

This table outlines the key topic areas covered in **History** across KS3-5. The topics are taught chronologically covering the following historical topics:

Long term planning - Subject: History

AGE-STAGE	TOPICS (Spilt up into half terms for KS3 and split into terms KS4/5) <i>However edit as you wish</i>					
Year 7	Introduction to History skills Migration The Norman Conquest	The Norman Conquest. Medieval Society – role of women, law and order, feudal system etc	The Development of the Church in the Middle Ages and the role of religion Pilgrimages and impact of religion on medieval people's lives Murder of Thomas Becket Treatment of the Jews in the Middle Ages	King John and the Magna Carta The Black Death and the impact it had on society The Peasants' Revolt	The Tudor Dynasty The English Reformation and Counter Reformation The Gunpowder Plot	The Civil War Comparison between the rule of the Mughals and the Tudors and Stuarts
Year 8	Oliver Cromwell Sugar, Empire and Slavery	The Industrial Revolution WWI – including the local study	Life in the Twentieth Century The Suffragettes	The Rise of the Dictators WWII	The Holocaust	The Decline of the British Empire

GCSE Y9	The Elizabethan Age 1558-1603	The Elizabethan Age 1558-1603	Changes in Health and Medicine in Britain c500 to the present day	Changes in Health and Medicine in Britain c500 to the present day
GCSE Y10	Germany in Transition 1919-1939	Germany in Transition 1919-1939		The Development of the USA 1929-2000
GCSE Y11	The Development of the USA 1929-2000	Revision		N/A
A-level Y12	The Tudors 1485 - 1603	The Tudors 1485 - 1603		Italy and Fascism c1900 – 1945 NEA
A-level Y13	Italy and Fascism c1900 – 1945 NEA	Revision		N/A

KS3 National Curriculum coverage – Colour code for ease

The development of the State 1066-1745
The development of the Church 1066-1745
The development of Society 1066-1745
Significant society in world history 1066-1745
Ideas, political power, industry and empire: Britain, 1745-1901
Challenges for Britain, Europe and the wider world 1901 to the present day

A local history study

	History Skills & The Norman Conquest	The Norman Conquest and its impact	Medieval Church	Medieval Society	Tudors and Stuarts	The Civil War & Mughal Empire
Y7	<p>KS2 linked concepts covered:</p> <p>Through the lessons relating to History Skills we find out what topics the students have covered and what History skills and terminology they students are aware of. Different Primary Schools cover different topics and not all teach History skills.</p>	<p>KS2 linked concepts covered:</p> <p>KS2 NC - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>KS2 linked concepts covered:</p> <p>KS2 NC - the Roman Empire and its impact on Britain eg culture and beliefs, including early Christianity</p> <p>Related to any RS lessons, assemblies, experience of the Church.</p>	<p>KS2 linked concepts covered:</p> <p>KS2 NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 eg the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>Related to the idea of Parliament – knowledge of the PM and role of Parliament. Link to current events.</p>	<p>KS2 linked concepts covered:</p> <p>KS2 NC – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Linked to the study of Henry VIII and his wives and related to any RS lessons, assemblies, experience of the Church.</p>	<p>KS2 linked concepts covered:</p> <p>KS2 NC - a non-European society that provides contrasts with British history</p> <p>Related to the idea of Parliament – knowledge of the PM and role of Parliament. Link to current events.</p>

