

		Term 1		Term 2		Term 3	
No. of Weeks		7	7	6	6	6	7
Topic Title and NC link		Local Study - Manchester	The Roman Empire	Norman Conquest	Medieval Britain	The Tudors	The Stuarts
Year 7	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will consider in what ways Manchester has changed over time – beginning with the invasion of Mamucium. Students will know why Manchester has developed into the city it is today and what issues the people and city have faced over the last 2000 years.	The students need to know the significance of the Roman Empire. They need to be aware of the impact of the Empire on Britain and the causes for its rise and decline.	The students need to know the significance of the Battle of Hastings and William’s control of England in shaping the country as it is today. They need to be able to explain the importance of the features of William’s control to determine the importance of the power of the Monarch.	The students need to know the differences between Medieval Britain and Britain today, including how significant events shaped our country. The students need to be aware of the conflict during this period and the roots of social unrest with events like the peasant’s revolt and the Scottish wars of independence.	The students need to know the significance of the break from Rome, the extent to which interpretations differ over key individuals (Mary I and Edward VI). The students need to know how life contrasted in Tudor times with life today.	The students need to know the causes behind much of the conflict and tension in England at this time, largely based around religious division. The students need to know the causes of the civil war and need to be able to use evidence to determine why the Great Fire of London began and the impact it had.
	<i>Pupils should be able to do... (Skills being developed)</i>	Students should be able to explain why Manchester developed and what changed significantly. They should have a good understanding of the roots of migration into Manchester and the reasons why it is the world’s best city today. In this unit students learn to use the following historical skills: Drawing inferences, identifying features, explaining in detail.	This topic focuses on the ability to analyse features of the content and explain key causes and events. Students should be able to describe evidence in detail, use evidence to explain causes and events and begin to consider why events are significant. In this unit students learn to use the following historical skills: Drawing inferences, identifying features, explaining in detail.	As half term one, this topic focuses on the ability to analyse and explain events, consider consequences and judge significance - particularly around the changes William made to England upon his arrival and the consequences that arose as a result of these. In this unit students learn to use the following historical skills: Drawing inferences, explaining in detail, importance.	This focuses on the ability to describe in detail key features of the content they learn. The students also analyse evidence to consider utility and how sources can be followed up. In this unit students learn to use the following historical skills: Drawing inferences, explaining in detail, importance.	Students will be able to use evidence critically to evaluate different interpretations and form a judgement. Students will also be drawing on their knowledge from term one. In this unit students learn to use the following historical skills: Identifying features, explaining in detail, importance, interpretations.	Students will be able to effectively consider multiple causes of events and draw out consequences. They will be able to use evidence critically to reach judgements on how useful it is. In this unit students learn to use the following historical skills: Identifying features, drawing inferences, explaining in detail, importance, interpretations.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Students have the opportunity to see how their own community has changed over time, identifying the significant changes and issues that Manchester still deals with today. This is a critically important unit to impart powerful knowledge about Manchester – our city, that belongs to us all. This unit begins to introduce many of the skills that a great historian needs to have – the ability to use evidence, draw inferences and explain in depth and detail. This unit has been brought back from year 9 to help students develop the skills and concepts that form their programme of study across key stage 3.	This is an interesting and engaging unit of work that builds on prior knowledge that some students have from primary school and some of the content from the previous topic. It introduces students to further key skills through familiar content. The students need to be aware of ancient civilisations that had a direct impact on the lives of Britons and gives them a chronological understanding of this period, necessary to understand why the Angles, Saxons and Jutes arrived in Britain.	Students need to be aware of the roots of British history and this unit explains some of the roots of this. There are again some familiar concepts – invasion, rebellion and migration. This unit is included after the Roman scheme of work to build on their chronological understanding of the period gives a grounding of what life was like at the time, why the invasion caused tension and how William attempted to control his people which links to the next scheme of work focusing on similar themes.	This unit introduces the theme of class conflict and protest to the students for the first time with the consequences of the plague and the subsequent failed uprising which is an important consideration for any student of history. This links to protest at the end of the year throughout the British Empire and is important to show that British history has had both a positive and negative impact on the lives of those Britain ruled over.	This is an important unit of study for students at Key Stage 3 as it explains some of the background behind much of the religious conflict in England over the subsequent centuries. It also gives students the opportunity to use evidence to form interpretations about key individuals they may already be familiar with.	This builds naturally on the previous scheme both chronologically and through an examination of the conflict caused by religious division caused by the actions of previous monarchs. It cements the students’ understanding of conflict as a cause of crime and tension.

