

*Opportunity for local focus					
Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion and settlement (AD400-1066)	The struggle for power (1066-1215)	Medieval society (1066-1381)	Early Tudor England (1485-1558)	Elizabethan England (1558-1603)	The Stuarts, Civil War and The Republic (1642-1666)
<p>EQ1: How did the Anglo-Saxons and Vikings develop from invaders into Kings of England?</p> <ul style="list-style-type: none"> Anglo-Saxon society Viking raids 793-900 St. Cuthbert and Bede* Viking Society Alfred the Great <p>EQ2: Why did William of Normandy become King of England?</p> <ul style="list-style-type: none"> The succession crisis Claimants to the throne in 1066 The Stamford Bridge The Battle of Hastings 	<p>EQ1: How did William keep control of England?</p> <ul style="list-style-type: none"> Norman castles (Motte & Bailey and stone castles) The Harrying of the North* Hereward the Wake The Feudal System Norman laws The Domesday book <p>EQ2: How did Medieval Kings struggle for power?</p> <ul style="list-style-type: none"> Henry II and Thomas Becket Richard and the Third Crusade King John and Magna Carta <p><i>Historical skill focus for key assessment:</i> CAUSE AND CONSEQUENCE</p>	<p>EQ1: What was life really like in the Middle Ages?</p> <ul style="list-style-type: none"> Medieval villages* Medieval towns The importance of the church Medieval crime and punishment <p>EQ2: What were the causes and consequences of the Black Death?</p> <ul style="list-style-type: none"> Medieval ideas about disease The spread of the Black Death Symptoms and treatments of the Black Death Consequences of the Black Death The Peasants' Revolt <p><i>Historical skill focus for key assessment:</i> INFERENCE, SIGNIFICANCE</p>	<p>EQ1: How did Henry VIII strengthen his control over England?</p> <ul style="list-style-type: none"> Lutherism The Wars of the Roses and Henry VII Henry VIII and the Break from Rome Dissolution of the monasteries* <p>EQ2: How did Edward VI and Mary I affect religious life?</p> <ul style="list-style-type: none"> Edward VI and Lady Jane Grey Mary I and Catholicism Religious persecution 	<p>EQ1: How did religion threaten Elizabeth's reign?</p> <ul style="list-style-type: none"> Elizabeth's problems on accession to the throne The Catholic threat from Spain The Babbington Plot and Mary Queen of Scots The Spanish Armada <p>EQ2: How far was Elizabethan England a Golden Age?</p> <ul style="list-style-type: none"> Elizabethan towns Crime and punishment in Elizabethan England* Leisure and past times The problem of poverty Drake and circumnavigation Raleigh and Virginia 	<p>EQ1: Who was to blame for the Gunpowder Plot?</p> <ul style="list-style-type: none"> The causes of the Gun Powder Plot The Gunpowder Plot Consequences of The Gunpowder Plot Witchcraft* Matthew Hopkins <p>EQ2: What caused the English Civil War?</p> <ul style="list-style-type: none"> Charles I Causes of the English Civil War Events of the Civil War The trial and execution of Charles I Cromwell's rule Charles II and the restoration The Great Plague, 1665 The Great Fire of London <p><i>Historical skill focus for key assessment:</i> INTERPRETATIONS CHRONOLOGY CHANGE AND CONTINUITY</p>

