

Programme of Learning – Overview

Key Stage 3			
Year title / big question:	How did power, plague and protest challenge the monarchy in Medieval England?	Year group:	7
Autumn Term 1 title: Pre-1066	Spring Term 1 title: Crown vrs Church	Summer Term 1 title: The Tudors	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
What is History? Exploring the skills needed in History through the study of the Northern Saints. Examining the challenges to the English throne, the claimants and the events leading up to the Battle of Hastings.	Analyse the reigns of Henry II and John I, to examine source material on the conflict be Church and Crown.	Investigate the reigns of the different Tudor monarchs through the establishment of their dynasty in 1485 to problems faced by Henry VIII over his desire for a divorce and the subsequent break with Rome.	
Summative assessment:	Summative assessment:	Summative assessment:	
History baseline assessment	Analysing primary sources to assess the evidence of who was to blame for the murder of Thomas Becket.	Categorising the causes of the break with Rome and consider the significance of this decision.	
Autumn Term 2 title: 1066 and its consequences	Spring Term 2 title: Life in Medieval England	Summer Term 2 title: Elizabethan England	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Assessing the impact of the Norman invasion on the Saxon inhabitants and how William's rule changed England. Opportunity to study local history through site studies such as Skipton Castle.	Investigating life and society in medieval England through detailed study of towns, villages, the Black Death and the Peasant's revolt.	Reflect on the impact of Elizabeth's reign, comparing and contrasting with her sister Mary I, and the threat posed by Mary Queen of Scots. Evaluate the success of Elizabeth in facing down domestic and foreign challenges.	
Summative assessment:	Summative assessment:	Summative assessment:	
Term 1 History assessment covering key assessment objectives to assess cause, consequence and significance.	Analyse the impact of plague and protest through primary and secondary sources. History essay competition (annual title change) for all KS3.	Retrieval practice through evaluating the challenge of Thomas Becket to the reign of Henry II, utilising own knowledge to support source interrogation.	

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Key Stage 3			
Year title / big question:	How did society meet the challenges of innovation, industry and imperialism in Early Modern Britain?	Year group:	8
Autumn Term 1 title: England in the 17th Century	Spring Term 1 title: The Industrial Revolution	Summer Term 1 title: The birth of Empire and the impact of Slavery	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Focus on the significance of events such as the Gunpowder plot. Investigation of local history through studying the Pendle Witches and attitudes towards ordinary people.	Investigate the causes and consequences of the Industrial Revolution, with a particular focus on the impact on children and the working conditions faced by many in the mines, mills and towns.	Comprehend the reasons behind the growth of the British Empire, investigating actions in India and the conditions of the slave trade in the Caribbean.	
Summative assessment:	Summative assessment:	Summative assessment:	
History baseline assessment	Analysis of source material relevant to the course on the conditions faced in 19 th century factories.	Retrieval practice through evaluating the impact of the Industrial Revolution and evaluating interpretations of abolition.	
Autumn Term 2 title: The English Civil War	Spring Term 2 title: Life in 19th century Britain	Summer Term 2 title: Abolition and Civil Rights	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Examine and understand the relationship between the Crown and Parliament through studying the causes, events and consequences of the English Civil war.	Analyse the impact on ordinary life of the changes brought about by the Industrial Revolution, assessing sources on law and order, public health, and reform.	Focus on the abolition movement and its legacy for Civil rights through the American Civil War, 1920's racism and the Civil Rights movement of the 1950's and 60's.	
Summative assessment:	Summative assessment:	Summative assessment:	
Term 1 History assessment covering key assessment objectives to assess cause, consequence and significance.	Analyse the impact of the Industrial Revolution on life in Britain, utilising own knowledge to support source interrogation. History essay competition (annual title change) for all KS3.	Interpreting the legacy of slavery on civil rights utilising own knowledge to support source interrogation.	

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Key Stage 3			
Year title / big question:	How did the 20th century challenges of Women's suffrage, World War and a new world order influence the present day?	Year group:	9
Autumn Term 1 title: Votes for Women	Spring Term 1 title: The ToV	Summer Term 1 title: Allied victory in WWII	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Focus on the significance of the Suffragette movement. Move on to analyse the causes of the First World War.	Analyse the intentions, pressures and consequences of the demands made by the big three on Germany and the reactions to the ToV, through a study of the aftermath, including the isolation of America.	Assess the significance of key events in WWII such as Dunkirk, the Battle of Britain and the D Day landings through evaluating sources relevant to the time.	
Summative assessment:	Summative assessment:	Summative assessment:	
History baseline assessment on key historical skills such as chronology and types of evidence.	Analyse of relevant source material on the ToV, utilising contemporary knowledge of the aims of the Big Three and the purpose of cartoons reflecting attitudes at the time.	Retrieval practice through explanation of WWI trench conditions, evaluating the experience of soldiers at the D Day landings, and comprehension of the government's response to WWII bombing, utilising own knowledge to support source interrogation.	
Autumn Term 2 title: Life in the Trenches	Spring Term 2 title: The Road to War	Summer Term 2 title: The Cold War	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Interpret the events of the First World War, changes to life in the trenches through the conflict, and an investigation of local history through the Pals.	Examine the causes of WWI through the rise of the Nazi Party, Hitler's actions in Germany and the foreign policy aggression that led to WWII.	Interpret the events of post 1945 through the Cold War and American foreign policy, leading to recent history such as 9/11.	
Summative assessment:	Summative assessment:	Summative assessment:	
Term 1 History assessment covering key assessment objectives to assess cause, consequence and significance.	Analyse the experience of trench warfare and the peace negotiations of 1919, utilising own knowledge to support source interrogation. History essay competition (annual title change) for all KS3.	Evaluation of differing historical interpretations, particularly through source cartoons or primary material of the changes to society brought about by technological advances and 20 th century.	

