

Courses	A-Levels: Economics, English literature, Politics, Philosophy and Sociology. Apprenticeships in Archaeology, Conveyancing and Cultural Heritage. BTEC's in Business Studies, Cultural Heritage and Archive Services.
Careers	Armed Forces, Services, Law, Business, Politics, Medicine, Tourism, Archaeology, Librarian, Public Relations, Writing and Civil Service.
Skills	Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork skills.
Real World	Sense of social responsibility; strong intellectual skills applicable to the real world, understanding of the social, political, economic and environmental factors that shape and influence the world we live in.

Cycle 2: Superpower relations and the Cold War, 1941-91

- Origins of Cold War 1941 - 1958
- Crisis Stage 1958 - 1970
- End of Cold War 1970 - 1991

Cycle 3: Preparation for Examination and Exams

Cycle 1: Germany & MOTWF

- Control and Dictatorship
- Terror and Opposition Control
- Life in Nazi Germany
- Hitler Youth and propaganda
- Persecution of the Jews 1933-39
- Medicine on the Western Front

Year **11**

Cycle 3: Germany 1919-1939

- The Weimar Republic
- Hyperinflation
- Putschs and Uprisings
- Hitler's Rise to Power

Cycle 2: Elizabeth

- Elizabeth I
- Early life & rule
- Religion
- Mary Queen of Scots
- Catholic Plots
- War with Spain
- Society
- Culture
- Exploration Era
- Empire Building

Cycle 2: Rise of Dictatorships and the Holocaust

- Hitler's Germany
- Stalin's Russia
- Genocide in global histories
- Fascism and Communism.

Cycle 3: 20th Century Britain Minorities and Struggle

- Modern history focus
- 9/11 and it's global impact
- Discrimination
- Modern day terrorism

Cycle 1: Medicine Through Time

- Medieval: 1100 - 1500
- Renaissance 1500 - 1750
- Industrial 1750 - 1900
- Modern 1900 - Present

Year **10**

Cycle 2: The British Empire

- Transatlantic Slave Trade
- Decolonisation of the Curriculum
- Rise of Global Empires
- The Exploration Era

Cycle 1: World War, 20th century & Suffrage

- WWI and II deep study.
- Analysis of key European and global nations.
- History of Suffrage (right to vote)

Year **9**

Cycle 3: Did slavery allow Britain to prosper?

- David Olusoga's work on Britain's involvement with the slave trade
- Moral evaluation of our country's past and rectification of mistakes

Cycle 2: The British Empire

- Transatlantic Slave Trade
- Decolonisation of the Curriculum
- Rise of Global Empires
- The Exploration Era

Cycle 2: Middle Ages & Break from Rome

- Medieval Church
- Medieval Society
- Medieval Africa
- War of the Roses
- Henry VIII
- The Reformation
- Martin Luther

Cycle 3 : Tudors and Civil War

- Charles I
- Civil War
- Spanish Armada
- Tudor Life

Cycle 1: The Silk Roads

- Trade, Goods and Services
- Globalisation
- Creating Global Citizens
- The Slave Roads?
- Led by Oxford Uni studies

Year **8**

Cycle 2: The British Empire

- Transatlantic Slave Trade
- Decolonisation of the Curriculum
- Rise of Global Empires
- The Exploration Era

Cycle 1: Romans and Normans

- Chronology
- Sources
- 1066
- Domesday Book
- Villages, Towns, Castles

Year **7**

Cycle 1: The Industrial Revolution
Cycle 2: Twentieth Century Conflict
Cycle 3: Civil Rights

Year **6**

Year 7 & 8	Year 9	Year 10 & 11
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- Each unit of work plays a proximal and ultimate role.
- Topics are bound together by concepts and themes – these bring coherence.
- Units are sequenced in a deliberate way so knowledge is built over time.
- New knowledge is attached to schema – this speeds the learning process.
- Each unit of work follows the principles outlined for Year 7 & 8, meaning that by the time we reach the end of KS3, students have a deep knowledge of our subject.
- Their deep knowledge means that they know lots of things (declarative knowledge), and they are able to do lots of things with this information (procedural knowledge).
- By the time we fully introduce GCSE content, we are adding to existing frameworks of knowledge (schema).