

FIRST FORM HISTORY PROGRAMME OF STUDY 2025-2026

TERM	Michaelmas		Lent		Trinity	
	1 (7 weeks)	2 (7 weeks)	3 (6 weeks)	4 (5 weeks)	5 (6 weeks)	6 (7 weeks)
TOPIC	Medieval Europe and the Norman Conquest	Challenges to Medieval Power	Conflict and Connection	Upheaval and change in the fifteenth century	Religious change under the Tudors	Tudor England
CONTENT	- Medieval Church in Europe - Norman Conquest of England - Normans in Sicily	- Byzantine and the First Crusade - Henry II and Eleanor of Aquitaine - The Third Crusade - Rebellions	- Medieval Mali - English expansion into Wales - English expansion into Scotland - The Black Death	- Consequences of the Black Death - Hundred Years' War - Wars of the Roses - Religious change in Germany	- Henry VIII - The Break from Rome - Local study – Morebath and the Reformation	- Mary I and religious change - Elizabeth I
SUBSTANTIVE CONCEPTS	Monarchy Military campaign Feudalism Hierarchy Resistance	Papacy Hierarchy Pilgrimage Cleric Holy war Civil War Tyranny Parliament	Monarchy Papacy Limited monarchy Resistance Tyranny Resistance Conquest Plague	Feudalism Urbanisation Civil War Primogeniture Deposition Dynasty Heretic Doctrine	Monarchy Papacy Heretic Doctrine Parliament Primogeniture Illegitimacy Dynasty Persecution	Papacy Heretic Doctrine Parliament Dynasty Persecution
DISCIPLINARY CONCEPTS	Cause and consequence Change and continuity Historical interpretations	Historical sources Similarity and difference	Cause and consequence Change and continuity Historical sources Historical interpretations	Cause and consequence Change and continuity Significance	Change and continuity Similarity and difference	Cause and consequence Historical sources
CORE TASKS	- What did medieval Christians believe? (Similarity and difference) - Why did William win the Battle of Hastings? (Causation)	What does the life of Eleanor of Aquitaine reveal about the medieval world? (Significance)	- Why did barons keep rebelling? (Causation) - How did one village respond to the Black Death? (Change and continuity)	What do the Wars of the Roses reveal about power and instability in fifteenth-century England? (Causation)	- Why did Henry Break from Rome? (Causation) - What changed in the village of Morebath between 1520 and 1574? (Change and continuity)	What connected the Elizabethans to the wider world? (Sources and interpretations)
KS3 PROGRESS MEASURES	Selects accurate knowledge to describe events. Identifies causes of events and aspects of change. Produces structured extended writing and present arguments to explain historical events. Begins to understand the difference between fact and opinion in historical sources.	Selects accurate knowledge to describe events. Basic evaluation of historical sources based on their provenance. Explains causes of events and aspects of change and continuity across a period of time.	Selects accurate knowledge to describe events. Explains causes of events and aspects of change and continuity across a period of time. Developing evaluation of historical sources and starting to understand different interpretations.	Selects accurate knowledge to describe events. Within structured extended writing, analyses causes of events.	Selects accurate knowledge to describe events. Within structured extended writing, analyses causes and explains elements of change and continuity, explaining an argument using historical terminology.	Selects accurate knowledge to describe events. Analyses causes and explains elements of change and continuity. Developing evaluation of historical sources and starting to understand different interpretations.
CAT TEST	CAT I Week: Mon 10 th – Fri 14 th November				CAT II Week: Mon 8 th – Fri 12 th June	

