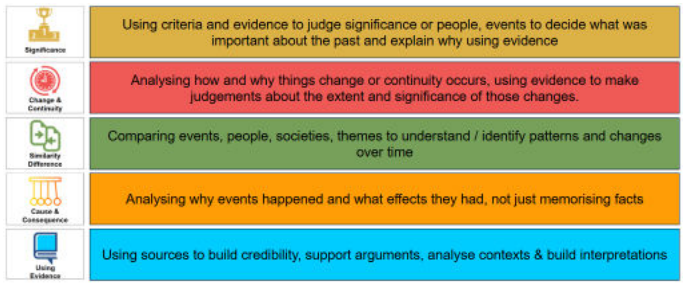
Curriculum Statement - HISTORY

Our Intent:	
What is the vision (big picture) for your subject?	Our history curriculum equips students with a deep understanding of the past, fostering critical thinking, analytical skills on sources and interpretations, and a sense of historical perspective.
What are the key concepts that underpin your subject?	Through the study of key events, the local history of Weymouth and Dorset, individuals, and movements, students explore themes of democracy and dictatorship, power, conflict, change, continuity, and the influence of ideas over time. - "a way of seeing the world" (Lee, 2017) - "allow students to argue, discuss and make informed judgements" (Culpin, 2007) - "history helped students to understand all aspects of their daily lives and culture, and it helped them to understand the world around them" (Spafford, 2023) - "A knowledge-rich history curriculum both 'weaves narratives' and 'trains children to question those narratives'" (Counsell 2023) - "It shows evidence of both a selection of a range of specific content and weaves that knowledge into a compelling story designed to expain 'complex worlds in human scale' and making a lasting impression on student's understanding" (Councell 2023)
Which key themes are repeated over time?	Recurring themes such as democracy and governance, empire , revolution and reform, social and economic change provide a framework for understanding how the past shapes the present. By engaging with diverse perspectives and evaluating historical sources, students develop informed viewpoints, a respect for evidence, the ability to question the usefullness of evidence before them and an appreciation for the complexities of human experiences across time.
What knowledge and skills will students have at the end of each key stage?	KS2: By the end of Key Stage 2, students will have developed a secure chronological understanding of British, local, and world history, recognising key events, civilisations, and historical figures. They will be able to make connections between different periods, identifying patterns of change, continuity, and cause and effect. Students will develop critical thinking skills by analysing historical sources, questioning their reliability, and using evidence to form reasoned conclusions. They will learn to construct and communicate historical narratives, using appropriate vocabulary to explain events and perspectives. Through engaging with diverse cultures, significant individuals, and key historical themes such as democracy, empire, conflict, and innovation, students will gain an appreciation of how history shapes the present. They will leave KS2 with curiosity, a sense of historical inquiry, and a foundation for further historical study.
	KS3: By the end of Key Stage 3, students will have developed a broad and coherent understanding of British, European, and world history, enabling them to make connections across different periods, societies, and themes, **framed through the application of disciplinary skills.** They will have a secure chronological framework, recognizing the significance of key events, individuals, and movements in shaping the modern world. This foundational knowledge builds transferable skills valuable in careers such as museum work, heritage and tourism, media, and public service. Students will refine their ability to analyse and evaluate historical sources, assessing reliability, exaggeratoion and utility. - skills that underpin future roles in investigation, research, journalism, and law enforcement. They will develop critical thinking skills by constructing well-reasoned arguments, using evidence to support interpretations and engaging with different perspectives. - vital for careers in education, debate and advocacy, political engagement and leadership roles. Key themes such as democracy, power and governance, conflict and resolution, empire and resistance, social change, and the development of rights and freedoms will be explored over time. These themes support a growing understanding of how society functions and are particularly relevant to future pathways in politics, law, international development, and human rights work. By studying diverse histories, students will gain a deeper understanding of identity, justice, and global interconnections. This cultural literacy and empathy are essential for careers in social work, international relations, community leadership, and creative industries such as writing, film, or game development that involve storytelling and historical context. Through debate, enquiry, and independent research, students will leave KS3 as confident historians, equipped with the skills to question the past, think critically and analyse modern ideas, and engage as informed citizens in the future.