	<p>Key Ideas: History skills – History is not just a story about what happened in the past there are key historical concepts eg chronology, continuity and change, cause and consequence, similarity and difference</p> <p>To explore the issues surrounding the death of a King without an heir, what was happening in England during this time and the reasons someone might want to be King of England.</p>	<p>Key Ideas: Cause and consequence – how the Normans won the Battle of Hastings.</p> <p>Medieval Society - The Feudal System, the Domesday Book, building of castles, the role of women at this time.</p>	<p>Key Ideas: The role of religion in society</p> <p>The issues between Church and State – who had the most power?</p> <p>Evaluating the tolerance of Medieval Society</p>	<p>Key Ideas: Interpretations case study – King John a good king or a bad one? The Magna Carta and the development of Parliament – Why was the Magna Carta so important at the time? Is it important now?</p> <p>Medieval Society: The impact of the Black Death – beliefs, causes, cures and the long term impact on society Rebellion: Would you have joined the Peasants’ Revolt? Did the Black Death and Peasants’ Revolt change people’s lives?</p>	<p>Key Ideas: How the role of the State developed under the Tudors</p> <p>The impact of the English Reformation on England</p> <p>Issues relating to religion eg Mary I, Elizabeth I and the Gunpowder Plot.</p>	<p>Key Ideas: The issue between King and Parliament when they do not agree.</p> <p>Comparison of ruling styles of Mughals and Tudor and Stuarts. Making links between the two, similarities and differences</p>
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<p>NC/Sequenced links:</p> <p>All History lessons are taught across a chronological framework so students can see how developments occur over time and can look at change and continuity.</p> <p>Skills are taught and then honed as the year progresses through more challenging tasks and enquiry questions.</p> <p>The NC Focus for Y7 is : The development of Church, state and society in Medieval Britain 1066-1509</p> <p>The development of Church, state and society in Britain 1509-1745</p>	<p>NC/Sequenced links:</p> <p><u>The Development of Society and the role of women – KS3</u></p> <p>The Elizabethan Age – GCSE</p> <p>Germany 1933-39 GCSE</p> <p>The Development of the USA 1929-200 – GCSE</p> <p>Medicine Through Time – GCSE</p> <p>The Tudors – A level</p> <p>The Development of the USA 1929-200 - GCSE</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p><u>Struggle between Church & State – KS3</u></p> <p>The Elizabethan Age – GCSE</p> <p>Germany 1933-39 GCSE</p> <p>The Tudors – A level</p> <p>Italy and Fascism – A level</p> <p><u>The Impact of Disease on Society – KS3</u></p> <p>Medicine Through Time – GCSE</p> <p>The Elizabethan Age – GCSE</p> <p>The Tudors – A level</p>	<p>NC/Sequenced links:</p> <p><u>The development of Parliament and its role – KS3</u></p> <p>The Elizabethan Age – GCSE</p> <p>Germany 1933-39 GCSE</p> <p>Medicine Through Time – GCSE</p> <p>The Tudors – A level</p> <p>The Development of the USA 1929-200 - GCSE</p> <p>Italy and Fascism – A level</p> <p><u>The Impact of Disease on Society</u></p> <p>Medicine Through Time – GCSE</p> <p>Germany 1933-39 GCSE</p> <p><u>Revolts and other forms of opposition to the State</u></p> <p>The Elizabethan Age – GCSE</p> <p>Germany 1933-39 GCSE</p>	<p>NC/Sequenced links:</p> <p><u>The Reformation & Counter Reformation KS3</u></p> <p>Medicine Through Time - GCSE</p> <p>The Elizabethan Age - GCSE</p> <p>The Tudors – A level</p>	<p>NC/Sequenced links:</p> <p><u>Struggle between King /Ruler & Parliament – KS3</u></p> <p>The Elizabethan Age - GCSE</p> <p>Germany 1933-39 GCSE</p> <p>The Development of the USA 1929-200 – GCSE</p> <p>The Tudors – A level</p> <p>Italy and Fascism – A level</p>
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			<p>The Development of the USA 1929-200</p> <p>The Tudors – A level</p> <p>Italy and Fascism – A level</p>		
<p>Employment links? Journalist, Solicitor, Barrister, Teacher, Marketing, Museum Researcher or Curator, Museum Education Officer, Archaeologist, Archivist, Records Manager, Media Researcher, Politics, Working in the Public Sector, Insurance, Business, Economics, Academia</p>					
<p>Assessment:</p> <ul style="list-style-type: none"> PC1 - Why did the Normans win the Battles of Hastings? Historical Enquiry In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> PC2 - Was King John a good King? Interpretation In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> PC3 - Who was to blame for the Civil War? Causation In class assessments 	

	Oliver Cromwell, the Slave Trade & the British Empire	Industrial Revolution & WWI	Life in the Twentieth Century & the Suffragettes	The Rise of the dictators & WWII	The Holocaust & the decline of the Empire	The Cold War & Germany 1933-2015
	Y7 linked concepts covered: The role of the State – Change & Continuity	Y7 linked concepts covered: The development of Society The role of Parliament	Y7 linked concepts covered: The development of Society The role of women	Y7 linked concepts covered: Development of the role of the State	Y7 linked concepts covered: Treatment of the Jews	Y7 linked concepts covered: Development of political ideologies

