

**Subject: History**

**Year Group: 7**

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort’s curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
History of Coventry	Anglo-Saxons	Normans	Medieval Monarchs	The Tudors	Stuarts and Parliament
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
Chronological understanding Explain Significance	Chronological understanding Source evaluation Concepts of kingship/culture and power	Change and Continuity Explain Significance	Change and Continuity Explain and evaluate Significance	Change and Continuity Explain and evaluate Significance	Change and continuity Interpretation analysis Explain and evaluate Significance
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>
Background to Coventry’s history Medieval Coventry Coventry and the English Civil War Coventry’s Home Front and the Blitz	Anglo-Saxon migration Law and order in Anglo-Saxon England Life in Anglo-Saxon England The life of Alfred the Great Women and leadership Who were the Vikings?	Who were the contenders for the throne In 1066? The battles of Stamford Bridge and Hastings William’s consolidation of power Feudal system How far did life change? Rebellions	Who had power in medieval England? Matilda Henry II Richard I John Henry III Richard II	Battle of Bosworth Henry VII consolidation of power The power of Henry VIII The Break with Rome Edward VI Mary I The problems of Elizabeth	Accession of James I Charles I and parliament English Civil War Execution of Charles I Oliver Cromwell hero or villain? Charles II accession Glorious Revolution Act of Union
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>
Describe two features (4 marks) Infer two things (4 marks)	Describe two features (4 marks) Explain why (12 marks)	Describe two features (4 marks) Explain why (12 marks) Describe two features (4 marks) How far do you agree? (20 marks)	Explain one way (4 marks) How far do you agree (20 marks)	Describe two features (4 marks) Explain one way (4 marks) Explain why (12 marks)	Interpretations difference (4 marks) Why different (4 marks) Explain one way (4 marks) Explain why (12 marks)

<b>Literacy Curriculum:</b>					
Evaluate sources	Source evaluation	Analysis of SPAG in assessments	Extended writing	Extended writing	Interpretation analysis
<b>Home Learning</b>					
Half-termly homework to consolidate in-class learning.					

### Year Group: 8

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
Voyage and Discovery What was the Industrial Revolution	A study of the Slave Trade, including why Britain got involved, the experience of Africans and the reasons why Britain abolished it	A study for Civil Rights for African Americans in the USA	A study of reasons for, and events of World War 1	A study of Weimar Germany	a study of Nazi Germany, changes in society and the outbreak of the 2 <sup>nd</sup> world War
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
<i>Judgement</i> <i>Description</i> <i>Explanation</i> <i>Evaluation</i> <i>Source Analysis</i>	<i>Judgement</i> <i>Description</i> <i>Explanation</i> <i>Evaluation</i> <i>Source Analysis</i>	<i>Judgement</i> <i>Description</i> <i>Explanation</i> <i>Evaluation</i> <i>Source Analysis</i>	<i>Judgement</i> <i>Description</i> <i>Explanation</i> <i>Evaluation</i> <i>Source Analysis</i>	<i>Judgement</i> <i>Description</i> <i>Explanation</i> <i>Evaluation</i> <i>Source Analysis</i>	<i>Judgement</i> <i>Description</i> <i>Explanation</i> <i>Evaluation</i> <i>Source Analysis</i>
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>
How Britain changed from 1485-1750 Elizabethan Adventurers The significance of the Mayflower's journey What the Industrial Revolution was What the impact of the Empire on Britain was	What was Africa like before the Slave Trade What was the Middle Passage Life on Plantations How did the slaves resist Why was slavery ended in 1833	American Civil War and its aftermath Life for Americans pre 1945 African Americans in the Second World War Brown v the Board of Education Emmett Till Rosa Parks Little Rock 9 Martin Luther King Malcolm X Civil Rights Act	Europa House What were the MAIN cause of World War 1 The trigger which lit the spark How did people feel about war in 1914 Why was it not over by Christmas What was life like for soldiers in the trenches Commonwealth soldiers Propaganda Censorship Battle of the Somme Medical Care	What happened to Germany after the 1 <sup>st</sup> World War How did Germany react to the Treaty of Versailles Why was 1923 such a terrible year for the Weimar Republic Did the Weimar Republic have any successes before 1929? How did the Wall Street Crash impact Germany? Who was Adolf Hitler? How did Hitler become leader of Germany?	What was the ideology of the Nazi Party? What were the Nazi attitudes towards women? What were the Nazi attitudes towards young people? What were the Nazi attitudes towards Jews How did the Nazis control people? Nazi-Soviet Pact Operation Barbarossa

