

Term → Year ↓	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
7	How much did life change from the Iron Age to the Vikings? In lessons pupils will study the changing settlement in A Street Through Time to compare homes, work, belief, power and technology in Iron Age, Roman, Anglo-Saxon and Viking Britain. Test how accurately an illustrator has reconstructed the past from evidence. They will place events in centuries and chronological order. Identify change and continuity across long periods. This develops chronology, change and continuity.	Was the Norman Conquest disastrous for the Saxons? In lessons pupils will study the Battle of Hastings, the crushing of rebellions, the Harrying of the North and changes to landholding, government, castles and the Church. Decide which consequences were most damaging and where continuity remained. They will analyse consequences by scale, duration and importance. Test the reliability and usefulness of sources. This develops change and continuity by asking pupils to measure consequences.	Why did the barons rebel against King John? In lessons pupils will study explore John's loss of Normandy, financial demands, disputes with the Church, treatment of barons and military failure. Examine Magna Carta and decide which cause mattered most. They will sort causes into long-term, short-term and trigger causes. Explain links between causes rather than listing them. This develops causal reasoning.	How similar were the effects of the Black Death for the people of Walsham? In lessons pupils will study one medieval community before, during and after the plague. Compare the experiences of peasants, landowners, clergy, women and workers, and consider why the effects differed. They will compare similarity and difference within one community. Use local records to recover ordinary lives. This develops comparison within a community.  Pupils explore the different types of jobs involved in history.	What were the effects of the Reformation on Morebath? In lessons pupils will study follow the people of Morebath as royal religious policy changed under Henry VIII, Edward VI, Mary I and Elizabeth I. Explore changes to worship, church objects, community relationships and local finances. They will track change and continuity through successive reigns. Use churchwardens' accounts as evidence. This develops change and continuity through a detailed local case study.	What was the most significant event of the seventeenth century? In lessons pupils will study major political, religious and social developments, including conflict between Crown and Parliament, civil war, regicide, restoration and revolution. Judge which event changed Britain most deeply. They will apply criteria for significance: importance, reach, duration and remembrance. Compare competing events directly. This brings Year 7 skills together.
8	How far did India change from Mughal rule to British rule? In lessons pupils will study Mughal India, East India Company expansion and the British Raj through one connected story of power, trade, religion, culture and resistance. Consider both change and continuity for different groups. They will analyse change over three periods. Compare Indian and British perspectives. This develops Year 7 change and continuity over a longer and more complex period.	How typical was Styal village of life in the Industrial Revolution? In lessons pupils will study Quarry Bank Mill, workers' housing, apprentices, working conditions, welfare and the Greg family. Compare Styal with other mills, factories and industrial towns to test how typical it was. They will define and test typicality using comparison. Evaluate site evidence, records and later interpretations. This develops typicality.  Pupils explore how weighing up evidence is used in different careers.	Why did the slave trade end in 1807? In lessons pupils will study the transatlantic slave trade, plantation slavery, resistance by enslaved people, abolitionist campaigning, religion, politics, war and economic change. Judge how the causes combined. They will analyse causation and the role of human agency. Interrogate sources produced by enslavers, abolitionists and formerly enslaved people. This develops causal analysis.	How similar was life in the nodes in the nineteenth century? In lessons pupils will study housing, sanitation, disease, work, transport and inequality in the different nodes. Explore why experiences varied by class, gender, age and place. They will compare communities using quantitative and written evidence. Recognise patterns alongside important exceptions. This strengthens similarity and difference through life in the nodes.	Which protest was the most effective in the nineteenth and twentieth centuries? In lessons pupils will study campaigns and movements seeking political, social and economic change. Assess the immediate response, longer-term reforms, public attitudes and limits of protest. They will analyse intended and unintended consequences. Measure impact over different timescales. This develops consequence.	How significant has migration been to Britain? In lessons pupils will study trace migration from the medieval period to modern Britain, including Jewish, European, African, Huguenot and Asian migration. Explore migrants' experiences and their economic, cultural, political and social impact. They will use significance criteria across a long chronology. Connect national history with local Birmingham stories. This develops significance across a long chronology.

