

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Year 7						
History is taught but to varying standards. Some students say they have been taught no history and most believe that being good at history is just about knowing substantive knowledge about events/people in the past.			Interventions/support in place: The first two lessons of Year 7 are an introduction, giving a chance for teachers to assess substantive and disciplinary knowledge. The 'Sherlock and the body in the bog' lessons introduce some of the fundamental skills and techniques that can be applied across the whole discipline e.g. using evidence to support conclusions, understanding chronology and questioning the reliability of sources.			
Year 7						
Topic/Focus	Introduction and skills of the historian Sherlock and the body in the bog Boudicca and Caister	The Norman Conquest and control	The Church and the crusades, (The early Plantagenets)	Society and the wider world (The early Plantagenets)	The Black Death and the Peasants' Revolt	The Wars of the Roses and the Princes in the Tower
Sequencing	After the introductory unit, Year 7 and 8 take a chronological approach. Where this is not the case, justification will be provided, and some important thematic references are given below.					
	Britain before 1066 is needed before the Norman Conquest so students can assess its impact. Britain's geographical location also needs to be established for later in the course (e.g. Spanish Armada in Year 8)	Although the Church is mentioned during this unit, the focus is on the changes made to secular society. This is done first as it is more accessible to students and students are therefore more	This unit looks at the hierarchy of the church, the relationship between kings, the church and the barons and assesses who was more important: the king or the pope.	Having established a societal hierarchy. John and the Magna Carta.	This unit highlights the relationship between the peasants and the church and the impact of the Black Death on the feudal system (outlined in Autumn 2.) Having established a societal hierarchy	The Princes in the Tower mystery uses the same approach as the body in the bog (Autumn 1) and the Becket murder. (Spring 1) Students' disciplinary skills should have developed to deal with this much better.

	Spring 1) and its place in Europe is clearly shown through the different groups vying for power (i.e. the Anglo-Saxons and Vikings.)	likely to understand better important substantive concepts, such as hierarchy, so when we study the hierarchy of the church (Spring 1) the students have a reference point.				
Extended Learning	Homework Booklets					
Year 8						
Topic	Why did Richard Whiting die? Henry VIII and the reformation	Life in Tudor England: Religion and Diversity	Elizabethan exploration and the changing nature of the Britain's place in the world under James I.	The English Civil War and the World turned upside down.	The British Empire/ Slavery-impact of colonialism	The industrial revolution/Victorian England- Local Study Suffrage How far did the industrial revolution lead to Great Yarmouth's establishment as a global fishing port?
Sequencing	After the introductory unit, Year 7 and 8 take a chronological approach. Where this is not the case, justification will be provided and some important thematic references are given below.					

	This unit requires students to understand the importance of the Catholic Church taught across Year 7. (particularly Spring 1			The understanding of the Divine Right of Kings is built upon after the previous two terms and Charles’s mistakes should be elicited by remembering the failures of King John. (Spring 1 Year 7)	To understand the degree of change students will be reminded of feudal society. (Autumn 2 year 7 and Spring 2 year 7) Include resistance of enslaved people in this – show perspectives from them	
Extended Learning	Homework Booklet					
Year 9 21-22						
Topic/Focus	World War 1	The Inter-war Years	The Second World War-Local Study: Lowestoft and Great Yarmouth during the Blitz	20 th Century America- Civil Rights/Vietnam War	20 th Century World-Cold War	20 th Century World-Terrorism
Sequencing	After the introductory unit, Year 7, 8 and 9 take a chronological approach. Where this is not the case, justification will be provided and some important thematic references are given below.					
	To understand the causes of the First World War imperialism (Spring 1 Year 8) and industrialisation (Summer 1 Year 8)					