			Field Marshall Haig –Hero or butcher of the Somme Armistice		
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>
Describe 2 features of Elizabethan exploration (4 marks) Explain why the Pilgrims journeyed on the Mayflower (12 mark)	Give 2 things you can infer from source A about life in Africa before the Slave Trade (4 marks) Explain why so many slaves died on the Middle Passage (12 marks) Give 2 things you can infer from source A about life on a plantation (4 marks) Explain why slavery was abolished (12 marks)	Describe two features of the African Americans before World War 2 (4marks) African Americans should not have fought in World War 2 (16 marks plus spag) Explain one way in which Martin Luther King and Malcolm X protested differently (4 marks) Explain why African Americans achieved more rights in the 20 <sup>th</sup> century (12 marks)	What 2 things can you infer from Source A about why so many men joined up to fight in 1914 "Haig's reputation as the Butcher of the Somme is fully deserved" How far do you agree with this statement (16 marks plus SPAG)	Study sources A and B. How useful are Sources A and B for an enquiry into what life was like in the Weimar Republic in the years 1919-1929 Explain why the Weimar Republic could be considered a failure? (12 marks)	Give 2 things you can infer about Nazi treatment of Jews in the years 1933 to 1939 (4 marks) "German mistakes were the main reason that Operation Barbarossa failed" How far do you agree with this statement (16 marks plus 4 SPAG marks)
<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
Students read a variety of sources and primary and secondary sources aloud in class	Students read a variety of sources and primary and secondary sources aloud in class	Students read a variety of sources and primary and secondary sources aloud in class	Students read a variety of sources and primary and secondary sources aloud in class	Students read a variety of sources and primary and secondary sources aloud in class	Students read a variety of sources and primary and secondary sources aloud in class
<b>Writing</b> Students answer written questions and write judgement paragraphs in most lessons. All assessments are written essays or exam type questions	<b>Writing –</b> Students answer written questions and write judgement paragraphs in most lessons. All assessments are written essays or exam type questions	<b>Writing</b> Students answer written questions and write judgement paragraphs in most lessons. All assessments are written essays or exam type questions	<b>Writing</b> Students answer written questions and write judgement paragraphs in most lessons. All assessments are written essays or exam type questions	<b>Writing</b> Students answer written questions and write judgement paragraphs in most lessons. All assessments are written essays or exam type questions	<b>Writing</b> Students answer written questions and write judgement paragraphs in most lessons. All assessments are written essays or exam type questions
<b>Oracy –</b> Students answer a range of closed and open questions in class based on the present work and previous learning	<b>Oracy –</b> Students answer a range of closed and open questions in class based on the present work and previous learning	<b>Oracy –</b> Students answer a range of closed and open questions in class based on the present work and previous learning	<b>Oracy –</b> Students answer a range of closed and open questions in class based on the present work and previous learning	<b>Oracy –</b> Students answer a range of closed and open questions in class based on the present work and previous learning	<b>Oracy –</b> Students answer a range of closed and open questions in class based on the present work and previous learning
<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>
Half termly project extending their understanding of classwork	Half termly project extending their understanding of classwork	Half termly project extending their understanding of classwork	Half termly project extending their understanding of classwork	Half termly project extending their understanding of classwork	Half termly project extending their understanding of classwork

