

Brief overview									
The Year 7 curriculum aims to develop essential disciplinary concepts of causation, change and continuity, consequence, evidence, historical interpretations, significance, and the comparison of similarities and differences. These concepts will be integrated with the study of a broad range of diverse historical events from before 1066 to c1400.									
Term	Autumn			Spring			Summer		
Unit title	Historical skills	Medieval Baghdad and Anglo-Saxon England	Norman England	Medieval women	Henry II and Thomas Becket	King John and the Magna Carta	Medieval Africa	The Black Death	Consequences of the Black Death
Big question/ core concept	How do historians learn about the past?	How similar were 11 <sup>th</sup> century Baghdad and Anglo-Saxon England? <i>Similarity and difference</i>	How disruptive were the Normans? <i>Change and continuity</i>	Could medieval women rule? <i>Similarity and difference</i>	Why was Thomas Becket murdered? <i>Causation</i>	Was King John a villain? <i>Historical interpretations</i>	What does the story of Mansa Musa reveal about Medieval west Africa? <i>Significance</i>	How did Walsham village respond to the Black Death? <i>Primary evidence</i>	Did anything good come from the Black Death? <i>Consequence</i>
Knowing	<ul style="list-style-type: none"> <li>The importance of chronology</li> <li>Types of evidence that historians use</li> <li>Different interpretations of the past can exist</li> </ul>	<ul style="list-style-type: none"> <li>The existence of trade during the Middle Ages, including the Silk Road</li> <li>The structure of society</li> <li>The role of women</li> <li>The importance of education</li> <li>The 'golden age' – Alfred the Great and the Abbasid Caliphate</li> </ul>	<ul style="list-style-type: none"> <li>The succession crisis of 1066</li> <li>The battles of 1066 – Gate Fulford, Stamford Bridge, Hastings</li> <li>How William secured the throne – castles, new laws, landholding, dealing with rebellions</li> <li>Life in Norman England for the ordinary population</li> </ul>	<ul style="list-style-type: none"> <li>The role and status of women in the Middle Ages</li> <li>Empress Matilda, the disputed succession, and the Anarchy</li> <li>Eleanor of Aquitaine</li> <li>Melisende of Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>The importance of religion in the Middle Ages</li> <li>King Henry II and his desire for power</li> <li>Thomas Becket's relationship with Henry II</li> <li>Becket's murder and aftermath</li> </ul>	<ul style="list-style-type: none"> <li>Richard the Lionheart's fame and popularity</li> <li>King John's problems as king</li> <li>Interpretations of King John</li> <li>Reasons behind John's poor reputation</li> </ul>	<ul style="list-style-type: none"> <li>Life in Medieval Africa, including the role of Griots, religion, and education</li> <li>The life and story of Sundiata Keita</li> <li>The life and achievements of Mansa Musa</li> </ul>	<ul style="list-style-type: none"> <li>The Black Death – theories about its origin and how it spread to Europe</li> <li>Causes, treatments, preventions of the Black Death</li> <li>How the Black Death affected life in Walsham</li> </ul>	<ul style="list-style-type: none"> <li>Short-term impacts: death and ruin</li> <li>Longer-term impacts: the Peasants' Revolt, impact on the feudal system,</li> </ul>
Applying	<ul style="list-style-type: none"> <li>Constructing accurate timelines of the past</li> <li>Making inference from evidence</li> <li>Making judgements about interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the similarities experienced in both kingdoms</li> <li>Explaining the differences experienced in both kingdoms</li> <li>Making a judgement about the extent of similarity/difference</li> </ul>	<ul style="list-style-type: none"> <li>Forming judgements about how far life changed under Norman rule</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the similarities experienced for each female</li> <li>Explaining the differences experienced for each female</li> <li>Making a judgement about the extent of similarity/difference</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the different causes of Becket's murder to form a reasoned judgement</li> </ul>	<ul style="list-style-type: none"> <li>Describing the different interpretations of King John</li> <li>Explaining which viewpoint is most valid</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the importance of Mansa Musa to the history of Medieval west Africa</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences from evidence</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the consequences of the Black Death</li> <li>Categorising the consequences into short term and longer term</li> <li>Categorising the consequences based off importance</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on similarity and difference</li> </ul> <p style="text-align: center;"><b>Mid-year exams</b></p>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on causation</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on significance</li> </ul> <p style="text-align: center;"><b>End of Year exams</b></p>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on primary evidence</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on consequence</li> </ul>

## Brief overview

The Year 8 curriculum aims to continue the development of the essential disciplinary concepts of causation, change and continuity, consequence, evidence, historical interpretations, significance, and the comparison of similarities and differences. These concepts will be integrated with the study of a broad range of diverse historical events from c1500 -c1850.

