Term	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2			
	An introduction to History and the Medieval World		-	The Medieval World Continued	Changes to Society in the Middle Ages		Monarchy and Religion	Monarchy and changes to government	=		
Year 7	An introduction to History and Historical Skills (Similarity and difference)  The Norman Conquest: How did the Normans change England? (Change and Continuity)	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? (Evidence)	Disease, Rebellion and War. Why are some medieval histories significant? (Significance)  Was the experience of women in Medieval England "golden"? (Interpretations)		Burn! Heretic burn! Why did the reformation lead to more heretics? (1509-1603(Causation)	What were the causes and consequence of the English Civil War? (Causes and consequence)			
	Changes to British Socie	 tv between 1750-1918	4	Conflict and Pol	l itics in the 20 <sup>th</sup> Century		Conflict in the 20 <sup>th</sup>	   Century continued	-		
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 First World War: Was the experience of WW1 the same for everyone? (Similarity and difference)	The Suffrage Movement in Britain: How did women become citizens? (Significance)	Assessment 2	European Politics in the early 20 <sup>th</sup> century: How did political changes lead to the rise of dictatorships and WW2? (Interpretations)	The Second World War: What led to the defeat of the Nazis? (Significance)	Assessment 3		
	Britain's involvement in the Wider World (16 <sup>th</sup> century to 21 <sup>st</sup> century)		-	International Politics and C	onflict after the Second World War	-	Changes in British Society, 1918 onwards	GCSE: Crime and Punishment	-		
Year 9	The Holocaust: How can we use sources to better understand experience of the Holocaust? (Sources)  Post War: How did Britain change after WW2? (Change and continuity)	The British Empire: How should we interpret the British Empire? (Interpretations)		Migration: Why have people migrated to Britain over time? (Similarity and difference)	The Middle East: Why has the Middle East experienced so much instability? (Cause and consequence)  The Troubles: Why did people in Northern Ireland start fighting, and how was peace made? (Cause and consequence)		The British Civil Rights Movement: Has the Race Relations Act (1965) been successful? (Change and Continuity)  How significant was the feminist movement in Britain?	C1000-1500; Crime, Punishment, and Law Enforcement in Medieval England.	-		
							(Significance)				
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	GCSE: Revision/Recap			
	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			
Year 11	Early Elizabethan England/ Weimar and Nazi Germany, 1918-1939	Weimar and Nazi Germany, 1918- 1939		Weimar and Nazi Germany, 1918-1939	Content Revision		Content revision	Content revision			
	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	Revision: Superpower relations and the Cold War 1941- 1991 Revision: Early Elizabethan England 1558-1588 Crime and Punishment		Recap, Revision and exam prep:  • Weimar and Nazi Germany  • Superpower Relations  • Early Elizabethan England  Summer Exams	Summer Exams			
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)			
Year 13	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						
	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.