

Year Group	Term	Key Themes (Intent)	Assessments (Implementation)	NC/ GCSE Spec Links	Fundamental Skills	Careers Context/Opportunities	Computing/Literacy/Numeracy Opportunities	Misconceptions	SMSC/Fundamental British Values Links	
Y7	T1A THE ROMANS IN BRITAIN	Pupils will enquire and investigate the impact of the Roman Invasion on Britain from 43-84 AD. Pupils will learn how the Romans shaped British society- ideas about religion, changes in language, interest in medicine and health. This links to the key NC topic of British History prior to 1066. Pupils will also identify significant events and use sources to understand how different types of historical sources are used to make historical claims whilst reviewing figures such as Julius Caesar and Boudicca as well as the scale of the Roman Empire and the role of the Colosseum.	Radiolarium Assessment How did the Romans impact us?	British History Prior to 1066	Identify and recall key events from the past	Investigatory Journalism / A-Level Course Ancient History	Numeracy - Key Dates/Chronology Literacy - Key Writing Piece & Termly Literacy Focus Computing - Video Clips	Concept of Chronology / Key facts of Roman Invasion and difference between opinion and bias	Within the History department at Burnley High School, we think it is very important that our pupils develop a strong set of values and principles, and that they question and understand what it means to grow up in British society. Through a rich and challenging History curriculum, and through a focus on key events in British History, we invite pupils to reflect upon their role in a diverse, multicultural and multi faith society. In discussing what it means to be British, pupils will engage critically with stereotypes and prejudices and develop an understanding of how we can celebrate our heritage and home cultures whilst also embracing the ties that bind us together. We help the children to develop a deeply embedded appreciation of the values of fairness and democracy through our History curriculum with topics such as The Holocaust, The Magna Carta & The role of Monarchy throughout British History. As a school that serves a predominantly white working class community, we take our responsibility to review and analyse History to promote community cohesion, generate a respect for difference and individual rights seriously. Our challenging History curriculum enables pupils to recognise the valuable role that they play as emerging citizens in British society.	
	T1B WHO SHOULD BE KING?	Pupils will delve into Britain post Romans and Anglo Saxons by looking into Medieval life and the Norman Conquest from 1066. This links to the NC topic of the development of Church, state and society in Medieval Britain. Pupils will continue to use sources to make historical claims as well as pursue historically valid enquiries based on relevant and structured evidence. Pupils will investigate themes such as Peasantry, The Three Claimants in 1066, Norman Castles and Medieval Punishment.	Why did William win the Battle of Hasting?	British History Prior to 1066	Speaking and Listening - Describe, explain and make a judgement	Museum / A Level Course Anglo Saxon & Norman England	Numeracy - Key Dates/Battle Figures Literacy - Extended Writing & Termly Literacy Focus Computing - Video Clips	Chronology of Norman Conquest and concept of impact over time.		
	T2A KEEPING CONTROL	Pupils will enhance their knowledge of Medieval life and the Norman Conquest from 1066 by looking at the wider context of Norman Control. This links to the NC topic of the development of Church, state and society in Medieval Britain. Pupils will continue to use sources to make historical claims as well as pursue historically valid enquiries based on relevant and structured evidence. Pupils will investigate themes and events such as the Harrying of the North and the influence of Castles and the Feudal System.	Design your own Motte and Bailey Castle	The Development of Church, state and society in Medieval Britain 1066-1509 / A local history study	Describing key features of a period of time					
	T2B - THE CRUSADES AND THE INFLUENCE OF THE EAST	Pupils will learn about the Crusades and the influence of Islam and the East in the early development of the West. Pupils will look at perspectives from both sides of the conflict and review the sheer power of religion and people's dedication to their faith. Pupils will tackle and critique the view of the heroic crusaders and it is important that students are made aware that the view which says that the Crusaders are a force for good and their opponents a force for evil is a stereotype and an idea perpetuated by the Crusader nations as well other perspective based bias. This return will help our pupils review their contemporary views of the East and by looking at stereotypes of Muslim and Christians and discussing them, the students are made more aware that modern day caricatures of the period are trying to create a generalised impression of the past for a present day purpose.	Interpretations of the Crusades: Christian vs Muslim	The Development of Church, state and society in Medieval Britain 1066-1509	Describing and list key features of a source	Journalism & Law / A Level Course The Age of the Crusades 1071-1204	Numeracy - Key Dates/Map & Coordinates Literacy - Extended Writing & Termly Literacy Focus Computing - Video Clips	Concept of bias using interpretations / The difference between why and how interpretations differ.		