Term	Autumn			Spring			Summer	
Unit title	The Tudors	Elizabeth I	The Black Tudors	The Pendle Witches	English Civil War	Industrial Revolution	The British Empire	Trans-Atlantic Slave Trade
<b>Big question/ core concept</b>	Why are historians so fascinated by the Tudors? <i>Significance</i>	How valid is Estelle Paranque's view of Elizabeth I? <i>Historical interpretations</i>	Who were the Black Tudors? <i>Primary evidence</i>	Did Lancashire really have a problem with witches? <i>Causation</i>	Why did the King lose his head? <i>Causation</i>	How far did the Industrial Revolution change England? <i>Change and continuity</i>	What was it like to live under the British Empire? <i>Similarity and difference</i>	What were the consequences of the Trans-Atlantic Slave Trade? <i>Consequence</i>
<b>Knowing</b>	<ul style="list-style-type: none"> <li>How the Tudors came to rule England</li> <li>How Henry VII secured the throne</li> <li>Henry VIII and the 'Break with Rome'</li> <li>Henry VIII and his wives</li> <li>The 'Religious Rollercoaster'</li> </ul>	<ul style="list-style-type: none"> <li>What are historical interpretations?</li> <li>Estelle Paranque's interpretation of Elizabeth</li> <li>Elizabeth's religious settlement</li> <li>Elizabeth and her government</li> <li>Elizabeth and marriage</li> <li>Threats to Elizabeth's throne</li> <li>Elizabeth's final years</li> </ul>	<ul style="list-style-type: none"> <li>Status of Black people in Tudor England</li> <li>John Blanke – the royal musician</li> <li>Jacques Francis – the salvage diver</li> <li>Reasonable Blackman – the silk trader</li> <li>Cattelena of Almondsbury – the free lady</li> <li>Mary Fillis – the servant</li> </ul>	<ul style="list-style-type: none"> <li>James I and his superstitions</li> <li>Status of women in society</li> <li>Ideas on how to identify witches</li> <li>Who were the Pendle Witches?</li> <li>Why were they accused of witchcraft?</li> </ul>	<ul style="list-style-type: none"> <li>Life in England in the early 1600s</li> <li>Causes of the Civil War</li> <li>Events of the Civil War</li> <li>Charles' sentencing and execution</li> </ul>	<ul style="list-style-type: none"> <li>Life before the Industrial Revolution – society and the economy</li> <li>Changes to England because of the Industrial Revolution</li> <li>Burnley in the Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>What was the British Empire?</li> <li>Life in India under British rule</li> <li>Life in Australia under British rule</li> <li>The Scramble for Africa</li> </ul>	<ul style="list-style-type: none"> <li>Origins of the Trans-Atlantic Slave Trade</li> <li>The triangular trade network</li> <li>Liverpool's links to slavery</li> <li>Experiences of the Middle Passage</li> <li>Slave auctions</li> <li>Life on the plantations</li> <li>Abolition movement</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Explaining the significance of the major events during the Tudor dynasty</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the validity of Paranque's interpretation of Elizabeth I</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating the primary sources of evidence to learn about the lives of Black Tudors</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the reasons why the Pendle Witches were accused of witchcraft</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the reasons why Charles I was executed</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the extent of change following the Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating the similarities and differences of life under British rule</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the consequence of the Trans-Atlantic Slave Trade</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on significance</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on primary sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on causation</li> <li><b>Mid-year exams</b></li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on causation</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on similarity and difference</li> <li><b>End of Year exams</b></li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on consequence</li> </ul>

Brief overview

The Year 9 curriculum aims to further the development of the essential disciplinary concepts of causation, change and continuity, consequence, evidence, historical interpretations, significance, and the comparison of similarities and differences. These concepts will be integrated with the study of a broad range of diverse historical events from c.1900 – present day.

