

| Yr10 (KS4) | Topic Area | Key recovery knowledge/skills | Knowledge/Skills re-visited later | What will good look like? | Resources/support at home |
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| Autumn 1 | Unit 1: Anglo-Saxons and Normans | <p>Knowledge: Power and protest, social history, conflict. Key features of life and society in Anglo-Saxon England, key events of the Norman Conquest, 1060-66, rebellions and opposition to William, methods used by William to maintain his power, key features of life and society in Norman England.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity, assessing significance.</p> | <p>Power and protest – Y11 U3, Y11 U4 Social History – Y10 U2, Y10 HSS, Y11 U3 Conflict – Y11 U3, Y11 U4 Cause and consequence – Y10 U2, Y11 U3, Y11 U4 Change and continuity – Y10 U2, Y10 HSS, Y11 U3, Y11 U4 Assessing significance – Y10 U2, Y11 U4</p> | <p>Students are able to: Recall detailed information about the Anglo Saxon Time period. To write narrative accounts of history. To analyse and evaluate significance. To analyse and evaluate causation of events.</p> | <p>Scanned textbook pages (available with specific flip learning tasks on Google Classrooms).</p> <p>BBC Bitesized Revision: Anglo-Saxon and Norman England https://www.bbc.co.uk/bitesize/topics/zgdk4j6</p> <p>Seneca Learning content and revision tasks (assigned by teachers) https://senecalearning.com/en-GB/</p> |
| Autumn 2 | Unit 1: Anglo-Saxons and Normans | <p>Knowledge: Power and protest, social history, conflict. Key features of life and society in Anglo-Saxon England, key events of the Norman Conquest, 1060-66, rebellions and opposition to William, methods used by William to</p> | <p>Power and protest – Y11 U3, Y11 U4 Social History – Y10 U2, Y10 HSS, Y11 U3 Conflict – Y11 U3, Y11 U4</p> | <p>Students are able to: Recall detailed information about the Anglo Saxon Time period. To write narrative accounts of history.</p> | <p>Scanned textbook pages (available with specific flip learning tasks on Google Classrooms).</p> |

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| | | <p>maintain his power, key features of life and society in Norman England.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity, assessing significance.</p> | <p>Cause and consequence – Y10 U2, Y11 U3, Y11 U4 Change and continuity – Y10 U2, Y10 HSS, Y11 U3, Y11 U4 Assessing significance – Y10 U2, Y11 U4</p> | <p>To analyse and evaluate significance. To analyse and evaluate causation of events.</p> | <p>BBC Bitesized Revision: Anglo-Saxon and Norman England https://www.bbc.co.uk/bitesize/topics/zgdk4j6</p> <p>Seneca Learning content and revision tasks (assigned by teachers) https://senecalearning.com/en-GB/</p> |
| Spring 1 | Unit 2: Migration to Britain 800-present day | <p>Knowledge: Breadth study, social history, ideas and beliefs. Focus of study is on the context for migration, experience of migrants and impact of migrant communities on Britain.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity, assessing significance.</p> | <p>Breadth study – Y12-13 U1 Social History – Y10 HSS, Y11 U3 Ideas and beliefs – Y10 HSS, Y11 U3, Y11 U4 Cause and consequence – Y11 U3, Y11 U4 Change and continuity – Y10 HSS, Y11 U3, Y11 U4 Assessing significance – Y11 U4</p> | <p>Recall detailed information about the theme of Migration. To write narrative accounts of history. To analyse and evaluate significance. To analyse and evaluate causation of events. To understand the factors that cause change and continuity over time. To evaluate the extent of change over time.</p> | <p>Scanned textbook pages (available with specific flip learning tasks on Google Classrooms).</p> <p>Seneca Learning content and revision tasks (assigned by teachers) https://senecalearning.com/en-GB/</p> |
| Spring 2 | Migration | <p>Knowledge: Breadth study, social history, ideas and beliefs. Focus of study is on the context for migration, experience of migrants and impact of migrant communities on Britain.</p> | <p>Breadth study – Y12-13 U1 Social History – Y10 HSS, Y11 U3 Ideas and beliefs – Y10 HSS, Y11 U3, Y11 U4</p> | <p>Recall detailed information about the theme of migration To write narrative accounts of history.</p> | <p>Scanned textbook pages (available with specific flip learning tasks on Google Classrooms).</p> |

