



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

SUBJECT History

Spirituality Statement: Studying history at St. Mary Magdalene helps students develop spiritual understanding by encouraging them to reflect on human values, beliefs, and experiences across time, and to consider how people's choices and cultures have shaped ideas about purpose, morality, and identity. It allows them to develop empathy and appreciation for the diverse ways humans have sought meaning in their lives.

CURRICULUM INTENT: The purpose of history at SMM is to provide students with knowledge and understanding of how societies and cultures have evolved and interacted over time, so that they may recognise how the past has shaped the world they live in today, be that at the international, national, or more local level within Southeast London. We believe our students should be exposed to a broad and diverse array of histories and interpretations, proudly reflecting the SMM community, whilst equipping them with the cultural capital necessary for all to thrive in the future. The study of history at SMM should help foster our students' ability to think critically about the past, able to grapple with great moral dilemmas, so that they can leave us as active and aware citizens, who can critically evaluate, form logical arguments, and draw conclusions when presented with evidence from a variety of different sources.



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Development of Britain	Local history	Connections with the wider world	Second Order Concepts (Cause/Consequence, Change and Continuity, Significance,
			Diversity, Interpretations and Evidence, Chronology)



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY – KEY THEMES / CONCEPTS	Ourselves All about me	Light and Celebrations Celebrations and Festivals	Fairy Tales	Mad Scientists Investigations	What's in our garden? Growth	Wherever will we go? Journeys
NURSERY – KEY CONTENT / LEARNING	<p>My Family history Where do our parents come from?</p> <p>Look at world maps to identify where countries / places families are from</p> <p>Create family trees using family photographs</p> <p>Explore how they have changed since they were babies</p>	<p>Christmas Traditions Divali traditions</p> <p>Explore special events in their own person history – Birthdays, weddings, christenings, religious celebrations</p> <p>Recalling experiences of Bonfire Night</p>	<p>Understanding the natural world</p> <p>Develop an understanding of the past through activities linked to fairy tales</p> <p>Talk about the weather</p>	<p>Learn that scientists are important people</p> <p>Exploration of the school grounds and school forest school area</p> <p>The Easter Story – Pupils will learn about the traditions and customs linked to this.</p>	<p>Exploration of the school grounds.</p> <p>Linked to forest school activities – where the children explore the minibeasts and plants that live there.</p> <p>Focus on developing pupils geographical language to describe the plants and minibeasts in the school grounds</p>	<p>Under the sea</p> <p>Investigate some of the creatures that live in our oceans.</p> <p>Discuss how we can look after these animals and plants</p> <p>Pupils will learn geographical language: Ocean Sea Beach Shore Sea bed</p>
RECEPTION - KEY THEMES / CONCEPTS	All about me Ourselves	Lights & Celebrations	Mad Scientists Investigations	Capes and Crowns	What's in our garden? Growth	Journeys Where will we go?
RECEPTION - KEY	My family history. Understanding concept of the past	Lights and Celebrations	Super Scientists Investigations	Capes and Crowns	Explore the natural world around them	Describe what they see, hear and feel whilst outside.



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CONTENT/ LEARNING

Explore family life now and in the past within living memory

Explore special events in their own person history – Birthdays, weddings,

Changes of weather

Introduction to the British monarchy and some from around the world and make comparisons