		Term 1		Term 2		Term 3	
	No. of Weeks	7	7	6	6	6	7
	<b>Topic Title and NC link</b>	Local Study – Manchester (Missed due to COVID)	The Transatlantic Slave Trade	The Industrial Revolution	World War One	1920s America	World War Two
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will consider in what ways Manchester has changed over time – beginning with the invasion of Mamucium. Students will know why Manchester has developed into the city it is today and what issues the people and city have faced over the last 2000 years.	The students need to know the extent of the horror that African slaves faced at various stages of their experience. Behind that, students need to be aware of why this was allowed to happen and the reasons it came to an end.	The students need to be aware of the degree of change that took place in a short period of time, with a focus on the impact this had on the people of Britain, both positively and negatively.	The students need to understand why there was a global conflict for the first time and the impact this had on the people of Britain through consideration of the Home Front and the Western Front.	This topic allows students to understand the inter-war years in more depth. They should know how America grew into a superpower and how their isolationism was a catalyst for WWII.	The students need to be aware of the causes of World War II, again with a consideration of the impact this war had on another generation. The students need to know why this war came to an end.
	<i>Pupils should be able to do... (Skills being developed)</i>	Students should be able to explain why Manchester developed and what changed significantly. They should have a good understanding of the roots of migration into Manchester and the reasons why it is the world's best city today. In this unit students learn to use the following historical skills: Drawing inferences, identifying features, explaining in detail, utility.	This topic focuses on the use of sources to draw inferences and analyse the utility of sources. This assessment will take place midway through the unit. In this unit students learn to use the following historical skills: Inferences, utility, Importance, explaining in detail.	This topic focuses on the ability to analyse features of the content and explain key causes and events. This assessment will take place midway through the unit. In this unit students learn to use the following historical skills: Inferences, utility, Importance, identifying features, interpretations, explaining in detail.	This topic focuses on the use of interpretations to form judgements and evaluate evidence. This will be assessed midway through the unit. In this unit students learn to use the following historical skills: Inferences, utility, Importance, identifying features, interpretations.	Pupils will be able to explain why America became prosperous and what it was like to live in America at this time. In this unit students learn to use the following historical skills: Inferences, utility, Importance, identifying features, interpretations 1 and 2.	This topic focuses on the ability to analyse consequences and consider significance. There is an end of topic assessment that focuses on these skills. In this unit students learn to use the following historical skills: Inferences, utility, Importance, identifying features, interpretations 1 and 2.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Students have the opportunity to see how their own community has changed over time, identifying the significant changes and issues that Manchester still deals with today. This is a critically important unit to impart powerful knowledge about Manchester – our city, that belongs to us all. This unit begins to introduce many of the skills that a great historian needs to have – the ability to use evidence, draw inferences and explain in depth and detail. This unit has been brought back from year 9 to help students develop the skills and concepts that form their programme of study across key stage 3.	This builds on knowledge the students learnt about the British Empire and the reasons why Britain felt they could subjugate other people. This is an emotive topic and as a result is introduced as an engaging and mature topic for year 8 students. Considering the ethnic diversity of our school, this topic is essential to ensure students are aware of the impact of Britain's actions in the past.	This topic gives students an overview of what life was like in Britain at the same time as the slave trade to demonstrate that the treatment of British people was also often very poor. The topic considers the impact of technology and in a digital age this is essential knowledge.	This is an engaging and relevant topic and builds on the foundation of knowledge students have built up previously about the Empire. Students are introduced to the roots of global conflict and the inherent links between the concepts of politics and violence.	Students will develop their understanding of the intervening period between the wars. This topic is critical for students' comprehension of the causes of WWII and for their future understanding of the US as a superpower during the Cold War and beyond.	This naturally follows on from the previous unit as students consider how the actions and outcomes of the previous war were intrinsically linked to the roots of conflict in WWII.

		Term 1		Term 2		Term 3	
No. of Weeks		7	7	6	6	6	7
<b>Year 9</b>	<i>Topic title</i>	Local Study – Manchester (Missed due to COVID)	1920s America (Missed due to COVID)	The Cold War	The Vietnam War	Terrorism through time	Inner City Crime
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will use evidence to evaluate what life was like to live in Manchester in the 1800s, focusing on the division between rich and poor.	Students will study a period in America that showed prosperity after WW1. Students should know that America experienced a boom, this includes mass production and entertainment.	Students will look at the reasons behind the build-up of tension between America and Russia after WWII focusing on the clash in ideologies.	Students will examine how attitudes around the world led to global conflict, particularly in Asia. Students will identify the causes of this conflict, the events and the long-term consequences.	The students need to understand the roots of extremism and protest, particularly around religion in Britain. The students will examine terrorism across a breadth of time, starting with protest against the reformation.	This unit gives students an in-depth look at the cause and effect of crime in inner-cities. The pupils should know why crime takes place, what impact it has and how it can both increase and decrease over time as a result of myriad factors.
