

Subject: History

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	What is History? What Happened to Lindow Man?	What makes the Romans still significant?	How did the Normans change England? Miserable Middle Ages? Life and Belief 1066-1500	What posed the greatest challenge to the authority of English kings?	A Clash of Civilizations? The Crusades 1085-1200	How did the Wars of the Roses change the future of England?
Content and Second-Order Concepts	<p>Content:</p> <ul style="list-style-type: none"> Historical skills Lindowman Black Romans Roman Government and Society Should Anglo-Saxon England be known as the Dark Age? <p>Concepts:</p> <ul style="list-style-type: none"> Sources and Evidence Significance 		<p>Content:</p> <ul style="list-style-type: none"> 1066 succession crisis. Establishing control - castles, Feudal system, Domesday Book, The Harrying of the North Henry II and Thomas Becket King John, the barons and Magna Carta The Black Death and The Peasants Revolt Simon de Montfort and parliament <p>Concepts:</p> <ul style="list-style-type: none"> Cause and Consequence Change and Continuity 		<p>Content:</p> <ul style="list-style-type: none"> The Islamic world First, Second and Third Crusades Pope Urban, Richard the Lionheart, Saladin Wars of the Roses: Background and Key battles Women of the Wars of the Roses Investigation into the Prince in the Tower and interpretations of Richard III <p>Concepts:</p> <ul style="list-style-type: none"> Interpretations 	

			<ul style="list-style-type: none"> Sources and Evidence 		<ul style="list-style-type: none"> Significance Similarity and Difference (experience) 	
Assessment*	<p>AO3 Source Skills</p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p> <p><i><u>Making inferences on Lindow Man</u></i></p>	<p>AO2b Cause and Consequence</p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><i><u>Explain why... focus on the Romans (PEEL paragraph)</u></i></p>	<p>AO2b Cause and Consequence</p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><i><u>Explain how castles were effective in controlling England (PEEL paragraph two reasons)</u></i></p>	<p>AO2a Change and Continuity</p> <p>This objective assesses understanding of how the past was different, the changes that took place and how some aspects continued.</p> <p><i><u>Good King John? King John, the barons and Magna Carta</u></i></p>	<p>AO4 Historical Interpretations</p> <p>This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge.</p> <p><i><u>Interpretations of Saladin and Richard</u></i></p>	<p>AO1 Historical Knowledge and understanding</p> <p>This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.</p> <p><i><u>Retrieval questions quiz</u></i></p>
	<p>Focus for year:</p> <ul style="list-style-type: none"> PEEL (point, evidence, explanation, link) paragraphs Using sources - NOP (nature, origin, purpose) 					
How can students	<p>Students should:</p> <ul style="list-style-type: none"> Watch <i>Explain this</i> a series of short animations that offer concise explanations of key topics in KS3 		<p>Students should:</p> <ul style="list-style-type: none"> Investigate the Norman Conquest here. Research what changes William the Conqueror made to England here. 		<p>Students should:</p> <ul style="list-style-type: none"> Investigate the Crusades here. Investigate Medieval Islamic Civilizations here. 	

