

Year	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
7	<p><b>Topic:</b> Crossrail London</p> <p><b>Resources:</b> Students will explore resources such as images, written news articles, documentary extracts and quotes from historians investigating the Crossrail finds.</p> <p><b>Focus:</b> Introduction to the work done by historians and historical interpretations. Links to prior knowledge from KS2. Suggesting theories to explain historical discoveries. NC focus 5.</p> <p><b>Outcome:</b> To form and justify theories based on evidence. To write using PEEL paragraphs and to start to build and understanding of history related careers.</p> <p><b>Duration:</b> 8 Lessons</p>	<p><b>Topic:</b> The Axiom Empire</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources to develop source skills. BBC Bitesize.</p> <p><b>Focus:</b> Develop basic history Skills, building on work done in the previous topic, define the key terms for skills and the topic and gain knowledge of an aspect of history they may know little about. NC focus 6.</p> <p><b>Outcome:</b> To develop a basic understanding of historical concepts and knowledge that will enable links and connections to be made with future topics.</p> <p><b>Duration:</b> 8 Lessons</p>	<p><b>Topic:</b> Travelling and Adventures</p> <p><b>Resources:</b> Students will analyse a wide range of primary and secondary documents including news articles and book extracts, clips from documentaries. Media from the time.</p> <p><b>Focus:</b> Key explorers at different times and from different places e.g. Ibn-Battuta, Elizabethan explorers (links to block 5). How and why they travelled and the historical significance of their journeys and discoveries.</p> <p><b>Outcome:</b> Students will develop knowledge and understanding. They will use this to analyse significance and make comparisons between different explorers. To write in PEEL paragraphs and reach a conclusion linked to significance (links to Geography).</p> <p><b>Duration:</b> 6 Lessons</p>	<p><b>Topic:</b> England in the Middle Ages</p> <p><b>Resources:</b> Students will explore resources such as book extracts, images, written news articles, documentary extracts and quotes from historians and other academics.</p> <p><b>Focus:</b> Who had power in the Middle Ages and who didn't? What were the different experiences of the rich and poor? How were different groups affected by changes? How democratic was England in the Middle Ages?</p> <p><b>Outcome:</b> Students will develop knowledge and understanding around the repeat concept of power and democracy and the second order concept of change and continuity.</p> <p><b>Duration:</b> 6 Lessons</p>	<p><b>Topic:</b> Elizabethan Exploration</p> <p><b>Resources:</b> Cornwall records office videos. Extracts from primary letters and Cornish phrases. Students will analyse a range of picture, written and documentary sources.</p> <p><b>Focus:</b> Use of a range of evidence to understand context and reach decisions about the Roanoke Colony and the importance of Queen Elizabeth I.</p> <p><b>Outcome:</b> To show balance when analysing and reach and support a conclusion using evidence. To develop research skills. To make careers links to the work of historians and the role played by Cornwall Records Office.</p> <p><b>Duration:</b> 9 lessons</p>	<p><b>Topic:</b> World War One</p> <p><b>Resources:</b> Students will be introduced to a broader range of primary and secondary sources such as poetry, art, photographs, letters and diary extracts. BBC documentaries, clips from films.</p> <p><b>Focus:</b> Causes, events and consequences of WW1. Historical interpretations of the war, then and now. Changing narrative e.g. the under recognised contribution of soldiers from different parts of the British empire. How does World War one link to the British Empire?</p> <p><b>Outcome:</b> Students will analyse the long and short term causes of the war. They will be able to identify the key characteristics of trench warfare and investigate key battles that represent the contribution of different groups to the war effort. They will be able to analyse and evaluate a wide ranges of sources, including types of sources they have not used previously to further develop their skills.</p> <p><b>Duration:</b> 8 lessons</p>

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8	<p><b>Topic:</b> Rise of the Dictators</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. Primary news headlines and articles. Range of interpretations written by different historians.</p> <p><b>Focus:</b> Cause and consequence. Source analysis including identification and explanation of bias. PEEL paragraphs. Activating prior year 7 knowledge of WW1.</p> <p><b>Outcome:</b> To develop an understanding of the long term consequences of WW1. To build an understanding of key political terms. To introduce students to PERMS factors as a way of explaining cause and consequence.</p> <p><b>Duration:</b> 10 lessons</p>	<p><b>Topic:</b> Local History</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources to build an understanding of the importance of St Ives, Penwith and Cornwall at different key points in history.