	<i>Pupils should be able to do... (Skills being developed)</i>	Students will be able to explain how Manchester was founded by the Romans and how it developed from this point through Medieval, Early Modern, Industrial and Modern England. Students will know how modern Manchester was forged and what issues it has faced around social inequality and how social injustice can be tackled today. In this unit students learn to use the following historical skills: Inferences, utility, how far, explain why.	Students will be able to explain what caused the boom and understand how this impacted people's lives. They will be assessed at the end of this unit on their understanding of causes and impact. In this unit students learn to use the following historical skills: Importance, consequences, how far, utility	Students will be working with sources to form a deep judgement as to the impact of this conflict on the wider world and today. There will be two progress tasks in this unit to highlight strengths and areas of development. In this unit students learn to use the following historical skills: Consequences, utility, explain why, importance	Students will have an assessment at the end of this unit to test their understanding of the causes and impact of this conflict. In this unit students learn to use the following historical skills: Inferences, explain why, utility, importance	They will be able to explain why terrorism has featured in Britain over the last 400 years. They will know that religion played a key role in causing terrorism and the events that took place. In this unit students learn to use the following historical skills: Comparison, utility, how far with interpretations, interpretations	Pupils need to be able to explain the various causes of crime and understand how this had an impact on Manchester and similar cities. In this unit students learn to use the following historical skills: Follow up, utility, identifying features
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Students have the opportunity to see how their own community has changed over time, identifying the significant changes and issues that Manchester still deals with today. This is a critically important unit to impart powerful knowledge about Manchester – our city, that belongs to us all. This unit begins to introduce many of the skills that a great historian needs to have – the ability to use evidence, draw inferences and explain in depth and detail. This unit has been brought back from year 9 to help students develop the skills and concepts that form their programme of study across key stage 3. The unit finishes with a look at how intolerance and injustice can be tackled which has links to the issues faced by the 'losers' of the 1920s boom years and the subsequent depression.	This topic builds sequentially from their understanding of the global conflict studied in year 8 about WW1. Students have the opportunity to see how one of the worlds countries was able to develop and influence the ideas of marketing and production. This topic also covers the crash of 1929 which will give them a basis of knowledge that they can apply in the future.	This topic builds sequentially from their understanding of the global conflict studied in year 8. Some of the ideas involved are challenging but give the students an important understanding of why their remains conflict between super powers today. Students need to be aware of why there were two differing ideologies and what this meant in terms of the conflict. They will also go into detail around the world after WWII. This precedes the US involvement in Vietnam.	This builds on the work the students have completed on the Cold War, showing how conflict and tensions continued to develop in this period. This ties in with the theme of protest that has run through the topics studied at Key Stage 3 and will give students an opportunity to gain a wider understanding of why there remains conflict between some of the world's superpowers today.	This unit follows on from the civil rights which examines peaceful protest and the roots of discrimination – similar to this unit. Students can build on their understanding of protest to understand how it can have long-lasting consequences. This unit prepares students for an understanding of religious conflict and sectarianism that still exists today.	The first unit the students study in year 7 focuses on Manchester and this scheme returns to their own city, with a depth study focus on their own city. This gives them an insight into the issues people face in Manchester today and allows them to consider what they can do to improve life for many in our city.

		Term 1		Term 2		Term 3	
	No. of Weeks	7	13		12	7	
<b>Year 10</b>	<i>Topic title</i>	Whitechapel: Crime, policing and the inner city	The American West		Anglo-Saxon and Norman England		History skills focus
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	The study of a historic environment at GCSE focuses on one of the most deprived areas of London in the 1800s – Whitechapel. Students need to recognise the causes of crime, the difficulties in policing the area and the problems the authorities faced in trying to apprehend ‘Jack the Ripper’.	The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.		The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.		This unit will draw on the skills the students have been consolidating this year. This unit is important to review the learning gains made over the course of the year and to ensure students are aware of the key concepts and core knowledge in each unit - the review will be closely linked to assessment outcomes as teachers determine where there are gaps in learning and understanding of the core skills around using evidence, explaining with depth, drawing inferences and reaching critical judgements.
	<i>Pupils should be able to do... (Skills being developed)</i>	Students will be assessed on their knowledge plus a two-part question based on two provided sources.	Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity.		Students will be assessed on their knowledge and understanding.		Students will be assessed on their knowledge and understanding of the content covered over the year, with all four assessment objectives assessed.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	This is an essential component of the Edexcel GCSE qualification and follows sequentially from the work students completed around societal change at the end of Key Stage 3.	This is an essential component of the Edexcel GCSE qualification and is introduced at this stage to build upon their understanding of religious intolerance, conflict and America that formed much of the year 9 curriculum offer.		This forms the second part of paper 2 and is therefore introduced at this stage so that students can understand what a full paper 2 entails at the end of the year in the June PPEs.		This is an opportunity to ensure all students have made the progress expected across the year, and consolidate learning where this has not been the case.