SECOND FORM HISTORY PROGRAMME OF STUDY 2025-2026

TERM	Michaelmas		Lent		Trinity	
	1 (7 weeks)	2 (7 weeks)	3 (6 weeks)	4 (5 weeks)	5 (6 weeks)	6 (7 weeks)
TOPIC	Britain in the 17 th century	Britain and the wider world in the 17 th century	The British Empire	The Industrial Revolution	Reaction and reform: 19 th century England	Expanding government
CONTENT	- Scotland's connections with the wider world - The Kingdom of Benin - The causes of the English Civil War - Key events of the English Civil War "The world turned upside down"	- The Restoration and rule of Charles II - The Glorious Revolution - The beginnings of the transatlantic slave trade - The early American colonies	- The East India Company - The development of the British Empire - The American Revolution - The Agricultural Revolution	- The Industrial Revolution - Conditions in factories and mines - The French Revolution	- Peterloo - Great Reform Act - Chartism - The 'condition of England' question	1867 Reform Act - Indian Mutiny - Industrial Manchester
SUBSTANTIVE CONCEPTS	Monarchy Papacy Heretic Doctrine Parliament Tyranny Civil War	Limited monarchy Papacy Heretic Doctrine Empire Parliament Persecution	Empire Parliament Feudalism Class Enclosure Riot	Limited monarchy Primogeniture Dynasty Revolution Feudalism Class Urbanisation	Bill and Act (legislation) Parliament Prime Minister Suffrage Reform Industrialisation Working class Middle class Trade union Urbanisation	Industrialisation Working class Middle class Trade union Urbanisation Mutiny Rebellion
DISCIPLINARY CONCEPTS	Cause and consequence Change and continuity	Cause and consequence Change and continuity Similarity and difference Historical interpretations	Cause and consequence Change and continuity Significance	Cause and consequence Change and continuity Similarity and difference Historical sources	Cause and consequence Change and continuity Historical sources	Change and continuity Historical sources Cause and consequence Similarity and difference
CORE TASKS	- What connected Scotland to wider worlds? (Similarity and difference) - Why did the English Civil War break out in 1642? (Causation)	How much did Pepys' world change? (Change and continuity)	- How different were the experiences of people in 17th century America? (Similarity and difference) - What did the Agricultural Revolution change? (Change and continuity)	What can historians infer about industrial worlds from working people's voices? (Historical sources)	- Why did people feel so strongly about parliamentary reform? (Causation) - What can sources tell us about the 'condition of England' question? (Historical sources)	What should we call the events in India in 1857? (Interpretations)
KS3 PROGRESS MEASURES	Explains causes of events and elements of change, within structured extended writing and using historical terminology. Evaluates historical sources.	Describes causes of events and elements of change and continuity using knowledge. Excellent recall of accurate knowledge and good use of historical terminology.	Beginning to make links between different historical events and periods studied. Explains elements of change and continuity, within structured extended writing and using historical terminology	Produces developed analysis of significance, explaining an argument. Good evaluation of historical sources.	Produces developed analysis of causation, and justified conclusions, explaining an argument. Good evaluation of historical sources.	Beginning to make links between different historical events and periods studied. Good evaluation of historical interpretations.
CAT TEST	CAT I Week: Mon 10 th – Fri 14 th November				CAT II Week: Mon 8 th – Fri 12 th June	