Term	Autumn			Spring		Summer	
Unit title	First World War	Inter-War Years	Second World War	The Holocaust	Civil Rights Movement - USA	Women's Rights	British social study
<b>Big question/ core concept</b>	Why do historians disagree about who to blame for the First World War?  'Lions led by Donkeys' – how valid is this view of First World War generals?  <i>Historical interpretations</i>	What was life like after the Great War?  <i>Primary evidence</i>	What was the biggest turning point of the Second World War?  <i>Significance</i>	How could the Holocaust happen?  <i>Causation</i>	How successful was the American Civil Rights Movement?  <i>Consequence</i>	Have women achieved equality in Britain?  <i>Change and continuity</i>	How far has life in Britain progressed since 1900?  <i>Similarity and difference</i>
<b>Knowing</b>	<ul style="list-style-type: none"> <li>Interpretations of the causes of the First World War</li> <li>Long-term causes of the war, including: Franco-Prussian War, the arms race, the naval race, Imperialism, the Alliance systems, and the Balkans</li> <li>Short-term causes of the war: the Assassination of Archduke Franz Ferdinand</li> <li>Context of the war – alliances and major battles</li> <li>Tactics</li> <li>Douglas Haig</li> <li>Traditional interpretations vs Revisionist interpretations</li> <li>The Accrington Pals</li> </ul>	<ul style="list-style-type: none"> <li>Life in 1920s America</li> <li>Life in 1920s Britain</li> <li>Life in 1920s Germany</li> <li>Life in 1920s India</li> </ul>	<ul style="list-style-type: none"> <li>Causes of the Second World War</li> <li>German invasion of Poland</li> <li>German invasion of France</li> <li>The evacuation at Dunkirk</li> <li>The Battle of Britain</li> <li>Operation Barbarossa</li> <li>Pearl Harbor</li> <li>The Battle of Midway</li> <li>The war in North Africa</li> <li>The Battle of Stalingrad</li> <li>D-Day landings</li> <li>The use of atomic bombs in 1945</li> </ul>	<ul style="list-style-type: none"> <li>Jews of Europe before the Second World War</li> <li>Roots of anti-Semitism</li> <li>Life for minorities in Nazi Germany</li> <li>Persecution in the 1930s</li> <li>Treatment of Jews during the Second World War</li> <li>The Final Solution</li> <li>The role of perpetrators and bystanders</li> <li>British involvement in the Holocaust</li> <li>Who was Sydney Silverman?</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of African Americans before the Second World War</li> <li>African American experiences of the Second World War</li> <li>Life after the Second World War – Emmet Till, Brown vs Board of Education, Rosa Parks and the Bus Boycott, the Little Rock Nine</li> <li>Freedom rides and marches</li> <li>Black Power movement</li> <li>The role of Martin Luther King Jr.</li> <li>The role of Malcolm X</li> </ul>	<ul style="list-style-type: none"> <li>Political equality: the Suffragists and Suffragettes, how women won the right to vote</li> <li>Social equality: the impact of the Second World War on women's rights, equal rights at work</li> <li>Legal equality: the Sex Discrimination Act, Girl Power, Feminism in 20<sup>th</sup> century Britain</li> </ul>	<ul style="list-style-type: none"> <li>Examples of progress within major social issues since 1900, including: immigration, racism, terrorism, healthcare, poverty, equality</li> <li>Examples of problems that remain within major social issues since 1900, including: immigration, racism, terrorism, healthcare, poverty, equality</li> </ul>
<b>Applying</b>	Assessing the validity of different historical interpretations	Evaluating primary sources of evidence to learn about life after the First World War	Explaining the biggest turning point of the Second World War	Analysing the different causes of the Holocaust	Evaluating the impact of Civil Rights Movement	Analysing the extent of change for the life of women in modern Britain	Assessing the extent of progress in modern Britain
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on primary sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on significance</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on causation</li> </ul> <p style="text-align: center;"><b>Mid-year exams</b></p>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on consequence</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on change and continuity</li> </ul> <p style="text-align: center;"><b>End of Year exams</b></p>	<ul style="list-style-type: none"> <li>Knowledge retrieval quiz</li> <li>Historical skills questions – focused on similarity and difference</li> </ul>