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| | | Skills: Explaining cause and consequence, explaining change and continuity, assessing significance. | Cause and consequence – Y11 U3, Y11 U4 Change and continuity – Y10 HSS, Y11 U3, Y11 U4 Assessing significance – Y11 U4 | To analyse and evaluate significance. To analyse and evaluate causation of events. To understand the factors that cause change and continuity over time. To evaluate the extent of change over time. | Seneca Learning content and revision tasks (assigned by teachers) https://senecalearning.com/en-GB/ |
| Summer 1 | Notting Hill | Knowledge: Social history. Key features of life, reasons for migration to Notting Hill. Understanding the impact and experience of migrant in Notting Hill. Skills: Using sources, explaining change and continuity, assessing significance. | Social History – Using sources – Y11 Aut 1-2, Y12-13 U2. Russia and U3. The British Empire Change and continuity – Assessing significance – | recall detailed information about the theme of Migration to and the lives of Migrant communities in Notting Hill To understand and analyse the usefulness of sources to historians. | Scanned textbook pages (available with specific flip learning tasks on Google Classrooms). Seneca Learning content and revision tasks (assigned by teachers) https://senecalearning.com/en-GB/ |
| Summer 2 | Weimar Germany | Knowledge: Power and protest, ideas and beliefs, social history. Changes in government and key features of life in Weimar Germany. Skills: Explaining cause and consequence, explaining change and continuity, evaluating interpretations, using sources. | Power and protest – Y12-13 U2 Ideas and beliefs – Y12-13 U1, U2 Social History – Y12-13 U1, U2 Cause and consequence – Y12-13 U1, U2, U3 Change and continuity – Y12-13 U1 Interpretations – Y12-13 U1, U3 | Students are able to recall detailed information about Weimar Germany. To understand and analyse the usefulness of sources to historians. They understand and can explain multiple causes of events. | Scanned textbook pages (available with specific flip learning tasks on Google Classrooms). BBC Bitesized Revision: Weimar and Nazi Germany https://www.bbc.co.uk/bitesize/topics/zymqwx |

| Yr11 (KS4) | Topic Area | Key recovery knowledge/skills (what has to be learnt) | Knowledge/Skills re-visited later | What will good look like? | Resources/support at home |
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| Autumn 1 | Nazi Germany | <p>Knowledge: Power and protest, ideas and beliefs, social history. Changes in government and key features of life in Weimar Germany, key events and reasons for Hitler's rise to power, methods used by the Nazis establish and maintain control in Germany, key features of life in Nazi Germany.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity, evaluating interpretations, using sources.</p> | <p>Sources -- Y12-13 U2, U3</p> <p>Power and protest – Y12-13 U2</p> <p>Ideas and beliefs – Y12-13 U1, U2</p> <p>Social History – Y12-13 U1, U2</p> <p>Cause and consequence – Y12-13 U1, U2, U3</p> <p>Change and continuity – Y12-13 U1</p> <p>Interpretations – Y12-13 U1, U3</p> <p>Sources -- Y12-13 U2, U3</p> | <p>They can explain why interpretations vary and evaluate the usefulness of interpretations.</p> <p>Students are able to recall detailed information about Weimar Germany. To understand and analyse the usefulness of sources to historians.</p> <p>They understand and can explain multiple causes of events.</p> <p>They can explain why interpretations vary and evaluate the usefulness of interpretations.</p> | <p>Seneca Learning content and revision tasks (assigned by teachers)</p> <p>https://senecalearning.com/en-GB/</p> <p>Scanned textbook pages (available with specific flip learning tasks on Google Classrooms).</p> <p>BBC Bitesized Revision: Weimar and Nazi Germany</p> <p>https://www.bbc.co.uk/bitesize/topics/zymqwxs</p> <p>Seneca Learning content and revision tasks (assigned by teachers)</p> <p>https://senecalearning.com/en-GB/</p> |
| Autumn 2 | Nazi Germany | <p>Knowledge: Power and protest, ideas and beliefs, social history. Changes in government and key features of life in Weimar Germany, key events and reasons for Hitler's rise to power,</p> | <p>Power and protest – Y12-13 U2</p> <p>Ideas and beliefs – Y12-13 U1, U2</p> | <p>Students are able to recall detailed information about Weimar Germany. To understand and analyse the usefulness of sources to historians.</p> | <p>Scanned textbook pages (available with specific flip learning tasks on Google Classrooms).</p> |