*Opportunity for local focus					
Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Slavery (1700-1850)	Empire (1775-present)	Industry, invention and work (1750-1850)	Victorian England (1837-1901)	Protest, equality and the vote (1811-1918)	Tension and war (1882-1918)
<p>EQ1: What were the experiences of slaves from capture to plantations?</p> <ul style="list-style-type: none"> • Triangular Trade • The Middle Passage • Slave Auctions • Plantation life <p>EQ2: Why was the slave trade abolished?</p> <ul style="list-style-type: none"> • Resistance and rebellion • Abolitionists* <p><i>Historical skill focus for key assessment:</i> CAUSE AND CONSEQUENCE</p>	<p>EQ1: How did the British Empire develop?</p> <ul style="list-style-type: none"> • The beginnings of empire • American Independence • The British in Australia • The stolen generation • The penal colonies and resistance <p>EQ2: How far was India the 'jewel in the crown'?</p> <ul style="list-style-type: none"> • Britain in India • The Amritsar Massacre • Resistance and decline • Gandhi • <i>Meanwhile now...</i>The Commonwealth and modern slavery 	<p>EQ1: Why did Britain experience an Industrial Revolution?</p> <ul style="list-style-type: none"> • The importance of coal • Domestic to factory system • Population explosion and urbanisation • The development of technology: machines, canals and railways* <p>EQ2: What were the conditions like for working people?</p> <ul style="list-style-type: none"> • Mining collieries* • Conditions down the mines • Pit disasters • Factory life • Conditions in the factories* 	<p>EQ1: What were the living conditions like in industrial Britain?</p> <ul style="list-style-type: none"> • Back to back housing • Living conditions • John Snow and Cholera <p>EQ2: What were the causes and consequences of Victorian crime?</p> <ul style="list-style-type: none"> • Victorian police: Peelers and Bobbies • Victorian crime • Victorian Punishment • Case study: Jack the Ripper <p><i>Historical skill focus for key assessment:</i> INFERENCE, SIGNIFICANCE</p>	<p>EQ1: How did working men achieve the vote?</p> <ul style="list-style-type: none"> • The Luddites • The Chartist movement <p>EQ2: How did women achieve the vote?</p> <ul style="list-style-type: none"> • The position of women in society • The NUWSS: Tactics and methods • The WSPU: Tactics and methods • Emily Wilding Davison* • Suffrage in the media • The role of Women in WW1 • The Representation of the People act, 1918 • <i>Meanwhile now...</i>Women's equality in 2023 <p><i>Historical skill focus for key assessment:</i> INTERPRETATIONS CHRONOLOGY CHANGE AND CONTINUITY</p>	<p>EQ1: Why did WW1 break out in 1914?</p> <ul style="list-style-type: none"> • Militarism, alliances, imperialism and nationalism • The assassination of Arch Duke Franz Ferdinand <p>EQ2: What were the experiences of people during WW1?</p> <ul style="list-style-type: none"> • Recruitment • Trench systems and warfare • The Battle of the Somme • The DLI* • The Homefront • The role of Women in WW1 • The Armistice and remembrance

*Opportunity for local focus						Year 9					
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
The inter-war years (1918-1939)		The Second World War (1939-45)		The Holocaust (1933-1945)		The Civil Rights movement in the USA (1865-present)		Superpower relations and the Cold War (1943-1962)		The modern struggle for power (1955-present)	
<p>EQ1: How far were the 1920's the 'boom years' for Britain, USA and Germany?</p> <ul style="list-style-type: none"> The Treaty of Versailles Boom in the USA Britain in the 'Roaring' 1920's Germany's recovery <p>EQ2: What was life like for ordinary Germans?</p> <ul style="list-style-type: none"> The rise of Hitler and Nazi Party/Hitler becomes Chancellor The police state The role of women The Hitler Youth 		<p>EQ1: Why did WW2 break out in September 1939?</p> <ul style="list-style-type: none"> Hitler's foreign policy: ToV, Lebensraum, unite all Germans The Rhineland and Anschluss Appeasement Invasion of Poland <p>EQ2: What were the experiences of people during WW2?</p> <ul style="list-style-type: none"> Dunkirk The Battle of Britain and the Blitz The Homefront* Pearl Harbour and the US Stalingrad D-Day <p><i>Historical skill focus for key assessment:</i> CAUSE AND CONSEQUENCE</p>		<p>EQ1: How did the policies towards Jews and minorities become more radical?</p> <ul style="list-style-type: none"> Antisemitism through time Shop Boycott, 1933 Nuremburg Laws Berlin Olympics Kristallnacht Ghettos <p>EQ2: What were the experiences of people in the camps?</p> <ul style="list-style-type: none"> Concentration camps The Final Solution 		<p>EQ1: How did people campaign for Civil Rights?</p> <ul style="list-style-type: none"> Colonisation, slavery, civil war The Jim Crow Laws Brown vs Board of Education Emmett Till Rosa Parks and the Montgomery Bus Boycott Little Rock <p>EQ2: What impact did key individuals have on the Civil Rights Movement?</p> <ul style="list-style-type: none"> Martin Luther King Malcolm X Obama Meanwhile now... Racism today* <p><i>Historical skill focus for key assessment:</i> INFERENCE, SIGNIFICANCE</p>		<p>EQ1: How did the Cold War cause Germany to split?</p> <ul style="list-style-type: none"> Communism and Capitalism The Atomic bomb Dividing Germany <p>EQ2: How did the Cold War intensify?</p> <ul style="list-style-type: none"> Truman and Marshall Berlin Blockade/airlift Hungary, 1956 The Berlin Wall The Cuban Missile Crisis 		<p>EQ1: Did the USA lose the Vietnam War?</p> <ul style="list-style-type: none"> Vietnam war: an overview Guerrilla warfare Anti-Nuclear protests <p>EQ2: Did the Cold War 'thaw'?</p> <ul style="list-style-type: none"> Détente Collapse of the Soviet Union and the fall of the Berlin Wall Meanwhile now...Modern day terrorism/nuclear threats <p><i>Historical skill focus for key assessment:</i> INTERPRETATIONS CHRONOLOGY CHANGE AND CONTINUITY</p>	