</p> <p><b>Focus:</b> The significance of Cornwall during the Industrial Revolution. Mass migration from Cornwall to other parts of the world. The experiences of Cornish migrants and the impact they had on their new communities. The roles of Cornish people in rebellions and the Civil War.</p> <p><b>Outcome:</b> Students will gain knowledge and understanding of conditions in Cornwall at different key points in time. They will consider what lead to certain events and what the legacy of these events is and should be in Cornwall now.</p> <p><b>Duration:</b> 8 Lessons</p>	<p><b>Topic:</b> Africa and the Start of the Transatlantic Slave Trade</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. Range of interpretations written by different historians. Information and fact sheets to guide and support research. Extracts from key films showing the changing narrative. Evidence about slave rebellions.</p> <p><b>Focus:</b> Students will be able to explain the different stages of the slave trade and build an understanding of the hardships faced by slaves. They will explore beliefs and attitudes of the time and make links to the recent debate over slave trade statues and links to the BLM movement. Links to PSHE and Black History Month.</p> <p><b>Outcome:</b> .To build an understanding of</p> <p><b>Duration:</b> 6 lessons</p>	<p><b>Topic:</b> The Koh-I-Noor Diamond</p> <p><b>Resources:</b> .Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. News headlines and articles. Range of interpretations written by different historians. Information and fact sheets to guide and support research.</p> <p><b>Focus:</b> What does the controversial journey of the Koh-i-Noor diamond tell us about the rise and fall of the British Empire in India? How and why have interpretations changed over time? (Links to RE).</p> <p><b>Outcome:</b> .To gain knowledge and understanding that can be used to support a balanced judgement about where the Koh-i-Noor diamond should be.</p> <p><b>Duration:</b> 10 lessons</p>	<p><b>Topic:</b> Suffrage</p> <p><b>Resources:</b> Students will focus on primary evidence (articles, footage, photos) and investigate a range of picture, written and documentary sources . Clips from Suffragette films and Pathe news. Range of interpretations written by different historians.</p> <p><b>Focus:</b> Conditions for women in 1900s and the actions of the Suffragettes. The changing narrative around the Suffragettes generally and the death of Emily Wilding Davison in particular. Source skills and use of evidence to analyse and explain reasons for her death.</p> <p><b>Outcome:</b> .To build an understanding of the context around the Suffragette movements. To consider what suffrage is and why it is important (links to PSHE). To reach and justify a decision using evidence from a range of sources .</p> <p><b>Duration:</b> 9 lessons</p>	<p><b>Topic:</b> Civil Rights</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. News headlines and articles. Range of interpretations written by different historians. Information and fact sheets to guide and support research.</p> <p><b>Focus:</b> Migration into Britain in the 1950s and 60s. Experiences of minority groups and how this was represented in the Media at the time e.g. the trial of the Mangrove 9. Links to the American Civil Rights movements through looking at Malcolm X's visit to Birmingham.</p> <p><b>Outcome:</b> To gain knowledge and understanding and develop analysis of cause and consequence. To identify examples of progress over time and explore the extent to which racial equality has been achieved in Britain (links to PSHE).</p> <p><b>Duration:</b> 9 lessons</p>

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9	<p><b>Topic:</b> Transatlantic Slave Trade</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. Range of interpretations written by different historians. Information and fact sheets to guide and support research. Extracts from key films showing the changing narrative. Evidence about slave rebellions.</p> <p><b>Focus:</b> What was the Transatlantic slave trade? What was life like for slaves on the plantation? Attitudes towards race in Victorian England. The work of rebels e.g. Nat Turner, Nanny of the Maroons, Harriet Tubman in fighting against the slave trade.</p> <p><b>Outcome:</b> Students will be able to explain the different stages of the slave trade and build an understanding of the hardships faced by slaves. They will explore beliefs and attitudes of the time and make links to the recent debate over slave trade statues and links to the BLM movement. Links to PSHE and Black History Month.</p> <p><b>Duration:</b> 10 lessons</p>	<p><b>Topic:</b> Developments in South Africa</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. News headlines and articles. Range of interpretations written by different historians. Information and fact sheets to guide and support research.</p> <p><b>Focus:</b> Movement and settlement in South Africa. Conflict between different groups. Development of Apartheid and its consequences.</p> <p><b>Outcome:</b> PEEL paragraphs analysing consequences of the Boer Wars and knowledge and understanding of less familiar elements of modern history. Students will be able to make links to Geography and RE as well as the previous history topics of Transatlantic Slave Trade and WWI.