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Key Stage 4			
Year title / big question: Britain, Health and the People / Elizabethan England 1568-1603		Year group:	10
Autumn Term 1 title: BHATP (1000-1800)	Spring Term 1 title: BHATP (20th century	Summer Term 1 title: Historic Environment	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Introduction to the unit and its assessment objectives. Focus on investigating the influence of ancient medicine on the medieval world, moving on to the renaissance the developments in surgery/anatomy, understanding of disease, and challenges facing public health.	Draw final conclusions on the development of medicine over the course period through the 20 th century government and individual interventions such as penicillin and the NHS. Opportunity for metacognitive skills around thematic approaches to exam questions when studying 16 mark factors questions.	Study the chosen Historic Environment for the examination year (end of year 11) which is the Globe Theatre for 2025-26 exam, so taught in 2024-25 with year 10. Identify the influencing factors and composite knowledge required for the site and relevant question stems (sites now repeated from previous years so past questions applicable).	
Summative assessment:	Summative assessment:	Summative assessment:	
Significance questions on Arab medicine, Hippocrates and Galen, and public health measures such as the response to the Black Death.	End of unit assessment (Summer 2024 paper 2)	Historic Environment practice question (16+4 marks)	
Autumn Term 2 title: BHATP (19th century)	Spring Term 2 title: Elizabethan England 1558-1603	Summer Term 2 title: Germany: Democracy and Dictatorship	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Assess the significance of major developments in medical knowledge and understanding through the roles of key individuals and their impact in the 19 th century. Opportunity here to make interleave through comparison exam questions.	Introduction to the unit and its assessment objectives. Investigate the domestic and foreign policy aims of Elizabeth I in the period 1568-1603. Introduce the reign through study of England pre-1568, going on to cover the religious settlement, threats home and abroad, as well as cultural developments	Introduction to the unit and its assessment objectives. Investigate the domestic and foreign policy aims of the Kaiser in the period 1890-1918.	
Summative assessment:	Summative assessment:	Summative assessment:	
Factors question (16+4marks)	Opportunity for Significance questions (8 marks) on various threats to Elizabeth and Source content utility on religious issues.	Q1-3 'what / why / which' question practice Q5 'In what ways' question practice	

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Key Stage 4			
Year title / big question:	Germany: Democracy and Dictatorship / Conflict and Tension 1918-1939		Year group: 11
Autumn Term 1 title: Weimar Germany	Spring Term 1 title: ToV and League of Nations	Summer Term 1 title: Retrieval and revision of Paper 2+1	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Assess the significance of threats to the early Weimar Republic, success under Stresemann and cultural flourish in the 1920's.	Analyse the aims, negotiations and impact of the ToV, particularly through written and cartoon sources.	Retrieval practice of Papers 1+2 material, particularly focusing on BHATP with thematic approach to Surgery/Anatomy, Disease. Public Health.	
Summative assessment:	Summative assessment:	Summative assessment:	
12 mark question practice (2024 exam for example) gives opportunity for metacognitive approach to exam technique.	Opportunity to practice utility questions when evaluating contemporary sources as well as factor statement 16 mark questions (AQA Paper 1 2024)	Summer GCSE EXAM	
Autumn Term 2 title: Nazi Germany	Spring Term 2 title: Causes of WWII	Summer Term 2 title: N/A	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
Investigate the reasons for the rise of the Nazi Party following 1929, Hitler becoming Chancellor and the establishment of the Dictatorship. Moving on to Life in Nazi Germany.	Chronological analyse of Hitler's foreign policy and the causes/events/consequences. Focus particularly on the significance of each event as a sequence, with opportunity to practice 'Write an account' questions.	N/A	
Summative assessment:	Summative assessment:	Summative assessment:	
End of unit assessment (Summer 2024 paper 1)	End of unit assessment (Summer 2024 paper 1)	N/A	