<p>prepare beyond the classroom?</p>	<p>History.</p> <ul style="list-style-type: none"> Investigate The Romans here. Investigate the Anglo-Saxon period here. <p>Students could:</p> <ul style="list-style-type: none"> Watch the Horrible Histories episodes on BBC Iplayer. Read the Horrible Histories books. 	<ul style="list-style-type: none"> Watch clips relating to the Norman Conquest on BBC teach here. Watch BBC teach episode <i>Why should I care about the Norman Conquest?</i> Here. Investigate Thomas Becket, the Magna Carta and the Peasants' Revolt. 	
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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What students are learning</p>	<p>Why did Henry VIII create the Church of England?</p>	<p>How diverse was Tudor England?</p> <p>How stable was 16th century England?</p>	<p>Oliver Cromwell: Hero or Butcher of England?</p> <p>What did people think and feel in Stuart England: Science and Superstition and the World of Samuel Pepys</p>	<p>How did the World Experience the British Empire?</p>	<p>How did the World Experience the British Empire?</p>	<p>'Disastrous and terrible' or the 'dawn of liberty:' Changes and experience of the Industrial Revolution</p>
<p>Content and Second-Order Concepts</p>	<p>Content:</p> <ul style="list-style-type: none"> Henry VIII Black Tudors Elizabeth I <p>Concepts:</p>		<p>Content:</p> <ul style="list-style-type: none"> The English Civil War Oliver Cromwell Samuel Pepys Science and Superstition The British Empire 		<p>Content:</p> <ul style="list-style-type: none"> The Indian Raj The Industrial Revolution in Britain Victorian London (Black Victorians) <p>Concepts:</p>	

	<ul style="list-style-type: none"> ● Cause and Consequence ● Sources and evidence 	<ul style="list-style-type: none"> ● The Slave Trade <p>Concepts:</p> <ul style="list-style-type: none"> ● Cause and Consequence ● Interpretations ● Similarity and Difference ● Sources and Evidence 	<ul style="list-style-type: none"> ● Interpretations ● Sources and Evidence ● Similarity and Difference 			
Assessment*	<p>AO2b Cause and Consequence</p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><u><i>Why did Henry VIII create the Church of England?</i></u></p>	<p>AO3 Source Skills</p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p> <p><u><i>How useful - Elizabeth I portraits</i></u></p>	<p>AO4 Historical Interpretations</p> <p>This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge.</p> <p><u><i>Oliver Cromwell - interpretations</i></u></p>	<p>AO3 Source Skills</p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p> <p><u><i>How useful - Middle passage Slave ship Brookes</i></u></p>	<p>AO2c Significance</p> <p>This objective assesses understanding of the importance and significance of events/people in the past.</p> <p><u><i>What was the most significant impact of British rule on India</i></u></p>	<p>AO1 Historical Knowledge and understanding</p> <p>This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.</p> <p><u><i>Retrieval questions quiz</i></u></p>
	<p>Focus for year:</p> <ul style="list-style-type: none"> ● PEEL paragraph ● Using sources - NOP ● Introduce interpretations 					

<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none"> ● Watch <i>Explain this</i> a series of short animations that offer concise explanations of key topics in KS3 History. ● Investigate The Tudors here. ● Watch <i>The Time Traveller's Guide to Elizabethan England</i> here. ● Watch this BBC Teach clip to find out what sources can reveal about Elizabeth I's personality. <p>Students could:</p> <ul style="list-style-type: none"> ● Watch the Horrible Histories episodes on BBC Iplayer. ● Read the Horrible Histories books. ● Borrow the book <i>Treason</i> by Berlie Doherty from the History department 	<p>Students should:</p> <ul style="list-style-type: none"> ● Research the English Civil Wars here. ● Research the British Empire here. ● Investigate the transatlantic slave trade here. ● Watch this series of thought provoking clips in which Historian David Olusoga looks at the abolition of slavery in Britain. 	<p>Students should:</p> <ul style="list-style-type: none"> ● Research the Industrial Revolution here. ● Watch <i>Why did the Industrial Revolution happen here</i>. ● Watch Dan Snow's <i>History of Railways</i> here. ● Watch <i>Victorian Villains</i> here.
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Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content and Second-Order Concepts</p>	<p>'Disastrous and terrible' or the 'dawn of liberty:' Why were the Police unable to catch</p>	<p>'Disastrous and terrible' or the 'dawn of liberty:' Protest during the Industrial Revolution</p>	<p>What made war more likely than peace by 1914? How was the First World War a Global</p>	<p>What long shadows did the First World War cast? What was the key turning point of the</p>	<p>How did people experience the Nazis' Final Solution?</p>	<p>How did Britain change from 1945-2000? How did Warfare develop after the</p>

