

History is an exciting and academic discipline that nurtures curiosity, hones our thinking and promotes the development of valuable skills. The History classroom provides the environment to communicate and wrestle with historical controversy. While exploring the nature and complexity of History as something beyond that of 'the past', we are able to understand and appreciate the diverse world in which we live, where we have come from and where we may go.

- To allow ALL pupils to engage in History, by promoting enjoyment and enthusiasm for the subject.
- To provide opportunities for pupils to engage in a breadth of topics, time-periods and activities, nurturing reflective and independent learning.
- To develop understanding of the second order concepts in History across the Key Stages, giving pupils an opportunity to learn, develop and apply their historical thinking, preparing them for further study at GCSE, A-Level and beyond.
- To develop written and verbal communication skills, helping pupils to structure and communicate their thinking through a variety of written and creative tasks.

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
7 Term 1	1. What is History? Baseline skills 2. Invaders and game-changers: How did the Normans really change England?	KS2: Anglo-Saxons and Vikings. Medieval castles. Relevance of Rayleigh in Domesday Book.	Chronology, source analysis, inference, research	Cause and consequence, change	Chronology, primary source, secondary source, invasion, conquest, Normans, Anglo-Saxon, Viking, feudal system, domesday book,	PEE paragraphs Introductions and conclusions
7 Term 2	3. Who was responsible for the death of Thomas Becket? 4. How fair is Disney's Interpretation of King John?	KS2: Importance of the church in the Middle Ages. Role and power of the monarchy. Term 1: monarchy, early Middle Ages	Causation, interpretation, source analysis.	Causation and interpretation.	Archbishop, clergy, church, cathedral, excommunication, pilgrimage, martyr, monarchy, Baron, rebellion, Magna Carta, taxation, tyranny	Justifying a judgment Planning and essay writing
7 Term 3	5. Was it all muck and misery in the Middle Ages? 6. Were the Tudors really that 'terrible'?	KS2: Middle Ages, Tudor England Term 2: Role of the church	Change and continuity, chronology, significance, source analysis, comparison.	Change and continuity.	Feudalism, peasant, serf, villein, manor, Lord, noble, knight, heraldry, Black Death, plague, famine, village, dynasty, succession, reformation, Church of England, catholic,	PEE paragraphs

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					protestant, dissolution, execution, heretic, treason	
8 Term 1	1. Was the Elizabethan period really a 'Golden Age'? 2. How 'slimy' were the Stuarts?	KS2: Tudor and Elizabethan England, The Stuarts, English Civil War, Great Plague and Great Fire of London, restoration. Year 7: Tudor monarchs in a 'nutshell', the Reformation	Causation, change and continuity, significance, source analysis.	Cause and consequence, change and continuity	Recusant, puritan, parliament, Armada, exploration, colony, empire, Golden Age, Privy Council, propaganda	Source analysis Planning and PEE paragraphs Conclusions Essay writing
8 Term 2	3. How far did life change during the Industrial Revolution? 4. Should we be proud of the British Empire?	KS2: Victorians, British Empire Term 1: Empire and colonies	Change and continuity, chronology, research, source analysis, interpretation, significance, cause and consequence	Change and continuity, cause and consequence, significance, interpretation	Industrialisation, revolution, urbanisation, mechanisation, mass production, working class, child labour, migration, public health, pollution, empire, colony, colonisation, imperialism, indigenous, trade, expansion, exploitation, commonwealth, independence	PEE paragraphs Source analysis Introductions and conclusions
8 Term 3	5. Why is it important to study slavery?	KS2: British Empire Term 2: Empire and colonies	Source analysis, significance, cause and consequence, chronology.	Significance, cause and consequence.	Slavery, enslaved, slave trade, transatlantic slave trade, plantation,	Source analysis PEE paragraphs