	T3A & B - LIFE IN THE MIDDLE AGES	Pupils carry on from their study into the Medieval England and the Norman Conquest by exploring further into this period by looking at life in the Middle Ages from 1300-1509. This fits perfectly within the NC topic of the development of Church, state and society within this period of time. Pupils will look at Medieval slavery as well as looking at the significant social and economic impact this period of time had on Britain.	Newspaper Article: Life in the Middle Ages Magna Carta Source analysis	The Development of Church, state and society in Medieval Britain 1066-1509	Describe and explain beliefs and attitudes of a time period	Law & Teaching / A Level Course Royal Authority and the Angevin Kings 1154-1216	Numeracy - Key Dates/Chronology Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Seneca Revision	Concept of Monarchy and Government / Early principles of Democracy and Rule of Law / Class System (Feudal System)		
Y8	T1 - THE TUDOR DYNASTY (WAR OF THE ROSES - ELIZABETH I)	Pupils will move forward chronologically from their work in year 7 to study the development of Church, state and society in Britain 1509-1745 with a study of the Tudor bible queen Elizabeth England. Pupils will identify key figures such as Henry VIII and Mary I and the impact of the religious reformation and the emergence of holy civil wars with the impact of Catholicism and Protestantism in Tudor England as well as a review and evaluation of the War of the Roses to give pupils further historical context.	Henry VIII: Star of Monstar Henry VIII: Star of Monstar Elizabeth I: Hero or Villain	The development of Church, state and society in Britain 1509-1745	Describe and explain cause and effect / Describe key features of a source and purposes/messages of sources. Make a judgement / Use evidence to interpret impact	Museum Curator, Teaching & Journalism / A Level Course The Tudors 1485 - 1603	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips	Difference between Catholic and Protestant religions / Key figures in Tudor family and individuals		
	T2A - THE SLAVE TRADE	Pupils will further discover the impact of not only religion but also ideology and race within the make up of modern day Britain. Pupils will review the dark history and means of Britain's success and imperialism with a study of Britain's transatlantic slave trade: its effects and its eventual abolition. This will be through various key historical skills such as interpretations and sources.	Source Skills: Life as a Slave	Ideas, political power, industry and empire Britain, 1745-1901	Describing and applying key features of a period using sources	Solicitor & Human Rights / A Level Course The British Empire & The Age of Exploration	Numeracy - Key Dates/Chronology Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ iPads	Upsetting nature of slavery / Ideology of race & eugenics / Trade systems		
	T2B - THE INDUSTRIAL REVOLUTION	With the knowledge acquired in the previous unit still fresh in the mind on the function of slavery as a means of economic success, it is vital that the context of Britain's financial growth is explored within the British Isles. The industrial revolution is a key example of this which lends it's self to class ideology rather than race. Pupils will also be able to look and review the role that Burnley had in this as well as other parts of wider Lancashire.	The industrial revolution was a time of immense prosperity and success for everyone. How far do you agree?	Ideas, political power, industry and empire Britain, 1745-1901	To make a judgment by demonstrating opinions of a period	Local History & Heritage Manager / A Level Course Industrialisation and the people: Britain, c1783-1885	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Kahoot	Theory of industrialisation / Class Division and Wealth Structure of towns and cities.		