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Elizabethan England (1558-1588)	Early Elizabethan England (1558 – 1588)	Crime and Punishment in Britain c1000-present	Crime and Punishment in Britain c1000-present	Crime and Punishment in Britain c1000-present	Weimar and Nazi Germany (1919 – 1939)
<p>Key Topic 1 – Queen, Government and Religion</p> <ul style="list-style-type: none"> • The Tudors • Government and society • Elizabeth’s problems upon acceding the throne • Religious divisions • The Religious Settlement • Foreign relations • Mary Queen of Scots <p>Key Topic 2 – Challenges at home and abroad</p> <ul style="list-style-type: none"> • The revolt of the Northern Earls • Ridolfi, Throckmorton and Babington • Francis Walsingham and Mary Queen of Scots’ execution 	<p>Key Topic 2 (continued) – Challenges at home and abroad</p> <ul style="list-style-type: none"> • Francis Drake • Anglo-Spanish relations • The Spanish Armada • Defeat of the Spanish Armada <p>Key Topic 3 – Elizabethan Society</p> <ul style="list-style-type: none"> • Leisure and pastimes • Education • Poverty • Exploration • Virginia • A Golden Age 	<p>Key Topic 1 – Crime and Punishment in Medieval England, 1000 – 1500</p> <ul style="list-style-type: none"> • Anglo-Saxon justice • Norman crime • Later Middle Ages • Influence of the Church <p>Key Topic 2 – Crime and Punishment in Early Modern England, 1500-1700</p> <ul style="list-style-type: none"> • Societal change and the Gunpowder Plot • Vagabondage • Matthew Hopkins and witchcraft • Law enforcement • The Bloody Code 	<p>Key topic 3 – Crime and Punishment in the 18th and 19th Centuries</p> <ul style="list-style-type: none"> • Robbery, smuggling and poaching • Tolpuddle Martyrs • Robert Peel and the Police Force • Developments • Prison systems and Pentonville <p>Key topic 4 – Crime and Punishment in Modern Britain, 1900 – present</p> <ul style="list-style-type: none"> • Changes in crime • Conscientious Objectors • Key changes • Derek Bentley • Prison changes <p><i>*Mock exams</i></p>	<p>Key Topic 5 – Historical Environment: Whitechapel, 1870-1900</p> <ul style="list-style-type: none"> • Context of Whitechapel • Whitechapel Case Studies • The Development of the MET • Policing in Whitechapel • Crimes in Whitechapel • The Ripper Murders • The media and the Jack the Ripper case 	<p>Key Topic 1 – The Weimar Republic 1918-1929</p> <ul style="list-style-type: none"> • Impact of WW1 on Germany • The Treaty of Versailles • Political threats – left and right • The problems of 1923 • Gustav Stresemann • Societal and cultural changes <p>Key topic 2 – Hitler’s rise to Power 1919-1933</p> <ul style="list-style-type: none"> • The early years of the Nazi Party • The Munich Putsch and its consequences • The lean years