	Building on historical skills	Building on historical skills	Building on historical skills	Building on historical skills	Building on historical skills	Building on historical skills
Y8	<p>Key Ideas: Was the execution of Charles I significant in the history of royal power in England?</p> <p>Key historical concepts: Change & Continuity, significance</p> <p>Was Oliver Cromwell a hero or a villain?</p> <p>Key historical concepts: Interpretation</p> <p>What was the British Empire? Who benefitted from the Empire? Historical perspective</p> <p>What were the key aspects of the slave trade? What can Olaudah Equiano tell us about the slave trade?</p>	<p>Key Ideas: How did the Industrial Revolution change things?</p> <p>How democratic was the UK by 1901?</p> <p>What were the causes of WWI?</p> <p>What was life like on the Western Front?</p> <p>Local study – Trench system RAF Halton, War Memorial Chesham, connections to students' families and roles they played during WWI.</p>	<p>Key Ideas: Was the story of the twentieth century simply one of things getting better?</p> <p>How did women get the right to vote?</p>	<p>Key Ideas: Was the Treaty of Versailles fair?</p> <p>The rise of the dictators.</p> <p>What were the causes of WWII?</p> <p>Was Dunkirk a success or defeat?</p> <p>What was it like living through the war?</p> <p>Was the dropping of the atomic bomb justified?</p>	<p>Key Ideas: How did the Holocaust happen?</p> <p>What happened to the British Empire in the Twentieth Century? Why?</p>	<p>Key Ideas: What was the Cold War?</p> <p>What is the story of Germany from 1933 to 2015?</p>

<p>NC/Sequenced links:</p> <p><u>Significance of royal power</u></p> <p>The Elizabethan Age – GCSE</p> <p>The Tudors – A level</p> <p>Italy and Fascism – A level</p> <p><u>Ideas of Empire & the Slave Trade</u></p> <p>The Elizabethan Age – GCSE</p> <p>Germany 1933 – 1939 - GCSE</p> <p>The Tudors – A level</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p><u>The role of Parliament and Democracy</u></p> <p>The Elizabethan Age – GCSE</p> <p>Germany 1933 – 1939 – GCSE</p> <p>Medicine Through Time – GCSE</p> <p>The Development of the USA 1929-200 - GCSE</p> <p>The Tudors – A level</p> <p>Italy and Fascism – A level</p> <p><u>WWI</u></p> <p>Germany 1933 – 1939 - GCSE</p> <p>Medicine Through Time – GCSE</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p><u>Story of the Twentieth Century</u></p> <p>Germany 1933 – 1939 - GCSE</p> <p>The Development of the USA 1929-200 - GCSE</p> <p>Medicine Through Time – GCSE</p> <p>Italy and Fascism – A level</p> <p><u>The Suffragettes</u></p> <p>Germany 1933 – 1939</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p><u>The rise of the dictators and WWII</u></p> <p>Germany 1933 – 1939 - GCSE</p> <p>The Development of the USA 1929-200 – GCSE</p> <p>Medicine Through Time – GCSE</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p><u>The Holocaust</u></p> <p>Germany 1933 – 1939 – GCSE</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p><u>The Cold War</u></p> <p>The Development of the USA 1929-200 – GCSE</p> <p><u>Germany 1933-2015</u></p> <p>Germany 1933 – 1939 – GCSE</p> <p>Italy and Fascism – A level</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> • PC1 - dependent on timing of this • In class assessments 	<p>Assessment:</p> <ul style="list-style-type: none"> • PC2 - dependent on timing of this • In class assessments 	<p>Assessment:</p> <ul style="list-style-type: none"> • PC3 - dependent on timing of this • In class assessments 			