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Key Stage 5			
Year title / big question: Tudor England 1485-1547 / Cold War 1945-1963		Year group:	12
Autumn Term 1 title: Establishing the Tudor Dynasty / Origins of the Cold War	Spring Term 1 title: Henry VIII 1509-29 / Global War	Summer Term 1 title: Later Henrician England / Confrontation	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
1. Establishing the Tudor Dynasty after Bosworth, government, the nobility and crown finances. 2. Origins of the Cold War, Yalta and Potsdam, Tensions in Eastern Europe, Conflict over Germany/Berlin	1. Succession and inheritance, early government under Wolsey, Henry's 'great matter' 2. Global War 1955-63: Khrushchev and Soviet intervention in Eastern Europe,	1. Cromwell and the revolution in government and centralisation of finance. 2. Confrontation between the superpowers: US attitudes to Cuba and developments leading to the Crisis, the 13 days, the significance of the Crisis	
Summative assessment:	Summative assessment:	Summative assessment:	
1. Henry VII extracts (spec 2014 paper) 2. 'The tensions that existed within the Grand Alliance by the end of 1946 were the result of conflicting ideologies.' Explain why you agree or disagree with this view. [25 marks] (2017 Paper)	1. Henry VIII extracts (June 2023) 2. How effective was Khrushchev's policy of peaceful co-existence in reducing Cold War tensions in the years 1955 to 1961? (June 2018)	1. 'In the years 1515 to 1540, policy was decided by ministers rather than by the monarch.' (June 2022) 2. 'The USA was more responsible than the USSR for the crisis over Cuba in the years 1961 to 1962'. (June 2019)	
Autumn Term 2 title: Henry VII / Widening Tensions	Spring Term 2 title: The Break with Rome 1529-47 / Rivalries	Summer Term 2 title: Henrician Foreign Policy / Conflict in Asia	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
1. Dealing with foreign threats/policy, trade, society and religion. 2. Widening Tensions (Containment in Asia), McCarthyism, Eisenhower and New Look policy,	1. Role of Cromwell and the dissolution of the monasteries, reactions such as pilgrimage of Grace. 2. Cold War rivalries; Arms and space race (ICMBS, Sputnik), Berlin Crisis and the U2 affair, significance and impact of the Berlin Wall	1. Foreign policy/trade and finance. 2. Conflict in Asia: Indo China under Ho Chi Minh in North and Diem in South, formation of NLF, Kennedy's policies, Diem's assassination	
Summative assessment:	Summative assessment:	Summative assessment:	
1. December Yr12 PPE 2. December Yr12 PPE	1. Extracts on Religious Changes under Henry VIII (June 2020)	1. June Yr12 PPE 2. June Yr12 PPE	

	2. How effective was the nuclear arms race in restraining the aggression of the superpowers in the years 1955 to 1963? (June 2017)	
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Key Stage 5			
Year title / big question:	Tudor England 1547-1603 / Cold War 1963-1991	Year group:	13
Autumn Term 1 title: Edward & Mary / US policy in Vietnam	Spring Term 1 title: Elizabethan settlement / Challenges to the USSR	Summer Term 1 title: Elizabethan England / The end of the Cold War	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
1. Edward: inheritance and succession, factional (evangelical) government, rebellions, Northumberland, LJG crisis. 2. American involvement in Vietnam, Détente. 3. NEA preparatory teaching	1. Elizabeth: succession (aims), government, parliament, religious settlement. 2. Czech Crisis (1968) Brezhnev and challenges to the Soviet Union 3. NEA written in class/home: Draft 1	1. Elizabeth: Golden Age, Trade/Exploration. 2. The end of the Cold War and the fall of the Soviet Union. 3. NEA submitted April Deadline.	
Summative assessment:	Summative assessment:	Summative assessment:	
1. Various. E.g. To what extent was there a crisis of government in the years 1547 to 1571? (June 2023) 2. 'Nixon's policies towards Vietnam, in the years 1968 to 1972, were a total failure.' (June 2020)	1. To what extent, by 1571, had Elizabeth I solved the religious problems which had faced Edward VI and Mary I? (June 2020) 2. Extracts on Reasons for intervention in the Czech Crisis (June 2019)	1. GCE Summer Exam Papers 1C + 2R 2. GCE Summer Exam Papers 1C + 2R	
Autumn Term 2 title: Mid-Tudor Crisis / 2nd Cold War	Spring Term 2 title: Elizabethan England / Perestroika	Summer Term 2 title: Exams	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
1. Mary: Marian succession, counter-reformation, marriage/foreign policy, reforms. Mid-Tudor crisis historiography + evidence. 2. 2 nd Cold War (1979-), Africa and the America's. 3. NEA preparatory teaching	1. Elizabeth: Threats (home and abroad) MQOS, Society, poverty. 2. Gorbachev (Glasnost + Perestroika). 3. NEA written in class/home: Draft 2	N/A	

Summative assessment:	Summative assessment:	Summative assessment:
<p>1. How far, in the years 1547 to 1569, did concerns over the succession threaten the stability of England? (June 2019)</p> <p>2. How significant was the Soviet invasion of Afghanistan in the deterioration of relations between the USA and the USSR in the years 1979 to 1985? (June 2023)</p>	<p>1. How effectively did Elizabeth deal with the threat from Spain in the years 1558 to 1589? (June 2019)</p> <p>2. How significant were economic problems in the USSR and its satellite states in explaining the collapse of communism in Eastern Europe in 1989? (June 2019)</p>	<p>N/A</p>