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weimar and Nazi Germany (1919 – 1939)	Weimar and Nazi Germany (1919 – 1939)	Superpower relations and the Cold War	Superpower relations and the Cold War	Revision & Exams	Revision & Exams
<p>Key topic 2 continued– Hitler’s rise to Power 1919-1933</p> <ul style="list-style-type: none"> • The Wall Street Crash • Support for the Nazi Party • How Hitler became Chancellor <p>Key topic 3 – Nazi control and dictatorship 1933-39</p> <ul style="list-style-type: none"> • Hitler becomes Fuhrer • The Police State • The Church • Goebbels and propaganda • Nazis and sport • Opposition 	<p>Key topic 4 – Life in Nazi Germany 1933-39</p> <ul style="list-style-type: none"> • The Nazis and women • The Nazis and the youth • The Nazis and education • Employments and the standards of living • Nazi racial beliefs • Persecution of the Jews <p>Key topic 1 – The origins of the Cold War 1943-55</p> <ul style="list-style-type: none"> • Ideological differences • Tehran, Yalta & Potsdam • Soviet Control • The Iron Curtain <p><i>*Mock exams</i></p>	<p>Key topic 1 continued – The origins of the Cold War 1943-55</p> <ul style="list-style-type: none"> • Truman & Marshall • Berlin Blockade and Airlift • NATO & Warsaw Pact • The Arms Race • The Hungarian Uprising <p>Key topic 2 – Cold War Crises 1958-70</p> <ul style="list-style-type: none"> • Increased tension in Berlin • The Berlin Wall • Causes and events of the Cuban Missile Crisis • Consequences of the Cuban Missile Crisis • Tension in Czechoslovakia • The Prague Spring • Consequences of Czechoslovakia <p><i>*Mock exams</i></p>	<p>Key topic 3 – The end of the Cold War 1970-91</p> <ul style="list-style-type: none"> • Détente • Gorbachev’s New Thinking • Reagan and Gorbachev’s relations • Collapse of Détente • Reagan and the ‘Second Cold War’ • Fall of the Berlin Wall • The Collapse of the Soviet Union 		

Year 12 (4 lessons a fortnight teacher A)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Democracy and Dictatorships in Germany 1919-63	Democracy and Dictatorships in Germany 1919-63	Democracy and Dictatorships in Germany 1919-63	Democracy and Dictatorships in Germany 1919-63	Democracy and Dictatorships in Germany 1919-63	Non Examined Assessment - Coursework
<p>Key topic 1 – The establishment and development of the Weimar Republic 1919- 1933</p> <ul style="list-style-type: none"> • Introduction and consequences of WW1 • The Treaty of Versailles • The Weimar Constitution • Coalition governments • Challenges to Weimar • Invasion of the Ruhr • Hyperinflation • Stresemann and the ‘golden years • Dawes and Young Plans • Economic recovery 	<p>Key Topic 1 continued</p> <ul style="list-style-type: none"> • Improvements to working and living conditions • The impact of the Great Depression • Elections and governments, 1928-33 • The rise and appeal of Nazism • The role of Propaganda and Hitler • Papen, Schleicher and the ‘backstairs intrigue’ • Hitler’s appointment as Chancellor 	<p>Key Topic 2 – The establishment of the Nazi dictatorship and its domestic policies 1933-39</p> <ul style="list-style-type: none"> • The Nazi legal revolution • Gleichschaltung • One party state • Night of the Long Knives • Death of Hindenburg • Government and administration • Propaganda • Opposition • Religious policies • Economic polices • Four year plan • Public works and conscription • ‘Strength through joy’ • Women/ education and youth • Racial policies to 1939 • Benefits of Nazi rule 	<p>Key topic 3 – The impact of war and defeat on Germany 1939-49</p> <ul style="list-style-type: none"> • War economy and Total War • Impact of bombing • War and racial policies • The Final Solution • Morale and rationing • Opposition and resistance • Consequences of WW2 • Potsdam • Division of Germany • Bizonia and developments in the Soviet zone • Currency and the Berlin Blockade 	<p>Key Topic 4 – Divided Germany: the Federal Republic and the DDR, 1949-1963</p> <ul style="list-style-type: none"> • West Germany and the DDR • Basic Law and the constitution • 1949 election • The economic miracle • Political and social stability • Foreign policy • Rapprochement with France • EEC • Rearmament • NATO • Policy towards the USA and USSR • DDR elections of 1953, 57 and 61 • The Berlin Wall 	<p>Key Topic 4 – Divided Germany: the Federal Republic and the DDR, 1949-1963</p> <ul style="list-style-type: none"> • Adenauer’s decline and he Der Spiegel Crisis of 1962 • West Germany in 1963 • The GDR in 1949 • Uprising in 1953 • Economic change • Land reform • Collectivisation • Nationalisation and heavy industry • Social change • Trade unions • Churches • Education & youth <p>Non Examined Assessment - Coursework</p> <p>Students will choose from a list of pre-approved coursework titles and complete their research both in and out of lessons.</p> <p>Students will be taught the skills of academic writing and referencing.</p>

