

Year		Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
		<b>Medieval Life</b>	<b>Tudors and Stuarts</b>	<b>Life in Industrial Britain</b>	<b>The Empire</b>	<b>Slavery</b>
<b>YEAR 7</b>	<b>Content</b>	Students will have been taught the contextual ideas about the cause of disease and the influence of the church in the Middle Ages. They will have looked at the perceived causes of the Black Death and responses to it.	Students will focus on life under the Tudor and Stuart monarchs.	Students will have been taught about living and working conditions. They will have investigated sources in a local and national context.	Students will have been taught about the significance of the British empire ; why it began, its purpose and impact on Britain and the impact on the colonies of the British presence.	Students will have been taught about the origins of slavery and the slave trade in Britain, the conditions on the journey and treatment of slaves.
	<b>Assessment</b>	The assessment focuses on making inferences from sources and looks at cause and consequence as part of the source analysis.	The assessment focuses on sources and analysing the value of sources in relation to making a judgement on Henry VIII.	The assessment will ask students to use evidence to support a judgement on the impact the industrial revolution had on Glossop.	The assessment will ask students to use evidence to support a judgement on the consequences of the Indian Mutiny.	The assessment will focus on two different interpretations on the treatment of slaves.
		<b>Power of the English Monarchs</b>	<b>Power of the Church</b>	<b>English Civil War</b>	<b>Slavery</b>	<b>19th century Political Protest</b>
<b>YEAR 8</b>	<b>Content</b>	Students will have been taught about the various medieval monarchs and their use and abuse of power. The will have considered the significance of the Magna Carta and the murder of Thomas Beckett.	Students will have studied the power of the Church and how this changed during the Reformation and Counter Reformation.	Students will have looked at the causes of the Civil War – the nature of conflict over power and how a nation is governed.	Students will have been taught about the significance of the British empire ; why it began, its purpose and impact on Britain and the impact on the colonies of the British presence.	Students will have been taught about the development of various protest groups in the 19th century, what their aims and methods were and the outcomes of their protest.
	<b>Assessment</b>	The assessment will focus on the consequences of the Peasants Revolt and look at inference from sources.	The assessment will focus on the extent and impact of these changes.	The assessment will focus on use of sources to explain the causes of the war.	The assessment will ask students to use evidence to support a judgement on the consequences of the Indian Mutiny.	The assessment will focus on different interpretations of the Peterloo Massacre in Manchester in 1816.
		<b>Life in Britain in 1900</b>	<b>The Great War and its Impact</b>	<b>The Inter-War Years and the Rise of the Dictators</b>	<b>The Holocaust</b>	<b>Civil Rights in the USA</b>
<b>YEAR 9</b>	<b>Content</b>	Students will have been taught about the class structure and attitudes in Britain in 1900. They will have looked at attitudes to poverty and government reform, plus the demands for the vote for women.	Students will have considered the causes and course of the Great War and its impact.	Students will look at the collapse of democracy in some European nations and study the reasons why the dictators were able to come to power.	Students will learn about the wider context of the Holocaust as well as the reasoning behind the racial policies in Nazi Germany.	Students will study the key groups and individuals involved in the US Civil Rights movement, and make judgements on their methods and levels of success.
	<b>Assessment</b>	The assessment will focus on sources and the different tactics of the suffragettes and suffragists.	The assessment looks at the utility of two sources on the impact of the Treaty of Versailles on Germany.	The assessment will focus on source based tasks addressing key issues raised in the unit.		

		Conflict and Tension			America Expansion and Consolidation				
		Section 1 Peace making	Section 2 League of Nations	Section 3 Steps to War	Section 1 The Plains Indians	Section 2 Migration West	Section 3 The Civil War	Section 4 Conflict on the Plains	Section 5
<b>YEAR 10</b>	<b>Content</b>	Students will study the impact of WW1 and look at the aims of the victorious allies at the peace conference at Versailles. They will consider the impact that the peace treaty had on Germany.	Students will focus on the period of the 1920s and look at the aims, role and successes of the League of Nations. They will look at specific case studies of global conflict and evaluate how the League dealt with them and how successful the League was.	Students will focus on the failures of the League of Nations in the context of the impact of the Great Depression and the rise of the dictators. They will look at the causes of the outbreak of WW2 in 1939.	Students will study the geography of the Plains and look at the lifestyle of the Plains Indians.	Students will study the causes of the migrations west and the groups of people that moved west.	Students will study the causes, impact and long term consequences of the Civil War.	Students study the increasing conflict on the Plains between the white settlers, the US army and the Plains Indians.	Students study the Plains Wars and the inevitable end of the Native American Indian way of life.
	<b>Assessment</b>	At the end of each section students will sit an end of topic assessment. It will consist of a memory recall section and a section that has GCSE exam questions.	At the end of each section students will sit an end of topic assessment. It will consist of a memory recall section and a section that has GCSE exam questions.	At the end of each section students will sit an end of topic assessment. It will consist of a memory recall section and a section that has GCSE exam questions.	At the end of each section students will sit an end of topic assessment. It will consist of a memory recall section and a section that has GCSE exam questions.	At the end of each section students will sit an end of topic assessment. It will consist of a memory recall section and a section that has GCSE exam questions.	At the end of each section students will sit an end of topic assessment. It will consist of a memory recall section and a section that has GCSE exam questions.	At the end of each section students will sit an end of topic assessment. It will consist of a memory recall section and a section that has GCSE exam questions.	At the end of each section students will sit an end of topic assessment. It will consist of a memory recall section and a section that has GCSE exam questions.
		<b>Health and the People</b>							
		<b>Section 1 The Middle Ages</b>	<b>Section 2 The Renaissance</b>	<b>Section 3 The Industrial Period</b>	<b>Section 4 The Modern Era</b>				
<b>YEAR 11</b>	<b>Content</b>	Students will study the themes of cause and cure of disease, surgery and anatomy and public health in this time period.	Students will study the themes of cause and cure of disease, surgery and anatomy and public health in this time period.	Students will study the themes of cause and cure of disease, surgery and anatomy and public health in this time period.	Students will study the themes of cause and cure of disease, surgery and anatomy and public health in this time period.				
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		<b>Paper 1</b>	<b>Paper 2</b>	<b>Unit 3 The NEA</b>					
<b>YEAR 12 &amp; 13</b>	<b>Content</b>	<b>Germany 1871-1991 The Quest for Political Stability</b> Students study this breadth unit and follow themes of political power and opposition; the economy and impact of Germany society. Key events such as WW1 and WW2 and the unification, division and reunification of Germany.	<b>Britain 1906-1957 Wars and Welfare</b> In this depth study students study the key changes and continuities in British government. They look at the impact of constitutional change and the two world wars.	<b>Tudor Century - coursework</b> Students study an overview of the Tudor century and then produce a 3,500 word extended essay that is internally marked and externally moderated.					
	<b>Assessment</b>	Students are assessed regularly either on extract or source based questions or essay questions. There are regular retrieval tests and mock examinations twice a year in Year 12 and 13.	Students are assessed regularly either on extract or source based questions or essay questions. There are regular retrieval tests and mock examinations twice a year in Year 12 and Year 13.						