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					middle passage, auction, abolition, emancipation, resistance, rebellion, discrimination, prejudice	
9 Term 1	1. How GREAT was the Great War? 2. Why did Russia have a Revolution?	KS2: Conflict and concept of war Year 8: Role and power of monarchies and government. Empires.	Causation, significance, research, source analysis, comparison, change and continuity, chronology.	Causation, change and continuity, significance	Alliance, militarism, imperialism, nationalism, assassination, trench warfare, armistice, propaganda, conscription, western-front, stalemate, treaty, remembrance	Planning and essay writing Source analysis
9 Term 2	3. The Age of extremism – why did power shift in the 20 th Century? Dictators – Hitler, Mussolini and Stalin 4. How far did the nature of warfare change in the 20 th Century? WW2	KS2: WW2 Term 1: End of WW1 and impact of the Treaty of Versailles.	Causation, interpretation, source analysis, comparison, change and continuity, research, chronology.	Causation, change and continuity	Dictatorship, dictator, extremism, democracy, fascism, communism, propaganda, ideology, totalitarian, authoritarian, nationalism, cult of personality, censorship, evacuation, rationing, Luftwaffe, allies, axis, occupation, D-Day, atomic bomb, civilians,, appeasement, rearmament,	PEE paragraphs Source analysis

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	and the Cold War.				superpower, containment, nuclear, mutually assured destruction, arms race, proxy war, deterrence, buffer zone, Berlin wall, NATO, Warsaw Pact, Cuban Missile Crisis, Iron Curtain	
9 Term 3	5. Why was the Holocaust possible? 6. How far was equality achieved for the 'hidden voices' in the 20th Century?	KS2: WW2 (very brief coverage of the Holocaust) Term 2: WW2, Hitler and Nazi ideology	Cause and consequence, change and continuity, significance, interpretation, chronology, source analysis.	Cause and consequence, change and continuity, significance, interpretation	Antisemitism, persecution, ghettos, concentration camps, genocide, deportation, resistance. Refugee, human rights, ally, perpetrator, bystander, survivor, segregation, equality, civil rights, integration, protest, boycott, activist, non-violence, demonstration, passive, active, legislation, justice, freedom, lynching, Jim Crow, Black Power, suffrage, franchise, democracy, campaign, petition, suffragist, suffragette, militant, representation	PEE paragraphs Source analysis

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10 Term 1	Teacher 1: Medicine – Intro to unit and theme 1: Ideas about the causes of illness Teacher 2: Germany – 1890 to 1918	Year 8: Year 9: Consequences of WW1.	Medicine: Analyse and evaluate sources and interpretations; explain the significance of developments; construct factor-based answers. Germany: Explain the rise of Hitler; analyse significance; evaluate interpretations; construct developed factor-based arguments.	Medicine: Factors helping and hindering change; causation; significance; change and continuity across the history of medicine. Germany: Causation and significance in the rise of Hitler; links between political, economic and social factors.	Disease, infection, epidemic, pandemic Supernatural, religious Punishment, miasma Humours, imbalance Observation, theory plague Kaiser, chancellor, Reichstag, militarism, nationalism, industrialisation, socialism, trade union social democratic party (SPD), navy laws, Weltpolitik, armistice, propaganda, abdication	Exam practice questions: 1. source utility question (8) 2. comparison (8) 3. 'describe' (4) 4. Explain (8) Planning and writing answers to the above
10 Term 2	Teacher 1: theme 2: Treatments, preventions and cures and start theme 3: surgery and anatomy Teacher 2: 1920s, rise of Hitler and chancellor to dictator	Year 9: Hitler and the Nazis in WW2	Medicine: Analyse and evaluate sources and interpretations; explain the significance of developments; construct factor-based answers. Germany: Explain the rise of Hitler; analyse significance; evaluate interpretations; construct developed factor-based arguments.	Medicine: Development vs stagnation, causation, change and continuity and factors helping/hindering change across the full period. Germany: Causation, change and continuity; links between Nazi policies and experiences of different groups.	Treatment, prevention, cure, surgery, anatomy; continue development of Medicine-specific vocabulary from Theme 1. Hitler, Nazis, chancellor, dictator, dictatorship, propaganda, ideology, extremism, democracy, control.	Exam practice questions: 1. source utility question (8) 2. Significance (8) 3. Interpretation questions (4,4,8) 4. Factors (16) Planning and writing answers to the above
10 Term 3	Teacher 1: complete theme	Year 9: Hitler and the Nazis in WW2	Medicine: Synthesise information across the full course; select relevant	Elizabethan: Revisit monarchy, religion, power, Parliament, propaganda and rebellion from	Public health, prevention, treatment, surgery, anatomy and	Exam practice questions:

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	3 and theme 4: Public Health + revision Teacher 2: Life in Nazi Germany + revision		evidence; plan and write GCSE answers. Germany: Explain change and continuity; analyse significance and causation; select evidence and construct sustained GCSE answers.	KS3; develop second-order concepts. Conflict & Tension: Revisit WW1, Treaty of Versailles and interwar international relations; develop causation, consequence and significance.	key Medicine vocabulary from earlier themes. Life in Nazi Germany, dictatorship, propaganda, ideology, censorship, persecution, control and resistance.	Planning and writing answers to the all of the above
11 Term 1	Teacher 1: Elizabethan England – Part 1: Court and Parliament Start part 2: Life in Elizabethan times Teacher 2: Conflict & Tension – Part 1: The Peacemakers and the Treaty of Versailles Start part 2: The League of Nations and International peace keeping	Year 8: The Tudors and Elizabeth Year 9: Post WW1 and the Treaty of Versailles	Elizabethan: Evaluate interpretations, explain significance, write accounts and analyse sources. Conflict & Tension: Analyse/evaluate sources, write narrative accounts and develop sustained judgements.	Elizabethan: Revisit monarchy, religion, power, Parliament, propaganda and rebellion from KS3; develop second-order concepts. Conflict & Tension: Revisit WW1, Treaty of Versailles and interwar international relations; develop causation, consequence and significance.	Elizabethan: accession, dynasty, court, patronage, Privy Council, Parliament, succession, monopoly, rebellion, propaganda. Conflict & Tension: peacemakers, self-determination, Treaty of Versailles, reparations, League of Nations, internationalism, diplomacy, appeasement.	Exam practice questions: 1. source utility question (12) 2. Interpretation (8) 3. Source inference (4) 4. Write an account (8) Planning and writing answers to the above
11 Term 2	Teacher 1: Complete part 2:	Year 8: The Tudors and Elizabeth	Elizabethan: Analyse sources and interpretations; explain	Elizabethan: Revisit religion, rebellion, monarchy and	Elizabethan: religious settlement, recusants,	Exam practice questions:

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	Life in Elizabethan times Part 3: Troubles at home and abroad including site study Teacher 2: Complete part 2 Part 3: Origins and outbreak of WW2	Year 9: 1930s Europe and outbreak of WW2	significance; write accounts; construct and support judgements in historic-environment questions. Conflict & Tension: Analyse sources; explain causation/consequence; evaluate responsibility; construct sustained judgements.	propaganda; apply change, continuity, causation, consequence and significance to the historic environment. Conflict & Tension: Revisit Treaty of Versailles and League failures when analysing Hitler's foreign policy, appeasement and the outbreak of WW2.	Puritans, Catholic plots, Mary Queen of Scots, Armada, historic environment, change, continuity, causation, consequence. Conflict & Tension: rearmament, Anschluss, Sudeten Crisis, Munich, appeasement, Nazi-Soviet Pact, Poland, outbreak of WW2.	1. source utility question (12) 2. Interpretation (8) 3. Source inference (4) 4. Write an account (8) 5. Judgement (16) 6. Significance (8) Planning and writing answers to the above Planning and writing practice for site study (16)
11 Term 3	Teacher 1: Revision Teacher 2: Revision		Recall and apply knowledge; analyse sources and interpretations; explain causation, consequence and significance; construct sustained judgements.	Cumulative retrieval of all GCSE units and second-order concepts; revisit common misconceptions and use assessment evidence to target revision.	Consolidate GCSE Tier 3 vocabulary and precise historical terminology; increasingly independent extended writing and exam communication.	Exam practice questions: Planning and writing answers to the all of the above