Year 12 (6 lessons a fortnight teacher B)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Anglo Saxon and Norman England	Anglo Saxon and Norman England	Anglo Saxon and Norman England	Anglo Saxon and Norman England		
<p>Key Topic 1 – Anglo-Saxon England 1035-66</p> <ul style="list-style-type: none"> • How stable was England – 1035-42 • Norman influence • Importance of the Godwins • How effective was Edward the Confessor? • How should Edward the Confessor be viewed? • Why was there a succession crisis? <p>Key Topic 2 – William of Normandy’s invasion and Hastings</p> <ul style="list-style-type: none"> • How secure was Harold as King? • How effectively did William prepare for the invasion? • The impact of Hardrada’s invasion • The Battle of Hastings • Why did William win the Battle of Hastings? • How did William establish himself on the throne? 	<p>Key Topic 3 – William I and consolidation of power</p> <ul style="list-style-type: none"> • Revolts 1067-1071 • The Harrying of the North • Consequences of unrest • Impact of churches and castles • William and the new elite • Scottish and Scandinavian threats <p>Key Topic 4 – William I and the government and administration of England</p> <ul style="list-style-type: none"> • Changes in government • Saxon earls decline in importance • How important were the knights? • The importance of the Conquest on the church • The importance of the Conquest on rural and urban areas • The Domesday Book 	<p>Key Topic 5 – Enquiries: Norman England</p> <p>Key Topic 1</p> <ul style="list-style-type: none"> • Source analysis • Dispute over the conqueror’s inheritance • William II’s relationship with Robert • 1088 rebellion • 1095 rebellion • William II’s diplomacy in Scotland • The Northumbrian campaigns • Invasion of Wales 1095 • Invasion of Wales 1097 • Flambard and government 	<p>Key Topic 5 continued– Enquiries: Norman England</p> <p>Key Topic 2</p> <ul style="list-style-type: none"> • William Rufus and the Church • The trial of William Saint-Calais • William II and Anselm • William’s relationship with the papacy • The Council of Rockingham • The growth of monasticism <p>Key Topic 3</p> <ul style="list-style-type: none"> • Why did William return to England in 1099 • Rufus and Duke William IX of Aquitaine • Robert’s return from the Crusade • William’s death • Rufus’ death • How did Henry benefit from the death of Rufus? 		

Year 13 (6 lessons a fortnight teacher A)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Civil Rights in the USA 1865-1992	Civil Rights in the USA 1865-1992	Civil Rights in the USA 1865-1992	Civil Rights in the USA 1865-1992	Revision and Exams	Revision and Exams
<p>Teacher A: African Americans</p> <p>Key Topic 1 – Position in 1865 and developments</p> <ul style="list-style-type: none"> • What is the USA • The ending of slavery <p>Key Topic 2 – Role of Government</p> <ul style="list-style-type: none"> • Slavery to reconstruction • Role of the Supreme Court • Role of the Presidents • Turning points of presidents <p>Key Topic 3 – Role of individuals</p> <ul style="list-style-type: none"> • Early activists • Middle period activists • Martin Luther King Jr. • Malcolm X 	<p>Teacher A: African Americans</p> <p>Key Topic 4 – Opposition to Civil Rights</p> <ul style="list-style-type: none"> • Opposition to Civil Rights <p>Key Topic 5 – Role of organisations</p> <ul style="list-style-type: none"> • The role of organisations • The role of separatist organisations <p>Key Topic 6 – Interpretations</p> <ul style="list-style-type: none"> • Key debates 	<p>Teacher A: Trade Union and Labour Rights</p> <p>Key Topic 1 – Position of unions and organised labour</p> <ul style="list-style-type: none"> • Unions to 1914 • WW1 and inter war • WW2 and post-war • 1970's onwards <p>Key Topic 2 – Industrial growth and economic change</p> <ul style="list-style-type: none"> • Did economic growth and change help or hinder <p>Key Topic 3 – Federal Government attitudes and actions</p> <ul style="list-style-type: none"> • Attitudes of Federal Government <p>Key Topic 4 – Union unity</p> <ul style="list-style-type: none"> • Union unity <p>Key Topic 5 – Union membership</p> <ul style="list-style-type: none"> • Union action and membership <p>Key Topic 6 – Interpretations</p> <ul style="list-style-type: none"> • Key debates 	<p>Teacher A & B : Women</p> <p>Key Topic 1 – Position in 1865 and Developments</p> <ul style="list-style-type: none"> • Position in 1865 • Civil War and women • Political involvement by 1900 • The First World War • 1920 Amendment • The New Deal • World War Two <p>Key Topic 2 – Political campaigns</p> <ul style="list-style-type: none"> • Equal rights 1960-92 • ERA • Opposition to the ERA • Radical Feminism • 1970's- 1992 • Overview <p>Key Topic 4 – Key debates</p> <ul style="list-style-type: none"> • Women and the guided Age • Women and the New Deal • Black Power and women 		