making observations and drawing of animals and plants

Recognise some environments that are different from



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	<p>Where do my family come from? – looking at world maps and globes to located places.</p> <p>Explore the different cultures represented in the class</p> <p>Find out about visitors and different professions</p>	<p>christenings, religious celebrations</p> <p>Learn about the history Bonfire Night. Significant individual – Guy Fawkes</p> <p>Geography – Celebration in local area</p> <p>Learn about central London where gunpowder plot took place</p> <p>Christmas Traditions</p> <p>Divali traditions</p>			<p>Compare seasons and talk about spring</p> <p>Find hot and cold places in world</p> <p>Introduce – deserts, ocean, artic, mountains</p>	<p>the one in which they live.</p> <p>Pupils will begin to use geographical language to describe these observations and differences in environment</p> <p>Find out about different types of transport. Begin to recognise that vehicles looked different in the past.</p>
YEAR 1 - KEY THEMES / CONCEPTS	Teddy Bears' Picnic (Geography Focus)	Toy Story (History and Geography Focus)	How can I change my world? (Geography Focus)	Space Explorers (History and Geography Focus)	Dragons, Knights and Castles (History Focus)	Beside the Sea History and Geography Focus)
YEAR 1 - KEY CONTENT/ LEARNING	<p>Mapping Skills</p> <p>Children to create aerial plans of classroom and school grounds.</p> <p>Children to discuss the places they like to go</p>	<p>Changes within living memory.</p>	<p>Geography and pollution/climate change.</p> <p>Linked to the book 10 Things I Can Do to Help My World, the children look at how they can help the planet through</p>	<p>Significant Historical figures Neil Armstrong, Buzz Aldrin, Mary Jackson and Tim Peake</p> <p>What makes these people significant / important?</p> <p>Linked to the story <i>The</i></p>	<p>Exploring castles and their features</p>	<p>Children learn to name the oceans of the world and countries that are important to them. Children also explore the features of the coastline and learn to name some of the human and</p>



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and play in and around the local area.

reducing pollution children learn about Buzz Aldrin, Neil Armstrong and Mary Jackson.

They learn about why these people are significant individuals and what their contributions were.

Man on the Moon the physical features of the coastline.

Children explore how the British seaside has changed over time. They go on a trip to Broadstairs, where they are able to compare their experiences to photos of the past. The children are encouraged to talk to older relatives who have living memories of holidays in the UK by the sea.

(the last 100 years)

Children handle different artefacts in the form of a range of toys from the past.

They explore how the toys work, how children in the past

Significant individuals

different types of castles

Children look at

and some of the key features of them.



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	<p>Barnaby Bear link, teachers can use the resources on the Geographical Association website to include the link the Teddy Bear's Picnic, using Barnaby Bear in different places and locating them on the map.</p>		<p>used them and think changed throughout history.</p> <p>about toys have</p> <p>Children also go on a trip to the Toy Museum in Bethnal Green.</p>	<p>They also look broadly at the roles of kings and queens. This is linked to their learning of fairy-tales and traditional stories.</p> <p>From September 2022, the children can explore the change of monarch that is within their living memory and the celebration of the queen's jubilee</p>	<p>recycling and reusing etc.</p> <p>Children look at using the map to locate the four countries in the UK.</p> <p>Explore weather and seasons and seasonal changes linking this to their own experiences, eg the clothes they wear.</p> <p>Field work of local area.</p> <p>Collect data on an environmental issue such as the amount of cars using the main road by school. Discuss findings and suggest way to improve</p>	
YEAR 2 - KEY THEMES / CONCEPTS	<p>World Kitchen (Geography Focus)</p>	<p>Night Explorers (Geography Focus)</p>	<p>Fire! Fire! (History Focus) The Great Fire of London</p>	<p>Heroines and Villains (History Focus)</p>	<p>Under the Sea (History and Geography Focus)</p>	<p>A Whole New World – Explorers Link back to Neil Armstrong (History and Geography Focus)</p>