THIRD FORM HISTORY PROGRAMME OF STUDY 2025-2026

TERM	Michaelmas		Lent		Trinity	
	1 (7 weeks)	2 (7 weeks)	3 (6 weeks)	4 (7 weeks)	5 (4 weeks)	6 (7 weeks)
TOPIC	The British Empire and the abolition of the slave trade	Industrial Change in Britain: Impact on Society	The First World War	The inter-war period and Second World War	The Holocaust	Post-war decolonisation and immigration to Britain
CONTENT	- Development of the empire in India, Australasia, and Africa - Experiences of different colonies - Slave trade - Abolition of the slave trade - Britain in 1750	- Industrial change - Transport changes - Urbanisation - The Great Reform Act - Chartism - Suffragettes	- Long- and short-term causes of World War I - The Schlieffen Plan and the development of stalemate - Trench warfare - Key battles 1918 and the end of the war - The armistice	- The Treaty of Versailles - The Russian Revolution - The rise of the Nazis - Key events of the Second World War	- A history of antisemitism - Jewish life in Europe before the 1930s - Discrimination in Germany up to 1938	- Kristallnacht - Concentration and death camps - Indian independence - The end of the British Empire and decolonisation - Immigration to Britain
SUBSTANTIVE CONCEPTS	Empire Colonialism Culture Imperialism Slavery Bill and Act (legislation) Propaganda	Industrialisation Working class Middle class Trade union Urbanisation Parliament Reform Capitalism	Bill and Act (legislation) Parliament Prime Minister Suffrage Reform Empire Colonialism Alliance Imperialism Nationalism	PSHE: Human Rights Military campaign Armistice Treaty Dictator Tyranny Communism Appeasement	PSHE: Discrimination Persecution Resistance Genocide Dictator Foreign policy Nationalism	PSHE: Human Rights PSHE: Discrimination Colonialism Decolonisation Independence Immigration
DISCIPLINARY CONCEPTS	Cause and consequence Change and continuity Historical sources and interpretations Similarity and difference	Cause and consequence Change and continuity Historical interpretations Significance	Similarity and difference Change and continuity Cause and consequence	Cause and consequence Change and continuity Similarity and difference Historical sources	Historical sources Similarity and difference Cause and consequence Change and continuity	Historical sources Cause and consequence Change and continuity Significance
CORE TASKS	- Why are there different interpretations about the British Empire in India? (Interpretations) - Why was the slave trade abolished? (Causation)	Who were the winners and the losers in the Industrial Revolution? (Sources)	- How important was the assassination of Franz Ferdinand in causing WWI? (Causation) - How was the First World War fought? (Sources)	- Why did the Second World War break out? (Causation) - When was the turning point of the Second World War? (Significance)	- How has discrimination of Jewish people changed? (similarity and difference) - Why was the Holocaust significant? (Significance)	Why did the British Empire decline after the Second World War? (Causation)
KS3 PROGRESS MEASURES	Produces developed explanations of causation, change and continuity, and significance, with analysis of the relative importance of different aspects. Good evaluation of historical sources.	Uses accurate knowledge and historical terminology. Thorough evaluation of historical interpretations and can use these within extended writing. Makes developed links between different historical events and periods studied.	Produces developed explanations of causation and similarity and difference, with analysis of the relative importance of different aspects.	Makes inferences from historical sources and can evaluate them astutely. Analyses causation, using introductions and conclusions effectively and presenting arguments.	Makes inferences from historical sources and can evaluate them astutely. Analyses causation, using introductions and conclusions effectively and presenting arguments. Makes developed links between different historical events and periods studied.	Uses accurate knowledge and historical terminology. Produces developed analysis of causation, using historical terminology confidently, with a balanced argument and justified conclusion. Makes developed links between different historical events and periods studied.
CAT TEST	CAT I Week: Mon 10 th – Fri 14 th November				End of Year Exams: Mon 15 th – Fri 19 th June	

FOURTH FORM HISTORY PROGRAMME OF STUDY 2025-2026

TERM	Michaelmas		Lent		Trinity	
	1 (7 weeks)	2 (7 weeks)	3 (6 weeks)	4 (5 weeks)	5 (6 weeks)	6 (7 weeks)
TOPIC	Castles: Form and Function c.1250 – c.1550; Conflict and co-operation 1918–1929	Conflict and co-operation 1929–1939; Historical Controversy: Appeasement	The Cold War 1945 – c.1975; Historical Controversy: The Cold War	The Cold War: Vietnam; The rise of the Nazi regime	Nazi Germany and its people 1933-39; War 1939–1945	Post-war Germany 1945-55; The English Reformation c.1520–c.1550
CONTENT	- Overview of castles in British history - Kenilworth Castle: location; layout; functions; life in the castle; key events; changing ownership; evidence used by historians - The Versailles Peace Settlement; the other peace treaties of 1919-20 - The League of Nations in the 1920s; international agreements in the 1920s; attempts at disarmament.	- The impact of the worldwide economic depression; the emergence of dictators in Europe; the Manchurian crisis; the failure of disarmament - Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939 - How and why the following have resulted in differing interpretations of appeasement: the Second World War; the Cold War; new sources of evidence c.1990 onwards	- Emerging super-power rivalry 1945–1949; actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies - How and why the following have resulted in differing interpretations of the Cold War: the internal culture and politics of the USSR and USA; the Vietnam War; new sources of evidence c.1990 onwards - Building of the Berlin Wall and response by the USA - Cold War confrontations: the Cuban Missile Crisis 1962	- Cold War conflicts: Vietnam War - Strengths and weaknesses of the Weimar Republic 1925-1928 including Nazi policies and the position of the party in 1928 - The impact of the Depression on different groups in Germany; the political, social and economic crisis of 1929–1933; rising support for Nazis 1929–1933 - The Nazi consolidation of power 1933–1934 - Elements of the Nazi terror state, including the SA, SS, Gestapo, SD, courts and police; Nazi use of culture and propaganda; personal popularity of Hitler	- The Volksgemeinschaft, different social groups and the economy - The lack of effective opposition to the regime; persecution of Jews and other groups, including Roma, Jehovah's Witnesses and homosexuals; eugenics policies - Initial reaction to outbreak of war; changing fortunes of Germany in the war; growing impact of war, including bombing; extent of support for war effort; opposition during war	- Escalation of racial persecution leading to the Final Solution; defeat and occupation - Allied policy of de-Nazification; the differing experiences of people in East and West Germany 1945–1955 - The English Church in c.1520 - Religious dissent and critics of the Church - Henry VIII's Break from Rome
EXAM SKILLS	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Outline... (5 marks) Explain... (10 marks) Which source is more useful...? (10 marks)	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Outline... (5 marks) Explain... (10 marks) Fair interpretations... (25 marks) Compare interpretations... (20 marks)	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Outline... (5 marks) Explain... (10 marks) Fair interpretations... (25 marks) Compare interpretations... (20 marks)	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Describe... (2 marks) Explain... (10 marks) Source skills (purpose, utility, comparison) (5 or 10 marks) How far do you agree...? (18 marks)	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Describe... (2 marks) Explain... (10 marks) Source skills (purpose, utility, comparison) (5 or 10 marks) How far do you agree...? (18 marks)	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Describe... (2 marks) Explain... (10 marks) Source skills (purpose, utility, comparison) (5 or 10 marks) How far do you agree...? (18 marks)
GAT TEST	GAT Week: Mon 17 th – Fri 21 st November				GAT Week: Mon 27 th April – Fri 1 st May	