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7 Term 1	What is History?; How did the Normans change England? What pupils will know: • Chronology, PEE, inference, using sources and research. • Battle of Hastings and how William solved the problems of his reign.	• What is History? (MSA) • Why did William win the Battle of Hastings? (Essay – Ca) • How far did life change under the Normans? (MSA – Eu, CC)	Chronology, historical evidence and change/continuity introduced and revisited throughout the unit.	- Vocabulary support: Key vocabulary explicitly taught; glossary/word banks; definitions and repeated use of key terms. - Reading support: Chunked texts, shortened/accessible sources, guided reading, teacher modelling and highlighted key information. - Writing scaffolds: Sentence starters, paragraph structures, writing frames and model answers, gradually removed as pupils become more confident. - Knowledge retrieval: Regular low-stakes retrieval of key people, dates, events and concepts from previous units. - Visual support: Timelines, diagrams, maps, images and cartoons to support	Direct foundation for GCSE Elizabethan England and Tudor Rebellions NEA through understanding of religion, monarchy, government, social structure and challenges to authority. Develops chronological understanding and use of historical evidence. Develops understanding of change and continuity, religion, power and society, supporting GCSE Elizabethan England and later A Level study of British political/social development.
7 Term 2	Who was responsible for the death of Thomas Becket?; How fair is Disney's interpretation of King John? What pupils will know: • The role of the Church and the murder of Thomas Becket. • Disney's interpretation of King John; general research and interpretations.	• No formal assessment – Thomas Becket • How fair is Disney's interpretation of King John? (Source assessment – Eu, Hi)	Revisit chronology and use of evidence; build on understanding of religion, power and society from Term 1.		
7 Term 3	Was it all 'Muck and Misery'?; How 'Terrible' were the Tudors? What pupils will know: • Medieval life, including fun, towns, villages and the Black Death. • Tudor monarchs, Tudor life and the Black Tudors enquiry.	• Project – no formal assessment • End-of-year skills and knowledge assessment	Revisit chronology, cause/consequence and interpretations; compare developments with earlier periods.		
8 Term 1	Was the Elizabethan period really a 'Golden Age'?; How Slimy were the Stuarts? What pupils will know: • Problems, marriage, government, religion, threats, Spanish Armada and the Golden Age. • James I, Gunpowder Plot, witches, Charles I and causes of the Civil War.	• Did Elizabeth rule a Golden Age? (Source assessment – Eu, Hi) • Why did the English defeat the Spanish Armada? (Essay – Ca) • What was James I REALLY like? (Source assessment – Eu, Hi)	Revisit chronology and causation; build on ideas about power, religion and society from Year 7.		Foundations for GCSE Medicine through developing understanding of changing ideas, causation and the relationship between