	
	KS5: By the end of Key Stage 5, students will have developed a sophisticated understanding of historical concepts, themes, and debates, enabling them to think critically and independently about the past **framed through the application of disciplinary skills.**. They will engage with complex historical interpretations, evaluating sources with nuance and assessing the reliability, provenance, and tone of evidence to construct well-substantiated arguments. Students will refine their ability to analyse continuity and change, causation and consequence, significance and using evidence across two distinct time periods, developing a strong command of historical terminology and writing with clarity, precision, and depth. This ability to handle complex information and communicate it effectively is essential in fields such as research, publishing, education, and political consultancy. They will explore themes such as power and ideology, revolution and reform, conflict and diplomacy, and social and economic transformation, drawing connections across national and global histories. These themes are directly relevant to careers in international relations, diplomacy, civil service, and non-governmental organisations (NGOs). Through independent research, including an extended historical investigation, students will enhance their ability to conduct in-depth enquiry, synthesise diverse viewpoints, and articulate reasoned conclusions. These are key skills for roles in academia, market research, heritage management, and archives and curation. By the end of KS5, students will be equipped with the analytical, evaluative, and communication skills necessary for higher education and beyond. They will leave as independent thinkers with a deep appreciation for history's role in shaping societies and its relevance in the modern world.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our curriculum is designed to meet and exceed the breadth of the National Curriculum and subject specifications. It ensures comprehensive coverage of all required topics while offering deeper learning opportunities, critical thinking, and real-world applications. Through a carefully sequenced progression, our curriculum builds on prior knowledge, supports mastery, and fosters a love for learning. We provide enrichment opportunities, cross-curricular links, and differentiated support to meet the needs of all learners, ensuring they are challenged, engaged, and prepared for future success. **OFSTED RESEARCH REVIEW** **2021 -** https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history#securing-pupils-progression-in-history-through-effective-curriculum-design **2023 -** https://www.gov.uk/government/publications/subject-report-series-history/rich-encounters-with-the-past-history-subject-report#main-findings
How do you ensure that learning is sequenced effectively over time in your subject?	Key Stage 3: Topics are delivered on a termly basis, following a chronological sequence with democracy as a central theme woven throughout. Key Stage 4: Topics are structured into distinct teaching slots across the year, building on prior knowledge. For example, the beginning of Year 10 builds upon content covered in the Spring and Summer terms of Year 9.
How have you decided what knowledge and skills you want students to learn in your subject?	Key Stage 3: The curriculum is structured around key historical concepts, including Significance, Cause and Consequence, Similarity and Difference, Change and Continuity, and the Use of Evidence. Each topic is assigned an overarching concept or skill, which is revisited frequently to reinforce understanding. Assessments are designed to develop these skills progressively. Key Stage 4 & 5: The same conceptual framework is maintained, with the addition of regular exam-style questions to provide frequent practice and prepare students for formal assessments.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	A development of the understanding of democracy and its development in this country, the importance and fragitility of democratic systems and an appreciation of how democracy and individual rights developed and apply to pupils throughout their lives Enrichment & Curriculum Links: At Key Stage 3, students participate in educational visits to the Imperial War Museum and Salisbury Cathedral, enhancing their understanding of key historical topics. At Key Stage 5, a trip to Salisbury Cathedral is incorporated to deepen engagement with the study of the Angevin Kings. Careers Education: Career connections are embedded throughout the curriculum in alignment with Gatsby Benchmark 4. In Year 10, guest speakers provide insight into careers linked to the study of Nazi Germany, fostering real-world connections. Power Skills Development: Lessons are designed to cultivate critical thinking and independent learning through applied learning outcomes. Deeper thinking strategies are integrated to encourage students to take ownership of their learning, applying historical knowledge to real-world contexts.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	A central bank of lessons ensures a consistent and high-quality learning experience across all year groups. Lessons are carefully structured to maintain academic rigor while allowing for effective differentiation. For example, all Year 8 students studying the Industrial Revolution follow a shared lesson sequence, ensuring key historical concepts are taught uniformly. Similarly, centralised assessments provide consistency in measuring student progress and maintaining high standards. These assessments, such as a source analysis task on World War I for Year 9 or an essay-based exam on Weimar and Nazi Germany for Year 10, ensure alignment with curriculum objectives and support targeted interventions.