## Brief overview

GCSE historians begin their studies learning about Paper 1: Medicine in Britain and the British sector of the Western Front. This unit explores ideas about the causes of illness, ideas about treatment and places of care, and approaches of prevention across four distinct periods of history. Students then undertake a historic environment study which aims to develop their use of source skills. Students then move onto Paper 3: Weimar and Nazi Germany, where they look at broad enquiries such as: what was life like in post-war Germany? How did Hitler rise to Power? How did Hitler consolidate his power? What was life like in Nazi Germany? Alongside these central enquiries students learn how to work with historical sources and interpretations. These two units are worth 60% of the History GCSE.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	<b>Paper 1: Medicine in Britain</b>	<b>Paper 1: Medicine in Britain</b>	<b>Paper 1: Medicine in Britain</b>	<b>Paper 3: Weimar and Nazi Germany</b>	<b>Paper 3: Weimar and Nazi Germany</b>	<b>Paper 3: Weimar and Nazi Germany</b>
<b>Big question/ core concept</b>	Why was there a lack of progress in the Middle Ages? Was the Renaissance a period of change or continuity?	Why was there so much progress in the Industrial Age? How has medicine improved in the Modern era?	British sector of the Western Front	What was life like in post-war Germany?	How did Hitler rise to power? How did Hitler consolidate his power?	What was life like in Nazi Germany?
<b>Knowing</b>	<ul style="list-style-type: none"> <li>Supernatural and religious explanations of the cause of disease in each period</li> <li>Approaches to prevention and treatment in each period</li> <li>Medical training and places of care for the sick in each period</li> <li>The influence of Galen</li> <li>The Black Death</li> <li>Key individuals in the Renaissance</li> <li>The Royal Society</li> <li>The Great Plague</li> </ul>	<ul style="list-style-type: none"> <li>Supernatural and religious explanations of the cause of disease in each period</li> <li>Approaches to prevention and treatment in each period</li> <li>Medical training and places of care for the sick in each period</li> <li>Key individuals in the Industrial Age</li> <li>Cholera epidemic, London 1854</li> <li>Key individuals in the Modern era</li> <li>Lung cancer</li> </ul>	<ul style="list-style-type: none"> <li>Context of the British sector of the Western Front</li> <li>Terrain and problems for transport</li> <li>Injuries and illnesses</li> <li>Medical treatment and the chain of evacuation</li> <li>Advances in medicine</li> </ul>	<ul style="list-style-type: none"> <li>Origins of the Weimar Republic, 1918-19</li> <li>Challenges to the Weimar Republic, 1919-23</li> <li>The 'Golden Years' of the Weimar Republic, 1924-29</li> <li>Changes in society, 1924-29</li> </ul>	<ul style="list-style-type: none"> <li>Early development of the Nazi Party, 1920-22</li> <li>The Munich Putsch and the Nazi Party, 1923-29</li> <li>The growth in support for the Nazi Party, 1929-32</li> <li>How Hitler became Chancellor, 1932-33</li> <li>How Hitler created a dictatorship, 1933-34</li> <li>The Police State</li> <li>Controlling and influencing attitudes</li> <li>Opposition to the Nazis</li> </ul>	<ul style="list-style-type: none"> <li>Nazi policies towards women</li> <li>Nazi policies towards the Young</li> <li>Employment and living standards</li> <li>The persecution of minorities</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Explain why there was a lack of progress in the Middle Ages</li> <li>Evaluate whether the Renaissance was a period of change or continuity</li> <li>Application of knowledge to exam questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts</p>	<ul style="list-style-type: none"> <li>Assess the reasons for progress in the Industrial Age</li> <li>Explain why the Modern era has experienced so much progress.</li> <li>Application of knowledge to exam questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts</p>	<ul style="list-style-type: none"> <li>Application of knowledge to exam questions</li> <li>Application of knowledge to source questions</li> </ul> <p>A01: knowledge/understanding A03: source analysis/evaluation</p>	<ul style="list-style-type: none"> <li>Explain what life was like in post-war Germany</li> <li>Application of knowledge to exam questions</li> <li>Application of knowledge to source questions</li> <li>Application of knowledge to interpretation questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts A03: source analysis/evaluation A04: analysis of interpretations</p>	<ul style="list-style-type: none"> <li>Assess the reasons why Hitler became Chancellor in 1933.</li> <li>Explain how Hitler established a dictatorship from 1933-34</li> <li>Application of knowledge to exam questions</li> <li>Application of knowledge to source questions</li> <li>Application of knowledge to interpretation questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts A03: source analysis/evaluation A04: analysis of interpretations</p>	<ul style="list-style-type: none"> <li>Explain what life was like for different groups in German society from 1933-39</li> <li>Application of knowledge to exam questions</li> <li>Application of knowledge to source questions</li> <li>Application of knowledge to interpretation questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts A03: source analysis/evaluation A04: analysis of interpretations</p>
<b>Assessment</b>	End of unit assessment	End of unit assessment	End of unit assessment <b>Mid-year exams</b>	End of unit assessment	End of unit assessment <b>End of Year exams</b>	End of unit assessment