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8 Term 2	What was the impact of the English Civil War?; How far did life change in the Industrial Revolution? What pupils will know: • Divisions, battles, Oliver Cromwell and the Restoration. • Causes, towns, transport, factories, jobs and agriculture.	• What was the impact of the English Civil War? (Essay – Si) • What was life like in the factories? (Source assessment – Eu, Hi) • How far did life change in the Industrial Revolution? (Essay – CC)	Revisit cause/consequence and change/continuity; develop use of evidence and historical interpretations.	understanding of complex historical concepts. - Explicit modelling: Teacher models how to analyse a source, explain a cause/consequence or construct an historical argument before pupils attempt it independently.	knowledge and historical change. Supports GCSE Medicine through developing understanding of industrialisation, urbanisation, government intervention and changing living conditions.
8 Term 3	Should we be proud of the British Empire?; How far have Black people achieved equality? What pupils will know: • Why Britain wanted an empire, India and Native Americans. • Slavery: life in Africa, Middle Passage, auction, plantations, rebellion and abolition; Civil Rights Movement.	• No formal assessment • End-of-year skills and knowledge assessment (He, KU, Ch)	Revisit causation, consequence and change over time; make comparisons with earlier periods studied.	- Questioning: Targeted questioning, checking for understanding and follow-up questions to identify misconceptions. - Scaffolding: Break complex tasks into smaller steps; provide worked examples before independent tasks.	Foundation for GCSE Conflict & Tension 1918–1939 and Germany 1890–1945 through understanding nationalism, empire, industrialisation, political change and international rivalry.
9 Term 1	How GREAT was the Great War?; Why did Russia have a Revolution? What pupils will know: • Causes of WWI and significance: groundbreaking, remembered, events far-reaching, affecting the future and terrifying. • Russia in 1900, the Tsar, Rasputin, rise of Communism, events of the Revolution and what happened to the Romanovs.	• Why did WWI break out? (2 paragraphs and conclusion – Ca) • What was life like in the trenches? (Source assessment – Eu) • How GREAT was the Great War? (Essay – Si) • Why did the Russian Revolution happen in 1917? (Essay – Ca)	Revisit chronology, causation and consequence; strengthen analysis of primary and secondary evidence.	- Challenge: Deeper questioning, evaluation, comparison and independent interpretation for pupils who are ready to go further.	Direct links to GCSE Germany 1890–1945 and Conflict & Tension 1918–1939: political change, nationalism, dictatorship, international relations and consequences of conflict.
9 Term 2	The Age of extremism – why did power shift in the 20th century?; How did warfare change in the 20th century?	• Dictatorship homework (He, Si) • Changing nature of warfare (MSA – CC, Eu, Hi)	Revisit change/continuity and causation; compare		Direct links to GCSE Germany 1890–1945 and Conflict & Tension 1918–1939: political

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	What pupils will know: - Why extremists rise; dictatorship project. - A comparative study of WWI, WWII and the Cold War.		developments with earlier historical periods.		change, nationalism, dictatorship, international relations and consequences of conflict. Consolidates knowledge and skills required across all GCSE History units, particularly chronology, causation, consequence, change/continuity, significance, source analysis and historical interpretations.
9 Term 3	Why was the Holocaust possible?; How far was equality for Black People and Women achieved in the 20th century? What pupils will know: - Pre-war Jewish life, Nuremberg Laws, ghettos, dilemmas and choices, Final Solution, resistance and rebuilding lives. - US Civil Rights Movement and women's suffrage movement.	- No formal assessment - No formal assessment	Revisit chronology, causation, consequence, change/continuity and evidence in preparation for GCSE-style historical thinking.		
10 Term 1	Teacher 1: Medicine – Intro to unit and theme 1: Ideas about the causes of illness across the Middle Ages, Renaissance, Industrial Revolution and Modern era Teacher 2: Germany – 1890 to 1918: Kaiser Wilhem II, Rise of Socialism, build up to WW2	10.2 – source utility 10.3 - Interpretations 10.4 - Explain 10.6 – Comparison 10.10 – Knowledge and understanding	Chronology and causation from KS3. Revisit the Industrial Revolution, living conditions and public health from Year 8 when beginning Medicine. Revisit WW1, the Treaty of Versailles and its consequences from Year 9 when beginning Germany. Continue developing source inference, comparison and explanation skills.	- Vocabulary support: Key vocabulary explicitly taught; glossary/word banks; definitions and repeated use of key terms. - Reading support: Chunked texts, shortened/accessible sources, guided reading, teacher modelling and highlighted key information.	Develops understanding of change and continuity, causation, factors and interpretations, which are transferable to A Level historical analysis. Links particularly to evaluating interpretations and constructing sustained arguments in A Level essays and NEA. Strong link to Cold War through ideology, communism, capitalism,
10 Term 2	Teacher 1: theme 2: Treatments, preventions and cures and start theme 3: surgery and anatomy	10. 2 – Source utility 10.4 – Explain 10.5 – Significance	Revisit causation, factors and change/continuity from Term 1. Medicine revisits earlier ideas about	- Writing scaffolds: Sentence starters, paragraph structures, writing frames and model	