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	At Key Stage 3, homework is designed to reinforce learning through a structured blend of knowledge recall, comprehension tasks, and interleaving of key concepts across the KS3 curriculum. This approach ensures students consistently revisit and consolidate their understanding of historical themes. **- Currently not part of Academy policy** At Key Stage 4, homework incorporates a combination of knowledge-based tasks, assessment-style questions (both structured and full responses), and interleaving of key GCSE topics to strengthen analytical skills and exam preparedness. At Key Stage 5, homework follows a similar model, integrating knowledge recall, assessment questions (structured and full essays), and interleaving of key A-Level topics to support deeper critical thinking. Additionally, a structured framework is being developed to guide students through the completion of their Non-Examined Assessment (NEA), ensuring rigorous research and analytical depth.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	At Key Stage 3 and 4, lesson and assessment planning is developed collaboratively to ensure consistency, coherence, and high-quality teaching across all classes. Moderation and standardisation processes are in place for both lesson delivery and assessments, ensuring alignment with curriculum objectives, fairness in grading, and the maintenance of rigorous academic standards.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	At Key Stage 3, a structured lesson framework ensures students understand how each lesson connects to their wider learning journey. A central thematic thread runs throughout the curriculum, providing coherence and continuity, supported by centralised curriculum planning. To foster deeper engagement, lessons incorporate Deeper Thinking tasks that promote collaboration, communication, and critical thinking. These activities challenge all learners, encouraging analytical thinking power skills and intellectual curiosity across all ability levels.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	At Key Stage 3, the curriculum begins with an introductory unit focused on developing fundamental historical skills. This is followed by a sequence of lessons, each centered on a key historical concept. The aim is to ensure that all students, regardless of their KS2 starting points, develop a common foundation in essential historical skills and concepts, enabling them to engage confidently with the subject as they progress through the curriculum. Our history curriculum is designed to build on students' prior knowledge and use data accumulated across Year 7 to ascertain gaps in understanding to implement in Year 8. This allows us to tailor our teaching to support students in developing key skills such as chronology, source analysis, and extended writing. To ensure a smooth transition and accurately assess starting points, we implement baseline assessments. These low-stakes quizzes and knowledge retrieval tasks help gauge students' historical knowledge and skills, enabling us to plan lessons that meet their needs effectively. We provide a range of tiered resources to support all learners. Lower-attaining students benefit from structured scaffolding, such as sentence starters and guided reading, to build confidence and understanding. Meanwhile, higher-attaining students are challenged with extension tasks, including independent research and historical debates, to deepen their analytical and evaluative skills.
How do you stretch students who are high prior attainment?	Across all Key Stages, our history curriculum is designed to challenge high-attaining students through deeper thinking tasks that promote critical analysis and independent inquiry. These tasks encourage students to engage with complex historical concepts, evaluate different interpretations, and make substantiated judgments about the past. To further extend learning, we incorporate additional assessment opportunities for students who complete tasks ahead of time. These assessments encourage further exploration of historical debates, source evaluation, and thematic connections across time periods, ensuring that high prior attainers continue to develop their analytical and evaluative skills.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	Our history curriculum is designed to be fully inclusive, ensuring that students with Special Educational Needs and Disabilities (SEND) can engage with historical content confidently and successfully. We provide a range of visual, verbal, and written scaffolds to support learning, enabling all students to access complex historical concepts and develop key skills in analysis, evaluation, and extended writing. To aid comprehension, we incorporate visual scaffolding such as timelines, annotated maps, images, and mind maps to support chronological understanding and concept retention. For example, when studying the causes of World War I, students may use a colour-coded diagram to categorize long-term and short-term causes, helping them to visually organise information. Verbal scaffolding is embedded in classroom discussions, with teachers modeling historical argumentation, using targeted questioning, and encouraging peer discussions. Structured talk activities, such as "think-pair-share" and oral debate frames, provide students with the opportunity to articulate their understanding before committing ideas to writing. For instance, when analyzing sources on medieval medicine, students may engage in guided discussion using sentence stems like, "This source suggests… because…" to build confidence in historical interpretation. To support extended writing, we provide written scaffolding such as sentence starters, writing frames, and differentiated texts. When constructing essays on topics like the impact of the Industrial Revolution, students may use structured paragraph guides (e.g., PEEL – Point, Evidence, Explain, Link) to help develop well-supported arguments. Additionally, adapted resources, such as simplified reading materials and glossaries of key terms, ensure that all students, regardless of literacy ability, can access historical content effectively. By embedding these scaffolds into our curriculum, we create a supportive and accessible learning environment, enabling all students, including those with SEND, to develop their historical knowledge and skills with confidence.