	the Whitechapel Murderer?		War?	Second World War?		Second World War?
Key Content and Skills	<p>Content:</p> <ul style="list-style-type: none"> Whitechapel and The East End Protest <p>Concepts:</p> <ul style="list-style-type: none"> Cause and Consequence Significance Sources and Evidence 		<p>Content:</p> <ul style="list-style-type: none"> The Causes of WWI Experiences of war Germany between WWI and WWII Appeasement The Second World War's key turning points <p>Concepts:</p> <ul style="list-style-type: none"> Change and Continuity Cause and Consequence Similarity and Difference 		<p>Content:</p> <ul style="list-style-type: none"> The Holocaust Post-war reforms in Britain The development of warfare in the late 20th century. <p>Concepts:</p> <ul style="list-style-type: none"> Change and Continuity Similarity and Difference Sources and Evidence 	
Assessment*	<p>AO3 Source Skills</p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p>	<p>AO2c Significance</p> <p>This objective assesses understanding of the importance and significance of events/people in the past.</p> <p><u>Why were the police unable to catch the Whitechapel murderer?</u></p>	<p>AO2b Cause and Consequence</p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future</p> <p><u>Explain why WWI started</u></p>	<p>AO4 Historical Interpretations</p> <p>This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge.</p> <p><u>Interpretations of Dunkirk</u></p>	<p>AO3 Source Skills</p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, and making inferences from them.</p> <p><u>Inferences on resistance</u></p>	<p>AO1 Historical Knowledge and understanding</p> <p>This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.</p> <p><u>Retrieval questions quiz</u></p>

	<i>How useful - factory conditions</i>					
	Focus for year: <ul style="list-style-type: none"> Consolidation of all skills 					
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Watch Explain this a series of short animations that offer concise explanations of key topics in KS3 History. Investigate the fight for female suffrage here. Watch this collection brings together a selection of five short films from the BBC's archives, to help illustrate some of the changes in women's rights in the UK during the 20th century. Watch this animation about <i>Forgotten Suffragettes</i>. Students could: <ul style="list-style-type: none"> Watch the Horrible Histories episodes on BBC Iplayer. Read the Horrible Histories books. 	Students should: <ul style="list-style-type: none"> Research WWI here. Visit here for a collection of video resources and interactive articles for students studying World War One. Research Inter-war Germany here. Research WWII here. Visit here for a collection of video resources and interactive articles for students studying World War Two. Watch WWII stories. 	Students should: <ul style="list-style-type: none"> Research the Holocaust here. Watch Exploring the Past - Post War Britain. Research the Cold War here. 			

* All assessments will assess **AO5 Communication**

This objective assesses communication of knowledge and understanding, use of key vocabulary as well as use of spelling, punctuation and grammar.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Weimar and Nazi Germany 1919-1939	Weimar and Nazi Germany 1919-1939	Weimar and Nazi Germany 1919-1939. Superpower Relations and the Cold War	Superpower Relations and the Cold War. Year 10 PPE	Superpower Relations and the Cold War.	Superpower Relations and the Cold War. Anglo-Saxon and Norman England
Key Content and Skills	<ul style="list-style-type: none"> The Weimar Republic 1918-1929 Hitler's Rise to Power, 1919-1933 Nazi Control and Dictatorship, 1933-1939 		<ul style="list-style-type: none"> Life in Nazi Germany, 1933-1939 The origins of The Cold War, 1941-1958 Cold War crises, 1958-70 		<ul style="list-style-type: none"> The end of the Cold War, 1970-91 Anglo-Saxon England and the Norman Conquest, 1060-66 	
Assessment	Students will write 2 exam style questions.	Students will write 1 exam style questions and complete a knowledge test.	Students will write 2 exam style questions.	Students will write 1 exam style question.	Students will write 2 exam style questions.	Students will write 2 exam style questions.
Exam preparation and exam technique focus						
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Use this website to research Germany 1919-1939. Read the learner guides and complete the quizzes. Watch the lessons here and take the quizzes to revise the content for Weimar and Nazi Germany, 1919-1939. Watch the Weimar and Nazi Germany 		<p>Students should:</p> <ul style="list-style-type: none"> Use this website to research the Cold War topic (not the section on the Vietnam War). Read the learner guides and complete the quizzes. Watch the BBC series on The Cold War here Watch the lessons here and take the quizzes to revise the content for the 		<p>Students should:</p> <ul style="list-style-type: none"> Watch BBC documentaries numbers 9 and 10 on the attached link here Watch the Anglo-Saxon and Norman England videos: BBC Teach episodes 1-6 A long, long time ago Battle of Hastings 	