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	Teacher 2: 1920s, rise of Hitler and chancellor to dictator	10.7 – Judgement 10.8 – Knowledge and understanding	causes of illness when considering treatments, prevention and surgery. Germany revisits WW1, the Treaty of Versailles and Hitler/Nazism from Year 9 while developing the explanation of Hitler's rise to power. Revisit source and interpretation analysis and apply these to new questions.	answers, gradually removed as pupils become more confident. - Knowledge retrieval: Regular low-stakes retrieval of key people, dates, events and concepts from previous units. - Visual support: Timelines, diagrams, maps, images and cartoons to support understanding of complex historical concepts.	dictatorship, nationalism, propaganda and international relations. Understanding of Hitler, Nazism and the development of authoritarian government provides a foundation for studying the ideological conflict of the Cold War.
10 Term 3	Teacher 1: complete theme 3 and theme 4: Public Health + revision Teacher 2: Life in Nazi Germany + revision	10.2 – source utility 10.3 - Interpretations 10.4 – Explain 10.5 – Significance 10.6 – Comparison 10.7 – Judgement 10.10 – Knowledge and understanding	Cumulative retrieval across the whole Medicine and Germany courses. Revisit causes of illness, treatments, surgery and public health alongside Germany 1890–1939. Revisit causation, consequence, change and continuity, significance and factors. Increasingly combine knowledge from different parts of each unit to construct sustained GCSE arguments and judgements.	- Explicit modelling: Teacher models how to analyse a source, explain a cause/consequence or construct an historical argument before pupils attempt it independently. - Questioning: Targeted questioning, checking for understanding and follow-up questions to identify misconceptions. - Scaffolding:	

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				Break complex tasks into smaller steps; provide worked examples before independent tasks. - Challenge: Deeper questioning, evaluation, comparison and independent interpretation for pupils who are ready to go further.	
11 Term 1	Teacher 1: Elizabethan England – Part 1: Court and Parliament Start part 2: Life in Elizabethan times Teacher 2: Conflict & Tension – Part 1: The Peacemakers and the Treaty of Versailles Start part 2: The League of Nations and International peace keeping	11.1 – Source inference 11.3 – Interpretations 11.4 – Write an account 11.7 - Judgements	Revisit Tudors and Elizabeth from Year 8 when beginning Elizabethan England. Revisit WW1, the Treaty of Versailles and post-war Europe from Year 9 when beginning Conflict & Tension. Continue to revisit and develop source analysis, interpretations, causation and consequence from Year 10.		Very strong link to Tudor Rebellions NEA through Elizabethan government, religion, monarchy, rebellion, political authority and relations between Crown and subjects. Builds knowledge and skills needed to analyse causes, consequences and significance of Tudor rebellions.
11 Term 2	Teacher 1: Complete part 2: Life in Elizabethan times Part 3: Troubles at home and abroad including site study Teacher 2: Complete part 2 Part 3: Origins and outbreak of WW2	11.2 – Source utility 11.3 – Interpretations 11.4 – Write an account 11.7 - Judgements	Revisit Elizabethan government, religion and society from Terms 1 and earlier KS3 learning, applying these to rebellion, Mary Queen of		Very strong link to Cold War through international relations, diplomacy, ideology, superpower rivalry,