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YEAR 2 - KEY CONTENT/LEARNING	<p>Contrasting the UK with the Gambia. Looking at food, culture, markets, landscape etc.</p> <p>Name and locate the world's seven continents and 5 oceans.</p> <p>Locate North pole, south pole on the globe</p> <p>Identify links we have with people across the world</p> <p>Investigate where our food comes from</p> <p>Climate and the environment in equatorial areas</p>	<p>Significant events beyond living memory</p> <p>What happened to London during the Great Fire in 1666?</p> <p>What was Stuart England like?</p> <p>Understand past can be interpreted in different ways</p> <p>Understand why people acted the way they did</p> <p>Select and combine information from a range of sources</p> <p>Samuel Pepys</p> <p>How has London changed from 1666?</p>	<p>Significant individuals</p> <p>Women through history</p> <p>Harriet Tubman Mary Seacole Florence Nightingale</p> <p>What has made some heroines so remarkable?</p> <p>Why should we remember the heroines over the villains?</p>		<p>Significant individuals</p> <p>What were the s/d between new world explorers?</p> <p>How did explorers open up a whole new world? (significance)</p> <p>Significant individuals explorers.</p> <p>Ibn Battuta Christopher Columbus, Walter Raleigh,</p>	<p>Significant individuals Significant events beyond living memory</p> <p>Grace Darling</p> <p>Exploring the differences between coastlines. Use geographical language to describe these</p>
YEAR 3 - KEY THEMES / CONCEPTS	<p>Enchanted Gardens (Geography Focus)</p>	<p>Stone Age (History Focus)</p>	<p>Anglo Saxons and Scots (History Focus)</p>	<p>Vicious Vikings (History Focus)</p>	<p>Chocolate (History Focus)</p>	<p>Out of Africa (Geography Focus)</p>
YEAR 3 - KEY	<p>Greenwich Park through time – how</p>			<p>Viking and AngloSaxon struggle</p>	<p>Ancient Mayan Study of Ancient Civilization</p>	<p>Locate Africa on a globe and in an</p>



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	has the land been used over time?	Changes in Britain from the Stone Age to the Iron Age.	Britain's settlements by Anglo-Saxons and Scots	for the kingdom of England	Compare to other Ancient civilizations	atlas
CONTENT/LEARNING	<p>Local History</p> <p>Geography – place knowledge and field work,</p> <p>Identify meridian in an atlas</p> <p>Field Work</p>	<p>When do you think it was better to live in – the stone age the bronze age or the iron age?</p> <p>Iron Age</p>	<p>Roman withdrawal from Britain</p> <p>Place names (-hamme, -by, -wich)</p> <p>Anglo-Saxon art and culture</p> <p>Who were the Anglo Saxons and why did they invade and settle in Britain?</p> <p>What was life really like in Anglo-Saxon England?</p>	<p>at the time of Edward the Confessor. Viking raids and invasion, resistance by Alfred the Great and Athelstan</p> <p>Danegeld</p> <p>Battle of Hastings and the death of Edward the Confessor</p> <p>Anglo-Saxon laws and</p>	<p>Geography of Mexico</p> <p>Culture</p> <p>Significance of chocolate</p> <p>Mayan beliefs etc.</p> <p>Should historians only remember the Ancient Mayans for their chocolate?</p>	<p>Locate Kenya on a map</p> <p>African Biomes</p> <p>Physical and Human features of Africa</p> <p>Geographical vocabulary</p> <p>Biomes and habitats of different creatures.</p> <p>Mountains</p> <p>What are the</p>



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		<p>What are the similarities and differences between the Bronze and the</p> <p>Chronology Begin to use timelines Settlement</p>	<p>What was the position of women in Anglo-Saxon England?</p> <p>Use historical sources</p> <p>What did the Anglo Saxons contribute to life at Sea How much from Saxon time do we still have today</p>	<p>justice King Cnut</p> <p>Were the Vikings the main cause for the decline of Anglo-Saxon England?</p> <p>Who were the Vikings and why did they settle in Britain?</p> <p>How well did the Vikings and Saxons get on with each other?</p> <p>What did the Vikings leave behind?</p>	<p>What where and when was the Mayan civilisation? What were the traditions and customs of the Mayans Understand the importance of Mayan architecture</p>	<p>different types of mountain and how are they formed?</p> <p>Where is Kilimanjaro? What is the weather like there? How is the land used around the mountain?</p> <p>Desert Environments Nyiri Desert on Kenyan and Tanzania border</p>
YEAR 4 - KEY THEMES / CONCEPTS	Ancient Egyptians Tomb Raiders (History Focus)	Rise of the Romans (Roman Britain)	What a Wonderful World (Geography Focus)	Cunning Creatures (History and Geography Focus)	Rainforests (Geography Focus)	Time Travelers (Greenwich a local study)