	The Elizabethan Age	The Elizabethan Age	The Elizabethan Age	Medicine Through Time	Medicine Through Time	Medicine Through Time
	<p>KS3 linked concepts covered: The development of the State</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered: The development of Society</p> <p>The development of the Church</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered: The development of the Church</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered: The development of Society</p> <p>The development of the State</p> <p>Ideas, political power, industry and empire: Britain</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered: The development of Society</p> <p>The development of the State</p> <p>Ideas, political power, industry and empire: Britain</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered: Ideas, political power, industry and empire: Britain</p> <p>Building on historical skills</p>
Y9	<p>Key Ideas:</p> <p>How successful was the Government of Elizabeth I?</p> <p>How did life differ for the rich and poor?</p>	<p>Key Ideas:</p> <p>What were the most popular types of entertainment in Elizabethan times?</p> <p>How successfully did Elizabeth solve the problems of religion?</p>	<p>Key Ideas:</p> <p>Why were the Catholics such a serious threat to Elizabeth?</p> <p>How much of a threat was the Spanish Armada?</p> <p>Why did the Puritans become an increasing threat during Elizabeth's reign?</p>	<p>Key Ideas:</p> <p>What were the causes of illness and disease?</p> <p>What attempts were made to prevent illness and disease?</p> <p>What attempts were made to cure illness and disease?</p>	<p>Key Ideas:</p> <p>What advances were made in medical knowledge?</p> <p>How did patient care develop?</p> <p>What were the developments in public health and patient care?</p>	<p>Key Ideas:</p> <p>The Historic environment study:</p> <p>The British Sector of the Western Front and the treatment and care of the wounded.</p> <p>Scutari Hospital and the treatment and care of the wounded during the Crimean War, 1853-1856.</p>

<p>NC/Sequenced links:</p> <p>Medicine Through Time – GCSE</p> <p>The Tudors – A level</p>	<p>NC/Sequenced links:</p> <p>Medicine Through Time – GCSE</p> <p>The Tudors – A level</p>	<p>NC/Sequenced links:</p> <p>Medicine Through Time – GCSE</p> <p>The Tudors – A level</p>	<p>NC/Sequenced links:</p> <p>The Elizabethan Age – GCSE</p> <p>The Tudors – A level</p>	<p>NC/Sequenced links:</p> <p>The Elizabethan Age – GCSE</p> <p>The Tudors – A level</p>	<p>NC/Sequenced links:</p> <p>The Elizabethan Age – GCSE</p> <p>The Tudors – A level</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> • PC1 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC2 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC3 - dependent on timing of this • In class assessments 	

	Germany 1933-39	Germany 1933-39	Germany 1933-39	Germany 1933-39	USA 1929-200	USA 1929-200
Y10	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>
	<p>Key Ideas:</p> <p>What was the impact of WWI on Germany?</p> <p>How did the Weimar Government recover?</p>	<p>Key Ideas:</p> <p>How and why did the Nazis come to power?</p> <p>How did Hitler consolidate his position?</p>	<p>Key Ideas:</p> <p>What were the Nazis economic policies?</p> <p>What were the Nazis social and racial policies?</p>	<p>Key Ideas:</p> <p>What was Hitler's foreign policy?</p>	<p>Key Ideas:</p> <p>What was the impact of the Wall Street Crash?</p> <p>What was life like during the Depression?</p> <p>What impact did WWII have on America?</p> <p>What happened after WWII?</p>	<p>Key Ideas:</p> <p>How did civil rights develop 1941-1970?</p>

<p>NC/Sequenced links:</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p> <p>Italy and Fascism – A level</p>	<p>NC/Sequenced links:</p>	<p>NC/Sequenced links:</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> • PC1 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC2 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC3 - dependent on timing of this • In class assessments 	

	USA 1929-200	USA 1929-200	USA 1929-200	Revision	Revision	N/A
Y11	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered:</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Building on historical skills</p>	<p>KS3 linked concepts covered:</p>	<p>KS3 linked concepts covered:</p>	<p>KS3 linked concepts covered:</p>
	<p>Key Ideas:</p> <p>What were the political changes in America from 1960-2000?</p>	<p>Key Ideas:</p> <p>What were the main social changes in America from 1950 – 2000?</p> <p>Why was America involved in the Cold War?</p> <p>What were the key events of the Cold War?</p>	<p>Key Ideas:</p> <p>What was détente?</p> <p>What was America's relationship with USSR, China and the Middle East?</p>	<p>Key Ideas:</p> <p>Practice examination questions and test historical knowledge</p>	<p>Key Ideas:</p> <p>Practice examination questions and test historical knowledge</p>	<p>Key Ideas:</p>