How do you support students who are disadvantaged?	Our history curriculum is designed to support disadvantaged students by addressing potential barriers to learning and ensuring that all students have equal opportunities to succeed. We provide targeted support in key areas, including access to resources, development of literacy skills, and cultural capital enrichment, to bridge gaps in historical understanding and engagement. We achieve this by embedding the following into our curriculum planning: Access to Quality First Teaching & Resources, Literacy Support, Building Cultural Capital and Targeted Support & Intervention
Our Impact:	
How are you monitoring implementation in your subject area?	To ensure the effective implementation of our history curriculum, we employ a robust Quality Assurance (QA) process that includes structured learning walks and work scrutiny with a specific focus. These learning walks are designed to monitor curriculum delivery, ensuring alignment with our planned schemes of work and assessing the consistency and effectiveness of teaching strategies across the department. Student voice is also a key component of our curriculum QA process. Regular student surveys, focus groups, and informal discussions provide valuable insights into how students perceive the rigour and accessibility of the history curriculum. This feedback helps us identify areas for improvement, ensuring that students find the curriculum both challenging and engaging while also meeting their individual learning needs.
How do you check the rigour in planning and resourcing in your subject area?	Curriculum Planning & Review: We conduct regular curriculum audits to ensure that our schemes of work align with national curriculum expectations and provide a coherent, sequenced progression of knowledge and skills. This involves reviewing the depth and breadth of historical topics, ensuring that students are exposed to a diverse range of perspectives, interpretations, and historical debates. For example, when studying empire and migration, we evaluate whether our resources adequately represent multiple voices and experiences to provide a balanced, rigorous narrative. Collaborative Planning & Departmental Oversight: Rigour is further ensured through collaborative planning sessions within the history department, where staff work together to refine lesson sequences, assessment strategies, and differentiation techniques. Lesson plans are regularly discussed and reviewed to ensure they promote deep historical thinking and challenge all students. Additionally, moderation of student work ensures consistency in marking and feedback, maintaining high expectations across all key stages. High-Quality Resourcing: We carefully select and develop resources that promote analytical thinking, historical inquiry, and source evaluation. This includes the use of academic scholarship, diverse historical perspectives, and challenging texts that encourage students to engage critically with the past. Resources are regularly reviewed to ensure they remain up-to-date, accessible, and engaging. For example, when teaching interpretations of the Cold War, students engage with historians' differing viewpoints, developing their ability to evaluate and challenge historical narratives.
How do you use assessment in your subject area?	At KS3, students complete regular Knowledge Tests to assess their understanding of core content, with additional work provided based on their performance in end-of-unit (EOU) assessments. Each EOU assessment is designed to evaluate both substantive knowledge and key historical skills such as causation, significance, and source analysis. Following these assessments, students complete an additional DIRT task, allowing them to revisit and refine their understanding of the specific historical concept or skill that was the focus of the unit. At KS4, knowledge retention is reinforced through regular interleaved mini knowledge tests embedded within lessons. These tests ensure that students recall and apply prior learning across different topics, strengthening long-term retention. Throughout the GCSE curriculum, exam-style questions are built into schemes of work, enabling students to develop the skills required for extended writing and historical argumentation. After each EOU assessment, students engage in a DIRT task designed to revisit key historical concepts or exam techniques, ensuring continuous skill development. At KS5, the focus on assessment and refinement continues through fortnightly tests covering knowledge, key terms, and key historical concepts. This ensures that students develop a strong foundation in both breadth and depth of historical study. Exam-style questions are systematically integrated throughout the curriculum, allowing students to practice analytical writing and source evaluation in preparation for final assessments. Additionally, targeted DIRT tasks follow each EOU assessment, ensuring that students refine their understanding and develop high-level historical skills essential for success at A-Level.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	Assessment data and question-level analysis are essential components of our quality assurance as they provide valuable insights into student understanding and curriculum effectiveness. By analysing assessment outcomes, we can identify trends in student performance, highlighting areas where knowledge is secure and where misconceptions persist. Question-level analysis allows us to pinpoint specific topics or skills - such as source analysis, causation, or extended writing - that require further reinforcement. This data-driven approach ensures that curriculum adjustments are made where necessary, whether through reteaching key concepts, embedding additional scaffolding, or refining assessment design to better measure historical understanding. By continuously reviewing assessment data, we can tailor teaching strategies to meet student needs, ensuring that the history curriculum remains rigorous, inclusive, and responsive to learning gaps.