YEAR 4 - KEY CONTENT/ LEARNING	<p>Why were the Ancient Egyptians so remarkable?</p> <p>Who were the Black Pharaohs of Ancient Egypt?</p>	<p>What have the Romans ever done for us? // Roman Britain</p> <p>When did the Romans invade and why?</p>	<p>Recap on Mountains from year 3</p> <p>Volcanoes and earthquakes Vesuvius and</p>	<p>Geography Key topographical features on maps and land use. Locate the Galapagos islands on an atlas</p>	<p>Ecosystems Native cultures within the rainforests Fair trade Creatures within the rainforest</p>	<p>How have the people of Greenwich changed through time? // How has Greenwich changed from a</p>
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	<p>Compare this time period in relation to other civilizations around the time</p> <p>TO explore the Ancient Egyptian settlements</p> <p>To explore key figures in Ancient Egypt</p> <p>To explore the significance of iconic architecture</p> <p>What are the key features of Egyptian beliefs</p> <p>What was the impact of Howard Carters discovery</p>	<p>Did native Britain's Welcome or resist them and why?</p> <p>How did they influence the culture of the people already here?</p> <p>How diverse was Roman Britain? The African Romans</p>	<p>Pompeii</p> <p>Pangea split to continents – fault lines mapping</p> <p>Volcanoes and their features</p> <p>The people and volcanoes</p> <p>The impact of eruption – (What happened to the town of Pompeii when Mount Vesuvius erupted?</p>	<p>Grid references</p> <p>Archipelagos, eco systems, effect on weather, pollution (the impact humans are having) and the effect of this on the Galapagos islands</p>	<p>Deforestation</p> <p>Use of palm oil</p> <p>Etc.</p>	<p>Roman Village to the centre of Time?</p> <p>Local Maritime History</p> <p>Cutty Sark</p> <p>Significance of Greenwich through History</p> <p>The Royal Observatory</p> <p>Link to significant people in time</p> <p>Olaudah Equiano</p> <p>Field Work</p>
YEAR 5 - KEY THEMES / CONCEPTS	Amazing Architecture (History and Geography Focus)	Victorians (History Focus)	Extreme Environments (Geography Focus)	Water! Water! (Geography Focus)	Who were the Ancient Greeks? (History and Geography Focus)	Who Was William Shakespeare? (History Focus)
YEAR 5 - KEY CONTENT/ LEARNING	<p>Iconic buildings around the world</p> <p>Children focus on London architecture</p>	<p>What do Victorian attitudes reveal to us about the British Empire? Explain</p>	<p>Antarctica</p> <p>Ernest Shackleton</p> <p>Matthew Henson</p> <p>Adaptations</p> <p>Arctic and Antarctic</p>	<p>Water Cycle</p> <p>Thames and the Thames Barrier</p> <p>Local study of the River Thames. How</p>	<p>What influence did the Greeks have on the Western World?</p>	<p>The Tudors and their legacy</p> <p>Church of England – idea of divorce etc.</p>



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and landmarks initially and then progress to exploring the new seven wonders of the world;
Locating world countries, key physical and human characteristics, major cities etc.

-To learn about the significant landmarks in London, both

What do the African Victorians reveal to us about Victorian England?

What was the position of women in Victorian society and how did women try to change this?

What impact did the Victorians have on society today?

Is it possible to have no day time and no night time?

How are the polar regions different to other parts of the world?

has the Thames changed over time?
How does the Thames Barrier protect London from flooding?

How have rivers shaped settlements?