</p> <p><b>Duration:</b> 10 lessons</p>	<p><b>Topic:</b> The Holocaust</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. Clips from films as appropriate. Range of interpretations written by different historians. Familiar texts e.g. 'The Diary of Anne Frank', 'The boy in the Striped Pyjamas' USHM website.</p> <p><b>Focus:</b> Key Nazi beliefs that led to the Holocaust. How Jews and other minority groups were treated. How/why the Holocaust was allowed to happen.</p> <p><b>Outcome:</b> Knowledge and understanding of key aspects of the Holocaust. Students will be able to explain how and why it happened and what groups were targeted.. Exploration of ideas and beliefs through group work and discussion. Links to Holocaust memorial day and world affairs e.g. other genocides.</p> <p><b>Duration:</b> 8 lessons</p>	<p><b>Topic:</b> The Russian Revolutions</p> <p><b>Resources:</b> Students will analyse a range of picture, written and documentary sources including propaganda posters and quotes from Communist writings. News headlines and articles from web sites showing modern analysis of the revolution.</p> <p><b>Focus:</b> Key political terms and an understanding of Communism. Contextual awareness of the situation in Russia circa 1900. Causes, events and consequences of the revolution. The history of anti-Semitism in Europe.</p> <p><b>Outcome:</b> Students will be able to explain causes and consequences in PEEL paragraphs and reach a supported conclusion about whether the revolution was a good thing or bad thing to Russia. They will be able to make links to previous history topics (WW1 and Revolutionary Iran) and other subjects e.g. English—'Animal Farm'.</p> <p><b>Duration:</b> 7 lessons</p>	<p><b>Topic:</b> Post WW1 Europe</p> <p><b>Resources:</b> Students will focus on primary evidence (articles, footage, photos) and investigate a range of picture, written and documentary sources including clips from 'World at War'. Interpretations.</p> <p><b>Focus:</b> Understanding of key political views that shaped the Peace Treaty and how this had different consequences in different countries. The role of historians in shaping our views of the past.</p> <p><b>Outcome:</b> Students will be able to analyse cause and consequence and evaluate the significance of the Treaty of Versailles. Students will be able to make informed options choices by having a specific chance to consider skills and careers based on history qualifications.</p> <p><b>Duration:</b> 10 lessons</p>	<p><b>Topic:</b> Turning Points</p> <p><b>Resources:</b> Students will focus on primary evidence (articles, footage, photos) and investigate a range of picture, written and documentary sources including clips from 'World at War'. Careers resources/speakers.</p> <p><b>Focus:</b> Events that link previous history topics with History to come. The causes of the Cold War, the impact of Stalin on Europe and the World. Key WW2 battles.</p> <p><b>Outcome:</b> Students will be able to explain significance in PEEL paragraphs and reach a supported conclusion. They will make comparisons between different events through group work and discussion. They will be able to make links to previous and future events from each turning point. Links to previous Rise of the Dictators and Russian Revolutions topics.</p> <p><b>Duration:</b> 8 lessons</p>

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10	<p><b>Topic:</b> The Rise of the Nazis</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Extracts from speeches and 'Mein Kampf'.</p> <p><b>Focus:</b> Building on the final topics of Year 9 to identify and analyse how the problems of Weimar Germany helped the Nazis. Key political terms and analysis of interpretations.</p> <p><b>Outcome:</b> Students will develop and understanding of how and why the Nazis were able to come to power in Germany. They will gain an insight into what it would have been like to live in Germany at this time.</p> <p><b>Duration:</b> 12 lessons</p>	<p><b>Topic:</b> What was Life Like in Nazi Germany?</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Past exam papers.</p> <p><b>Focus:</b> The treatment of key groups by the Nazis, how this affect their lives and how this compared to their experiences before the Nazis and what the Nazis had promised. Reasons for changes and links to Nazi plans and policies. Analysis of interpretations.</p> <p><b>Outcome:</b> Students will be able to identify changes in the lives of workers, women and young people living in Nazi Germany. They will be able to give evidence of support for the Nazis and Nazi improvements and opposition to the Nazis and difficulties experienced.</p> <p><b>Duration:</b> 12 lessons</p>	<p><b>Topic:</b> Nazi Persecution</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books.</p> <p><b>Focus:</b> The increasing persecution of minority groups in Nazi Germany — Jews and other religious minorities, gay people, black people and disabled people.</p> <p><b>Outcome:</b> Students will identify how different minority groups were treated, why the Nazis believed they should be treated in this way, and how German people reacted to what was happening. (Links to PSHE and RE, Holocaust memorial day and LGBTQ+ awareness week).