9	What different experiences did people have in the First World War? In lessons pupils will study enlistment, trench warfare, women’s work, the home front and experiences in Birmingham and across the Empire. Investigate how far there was a common wartime experience. They will analyse similarity, difference and typicality. Evaluate photographs, testimony, statistics and propaganda. This develops Year 8 comparison and typicality.	What was the turning point of the Second World War? In lessons pupils will study Dunkirk, the Battle of Britain, Operation Barbarossa, Stalingrad, El Alamein, Midway and D-Day. Decide which most changed the direction and likely outcome of the war. They will define turning point and apply consistent criteria. Compare military events across different theatres. This develops turning-point analysis.	Why was Hitler able to kill so many Jews? In lessons pupils will study trace long histories of antisemitism, Nazi ideas and rise to power, indoctrination, persecution, international responses, ghettos and mass murder. Examine responsibility across leaders, institutions, businesses, ordinary people and other states. They will build a multi-causal explanation. Use survivor testimony and perpetrator evidence ethically. This advances multi-causal explanation and ethical evidence use.	What were the most significant events after 1945? In lessons pupils will study major political, social, technological and cultural developments after the Second World War. Compare their reach, durability and impact on different groups. They will apply significance criteria to recent history. Use contemporary sources critically. This develops significance into recent history.	My History Project In lessons pupils will study a historical question, locate and evaluate evidence, engage with interpretations and communicate an independent argument. The project brings together the main ways historians analyse the past. They will formulate a focused and answerable enquiry question. Research, reference and organise evidence independently. This develops independent historical enquiry. Career focus: Researcher, journalist and documentary producer.  Pupils explore how communication and date are used in different types of jobs.	History's Mysteries In lessons pupils will study work in teams to investigate unresolved questions from the past. Test clues for reliability, consider motive and context, develop a hypothesis and persuade an audience that your conclusion is the best-supported explanation. They will evaluate the reliability and usefulness of evidence. Use problem-solving and teamwork to test competing hypotheses. This develops evidence evaluation and argument.	
10	People's Health In lessons pupils will study OCR B thematic study of public health in Britain from c.1250 to the present: beliefs about disease, responses to epidemics, living conditions, government action and medical developments. They will explain change and continuity across centuries. Use second-order concepts in 9-, 12- and 18-mark answers. This develops GCSE thematic study.			Making of America In lessons pupils will study OCR B depth study of the United States, 1789–1900: expansion, Native American experiences, settlement, migration, slavery and the growth of the West. They will explain diversity of experience and consequences. Use precise contextual knowledge to support judgements. This develops depth-study skills.		History Around Us: Kenilworth Castle In lessons pupils will study how Kenilworth’s purpose, appearance and use changed from its medieval foundation to the present. Decode surviving remains and explain why features changed or disappeared. They will use physical remains, plans and written sources together. Assess typicality and change at a historical site. This develops site-based historical enquiry.  Pupils explore how teamwork are used in different types of careers.	
11	The Elizabethans In lessons pupils will study OCR B depth study of Elizabeth I’s government, religion, threats, society, exploration and encounters with the wider world. They will analyse interpretations and use contextual knowledge. Explain significance, causation and diversity of experience. This develops interpretation work.  Pupils explore which careers and courses they can use history to apply for.			Living Under Nazi Rule In lessons pupils will study OCR B depth study of Germany, 1933–45: dictatorship, control, persecution, opposition, war and the experiences of different groups. They will evaluate sources in context. Explain how Nazi rule changed and affected people differently. This develops contextual source evaluation.			