	T3A - VICTORIAN PRE WAR BRITAIN	Pupils will use previously developed knowledge of the formation of Britain and its Empire to view how Britain became an industrial powerhouse. Pupils will review this whilst also looking at the negative impacts of industrialisation on London and how it became a gateway for the rise in crime but also the rise of Jack the Ripper. Within this pupils will also look at Victorian England in a more local setting as they look at the establishment of the Northern powerhouse, football and the establishment and power of Lancashire Mill Towns such as Burnley and other neighbouring areas.	Jack the Ripper Newspaper Article	Ideas, political power, industry and empire Britain, 1745-1901	Recalling and applying key knowledge of a significant period	Archivist, Law, Criminology & Journalism / A Level Course Challenge and transformation: Britain, c1851-1964	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Show My Homework Quizzes	Concept of prostitution / Difficult nature of understanding the murders		
Y9	T3B - THE FIRST WORLD WAR	Pupils will develop their skills to be able to identify significant events, make connections, draw contrasts, and analyse trends within the period of the start of the 19th to the end of the conflict which will show a study and an enquiry into a significant period of time. They will develop their use of historical terms and concepts in increasingly sophisticated ways as they prepare to begin Year 9 and prepare for a higher standard of learning. They will pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They will understand how different types of historical sources are used (ignoring to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. This analysis of 'good' and 'not' will be challenged when looking at concepts and events such as the General Staff, The Battle of the Somme and the aid. The events from 1914-1918 will help pupils review their views and previous 'truths' whilst also gaining and enhancing a sense of empathy and humanity.	Greatest causes of World War One End of Year Exams	Ideas, political power, industry and empire Britain, 1745-1901 / A local history study	To infer and compare representations	Local Heritage Manager, Armed Forces, Journalism & Historian / A Level Course Wars and Welfare: Britain in Transition, 1906-1957	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Kahoot	Cause of War and their definitions / Imperialism / Nationalism / Militarism		
	T1A - THE HOLOCAUST	The National Curriculum states that the Holocaust is a compulsory part of Key Stage Three History which we totally agree with at BH. The wider context of the Holocaust will be formed within the pupils' learning around the global context of the time so this unit gives the pupils time to fully delve into the ideology of Anti-Semitism and the victim narrative which is widely reported as well as the events which caused this atrocity. Pupils will review bias, interpretations as well as cause and consequence within this unit with a further focus onto the experiences and stories of those involved.	From Protests to Genocide: Changing Face of Anti-Semitism in Germany	Challenges for Britain, Europe and the wider world 1901 to the present day / A local history study. Holocaust is mandatory for NC within this period.	To explain change and describe the reasons	Teacher, Human Rights, Charity work & Law / A Level course Democracy & Nazism	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Seneca Revision	Concept of Anti-Semitism / Concept of Propaganda and indoctrination		
	T1B THE SECOND WORLD WAR	Pupils will develop their skills to be able to continue to identify significant events, make connections, draw contrasts, and analyse trends within the context of the Second World War which will continue to show a study and an enquiry into a significant period of time when paired with the previous Holocaust topic. They will pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They will understand how different types of historical sources are used (ignoring to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. This continued analysis of 'good' and 'not' will be challenged when looking at concepts and events such as the Treaty of Versailles, bombing of London vs bombing of Dresden and how to form their own interpretations based on evidence.	Greatest causes of World War Two	Challenges for Britain, Europe and the wider world 1901 to the present day / A local history study.	Recalling and judge key causes.	Armed Forces, Journalism, Teacher & Heritage Manager / A Level course Wars and Welfare: Britain in Transition, 1906-1957	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Kahoot	Concept of cause and effect / Chronology of events		
	T2A - HORROR IN THE EAST - HIROSHIMA	The pupil will learn and evaluate the events of Hiroshima and Nagasaki during the second world war to give an alternative view of the war. This is the main beginning of when pupils will really begin to understand political bias and also the notion of 'interpretations'. Changing the view of history. Pupils will challenge their constructed view of the west being heroes of WWII by using historical skills to evaluate the 'justification' and 'necessity' of dropping the atomic bomb on Japan.	Can the bombing of Hiroshima & Nagasaki be justified?	At least one study of a significant society or issue in 1901 to the present day / its interconnections with other world developments.	Use inference to judge different interpretations	Human Rights, Law & Journalism / A Level History course The American Dream: reality and illusion, 1945-1980	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Seneca Revision	Geographical positioning of attacks / Ideology of 'justification' / Analysing differing interpretations		