How is knowledge remembered in your subject?	Regular retrieval practice is embedded into lessons to strengthen memory and recall of historical knowledge. This includes low-stakes quizzes through, knowledge drills, and questioning techniques that encourage students to recall information from previous topics. For example, at the start of each lesson, students complete a 'Do Now' task that revisits content from earlier in the unit or even from previous years, ensuring that knowledge is continually reinforced. Our curriculum is designed to interleave key themes and concepts across different historical periods. This approach helps students make connections between topics and prevents learning from being compartmentalised. For instance, when studying the Law Enforcement in Year 9, students draw comparisons with earlier methods of Law Enforcement studied at KS3, such as the Ripper Murders, reinforcing their understanding of causation as a historical skill. At KS4 and KS5, exam-style questions are integrated throughout the curriculum, helping students to retain knowledge while developing their analytical and writing skills. Students regularly revisit key historical interpretations, sources, and essay structures to ensure they can apply their knowledge under exam conditions. DIRT tasks following assessments provide further opportunities for consolidation and refinement.

BUDMOUTH ACADEMY WEYMOUTH

Curriculum Overview: HISTORY

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7 Development of Democracy	**Unit 1 - Ancient World & Historical Skills** Do ancient civilisations continue to shape our lives? An introductory series of lessons to gain understanding what History is; what we will study; and the skills we will develop.	**Unit 2 - Norman Invasion** How momentous was the Norman Conquest? A look at the Norman Conquest, and how this affected the political structure of England	**Unit 3 - Medieval Kings** Could a medieval king do whatever he wants? An overview of the Plantagenet Dynasty, investigating the influence of Church on state, society on a monarch's authority	**Unit 4 - Medieval Life** Could you Survive Medieval Life? A deeper dive into the Medieval period, and the everyday lives of the non-political players through plague, crime and punishment	**Unit 5 - The Tudors** Sixteenth Century : a period of rebirth or reformation? Leaving the Medieval Period, assessing the balance of power between Protestantism, Catholicism and the English Monarch	**Unit 6 - The English Civil War** Did the Civil War create modern politics? Assessing the impact of the religious instability in 16th Century England, and how it led to a breakout of a civil war under the Stuarts
Year 8 Development of Individual Rights	**Unit 1A - The Slave Trade** Did the idea of human rights cause the abolition of the Slave Trade? Students will investigate how humans managed to justify slavery, the lives of slaves, the inhumane treatment of slaves & eventual abolition of slavery **Unit 1B - Black History Month** How do you get civil rights with a bus? To investigate Black British History The history of Civil Rights within Britain and prominent men and women of black British heritage	**Unit 2 - The Industrial Revolution** How did the Industrial Revolution improve workers rights? A look at the development of workers rights & living conditions during the Industrial Revolution	**Unit 3 - The Causes of World War One** Did World War One made Britain more democratic? Looking at the long-term, short-term and trigger causes of World War One	**Unit 4 - Similarities / Differences** How much had the world changed by World War One? Looking at Warfare (Anglo-Saxon vs WW1), Crime & Punishment & Law Enforcement, the Peasants Revolt vs Tolpuddle Marytyrs and the Gunpowder Plot vs Franz Ferdinand	**Unit 5 - Life in the Trenches** Did World War one create Democracy? A source-based unit of study encouraging students to draw conclusions from different historical records on how soldiers lived in the trench system	**Unit 6 - The Suffragettes** Did violent methods win women voting rights? An indepth look at women's campaign to win universal sufferage at the turn of the century
Year 9 Challenges to Democracy	**Unit 1A - Holocaust** The causes of the **Unit 1B - The Cold War** Was Communism a threat to democracy? To investigate the threat of communism to European democracies after World War Two.	**Unit 1B - The Cold War** Democracies Vs Dictatorships To investigate the growth in tension between western democracies & the USSR and the consequences of major events	**Unit 3 - The Weimar Republic : A failed democracy** What makes a democracy fail? Looking at the creation of the Weimar Republic and the causes of its failure just 15 years later	**Unit 4 - The Rise of Hitler** Why did people vote for Hitler? The focus now shifts onto Germany - with the failure of a democracy in Germany & our first dictator voted into power	**Unit 5 - Life Under Nazi Rule** Did the Germans truly support Hitler? The methods Hitler used to consolidate power - and their effects on individuals living in Germany in the run-up to WWII	**Unit 6 - Life Under Nazi Rule** Did the Germans truly support Hitler? The methods Hitler used to consolidate power - and their effects on individuals living in Germany in the run-up to WWII