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| | | <p>methods used by the Nazis establish and maintain control in Germany, key features of life in Nazi Germany.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity, evaluating interpretations, using sources.</p> | <p>Social History – Y12-13 U1, U2 Cause and consequence – Y12-13 U1, U2, U3 Change and continuity – Y12-13 U1 Interpretations – Y12-13 U1, U3 Sources -- Y12-13 U2, U3</p> | <p>They understand and can explain multiple causes of events.</p> <p>They can explain why interpretations vary and evaluate the usefulness of interpretations.</p> | <p>BBC Bitesized Revision: Weimar and Nazi Germany https://www.bbc.co.uk/bitesize/topics/zymqwx</p> <p>Seneca Learning content and revision tasks (assigned by teachers) https://senecalearning.com/en-GB/</p> |
| Spring 1 | Superpower Relations and the Cold War | <p>Knowledge: Ideas and beliefs, social history, conflict. Key causes and events in the outbreak of the Cold War, key crises in Europe at the height of the Cold War, key causes and events in the decline and end of the Cold War.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity, assessing significance.</p> | <p>Power and protest – Y12-13 U2 Ideas and beliefs – Y12-13 U1, U2 Social History – Y12-13 U1, U2 Cause and consequence – Y12-13 U1, U2, U3 Change and continuity – Y12-13 U1 Assessing significance – Y12-13 U1, U2, U3</p> | <p>Students build a detailed knowledge of the events of the Cold War.</p> <p>They are able to tell narrative accounts of events.</p> <p>They are able to explain the consequences of an event.</p> <p>They are able to explain the significance of events.</p> | <p>Scanned textbook pages (available with specific flip learning tasks on Google Classrooms).</p> <p>BBC Bitesized Revision: Cold War (note -- includes a segment on the Vietnam War, which is not included in our course) https://www.bbc.co.uk/bitesize/topics/zwbysg8</p> <p>Seneca Learning content and revision</p> |

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| | | | | | tasks (assigned by teachers) https://senecalearni.ng.com/en-GB/ |
| Spring 2 | Superpower Relations and the Cold War | <p>Knowledge: Ideas and beliefs, social history, conflict. Key causes and events in the outbreak of the Cold War, key crises in Europe at the height of the Cold War, key causes and events in the decline and end of the Cold War.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity, assessing significance.</p> | <p>Power and protest – Y12-13 U2</p> <p>Ideas and beliefs – Y12-13 U1, U2</p> <p>Social History – Y12-13 U1, U2</p> <p>Cause and consequence – Y12-13 U1, U2, U3</p> <p>Change and continuity – Y12-13 U1</p> <p>Assessing significance – Y12-13 U1, U2, U3</p> | <p>Students build a detailed knowledge of the events of the Cold War.</p> <p>They are able to tell narrative accounts of events.</p> <p>They are able to explain the consequences of an event.</p> <p>They are able to explain the significance of events</p> | <p>Scanned textbook pages (available with specific flip learning tasks on Google Classrooms).</p> <p>BBC Bitesized Revision: Cold War (note -- includes a segment on the Vietnam War, which is not included in our course) https://www.bbc.co.uk/bitesize/topics/zwbysg8</p> <p>Seneca Learning content and revision tasks (assigned by teachers) https://senecalearni.ng.com/en-GB/</p> |
| Summer 1 | Revision | <p>Finish International Relations unit.</p> <p>Focus revision on exam skills, especially the 'how useful is the source' question and the 16 mark interpretations question for Germany.</p> | All GCSE content and skills themes. | <p>Students build a detailed knowledge of the events of the Cold War.</p> <p>They are able to tell narrative accounts of events.</p> | <p>Seneca Learning content and revision tasks (assigned by teachers) https://senecalearni.ng.com/en-GB/</p> |

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| | | | | They are able to explain the consequences of an event. They are able to explain the significance of events | Screencast exam skills videos (made by us). |
| Summer 2 | Exams | Exams | Exams | Exams | Exams |