Which are the significant rivers of the world and how have they helped shape the communities around them.

What lasting legacy do we have from the Ancient Greeks?

- Olympics
- Hippocratic oath medicine
- Four Humours
- Pythagoras/maths
- storytelling (literature and myths etc.)
- Philosophy
- Alexander the Great

What evidence do we have that the Tudors were here?
Hampton Court/
Hever Castle/
Eltham Palace/
Greenwich Palace
Children to visit a place of historical significance for this period to learn more about how to use historical sources.



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historical and modern.
- To look at how these landmarks were used in the past and in modern day.

-Children to study the New Seven Wonders of the World and their historical and cultural significance:

draw on previous learning from Year 3 Mayans, Year 4 Romans, RE lessons for the Taj Mahal etc.

mapping skills, locate the countries, the

When was the Victorian Era?
Who was queen Victoria?
Why was she an important Monarch (significant individual)? What is she famous for? Were there any significant events that happened in the Victorian Era? What do we still have today that is a legacy from the Victorian era?

Who was Ernest Shackleton / Matthew Henson?
Why is he a significant individual in history?

Is it possible to have no day or no night?

What is the difference between the Arctic and the Antarctic?

What animals live in the polar regions?
How have they adapted to be able to survive there?

Do you need to wear specialised clothing to go to these parts of the World?

How do rivers shape the land?

What landforms do rivers create?

Why are rivers important?
What happens when rivers flood?
How have many people learnt to cope with this?
Do all rivers flow the same way?
How old are rivers and can rivers die?
Where do rivers start?

How was life in Tudor times different to life today?
Clothes, language, buildings etc.
Comparison

What do the African Tudors reveal to us about Tudor England?



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<p>cities and the landmarks.</p> <p>six-figure grid reference</p> <p>-time-zones</p> <ul style="list-style-type: none">• Great Wall of China• Chechen Itza (Mexico)• Machu Picchu (Peru)• Petra, Jordan • Christ the Redeemer, Brazil• Taj Mahal, India• Colosseum, Rome <p>Explore the natural wonders of the world if time allows.</p>		<p>London has so many landmarks – are there any in the North or South Pole?</p> <p>What makes an igloo the best shelter in such harsh weather conditions?</p>			
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YEAR 6 - KEY THEMES / CONCEPTS	Unheard Voices (History and Geography Focus)	WW2 (History Focus)	Medicine Through Time (History Focus)	Migration/People on the Edge (Geography Focus)	Climate Change (Geography Focus)	What the Dickens? (History Focus)
<p>YEAR 6 - KEY CONTENT/ LEARNING</p> <p>Children look at the Triangular Trade and how societal attitudes towards people of other races have changed over time.</p> <p>Children map out the trade routes across the Atlantic Ocean and study how trade has led to diverse and multi-cultural societies around the world. What evidence is there in the local area that people of other cultures have settled here? How is our life today influenced by global trade?</p> <p>What was the Transatlantic Slave Trade?</p>	<p>Children look at the Triangular Trade and how societal attitudes towards people of other races have changed over time.</p> <p>Children map out the trade routes across the Atlantic Ocean and study how trade has led to diverse and multi-cultural societies around the world. What evidence is there in the local area that people of other cultures have settled here? How is our life today influenced by global trade?</p> <p>What was the Transatlantic Slave Trade?</p>	<p>How important were men from the Empire in helping Britain win the WW2?</p> <p>How did the Windrush Generation help rebuild Britain?</p> <p>World War 2</p> <p>How has Britain changed since the 1930s</p> <p>The Holocaust – how were Jewish people oppressed and persecuted during this time in history?</p>	<p>Looking at contributions to Medicine throughout the time periods.</p> <p>Children explore a range of sources to find out about the past.</p> <p>How has Medicine changed through time?</p> <p>How have attitudes to medicine changed throughout history?</p> <p>What did people during pre-historic times think caused illness and how did they treat it?</p> <p>How did the Ancient Egyptians contribute</p>	<p>Our society is made up of people from all over the world. What causes people to relocate in a different country?</p> <p>Some people refugees – what has made them leave their country of origin?</p> <p>War, disease, flooding, natural disaster, famine etc.</p> <p>Why do people take extreme risks to enter another country?</p> <p>How do migrants travel, why use this method?</p> <p>Children explore the refugee crisis in different parts of the</p>	<p>Children explore the current issue of plastic pollution – how is it affecting our world?</p> <p>Children look at how our plastic waste can have a huge global impact on the lives of people in remote parts of the world.</p> <p>How are communities overcoming the problems caused by plastic pollution and how are they learning to adapt to the situation? (Island of plastic bottles).</p> <p>Children look at how they can take steps to reduce waste and reduce their own</p>	<p>Children explore the life of Charles Dickens through the semiautobiographical novel David Copperfield.</p> <p>Children think about the legacy of the Victorian period and how this is still prevalent in our lives today (the Industrial Revolution) and how this has affected our lives – holidays, crosscountry travel, mass production etc.</p> <p>What still remains in society today from this period of time? Crystal Palace, suspension bridges, the Red House etc.</p>