	T2B - IN THE CIVIL RIGHTS MOVEMENT	Pupils will study the Civil Rights Movement during the 1950s in USA to further assist them to know and understand significant aspects of the history of the wider world. The characteristics and features of past non-European societies and its achievements and follies of mankind will be fully transparent within this study which will again enhance a sense of humanity and empathy. This study will question forms of protest and their legacy on modern times.	Martin vs Martin: Peace vs Violence To what extent did the Civil Rights Movement change USA? / How a dream to Black Lives Matter	At least one study of a significant society or issue in 1901 to the present day / its interconnections with other world developments.	Compare and contrast key individuals in History Make a judgement & Explain impact	Human Rights, Theology, Charity, Law & Journalism / A Level course The American Dream: reality and illusion, 1945-1980	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips	Legal jargon and legislation around civil rights / Chronology of escalation of civil rights movement		
Y10	T3B - THE VIETNAM WAR	Every war has a unique story, and within each war's story, there are thousands of other stories which we call interpretations. This idea of 'interpretations' and differing perspectives of war is something the pupils will delve into when reviewing a unique war like the Vietnam War which is part of a wider world context. Many pupils will already be aware of the western pride in wars such as WWI and WWII and the notion of good vs evil. Along with their previous study into Hiroshima, pupils will explore the factors and bias involved in the context of war. Pupils will review atrocities but also how Vietnam vets were made to feel as though they had let their country down, as opposed to WWII vets who returned home as conquering heroes. Facing numerous difficulties, returning Vietnam vets were split on, called "druggies" and "baby killers." They were looked down upon by many in society and not given the psychological support they needed. Many retreated within themselves and never told their story. It will be up to our pupils to investigate this.	The Media were the main reason for protests against the Vietnam war. How far do you agree? End of Year Exams	At least one study of a significant society or issue in 1901 to the present day / its interconnections with other world developments.	Applying key knowledge to debate and argue different interpretations of an event.	Journalism, Law, Teaching, Armed Forces & Academia / A Level Course The American Dream: reality and illusion, 1945-1980	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Research into Civil Rights	Concepts and ideologies of Capitalism and Communism / Chronology of Events		
	T1 - EDEXCEL PAPER 3: WEIMAR & NAZI GERMANY		Weimar and Nazi Germany Past Paper/Specimen Paper	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document history GCSE subject content (published April 2014). This requires students to study, as a minimum: • two depth studies, each covering a substantial and short time span: o one must be a British depth study from the medieval (500-1500), early modern (1450-1700) or modern (1750-present) eras o the other must be a European or wider-world depth study from an era different to the British depth study • a period study of at least 50 years from any of the eras • the historic environment through the study of a particular site in its historical context • a thematic study involving the study of people, events and developments drawn from all three eras defined above. The DfE also requires that British history must form at least 40% of the assessed content.	Inference and Explain Usefulness & Interpretations	Teacher, Human Rights, Charity work & Law / A Level course Democracy & Nazism	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Seneca / Kahoot / Show My Homework Quizzes	Answering of new Exam Questions / Recall of Key Content		
	T2 & HT3A EDEXCEL PAPER 1: MEDICINE IN BRITAIN INCLUDING HISTORICAL ENVIRONMENT STUDY	The aims and objectives of this qualification are to enable students to: • develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the diversity of human experience • engage in historical enquiry to develop as independent learners and as critical and reflective thinkers • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context • develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.	Combined Medicine & Weimar and Nazi Germany Past Paper/Specimen Paper	At least one study of a significant society or issue in 1901 to the present day / its interconnections with other world developments.	Describe, Explain & Sources Describe, Explain & Infer	Archivist, Law, Criminology & Journalism / A Level Course Challenge and transformation: Britain	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Seneca / Kahoot / Show My Homework Quizzes	Answering of new Exam Questions / Recall of Key Content		
	HT3B EDEXCEL PAPER 2: SECTION 1: EARLY ELIZABETHAN ENGLAND		End of Year Mosaic/CAGS & Elizabeth Past Paper Specimen with consistent retention of previous topics assessed in lesson	At least one study of a significant society or issue in 1901 to the present day / its interconnections with other world developments.	Describe & Explain	Museum Curator, Teaching & Journalism / A Level Course The Tudors 1485 - 1603	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Seneca / Kahoot / Show My Homework Quizzes	Answering of new Exam Questions / Recall of Key Content		
	HT3A EDEXCEL PAPER 2: SECTION 1: ELIZABETHAN ENGLAND		Combined Elizabeth, Medicine & Weimar and Nazi Germany Past Paper/Specimen Paper	At least one study of a significant society or issue in 1901 to the present day / its interconnections with other world developments.	Form links and categorise cause and consequence			Answering of new Exam Questions / Recall of Key Content		
	HT3B EDEXCEL PAPER 2: SECTION 2: AMERICAN WEST		Christmas Mosaic/Caps with consistent retention of previous topics assessed in lesson	At least one study of a significant society or issue in 1901 to the present day / its interconnections with other world developments.	Explain and Analyse			Answering of new Exam Questions / Recall of Key Content		
Y11	HT3A EDEXCEL PAPER 2: SECTION 2: AMERICAN WEST		American West Past Paper/Specimens	At least one study of a significant society or issue in 1901 to the present day / its interconnections with other world developments.	Explain and Analyse	Human Rights, Law & Journalism / A Level History course The Birth of the USA, 1760-1801	Numeracy - Key Dates/Chronology/Statistics Literacy - Key Writing Piece/Extended Writing & Termly Literacy Focus Computing - Video Clips/ Seneca / Kahoot / Show My Homework Quizzes	Revision Techniques / Gaps in Knowledge		
	HT3 - REVISION, RECALL & EXAMS	Revision / Exams	Exams							