VIII and Rome x2 - Elizabeth I - James I's witch hunt - Charles and CW x2 - Cromwell (Ireland- Drogheda) - Restoration 3. Industry and Empire - Mongols - Silk Road - The Black Death - Ottomans - Mughals - Akbar and Elizabeth - The New World - The Aztec civilisation - The defeat of the Aztecs - Tudor Exploration - Black Tudors - Armada - Roanoke
Recall:	
Students will recall knowledge from the corresponding theme from each year at KS3. Themes recalled are Industry & Empire, Power, Religion & Protest, Conflict & Tension.	

Y8 Aims

Y8 Cohort Broader Concepts:	
Historical concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance.	
Skills:	Knowledge:
PEEL paragraphs Explaining causation Analysing significance Writing an analytical narrative Source analysis Making a supported judgement	1. Industry and Empire - What was the British Empire? - Life in African Civilisations - The Trans- Atlantic Slave Trade Triangle - What was the Industrial Revolution? - Auctions and Plantations - Working conditions in Victorian cities - Local Study: Huskar Pit - The underground railroad - Comparison: Engels 'factories workers are slaves' - Living conditions inc. Whitechapel - Who was JTR (source analysis) - Attitudes towards women in the Victorian era/ Who really were the Five? - Attitudes towards the LGBTQ community in Victorian England - Experience of disability in Victorian England (inc. workhouses and asylums) - Transportation to Australia - Ned Kelly: outlaw or revolutionary? 2. Power, Religion and Protest - Who were the Chartists? (inc. Rotten Boroughs) - How successful were the Chartists? - What is suffrage and who fought for it? (Including opposition) - Was Emily Davidson a martyr? - How did the First World War impact the suffrage movement? - Civil Rights in Britain - USA: Divisions in the Southern States - What happened to Emmett Till? - What was the Montgomery Bus Boycott? - MLK and Malcolm X - What was Apartheid? - What motivated the Apartheid protests? 3. Conflict and Tension - What was the most important cause of WW1? What motivated men to stay in the trenches - Local study: Sheffield Pals - Was Hitler's rise to power inevitable? - How effective were Nazi methods of control?
Recall:	
Students will recall knowledge from the corresponding theme from each year at KS3. Themes recalled are Industry & Empire, Power, Religion & Protest, Conflict & Tension.	

Y9 Cohort Broader concepts:

- Historical Concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance.

Skills:

1. Describing time periods, explaining change and continuity, chronology, making comparisons, explaining significance.
2. Chronology, change and continuity, progress and regress, significance, factors of change.
3. Analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied.

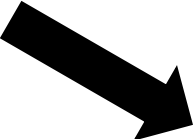
Knowledge:

1. **War and Conflict: Modern Warfare**
 - Life in Nazi Germany
 - Appeasement and Outbreak of WW2
 - Road to War
 - Local Study: Sheffield Blitz
 - Blitz vs Dresden
 - Holocaust
 - End of WW2 and Atomic Bomb
 - Cold War
 - Falklands
 - Terrorism
 - Palestine
2. **Power, Religion and Protest: Britain 1945- 1975**
 - The impact of the Second World War on Britain
 - Did everyone want an NHS?
 - What did Immigration look like in Britain in 1945?
 - British immigration 1948-1975
 - What was the immigration experience like 1948- 1975?
 - What was the significance of 1958?
 - Notting Hill (additional)
 - Life for women in the 1950s
 - Attitudes towards women in the 1950s
 - Equality in the 50s and 60s
 - Made in Dagenham (additional)
 - Growing up in the 50s and 60s- Teen counter-culture
 - Teen and student behaviours in the 60s and 70s (anti-war protests, teddy boys etc)
 - Miners Strikes - The Battle of Orgreave
3. **The American West, c.1835-1895**
 - **Plains Indians' beliefs and way of life** (*social and tribal structures, land, Indian Appropriations Act*)
 - **Migration and early settlement 1835-62** (*Oregon Trail, Manifest Destiny, Gold Rush*)
 - **Reasons for conflict and tension** (*Fort Laramie Treaty 1851*)
 - **The development of settlement of the west 1862-76** (*Homestead Act, Pacific Railroad Act, Timber Culture Act, law and order*)
 - **The development of ranching and the cattle industry** (*Iliff, McCoy, Goodnight, cowboys, rivalry*)
 - **Changes in farming methods**
 - **Conflict and tension** (*Billy the Kid, Wyatt Earp, Johnson County War, Battle of the Little Bighorn, Wounded Knee Massacre*)
 - **Conflict with the Plains Indians and destruction of their way of life** (*Peace Policy, Indian Wars 1862-68, extermination of buffalo, Dawes Act*)

Recall:

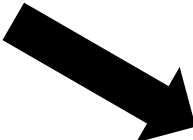
Students will recall knowledge from the corresponding theme from each year at KS3. Themes recalled are Industry & Empire, Power, Religion & Protest, Conflict & Tension.