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How did parts of American and parts of the Caribbean get the diverse culture that it has today? Are there any clues to this period in history that are still in our local area today?

What do personal stories reveal to historians about the destructive nature of the Holocaust?

What do artefacts reveal to us about the destructive nature of the Holocaust?

Children study why and how World War 2 occurred. They explore what life was like for children during

to medical advancements? How did this link to their daily life?

Which significant individuals made huge discoveries for medical science?

world and think about the humanitarian organisations that provide help

carbon footprint. How can we have a more sustainable future?

How are certain species being impacted by climate

Looking at the role of the matriarch in the story of David Copperfield, the reign of Queen Victoria etc. How did the position of women in Victorian

What was the Underground Railroad? How did people use this to escape to freedom?

evacuation and what everyday life was like for people during this time period.

How did the Ancient Greeks develop the practise of recording their observations?

change and pollution?

Children think about how things could

society change compared to past periods? How did this continue?



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<p>Has England always had positive relationships with other parts of the world throughout history?</p> <p>Who were some of the significant people who helped to create change throughout history? Are there any individuals who have been particularly courageous?</p> <p>Do we all have a responsibility to ensure that there is social equality and fairness?</p> <p>What makes different cultures identifiable? How can we celebrate them?</p> <p>Children to go on a trip to Museum of London Docklands</p>	<p>Children are encouraged to ask older generations of their family (greatgrandparents, family friends etc) about their experiences during this time.</p> <p>Children to go on a trip to The Churchill War Rooms.</p>	<p>Can you name some of the medical advancements that we still use today?</p> <p>How did the human race develop their knowledge of the human anatomy?</p> <p>What were the 4 humans and how did they link to the diagnosis of disease?</p> <p>The children are encouraged to draw upon their prior learning of different time periods.</p> <p>Children go on a trip to The Old Operating Theatre.</p>		<p>change in an ideal world – beyond that which they can control themselves.</p> <p>Children explore creative ideas, such as the edible seaweed packaging, that people are inventing as alternatives to combat the problem. Children write letters to people of influence to try to help the situation.</p> <p>Children take part in a fieldwork study, looking at how lichen is an indicator of air quality.</p>
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YEAR 7 - KEY	Intro to chronolog ; use of evidence, significance	Causation, evidence, y change and continui		Diversity, Causation/consequence	Similarity/Difference, Significance,	Interpretations, Cause/Consequence
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THEMES / CONCEPTS	Rise of Empires Impact of Romans in Britain		Change and continuity, causation and significance		Interpretations, Evidence	
YEAR 7 - KEY CONTENT/ LEARNING	How civilised were the Romans?	How did the Silk Roads shape our world? What can the Anglo-Saxons Vikings tell us about the Dark Ages?	How did a Norman become king of England? How much did England change during the Norman conquest?	What did society look like in Medieval England?	What can the Islamic Empires teach us about the dark ages? What was the key to Medieval Mali's success?	Why did Europeans join the Crusade? How dark were the dark ages
YEAR 8 - KEY THEMES / CONCEPTS	Change and continuity, Cause and consequence, significance	Cause and consequence, Change and Continuity, Interpretations	Interpretations, similarity/difference	Significance, change and continuity, diversity	Interpretations	Change and continuity
YEAR 8 - KEY CONTENT/ LEARNING	Why was the 16 th century a period of rebirth? What was the impact of Henry VIII's break from Rome? Why was the world opening up to Elizabeth I and her people?	In what ways was Britain turned upside down during the 17 th century?	Why were historians wrong to describe Africa as having 'no history'?	How did the Trans-Atlantic slave trade turn men into property?	How should historians interpret The British Empire in India?	How far did England change during the Industrial Revolution?
YEAR 9 - KEY THEMES / CONCEPTS	Cause and consequence, Significance	Change and continuity, diversity	Cause and consequence	Cause and consequence	Significance	Interpretations, significance