	KS4					
Year 10	**Nazi Germany Recap Unit** Using Sources Studying of how historians use sources and interpretations on the Weimer Republic, Rise of Hitler & Life in Nazi Germany to make substantiate judegements on validity of sources provenance & purpose; as well as historians arguments of history	**Unit 1 - Crime & Pubishment : Crime** Change & Continuity Change in crime across 1000 year period from the Medieval period to the modern period Changes in causes of crime from technology and urbanisation	**Unit 2 - Crime & Punishment : Punishment** Change & Continuity Change in punishment across 1000 year period from the Medieval period to the modern period Change of punishment from retribution and deterrent to rehabilitation	**Unit 3 - Crime & Punishment : Law Enforcement** Change & Continuity Change in crime across 1000 year period from the Medieval period to the modern period Changes in law enforcement from community based through to a professional police force **Unit 3B - Crime & Punishment : Whitechapel** Local area site study Focussed on the difficulties in policing Whitechapel 1870 - 1900, including the Jack the Ripper murders and the failure of the police to capture him	**Unit 1 - The Origins of the Cold War 1941 - 1958** Cause & Consequence Superpower relations at the beginning of the Cold War through the events of the WW2 conferences through to the spliting of Europe & the divsion of Germany	**Unit 2 - Cold War Crises 1958 - 1970** Cause & Consequence Superpower realtions during the three major crises of the Cold War, including; the Berlin Ultimatum, the Cuban Missile Crisis and the Hungarian Uprising
Year 11	**Unit 3 - The End of the Cold War 1970 - 1991** Cause & Consequence Superpower relations during the end of the Cold War from the periods of detente, through to the establishment of 'New Thinking' and the dissolution of the USSR	**Unit 1 - Anglo-Saxon Engalnd & the Norman Conquest 1060 - 1066** The build up to the year 1066. The society, economy and political situation of England. The death of Edward the Confessor and the succession crisis followed by the events of the year 1066 and the battle between the contenders for the throne of England	**Unit 2 - William I in power : securing the kingdom 1066 - 1087** The actions and methods taken by William to secure his control over his newly conquered kingdom; through castles, landownership and the suppression of rebellions against his rule	**Unit 3 - Norman England 1066 - 1088** The societal and cultural changes that the Normans made to England, including the church, language and the ordering of society through the feudal system The death of William and his relationship with his sons		
	KS5					
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 12	**Unit 1 - The era of Reconstruction and the Gilded Age 1865 - 1890**	**Unit 2 - Populism, Progressivism and Imperialism 1890 - 1920**	**Unit 3 - The Restoration of Royal Authority 1154 - 1166** Henry II's restoration of the authority of the king of England after the Anarchy across political, economic and religious aspects of society. Henry II's control of his continental possessions and the creation of his Empire	**Unit 4 - The Crisis of Royal Authority 1166 - 1174** The two great crises of Henry's reign - Crisis of Thomas Becket and Henry's relationship with the church - The causes, events and consequences of the Great Rebellion	**Unit 5 - The Stuggle for Royal Authority 1174 - 1189** The restoration of authority after the Great Rebellion. Henry II's centralisation of authority across politics, economics, religion and all areas of his empire	**Unit 6 - NEA** 100 year historical study on a topic of pupils choice, integrating the analysis of sources and interpretations
Year 13	**Unit 1 - Crisis of identity 1920 - 1945**	**Unit 2 - The Superpower 1945 - 1975**	**Unit 3 - Richard I 1189 - 1199** The use of justiciars to maintain his authority during his absence on crusade and then during imprisonments. Richard's return to England and then his wars in France to regain lost territory from Philip; through to his death	**Unit 4 - King John I 199 - 1214** The government of King John across political, social, economic, military and religious areas. The loss of continental possessions in France and attempts to win them back and the protracted argument with the chruch	**Unit 5 - The end of John's reign 1214 - 1216** The final year of John's reign, through the attempts to limit the king's authoirty through the Magna Carta, the First Baron's War and the eventual death of John. Followed by the restoring of the monarchy under Henry III	**Unit 6 - NEA** 100 year historical study on a topic of pupils choice, integrating the analysis of sources and interpretations