Year Group: Year 9

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 and Summer 1 March - May		Summer 2 June-July
Holocaust	Modern World Unit 1 1945-1961	Modern World Unit 2 1961-80	Modern World Unit 3 1980-90		London Through Time
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
<p><i>Describe the rise in antisemitism in Europe</i></p> <p><i>Explain ways of Jewish persecution in Nazi Germany</i></p> <p><i>Analyse sources from historical events</i></p> <p><i>Evaluate interpretations as to why the Holocaust happened.</i></p>	<p><i>Describe the political social and international situation in the early years following the Second World War</i></p> <p><i>Explain historical events between the years 1945-1961</i></p> <p><i>Analyse the extent of British power and influence both at home and abroad</i></p>	<p><i>Describe the political social and international situation in the 1960's and 1970's</i></p> <p><i>Explain historical events between the years 1961-1980</i></p> <p><i>Analyse the extent of social / political / international change affecting Britain in the Modern World</i></p>	<p><i>Describe the political social and international situation in the 1980's and 1990's</i></p> <p><i>Explain historical events between the years 1981-1999</i></p> <p><i>Analyse the extent of social / political / international change affecting Britain in the Modern World</i></p>	<p><i>Describe key British historical events</i></p> <p><i>Explain what London was like in London from 1000 AD to 2000 c.</i></p> <p><i>Evaluate how far London changed between 1000 and 2000</i></p>	
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>		<b>Key Knowledge (Cultural Capital and Content):</b>
<ul style="list-style-type: none"> <li>• Anti-Semitism in Europe</li> <li>• Nuremberg Laws</li> <li>• Kristallnacht</li> <li>• Final Solution</li> <li>• Ghettos</li> <li>• Jewish Resistance</li> <li>• Formation of Israel</li> </ul>	<ul style="list-style-type: none"> <li>• Key political concepts Communism and Capitalism</li> <li>• Start of the Cold War</li> <li>• Nuclear missile development</li> <li>• Building of the Berlin Wall</li> <li>• Indian Independence</li> <li>• Suez Crisis</li> <li>• Building of the Welfare State</li> </ul>	<ul style="list-style-type: none"> <li>• Cuban Missile Crisis</li> <li>• Space Race</li> <li>• Détente</li> <li>• African independence</li> <li>• Bloody Sunday and tension in Ireland</li> <li>• Swinging 60's</li> <li>• Changing roles of women in 1960's and 70's</li> </ul>	<ul style="list-style-type: none"> <li>• Soviet Invasion of Afghanistan</li> <li>• Moscow Olympic boycott</li> <li>• Collapse of Communism</li> <li>• Falklands War</li> <li>• Decolonisation and British Empire</li> <li>• Miners' Strike</li> <li>• Multicultural Britain</li> </ul>		<ul style="list-style-type: none"> <li>• Roman settlement of Britain</li> <li>• Anglo Saxon London</li> <li>• Medieval London</li> <li>• Black Death</li> <li>• English Civil War</li> <li>• Empire</li> <li>• Industrial London</li> <li>• Modern London</li> </ul>

	<ul style="list-style-type: none"> <li>Windrush/immigration</li> </ul>			
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>
<p><b>Week 3 –</b> Explain one way... (4 marks)</p> <p><b>Week 7 –</b> How far do you agree? (16 marks + 4 SPaG)</p>	<p><b>Week 3 –</b> Give 2 things you can infer... (4 marks)</p> <p><b>Week 7 –</b> How useful are Sources A and B for an enquiry ... (8 marks)</p>	<p><b>Week 4 –</b> Explain why... (12 marks)</p> <p><b>Week 7 –</b> What is the main difference between interpretations 1 and 2? (4 marks)</p>	<p><b>Week 2 –</b> What is the main difference between interpretations 1 and 2? (4 marks)</p> <p><b>Week 4 –</b> How far do you agree? (16 marks + 4 SPaG)</p> <p><b>Week 8 –</b> End of unit assessment:</p> <p>What is the main difference between interpretations 1 and 2? (4 marks)</p> <p>Explain why... (12 marks)</p>	<p><b>Week 3 –</b> Explain why... (12 marks)</p> <p><b>Week 6 –</b> End of unit assessment. How far do you agree? (16 marks + 4 SPaG)</p>
<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>
<p><b>Reading</b> Students read and comprehend a variety of textual sources and interpretations</p>	<p><b>Reading</b> Students read and comprehend a variety of textual sources and interpretations</p>	<p><b>Reading</b> Students read and comprehend a variety of textual sources and interpretations</p>	<p><b>Reading</b> Students read and comprehend a variety of textual sources and interpretations</p> <p><b>Writing</b> Students regularly complete developed paragraphs and examination style assessments or practice questions both in class and for home learning.</p> <p><b>Oracy</b> Students answer a variety of closed and open questions in order to develop their understanding and explanation of judgements, based on both current and previous learning.</p>	<p><b>Reading</b> Students read and comprehend a variety of textual sources and interpretations</p> <p><b>Writing</b> Students regularly complete developed paragraphs and examination style assessments or practice questions both in class and for home learning.</p> <p><b>Oracy</b> Students answer a variety of closed and open questions in order to develop their understanding and explanation of judgements, based on both current and previous learning.</p>
<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>
	Project Homework		Project Homework	
				Project Homework