Year 13 (4 lessons a fortnight teacher B)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Civil Rights in the USA 1865-1992	Civil Rights in the USA 1865-1992	Civil Rights in the USA 1865-1992	Civil Rights in the USA 1865-1992	Revision and Exams	Revision and Exams
<p>Teacher B: Native Americans</p> <p>Key Topic 1 – Position in 1865 and developments</p> <ul style="list-style-type: none"> • Native life • Westward Expansion • Position before WW1 • Reservations • Changes 1914-45 • Changes 1945-92 <p>Key Topic 2 – Federal Government Attitudes</p> <ul style="list-style-type: none"> • Manifest Destiny • Reservation and Allotment Policies 	<p>Teacher B: Native Americans</p> <p>Key Topic 2 – Federal Government Attitudes continued</p> <ul style="list-style-type: none"> • Roosevelt and the New Deal • Nixon and Ford • Court Action • Victories in court <p>Key Topic 3 – Native American responsibility</p> <ul style="list-style-type: none"> • Unity • NIYC • Native American Actions • The Siege of Alcatraz, 1969 <p><i>*Mock exams</i></p>	<p>Teacher B: Native Americans</p> <p>Key Topic 3 – Native American responsibility continued</p> <ul style="list-style-type: none"> • Other protests • Who was responsible? <p>Key Topic 4 – Key debates</p> <ul style="list-style-type: none"> • Native and the Guided Age • Natives and the New Deal • Native and Black Power <p><i>*Mock exams</i></p>	<p>Teacher A & B: Women</p> <p>Key Topic 3 – Social and economic changes</p> <ul style="list-style-type: none"> • Women and work • Social change • Impact of World War One • Depression and the New Deal • Impact of World War Two • Social issues <p>Key Topic 4 – Key debates</p> <ul style="list-style-type: none"> • Women and the Guided Age • Women and the New Deal • Black Power and women 		

Literacy in History

‘Argument is at the heart of history. Historical speaking and writing is about presenting an evidence-based argument, even when producing a narrative. History students need to bring together knowledge of different kinds to form an argument. They need to know how to defend and adapt their arguments when presented with new evidence. They need to be confident reading for argument too. That is, to recognise, explore the construction of, and engage with the argument of others. **It therefore follows that literacy and oracy cannot be bolted onto our history teaching via whole school initiatives. They need to be at the core of our planning and teaching of history’.**

Literacy features heavily in every lesson. This involves students reading out loud, individually and in pairs. Key vocabulary and new, often challenging subject specific terminology is shared and recounted every lesson. Spellings are regularly tested and are consistently signposted in activities and instructions. We also direct students to appropriate reading for every topic that we study for both academic support and for pleasure.

Beyond the curriculum

For every topic students learn about we have a suggested reading list, watch list and places to visit. This is to encourage History outside of the classroom, whether it be watching an applicable film or documentary or visiting a place of historical value with family members. We try to encourage ‘talking history’ at home through these suggestions as well as some home learning activities that ask for parental involvement. We also currently run a trip to Poland for KS4 and KS5 to support their learning at both GCSE and A-Level. This invaluable and enriching experience gives students the opportunity to visit Auschwitz and gain a deeper understanding of the Holocaust. We are also hoping to run more opportunities in KS3 from next year.