

Term	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Year 7	<i>An introduction to History and the Medieval World</i>		Assessment 1	<i>The Medieval World Continued</i>	<i>Changes to Society in the Middle Ages</i>	Assessment 2	<i>Monarchy and Religion</i>	<i>Monarchy and changes to government</i>	Assessment 3
	An introduction to History and Historical Skills (Chronology, sources, interpretations) The Norman Conquest: How did the Normans change England? (Similarity and Difference)	The Islamic World: Why was the Islamic empire considered to be a Golden Age? (Significance)		Medieval African Kingdoms: What made the Medieval African Kingdoms so great? (Sources)	How did the Black Death change Britain? (Cause and Consequence) Was the experience of women in Medieval England “golden”? (Change and continuity)		Who was the most significant Tudor monarch? (significance)	What were the causes and consequence of the English Civil War? (Causes and consequence)	
	<i>Changes to British Society between 1750-1918</i>			<i>Conflict and Politics in the 20th Century</i>			<i>Conflict in the 20th Century continued</i>		
Year 8	The Slave Trade in Britain: How can we find out about the slave trade from sources? (Sources)	The Industrial Revolution: How did the industrial revolution change Britain? (Similarity and Difference) The French Revolution: Why did the French execute their Monarch? (Cause and consequence)	Assessment 1	The French Revolution: Why did the French execute their Monarch? (Cause and consequence) (continued) <i>The First World War: How did warfare change during the First World War? (Change and Continuity)</i>	<i>The Suffrage Movement in Britain: How did women become citizens? (Significance)</i> <i>European Politics in the early 20th century: How did political changes lead to the rise of dictatorships and WW2? (Interpretations)</i>	Assessment 2	<i>The Second World War: What led to the defeat of the Nazis? (Significance)</i>	<i>How did the world change after WW2? (Change and continuity)</i>	Assessment 3
	<i>Britain’s involvement in the Wider World (16th century to 21st century)</i>			<i>International Politics and Conflict after the Second World War</i>			<i>Changes in British Society, 1918 onwards</i>	<i>GCSE: Crime and Punishment</i>	
Year 9	<i>The Holocaust: Context, Persecution and legacy</i> The British Empire: How should we interpret the British Empire? (Interpretations)	Migration: Why have people migrated to Britain over time? (Similarity and difference)	Assessment 1	The Cold War: What was life like in the Cold War? (Sources)	The Middle East: Why has the Middle East experienced so much instability? (Cause and consequence) The Troubles: What caused the Troubles in Northern Ireland, and how did the peace process try to fix these problems for lasting peace? (Cause and consequence)	Assessment 2	The British Civil Rights Movement: Has the Race Relations Act (1965) been successful? (Significance/Change and Continuity) How significant was the feminist movement in Britain? (Significance)	C1000-1500; Crime, Punishment, and Law Enforcement in Medieval England.	Assessment 3
	Year 10	GCSE: Crime and Punishment		GCSE: Crime and Punishment	GCSE: Superpower Relations and the Cold War		GCSE: Superpower Relations and the Cold War/Early Elizabethan England	GCSE: Early Elizabethan England	
Year 11	C1500-1750; Crime, Punishment, and Law Enforcement C1700-1900; Crime, Punishment, and Law Enforcement	C1900 to the present Day; Crime, Punishment, and Law Enforcement Whitechapel, 1870-1900: Crime, Policing and the Inner City		The Origins of the Cold War, 1941-58 Cold War Crises, 1958-70	The End of the Cold War, 1970-91 Elizabethan England: Queen, Government and religion, 1558-69		Challenges to Elizabethan England at home and abroad, 1569-80 Elizabethan Society in the Age of Exploration, 1558-88	Crime and Punishment revision Cold War Revision Early Elizabethan England Revision	
	<i>Early Elizabethan England/ Weimar and Nazi Germany, 1918-1939</i>	<i>Weimar and Nazi Germany, 1918-1939</i>		<i>Weimar and Nazi Germany, 1918-1939</i>	<i>Content Revision</i>		<i>Content revision</i>	<i>Content revision</i>	
		Challenges to Elizabethan England at home and abroad, 1569-80 Elizabethan Society in the Age of Exploration, 1558-88 Weimar and Nazi Germany, 1918-1939	Weimar and Nazi Germany, 1918-1939		Weimar and Nazi Germany, 1918-1939	<i>Revision: Superpower relations and the Cold War 1941-1991</i> <i>Revision: Early Elizabethan England 1558-1588</i> Crime and Punishment		<i>Recap, Revision and exam prep: • Weimar and Nazi Germany • Superpower Relations • Early Elizabethan England</i> <i>Summer Exams</i>	<i>Summer Exams</i>
Year 12	The British Empire, c1857-1967 and The American Dream: Reality and Illusion, 1945-1980	The British Empire, c1857-1967 and The American Dream: Reality and Illusion, 1945-1980		The British Empire, c1857-1967 and The American Dream: Reality and Illusion, 1945-1980	The British Empire, c1857-1967 and The American Dream: Reality and Illusion, 1945-1980		The British Empire, c1857-1967 and The American Dream: Reality and Illusion, 1945-1980	Component 3: Historical investigation (non-exam assessment)	
At Salvatorian, our History curriculum is crafted to ignite a profound curiosity for the past while ensuring students develop a robust understanding of historical content and second-order concepts. Aligned with national standards, our curriculum emphasizes not only the acquisition of substantive historical knowledge but also the development of critical thinking skills. Through a diverse and captivating curriculum, students explore significant historical figures, events, and themes both within Britain and globally from Europe to Africa. They delve into the complexities of change and continuity over time, fostering a secure grasp of chronology. Moreover, our curriculum encourages students to analyse historical sources and interpretations, discerning between different types of historical evidence and forming their own interpretations of events, people and institutions. By examining history through a global lens from 1000 onwards, students gain a nuanced understanding of concurrent events across diverse locations, enabling them to study and analyse the development of Britain over the course of the last 1000 years but meanwhile exploring world History. This global perspective not only enhances their cultural capital but also fosters a comprehensive understanding of their place in a diverse present. Furthermore, our curriculum is designed to cultivate critical thinking skills and the ability to draw connections between historical events and their impact on communities. Through engaging activities and trips, we provide ample opportunities for students to question and explore the complexities of the past, empowering them to become thoughtful and informed citizens of the world and leaders of good influence. The History curriculum takes a holistic approach that equips students with substantive knowledge of history alongside the analytical skills necessary to be successful.									