**Year Group: 10**

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
Paper 1 – Crime and Punishment: C1100 – 1500 Anglo Saxon - Medieval	Paper 1 – Crime and Punishment: 1500 – 1900 Early Modern - Industrial	Paper 1 – Crime and Punishment: 1900 – Modern Whitechapel	Paper 2 – American West: Unit 1	Paper 2 – American West: Unit 2	Paper 2 – American West: Unit 3
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
Source skills Inference Describe Explain Judgement	Source skills Inference Describe Explain Judgement	Source skills Inference Describe Explain Judgement	Consequences Narrative Importance/judgement	Consequences Narrative Importance/judgement	Consequences Narrative Importance/judgement
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>
Anglo Saxon: crime, punishment and laws  Normans: changes from Anglo-Saxon. Norman trials.  Middle Ages: Changes + influence of the church	Vagabonds Puritans Witchcraft Gunpowder Plot Bloody Code Smuggling Poaching Transportation Prisons Police	Crimes and policing End of the death penalty Modern prisons Conscientious Objectors Life in Whitechapel Policing in Whitechapel Tensions in Whitechapel Case study: Jack the Ripper	American desert/plains Life as a Native Indian US policy towards the Indians Migration west Pioneers Gold Rush Mormons Homesteaders Fort Laramie Treaty Law and Order in the west	Civil war Transcontinental railroad Development of the cattle industry Cowboys Conflict on the Plains US policy towards the Plains Indian wars	Farming methods Exodusters Oklahoma Billy the Kid Wyatt Earp Johnson County War Battle of Little Bighorn Wounded Knee

Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Week 3: How far /20 Week 6: Explain one /4	Week 3: How far /20 Week 5: Explain one /4 + Explain why /12 Week 7: Explain one /4 + Explain why /12	Week 2: Explain why /12 Week 4: How useful /8  Mock cover the Paper 1 course	Week 2: Narrative /8 Week 4: Consequence /8 Week 6: Narrative /8 + importance /8	Week 3: Importance /8 Week 5: consequence /8 + narrative /8	Week 3: Importance /8 Week 5: Full mock paper
Literacy Curriculum:					
<p><b>Reading and Writing</b> Students have the opportunity to read core texts and sources in line with the curriculum. They consistently focus on the development of their written skill particularly relating to the construction of arguments and substantiating their judgements.</p> <p><b>Oracy</b> Students are encouraged to read aloud during the lesson, ask and answer questions, in addition to explaining and justifying their opinions in front of their peers. We promote courteous debate within class in line with British values of respect and freedom of speech.</p>	<p><b>Reading and Writing</b> Students have the opportunity to read core texts and sources in line with the curriculum. They consistently focus on the development of their written skill particularly relating to the construction of arguments and substantiating their judgements.</p> <p><b>Oracy</b> Students are encouraged to read aloud during the lesson, ask and answer questions, in addition to explaining and justifying their opinions in front of their peers. We promote courteous debate within class in line with British values of respect and freedom of speech.</p>	<p><b>Reading and Writing</b> Students have the opportunity to read core texts and sources in line with the curriculum. They consistently focus on the development of their written skill particularly relating to the construction of arguments and substantiating their judgements.</p> <p><b>Oracy</b> Students are encouraged to read aloud during the lesson, ask and answer questions, in addition to explaining and justifying their opinions in front of their peers. We promote courteous debate within class in line with British values of respect and freedom of speech.</p>	<p><b>Reading and Writing</b> Students have the opportunity to read core texts and sources in line with the curriculum. They consistently focus on the development of their written skill particularly relating to the construction of arguments and substantiating their judgements.</p> <p><b>Oracy</b> Students are encouraged to read aloud during the lesson, ask and answer questions, in addition to explaining and justifying their opinions in front of their peers. We promote courteous debate within class in line with British values of respect and freedom of speech.</p>	<p><b>Reading and Writing</b> Students have the opportunity to read core texts and sources in line with the curriculum. They consistently focus on the development of their written skill particularly relating to the construction of arguments and substantiating their judgements.</p> <p><b>Oracy</b> Students are encouraged to read aloud during the lesson, ask and answer questions, in addition to explaining and justifying their opinions in front of their peers. We promote courteous debate within class in line with British values of respect and freedom of speech.</p>	<p><b>Reading and Writing</b> Students have the opportunity to read core texts and sources in line with the curriculum. They consistently focus on the development of their written skill particularly relating to the construction of arguments and substantiating their judgements.</p> <p><b>Oracy</b> Students are encouraged to read aloud during the lesson, ask and answer questions, in addition to explaining and justifying their opinions in front of their peers. We promote courteous debate within class in line with British values of respect and freedom of speech.</p>
Home Learning					
Every week students complete flip learning in preparation for the next lesson	Starting this half term on top of the flip learning students complete independent revision on topics covered	Flip Learning Independent revision	Flip Learning Independent revision	Flip Learning Independent revision	Flip Learning Independent revision