	needs to be understood.					
Extended Learning	Homework Booklet					

Year 10 – 2021						
Qualification	GCSE Edexcel History					
Topic	Elizabethan England – Challenges to Elizabeth at home and abroad	Elizabethan England – Society in the Age of Exploration	Medicine – Introduction: The Ancient World	Medicine – Medieval and Renaissance	Medicine – Industrial revolution	Medicine – Modern world
Sequencing	Elizabethan England will be taught broadly chronologically in order to aid understanding of why things happened when they happened. Particularly important sequencing is outlined below.		Medicine will be taught broadly chronologically but with a thematic approach to limit confusion. The historic environment element is best taught separately. (This will be done in year 11 as the source work feeds into the Germany paper and not having to recap this will save time.)			
	This element of the course builds on the first. Students can now see why Mary, Queen of Scots (Autumn 1), was the figurehead of any plot or why the first plot started in the north.	To help students understand why enclosures and sheep farming increased poverty students are reminded of medieval peasant life (Year 7, Spring 2)	The medicine course begins in 1250. But if students are to have any meaningful understanding of medical ideas in the medieval period and understand the renaissance, they must first study Hippocrates and Galen.	Key themes will be set out which will be followed throughout the course: <ul style="list-style-type: none"> • Beliefs about the cause of disease • Treatments • Preventions • Hospitals • Training of doctors • Public health/ government intervention • Factors that contribute to change or continuity Each of these will be considered in the period being studied and then contrasted with other periods to assess change and continuity.		

	Understanding England's place in Europe on Elizabeth's accession helps to explain why Spain became a greater threat than France up to 1588.			This is more effective than teaching a strict chronology, particularly in the industrial revolution and the modern world, because so many things happen at a similar time it can be hard for students to understand what area of medicine is being changed and why it is changing at that particular time.		
Year 11 – 2021 (Year 10 in 2020 linked to legacy plan)						
Qualification	GCSE Edexcel History					
Topic	The historical environment	Weimar Germany	Hitler's rise to power	Nazi Germany	Revision	
Sequencing	The historical environment is best taught separately so that the key features of World War One are made apparent. It is best to wait until year 11 because the source skills used are similar to those in the Germany paper. In addition, the impact of WW1 is hugely significant in the history of Weimar and Nazi	To aid revision it makes sense to teach the Weimar period, as far as possible, without teaching about Hitler (the students already have a general understanding of who he was from Summer 2 Year 8); and then looking at his rise to power (Spring 1) highlighting the things he would	This introduces students to some of the key elements of Nazi ideology which shaped the way they governed (Spring 2)	Some of Nazi policy is contrasted with the Weimar period, again to aid revision. (e.g. the status and role of women.)		

	Germany. (Autumn 2, Spring 1 and 2)	not have liked about the Weimar government (e.g Versailles)				
Extended Learning	By this stage students will have had plenty of practice at different methods of revision and revision has been established as an integral part of success. There will be frequent knowledge quizzes on Elizabethan England, Medicine and some on the American West.					
Post Year 11						
<p>Most students who choose History at A Level do so at East Norfolk Sixth Form. In the first year they study Germany from 1918 to 1989 and Liberal and Fascist Italy. In the second year they study the British experience of warfare from the Napoleonic wars to World War One. They also complete coursework on a historical debate about an aspect of Nazi Germany.</p> <p>Clearly there is a significant step up academically at AS and A Level. (At East Norfolk students still sit an AS Level exam). Therefore, it is useful for our students to have covered some of the same content (Weimar and Nazi Germany) at GCSE Level.</p>			Employment in:			

Cultural capital:

The following list is not exhaustive but provides enough variety to show a range of individuals and works.

Year seven - individuals

- Alfred the Great
- Harold Godwinson
- William the Conqueror
- Matilda
- Henry II
- Thomas Becket
- Eleanor of Aquitaine
- Richard I
- King John
- Richard III

Key works

- The Domesday Book
- The Magna Carta

Year eight – individuals

- Henry VIII
- Edward IV
- Mary
- Elizabeth
- James I
- Charles I
- Oliver Cromwell
- Olaudah Equiano
- Kaiser Wilhelm II
- Hitler

Key works

- The English Reformation including Elizabeth's Religious Settlement
- Great Reform Act
- Treaty of Versailles

Key works

- Emancipation Proclamation

Year ten – individuals

- Elizabeth I
- William Cecil
- Francis Walsingham
- Philip II Spain
- Francis Drake
- Galen
- Hippocrates
- William Harvey
- Louis Pasteur
- Crick and Watson

Key works

- The circumnavigation of the globe
- Early Elizabethan theatre
- On the motion of the heart and blood in animals
- Germ Theory

Year eleven -individuals

- Gillies
- Robertson
- Ebert
- Stresemann
- Hitler
- Goebbels
- Himmler
- Goering
- Niemöller

Key works

- The development of plastic surgery
- Treaty of Versailles
- The Dawes Plan
- The Wall Street Crash