FIFTH FORM HISTORY PROGRAMME OF STUDY 2025-2026

TERM	Michaelmas		Lent		Trinity	
	1 (7 weeks)	2 (7 weeks)	3 (6 weeks)	4 (5 weeks)	5 (6 weeks)	
TOPIC	The English Reformation c.1520 – c.1550; Power Thematic Study c.1000-1066	Power Thematic Study c.1066-1485 and revision for the trial exams	Power Thematic Study c.1485-1750	Power Thematic Study c1688-2014; Revision	Revision	
CONTENT	- The dissolution of the monasteries - Opposition to the dissolution of the monasteries - The Reformation in English Churches – process, impact and opposition - Anglo-Saxon kingship c.1000–1066: powers and responsibility 1066 and the claimants to the throne	- The Norman invasion and conquest - Struggles over power between monarchs and the Church (Henry II and Becket) - Medieval power struggles: John and Magna Carta; emergence of Parliament in the reigns of Henry III and Edward I, including the role and importance of Simon de Montfort; deposition of Richard II in 1389 - Wars of the Roses; medieval overview - Revision on International Relations and Germany (1925-1955)	- One week dedicated to trial exam feedback - Tudor government: growth of royal power under Henry VIII; the role of Parliament under Henry VIII and Elizabeth I - Charles I's personal rule 1629–1640; the Civil Wars and the abolition of the monarchy; the Restoration of the monarchy in 1660 - James II's rule and the reasons for the 1688 Revolution; the legacy of the Glorious Revolution; the development of a Parliamentary monarchy	- The changing relationship between Parliament and people c.1800 to c.1918 - Government control in the world wars; the increased role of the state from 1945 to c.1980 - Challenges to Parliament c.1980 to early 2000s; Prime Ministerial power under Thatcher and Blair; the devolution of power to regions of the UK; the challenges of coalition government - Power summary and exam practice - Begin revision	- International Relations and historical controversies - Germany (1925-1955) - Exam question practice The English Reformation (1520-1550) - Kenilworth Castle - Power Thematic Study (c1000-2014) - Exam question practice	
EXAM SKILLS	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Explain... (10 marks) Sources... (20 marks) Outline... (4 marks) Explain... (8 marks)	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. Outline... (4 marks) Explain... (8 marks) Significance... (14 marks) Revision of International Relations and Germany	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. Outline... (4 marks) Explain... (8 marks) Significance... (14 marks) Essay comparing two time periods (24 marks)	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. Outline... (4 marks) Explain... (8 marks) Significance... (14 marks) Essay comparing two time periods (24 marks)	Revision of all key exam skills	
EXAMS	Trial Exams: Monday 8 th – Wednesday 17 th December				Public Exams	