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
Paper 2: Early Elizabethan England	Paper 2: Early Elizabethan England	Paper 2: Early Elizabethan England	Paper 3: Weimar and Nazi Germany, 1918-1939	Paper 3: Weimar and Nazi Germany, 1918-1939	Paper 3: Weimar and Nazi Germany, 1918-1939
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
<i>Describe</i> <i>Explain</i> <i>Analyse</i>	<i>Describe</i> <i>Explain</i> <i>Analyse</i>	<i>Describe</i> <i>Explain</i> <i>Analyse</i>	Explain Analyse Source Interpretations	Explain Analyse Source Interpretations	Explain Analyse Source Interpretations
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>
<ul style="list-style-type: none"> <li>Elizabeth's accession</li> <li>Elizabethan Society and Government</li> <li>Elizabethan Education</li> <li>Elizabethan Leisure</li> <li>Elizabethan Problem of the Poor</li> <li>Problems at Elizabeth's accession</li> </ul>	<ul style="list-style-type: none"> <li>Religious Settlement (1559)</li> <li>Domestic Challenge to Elizabeth's reign</li> <li>Mary Queen of Scots</li> <li>Northern Earls Rebellion (1569)</li> <li>Plots against Elizabeth (1571-86)</li> <li>Commercial Rivalry with Spain</li> <li>Political and Religious Rivalry with Spain</li> <li>Changing attitudes to the poor in Elizabethan England</li> <li>Drake's circumnavigation of the globe.</li> </ul>	<ul style="list-style-type: none"> <li>Spanish war in the Netherlands</li> <li>Anglo-Spanish War (1585-88)</li> <li>Execution of Mary, Queen of Scots (1587)</li> <li>Colonisation of Virginia</li> <li>Spanish Armada (1588)</li> </ul>	<ul style="list-style-type: none"> <li>Legacy of WWI</li> <li>The Weimar Constitution</li> <li>The Treaty of Versailles</li> <li>Threat to the Weimar Republic from the Left and Right Wing</li> <li>Hyperinflation</li> <li>Munich Putsch</li> <li>The Golden Years (1924-29)</li> <li>Wall Street Crash</li> <li>Growth of Nazi Popularity 1928-32</li> <li>Hitler becoming Chancellor</li> <li>Nazi consolidation of power</li> </ul>	<ul style="list-style-type: none"> <li>Suppression of Religion</li> <li>Propaganda State</li> <li>Nazi 'culture' and sport</li> <li>Opposition and conformity</li> <li>Nazi treatment of women</li> <li>Nazi Youth Groups</li> <li>Nazi Education</li> <li>Nazi Education Policies</li> <li>Nazi Race Theory</li> <li>Nazi Treatment of Minorities and Anti-Semitism before 1939.</li> </ul>	<ul style="list-style-type: none"> <li>Revision prior to final GCSEs</li> </ul>



Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Independent "Orange Book" Revision & Practice Questions.	Independent "Orange Book" Revision and a weekly exam question	Independent "Orange Book" Revision and a weekly exam question	Independent "Orange Book" Revision and a weekly exam question	Independent "Orange Book" Revision and a weekly exam question	Independent "Orange Book" Revision and a weekly exam question