<p>NC/Sequenced links:</p> <p>Building upon prior knowledge from KS3 and honing historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building upon prior knowledge from KS3 and honing historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building upon prior knowledge from KS3 and honing historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building upon prior knowledge from KS3 and honing historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building upon prior knowledge from KS3 and honing historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building upon prior knowledge from KS3 and honing historical skills.</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> • PC1 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC2 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC3 - dependent on timing of this • In class assessments 	

	The Tudors 1485 - 1603	The Tudors 1485 - 1603	The Tudors 1485 - 1603	The Tudors 1485 - 1603	Italy and Fascism c1900 – 1945 NEA	Italy and Fascism c1900 – 1945 NEA
	GCSE linked concepts covered: The Elizabethan Age Refining historical skills	GCSE linked concepts covered: The Elizabethan Age Refining historical skills	GCSE linked concepts covered: The Elizabethan Age Refining historical skills	GCSE linked concepts covered: The Elizabethan Age Refining historical skills	GCSE linked concepts covered: Germany 1933-39 Refining historical skills	GCSE linked concepts covered: Germany 1933-39 Refining historical skills
Y12	Key Ideas: How did Henry VII establish the Tudor dynasty? Who had the most power Henry VIII or his chief ministers?	Key Ideas: Why did Henry break with Rome? What happened in Henry's last years?	Key Ideas: What were the main issues relating to Edward and Mary's reigns? What was the situation in England when Elizabeth came to the throne? How did Elizabeth deal with her court, ministers and Parliament?	Key Ideas: How did Elizabeth deal with the problems of religion? Why did Elizabeth execute Mary Queen of Scots? What was Elizabeth's foreign policy? What role did England play in trade, exploration and colonisation?	Key Ideas: What was the economic, political and social condition of Italy c1900? Why did Liberal Italy collapse and Mussolini get into power? How did Mussolini consolidate his dictatorship?	Key Ideas: How far did Mussolini change the way the government worked and how powerful were the Fascist Party and Leaders? Was there any opposition to Fascism?

<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>
<p>Employment links? Journalist, Solicitor, Barrister, Teacher, Marketing, Museum Researcher or Curator, Museum Education Officer, Archaeologist, Archivist, Records Manager, Media Researcher, Politics, Working in the Public Sector, Insurance, Business, Economics, Academia</p>					
<p>Assessment:</p> <ul style="list-style-type: none"> • PC1 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC2 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC3 - dependent on timing of this • In class assessments 	

Y13	Italy and Fascism c1900 – 1945 NEA	Italy and Fascism c1900 – 1945 NEA	Italy and Fascism c1900 – 1945 NEA	Revision	Revision	N/A	
	GCSE linked concepts covered: GCSE linked concepts covered: Germany 1933-39 Refining historical skills	GCSE linked concepts covered: GCSE linked concepts covered: Germany 1933-39 Refining historical skills	GCSE linked concepts covered: GCSE linked concepts covered: Germany 1933-39 Refining historical skills	GCSE linked concepts covered: GCSE linked concepts covered: Germany 1933-39 Refining historical skills	GCSE linked concepts covered: GCSE linked concepts covered: Germany 1933-39 Refining historical skills	GCSE linked concepts covered: GCSE linked concepts covered: Germany 1933-39 Refining historical skills	GCSE linked concepts covered: GCSE linked concepts covered: Germany 1933-39 Refining historical skills
	Key Ideas: How successful were Mussolini's economic policies? How successful were Mussolini's domestic policies?	Key Ideas: How successful was Mussolini's foreign policy?	Key Ideas: Why did Mussolini enter WWII and what happened?	Key Ideas: Examination practice NEA completion	Key Ideas:	Key Ideas:	Key Ideas:

	<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>	<p>NC/Sequenced links:</p> <p>Building on previous relevant historical knowledge and refining historical skills.</p>	<p>NC/Sequenced links:</p>	<p>NC/Sequenced links:</p>	<p>NC/Sequenced links:</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> • PC1 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC2 - dependent on timing of this • In class assessments 		<p>Assessment:</p> <ul style="list-style-type: none"> • PC3 - dependent on timing of this • In class assessments 		