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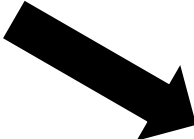


Y10 Aims

Y10 Cohort Broader Concepts:	
• Historical concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance • Wider Concepts: Government, impact of religion, social and economic issues, migration, lawlessness, conflict.	
Skills:	Knowledge:
• Explaining consequences • Writing an analytical narrative • Analysing significance • Describing key features • Explaining causation • Making a supported judgement	1. <u>Medicine Through Time</u> • Continuation of beliefs from Hippocrates and Galen • Influence of the Church and the supernatural • Natural causes of illness (4 Humors) and natural to treat disease, such as bloodletting and purging, and herbal remedies • Case study of the Black Death. • Scientific approach to causes of disease, supported and promoted through the Royal Society. • The power of the Church decreased. • Case studies William Harvey and Andreas Vesalius . • New theories about the cause of disease were slow to develop and spread, however, and that old ideas, such as miasma, persisted. • The case study of the Great Plague • Impact science had on understanding about causes and treatment of disease, • Pasteur and Koch's work • Case studies look at Edward Jenner and his smallpox vaccination, and John Snow and his theory about the spread of cholera. Surgical techniques- anesthetics and antiseptics, • Florence Nightingale • Impact of the NHS and government lifestyle campaigns such as mass vaccinations. • Improvements in diagnosis and treatment. • Case study on Fleming, Florey and Chain. • Case study of the fight against lung cancer 2. <u>The British sector of the Western Front, 1914-18</u> • Development of medicine in the early 20th century • How this contributed to the treatment of soldiers • Types of injuries and illnesses experienced by soldiers • Developments in surgery used to treat soldiers 3. <u>Early Elizabethan England 1558-1588</u> • The situation on Elizabeth's accession (<i>legitimacy, gender, marriage</i>) • Elizabeth's 'Religious Settlement' 1559, and challenges to this (<i>Acts of Supremacy, Uniformity and Royal Injunctions, Puritan challenges and Catholic challenges</i>) • Mary Queen of Scots' execution (<i>Mary's claim to the throne and involvement in plots</i>) • Plots and revolts in England (<i>Revolt of the Northern Earls, Ridolfi, Throckmorton and Babington plots</i>) • Rising tensions with Spain and the Armada 1588 (<i>political, religious and commercial rivalry, the Netherlands and Dudley, Singeing of the King of Spain's Beard, Spanish invasion plans, causes and consequences of victory</i>) • Education and leisure (<i>home, schools, universities, sports, pastimes and theatre</i>) • The problem of the poor (<i>reasons for vagabondage, changing attitudes</i>) • Exploration, voyages of discovery and the colonisation of Virginia (<i>new technology, trade, Drake's circumnavigation of the globe, failure of Virginia</i>)
Recall:	
Students will recall knowledge from American West (Y9)	



HISTORY 5 Year curriculum Overview 2025-26



Y11 Aims

Y11 Cohort Broader Concepts:	
- Historical concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance. - Wider Concepts: Dictatorships and democracy, persecution of minority groups, economic and political crises, the police state, propaganda	
Skills:	Knowledge:
- Explaining causation - Assess the usefulness of sources - Explain how and why interpretations differ - Evaluate interpretations in historical context	Weimar and Nazi Germany, 1918-1939 - The Weimar Republic 1918-29: its origins, early challenges, its recovery and changes in society (<i>abdication of Kaiser, armistice, 'stab in the back' theory, Treaty of Versailles, Kapp Putsch, Spartacist Rising, challenges of 1923 hyperinflation and French occupation of the Ruhr, reasons for economic and comestic recovery under Stresemann, changes in the standard of living</i>) - Early development of the Nazi Party, the Munich Putsch and the lean years (1920-1929) (<i>Hitler's early career, setting up the Nazi Party, 25 point programme and SA, Munich Putsch 1923, Mein Kampf, Bamberg Conference</i>) - Growth in support for the Nazi Party and Hitler's rise to power (1929-33) (<i>Growth of unemployment, growth of support for Communist Party, appeal of Hitler, propaganda, SA, Political Deal 1932</i>) - Hitler's creation of a dictatorship (1933-34) (<i>Reichstag Fire, Enabling Act, Rohm, Night of the Long Knives, death of Hindenburg, Hitler becomes Fuhrer</i>) - Nazi control: The police state and controlling attitudes, resistance to this (<i>Gestapo, SS, SD, concentration camps, control of judges and courts, policies towards the church and the Concordat, propaganda and control of the arts, opposition to the Nazis</i>) - Life in Nazi Germany 1933-39: policies towards young people and women, employment and living standards and the persecution of minorities (<i>importance of women's domestic role, Hitler Youth, League of German Maidens, control of education, labour service, autobahns, rearmament, invisible unemployment, The Labour Front, Strength Through Joy, Beauty of Labour, Nazi racial policies, treatment of minorities, boycott Jewish businesses, Nuremburg Laws, Kristallnacht</i>).
Recall:	
Students will recall Key knowledge of American West (Y9), the Western Front (Y10), the Development of Medicine (Y10), Early Elizabethan England (Y10).	