	videos here	Cold War	
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Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Anglo-Saxon and Norman England	Anglo-Saxon and Norman England	Migration in Britain from c800 through to the present day	Migration in Britain from c800 through to the present day	Migration in Britain from c800 through to the present day	N/A
Key Content and Skills	<ul style="list-style-type: none"> Anglo-Saxon England and the Norman Conquest, 1060–66 William I in power: securing the kingdom, 1066–87 Norman England, 1066–88 		<ul style="list-style-type: none"> c800–c1500: Migration in medieval England c1500–c1700: Migration in early modern England c1700–c1900: Migration in eighteenth- and nineteenth-century Britain c1900–present: Migration in modern Britain 		<ul style="list-style-type: none"> Historic Environment: Notting Hill, c1948–c1970 Revision 	
Assessment	Students will write 2 exam style questions.	Year 11 PPE Students will write 5 exam style questions as part of their PPE.	Students will write 2 exam style questions.	Students will write 2 exam style questions.	Students will write 2 exam style questions.	N/A
	Exam preparation and exam technique focus					

<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Use this website to research the Anglo-Saxon and Norman England topic. Read the learner guides and complete the quizzes • Practice exam questions on Anglo-Saxon and Norman England (Booklet B1: Anglo-Saxon and Norman England, c1060-88). These can be found here. 	<p>Students should:</p> <ul style="list-style-type: none"> • Use the revision guide to support what they are learning in class - Paper 1 Migrants in Britain, c.800-present day 	<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams, the following revision guides can be used: Paper 2 British Depth Study - Anglo-Saxon and Norman England, c1060-1088 Paper 2 Period Study - Superpower Relations and the Cold War 1941-1991 Paper 3 Weimar and Nazi Germany 1919-1939
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Year 12 Breadth Study*	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What students are learning</p>	<p>Year 1 content: Henry VII</p>	<p>Year 1 content: Henry VII</p>	<p>Year 1 content: Henry VIII</p>	<p>Year 1 content: Henry VIII</p>	<p>Revision of all Year 1 content</p>	<p>Year 2 content: Edward VI</p>
<p>Key Content and Skills</p>	<ul style="list-style-type: none"> • Tudors: The reign of Henry VII 		<ul style="list-style-type: none"> • Tudors: The reign of Henry VIII 		<ul style="list-style-type: none"> • The later years of Henry VIII (1540-1547) • Social and economic change in the reign of Henry VIII (1509-1547) • The reign of Edward VI: the start of a 'mid-Tudor crisis'? 	

Assessment	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Watch all 4 parts of 'Henry VIII: Mind of a Tyrant' documentary and take notes – first part here https://www.youtube.com/watch?v=BXp1R1JXw7M&list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&index=11 		Students should: <ul style="list-style-type: none"> Watch all 4 parts of 'Henry VIII: Mind of a Tyrant' documentary and take notes – first part here https://www.youtube.com/watch?v=BXp1R1JXw7M&list=PL54zFIC_THyf4SRGAI3_FujiZHfsVWx97&index=11 		Students should: <ul style="list-style-type: none"> Listen to this 30minute podcast on the reign of Edward VI - https://refactor.podbean.com/e/38-edward-vi/ 	