**Brief overview**

Year 11 historians start the year studying Paper 2: Superpower Relations and the Cold War. Students consider the causes of the Cold War from 1941-58, the major flashpoints in the Cold War from 1958-70, and reasons for the reduction in tensions resulting in the end of the Cold War from 1970-91. They then begin their study of Paper 2: Anglo-Saxon and Norman England. Within this unit they consider what life was like in Anglo-Saxon England under Edward the Confessor; why there was a succession crisis in 1066, how William the Conqueror secured the throne, and the Normanisation of England. These two units are worth 40% of the History GCSE.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	<b>P2. Superpower Relations and the Cold War</b>	<b>P2. Superpower Relations and the Cold War</b>	<b>P2. Superpower Relations and the Cold War</b> <b>P2. Anglo-Saxon and Norman England</b>	<b>P2. Anglo-Saxon and Norman England</b>	<b>P2. Anglo-Saxon and Norman England</b>	
<b>Big question/ core concept</b>	Origins of the Cold War, 1941-58	Cold War Crises, 1958-70	Why did the Cold War end? Life in Anglo-Saxon England	How did William consolidate his power?	Life in Norman England	
<b>Knowing</b>	<ul style="list-style-type: none"> <li>Reasons for early tension between East and West</li> <li>How the Cold War developed</li> <li>How the Cold War intensified</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for increased tension between East and West</li> <li>Cold War crises</li> <li>Reactions to the crises</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to reduce tensions</li> <li>The 'Second Cold War'</li> <li>The collapse of Soviet control in Eastern Europe</li> <li>Anglo-Saxon government, economy, society</li> <li>The last years of Edward the Confessor</li> <li>The rival claimants for the throne</li> </ul>	<ul style="list-style-type: none"> <li>The Norman invasion</li> <li>Establishing control</li> <li>Anglo-Saxon resistance</li> <li>The legacy of resistance to 1087</li> <li>Revolt of the Earls</li> </ul>	<ul style="list-style-type: none"> <li>The feudal system and the Church</li> <li>Norman government</li> <li>The Norman aristocracy</li> <li>William I and the succession</li> </ul>	
<b>Applying</b>	<ul style="list-style-type: none"> <li>Application of knowledge to exam questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts</p>	<ul style="list-style-type: none"> <li>Application of knowledge to exam questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts</p>	<ul style="list-style-type: none"> <li>Application of knowledge to exam questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts</p>	<ul style="list-style-type: none"> <li>Application of knowledge to exam questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts</p>	<ul style="list-style-type: none"> <li>Application of knowledge to exam questions</li> </ul> <p>A01: knowledge/understanding A02: second order concepts</p>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>End of unit assessment</li> </ul> <p><b>Year 11 Mock Exams</b></p>	<ul style="list-style-type: none"> <li>End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>End of unit assessment</li> </ul> <p><b>Year 11 Mock Exams</b></p>	<ul style="list-style-type: none"> <li>End of unit assessment</li> </ul>	