</p> <p><b>Duration:</b> 12 lessons</p>	<p><b>Topic:</b> Anglo-Saxon England and Succession</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Primary extracts from Anglo-Saxon chronicles.</p> <p><b>Focus:</b> Life in Anglo-Saxon times and the structure and organisation of Anglo-Saxon society. The succession crisis of 1066 and the events of the battles. William's actions to gain and maintain control of Norman England. His responses to rebellions, Motte and Bailey castles and land laws. Knowledge, understanding and evaluation of effectiveness.</p> <p><b>Outcome:</b> Students will build an understanding of life in Anglo-Saxon England and be able to use keywords in their analysis. Students will be introduced to exam style questions and how to approach and structure answers for this part of the GCSE paper.</p> <p><b>Duration:</b> 9 lessons</p>	<p><b>Topic:</b> Norman Society and Religion</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images.</p> <p><b>Focus:</b> The importance of religion and the use of nobility as a means of control in Norman times. The lasting impact of Norman rule on England. Recall and retention and making links to other parts of the topic.</p> <p><b>Outcome:</b> Students will develop their understanding of life and changes in Norman England and be able to use keywords in their analysis and evaluation. Students will develop their answers to exam style questions for this part of the GCSE paper.</p> <p><b>Duration:</b> 10 lessons</p>	<p><b>Topic:</b> Cold War — Origins and Crises</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images.</p> <p><b>Focus:</b> Key terms, case studies. Skills of cause and consequence. Significance. Content and exam skills.</p> <p><b>Outcome:</b> knowledge and understanding of key terms, cause, consequence and significance of key events 1941—91. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills.</p> <p><b>Duration:</b> 9 lessons</p>

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11	<p><b>Topic:</b> Superpower Relations and the Cold War - Origins and Crises</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images.</p> <p><b>Focus:</b> Key terms, case studies. Skills of cause and consequence. Significance. Content and exam skills.</p> <p><b>Outcome:</b> knowledge and understanding of key terms, cause, consequence and significance of key events 1941—91. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills.</p> <p><b>Duration:</b> 12 lessons</p>	<p><b>Topic:</b> Crime, Punishment and Law Enforcement Through Time</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images.</p> <p><b>Focus:</b> Key terms, case studies. Skills of cause and consequence. Significance. Change and continuity. Content and exam skills.</p> <p><b>Outcome:</b> knowledge and understanding of key terms, changes, continuity and factors affecting law enforcement through the 4 main time periods. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills. To be able to make links to the strands of crime and punishment.</p> <p><b>Duration:</b> 8 lessons</p>	<p><b>Topic:</b> Crime, Punishment and Law Enforcement Through Time</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images.</p> <p><b>Focus:</b> Key terms, case studies. Skills of cause and consequence. Significance. Change and continuity. Content and exam skills.</p> <p><b>Outcome:</b> knowledge and understanding of key terms, changes, continuity and factors affecting law enforcement through the 4 main time periods. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills. To be able to make links to the strands of crime and punishment.</p> <p><b>Duration:</b> 9 lessons</p>	<p><b>Topic:</b> Whitechapel and Revision</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books.</p> <p><b>Focus:</b> Source analysis and historical interpretations. Students will build and understanding of the social and historical context surrounding the Jack The Ripper murders. Identify and analyse problems with the police investigations through research and use of primary news articles.</p> <p><b>Outcome:</b> Students can suggest historical lines of enquiry based on evidence and explain how social and historical context impacted events in Whitechapel. Students will be able to suggest consequences in terms of changes to policing and make and explain links to other aspects of the Crime and Punishment topics.</p> <p><b>Duration:</b> 9 lessons</p>	<p><b>Topic:</b> Whitechapel and Revision</p> <p><b>Resources:</b> Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books.</p> <p><b>Focus:</b> Source analysis and historical interpretations. Students will build and understanding of the social and historical context surrounding the Jack The Ripper murders. Identify and analyse problems with the police investigations through research and use of primary news articles.</p> <p><b>Outcome:</b> Students can suggest historical lines of enquiry based on evidence and explain how social and historical context impacted events in Whitechapel. Students will be able to suggest consequences in terms of changes to policing and make and explain links to other aspects of the Crime and Punishment topics.</p> <p><b>Duration:</b> 9 lessons</p>	