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			Scots, Spain and the Armada. Revisit Treaty of Versailles, League of Nations and international tensions before studying the origins of WW2. Continue to develop significance, causation, consequence, source evaluation and judgement.		alliances, crises, appeasement, the League of Nations and the origins of conflict. Develops understanding of how tensions between states can escalate into international crises.
11 Term 3	Teacher 1: Revision – all units Teacher 2: Revision – all units	1.1 – Source inference 11.2 – Source utility 11.3 – Interpretations 11.4 – Write an account 11.7 - Judgements	Full GCSE retrieval and interleaving across Medicine, Germany, Elizabethan England and Conflict & Tension. Revisit all major second-order concepts: causation, consequence, change and continuity, significance and interpretations. Revisit and apply the full range of GCSE question skills, moving towards independent selection of evidence and sustained judgement.		

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)
12 Term 1	Cold War: Origins of the Cold War 1917-49 (Yalta, Potsdam, Truman Doctrine, Marshall Plan, Berlin Blockade). Empire: Governance and administration of the British Empire 1857-1965; growth of Empire, formal/informal empire, governance, Berlin Conference, dominions and mandates.	Historical interpretations, causation, significance, continuity and change, source analysis, thematic essay writing.	Builds directly on GCSE Conflict & Tension, Germany, Elizabethan government and KS3 Empire studies.	Baseline source analysis; Cold War essays; first thematic Empire essays; interpretation practice.	Vocabulary instruction, guided reading, retrieval practice, essay scaffolds, modelling source evaluation, exemplars and structured debate. Retrieval quizzes, structured note-taking, chunked reading, guided interpretation analysis and essay frameworks. Explicit modelling of high-level essay writing and comparative judgement.
12 Term 2	Cold War: Widening of the Cold War 1949-55 (Asia, Korea, containment, alliances). Empire: Impact of imperial power and Opposition to British Rule, including India 1857-76 depth study and beginnings of nationalism.	Interpretation evaluation, comparative judgement, analysing causes of resistance, evaluating historical debate, thematic synthesis.	Revisits imperial expansion, governance and Cold War origins; reinforces change, causation and consequence.	India interpretations question; timed essays and source work Mock exam	Interleaving, retrieval, essay workshops and historian interpretation comparisons. Personalised feedback, model answers, retrieval and targeted intervention.
12 Term 3	Cold War: Global Cold War 1955-63	Comparative analysis, evaluating significance,	Revisits Cold War tensions and imperial governance;	Mock feedback. Review combining source	

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	(Khrushchev, Hungary, Berlin, Cuba, Vietnam beginnings). Empire: Completion of Opposition to British Rule and Kenya depth study; rise of nationalism and decolonisation movements.	interpretations, constructing thematic judgements across long periods.	links opposition movements across regions and time periods	evaluation, interpretations and thematic essays.	
13 Term 1	Cold War: Confrontation and Cooperation 1963-72 (Vietnam, détente, Prague Spring). Empire: Empire and International Relations; rivalry, world wars, League of Nations, Palestine depth study.	Synoptic thinking, evaluating competing interpretations, assessing significance across themes and regions.	Revisits Cold War crises, nationalism, decolonisation and international relations.	Autumn mock examination with full Paper 2 and Paper 3 style questions.	
13Term 2	Cold War: Brezhnev Era and End of the Cold War 1972-91. Empire: Completion of International Relations theme; decolonisation, Palestine interpretations and thematic review.	Advanced synthesis, evaluating historical debates, integrating breadth and depth knowledge.	Draws together all themes of Empire and Cold War study.	Full A Level examination practice including interpretations and thematic essays.	

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13 Term 3	Revision and Examination Preparation: Full Cold War and British Empire courses. Consolidation of interpretations depth studies (India, Kenya, Palestine) and synoptic themes.	Independent judgement, historiography, source evaluation, thematic synthesis and examination technique.	Full retrieval across Years 12-13 and links to GCSE foundations.	Timed examination papers, walking-talking mocks, targeted revision assessments	