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YEAR 9 - KEY CONTENT/ LEARNING	What was the impact of the First World War	How did women achieve equal suffrage in the 20th century?	How did Adolf Hitler take control of Germany?	When was the turning point in WW2?	What was the Holocaust? How did Jewish people resist during the Holocaust?	How far did the Cold War shape the history of the latter 20th century?
YEAR 10 - KEY THEMES / CONCEPTS	Modern depth study Sources and interpretations	Modern depth study Sources and interpretations	Modern depth study Source and interpretations	British depth study Change and continuity	British depth study Change and continuity	Period study Cause and consequence
YEAR 10 - KEY CONTENT/ LEARNING	Weimar and Nazi Germany Overview of the Weimar Republic, difficulties of the early republic,	Weimar and Nazi Germany Rise of the Nazis, Hitler becoming dictator	Weimar and Nazi Germany	Early Elizabethans	Early Elizabethans	The American West
YEAR 11 - KEY THEMES / CONCEPTS	Period study	Thematic study Change and Continuity	Thematic study Change and continuity	Historic environment and preparation for exams – local history	Preparation for GCSE exams	GCSE exams
YEAR 11 - KEY CONTENT/ LEARNING	The American West	Migrants in Britain	Migrants in Britain	Notting Hill /revision	Revision/exams	Exams
YEAR 12 - KEY THEMES / CONCEPTS	Unit 1 British Period Study Unit 2 Non British Study	Unit 1 British Period Study Unit 2 Non British Study	Unit 1 British Period Study Unit 2 Non British Study	Unit 1 British Period Study Unit 2 Non British Study	Unit 1 British Period Study Unit 2 Non British Study	Topic based essay Unit Y100
YEAR 12 - KEY	The Cold War in Europe 1941–1995	The Cold War in Europe 1941–1995	The Cold War in Europe 1941–1995	The Cold War in Europe 1941–1995	The Cold War in Europe 1941–1995	NEA preparation and research



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CONTENT/ LEARNING	The Early Stuarts and the Origins of the Civil War 1603–1660	The Early Stuarts and the Origins of the Civil War 1603–1660	The Early Stuarts and the Origins of the Civil War 1603–1660	The Early Stuarts and the Origins of the Civil War 1603–1660	The Early Stuarts and the Origins of the Civil War 1603–1660	
YEAR 13 - KEY THEMES / CONCEPTS	Unit 3 Thematic Study	Unit 3 Thematic Study	Unit 3 Thematic Study	Topic based essay Unit Y100		
YEAR 13 - KEY	Civil Rights in the USA 1865-1992	Civil Rights in the USA 1865-1992	Civil Rights in the USA 1865-1992	NEA + revision		



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CONTENT/ LEARNING						
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