12	Unit 1: In Terms 1a and 1b, students will study why John lost Normandy by 1204, including his inheritance, relations with the nobility, military decisions and the growing strength of Philip II. They will then examine John's conflict with the Church, including the disputed Canterbury election, the Interdict, his excommunication and his submission to Pope Innocent III in 1213. Unit 2: In Terms 1a and 1b, students will study the nineteenth-century background to Russia, including autocracy, social structure, economic development, peasant life and the growth of political opposition. They will then examine the political, social and economic problems inherited by Nicholas II, including weaknesses in government, industrial unrest, peasant discontent, national minorities and revolutionary opposition. Unit 3: In Terms 1a and 1b, students will study opposition to Henry VII through Lovell and Stafford, Lambert Simnel, Perkin Warbeck, the Yorkshire Rebellion and the Cornish Rebellion. They will then study opposition to Henry VIII through the Amicable Grant and the Pilgrimage of Grace, comparing the causes, demands, leadership, support, threat and government response.	Unit 1: In Terms 2a and 2b, students will study John's relationship with the barons, including his use of finance and justice, his style of personal rule, the road to Magna Carta and the outbreak of the First Barons' War. They will then deepen their understanding of Magna Carta, the civil war and the strengths and weaknesses of John's kingship by using contemporary sources to test different historical claims. Unit 2: In Terms 2a and 2b, students will study the causes, events and consequences of the 1905 Revolution and the reforms and repression associated with Stolypin. They will then examine the impact of the First World War on Russia and explain how military failure, economic hardship and political weakness contributed to the February/March Revolution. Unit 3: In Terms 2a and 2b, students will study the Western Rebellion and Kett's Rebellion under Edward VI, comparing their causes, aims, leadership, support and level of threat. They will then examine the Northumberland Coup and Wyatt's Rebellion under Mary I, including the succession crisis, opposition to Mary's marriage, regional support and the government's response.  Students develop their oral argument skills and how this is used in different careers.	Unit 1: In Terms 3a and 3b, students will compare the main explanations for John's failures and judge how far they resulted from his personality, policies or difficult circumstances. They will then consolidate the unit through thematic comparison, source analysis and extended judgements about the nature and effectiveness of John's rule. Unit 2: In Terms 3a and 3b, students will study the Provisional Government, dual power, Lenin's return and the reasons why the government failed to solve Russia's problems. They will then examine the October Revolution and explain how and why the Bolsheviks were able to seize power. Unit 3: In Terms 3a and 3b, students will study rebellion under Elizabeth I, including the Revolt of the Northern Earls, the Oxfordshire rising and Essex's Rebellion. They will then compare rebellions across the Tudor period by examining their causes, aims, leadership, support, location, level of threat and the effectiveness of government responses.
13	Unit 1: In Terms 1a and 1b, students will study Henry III's minority, including the regency government, the defence of the kingdom, the reissue of Magna Carta and the restoration of royal authority. They will then examine Henry's personal rule, including government, finance, patronage, foreign favourites, relations with the Church and the growth of baronial opposition. Unit 2: In Terms 1a and 1b, students will study Lenin's rule, including the Civil War, War Communism and the New Economic Policy. They will then examine Lenin's final years, his political legacy and the beginning of the struggle to succeed him. Unit 3: In Terms 1a and 1b, students will study how Tudor monarchs maintained political stability and responded to disorder. They will then examine the methods used to prevent, contain and suppress rebellion, including the use of patronage, local government, negotiation, punishment and military force. NEA: In Terms 1a and 1b, students will refine their enquiry question, review relevant interpretations and organise their research. They will then evaluate historians' arguments, select suitable primary and secondary evidence and begin developing a clear line of argument with accurate referencing.  Students are given opportunities to see the different careers roles connected to our topics.	Unit 1: In Terms 2a and 2b, students will study the reform movement from 1258, including the Provisions of Oxford and Westminster, factional conflict and the rise of Simon de Montfort. They will then examine the Second Barons' War, Montfort's rule, the Battle of Evesham and the restoration of royal authority by 1272. Unit 2: In Terms 2a and 2b, students will study Stalin's rise to power and the defeat of his political rivals. They will then examine Stalin's economic policies, including collectivisation and industrialisation, and assess their effects on different groups in Soviet society. Unit 3: In Terms 2a and 2b, students will study Irish rebellions, including Kildare, Shane O'Neill, the Desmond Rebellions and Tyrone's Rebellion, focusing on their causes, leadership, support, geography and government response. They will then compare English and Irish rebellions and judge how far they threatened Tudor political stability. NEA: In Terms 2a and 2b, students will produce a detailed writing plan and begin drafting their investigation. They will then complete and improve the first draft, responding to feedback on structure, evidence, interpretations and the strength of their overall argument.	