Year 12 Depth Study**	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	The condition of Russia in 1914. Causes and Course of The February Revolution	Developments between the revolutions. Causes and Course of The October Revolution	Bolshevik Control during The Russian Civil War. Economy during wartime	Consolidation of the Bolshevik Regime	The Rise of Stalin. Ideological and economic issues in the party	The decision to collectivise and industrialise. The Great Economic Turn
Key Content and Skills	<ul style="list-style-type: none"> Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red Terror, The struggle for power 		<ul style="list-style-type: none"> Russia: The Bolshevik Civil War, Lenin's view on International Relations, The Red Terror, The struggle for power after 		<ul style="list-style-type: none"> Stalin's rise to power, 1924–1929 Ideological debates and issues in the leadership struggle 	

	after Lenin's death		Lenin's death		<ul style="list-style-type: none"> • Economic developments • Government, propaganda and the beginning of the Stalinist cult 	
Assessment	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Research the topics using 'alpha history' and other appropriate websites; • Watch the YouTube documentary on the Russian Civil War https://www.youtube.com/watch?v=9dqmIOBq_sQ&list=PLGh01umbQxuoGCJPljyufM24H2-LwMNYa 		Students should: <ul style="list-style-type: none"> • Research the topics using 'alpha history' and other appropriate websites; • Watch the YouTube documentary on the Russian Civil War https://www.youtube.com/watch?v=9dqmIOBq_sQ&list=PLGh01umbQxuoGCJPljyufM24H2-LwMNYa 		Students should: <ul style="list-style-type: none"> • Watch a documentary on Stalin; there are several on YouTube 	

Year 13 Breadth Study*	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Year 2 content: Mary I	Year 2 content: Elizabeth I	Year 2 content: Elizabeth I	Year 2 content: Elizabeth I	Revision of all course content	N/A

Key Content and Skills	<ul style="list-style-type: none"> The reigns of Edward VI and Mary I Civil Rights in The USA (Extended Project) 		<ul style="list-style-type: none"> The reign of Elizabeth I NEA (coursework) 		<ul style="list-style-type: none"> Revision 	
Assessment	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	N/A
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Complete all summer work given to them by their class teachers Watch the video clips on the following website to aid with their extended project <p>http://www.bbc.co.uk/education/topics/zjqj6sg/resources/1</p>		<p>TUDORS</p> <ul style="list-style-type: none"> Read and make notes on the relevant parts of the revision guide on SMHW for Elizabeth topics Watch Starkey's Elizabeth documentaries - https://www.youtube.com/watch?v=VQbvaGl4jrg part 1 https://www.youtube.com/watch?v=ivX-RkofpqM part 2 https://www.youtube.com/watch?v=d0S6xhuf4hc part 3 https://www.youtube.com/watch?v=Pqg3obA6GpA part 4 <p>NEA</p> <ul style="list-style-type: none"> Continue working independently and meeting all deadlines for their enquiry 		<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams 	

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Depth Study**						
What students are learning	Collectivisation and The five Year Plans	The Development of The Stalin Cult	Stalinism, Politics and Control. The Great Terror, Stalin and International Relations	The Great Patriotic War. Impact of the war.	High Stalinism, International Relations post WWII, The Death of Stalin and Stalin's Legacy.	N/A
Key Content and Skills	<ul style="list-style-type: none"> Stalin's Russia 		<ul style="list-style-type: none"> Russia = WWII and the impact on Soviet Russia, Stalin and International relations, 'High Stalinism' 		<ul style="list-style-type: none"> Revision 	
Assessment	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	Students will write/plan 2 exam style questions.	N/A
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Complete all summer work given to them by their class teachers Watch the video clips on the following website to aid with their extended project <p>http://www.bbc.co.uk/education/topics/zj6sg/resources/1</p>		<p>Students should:</p> <p>RUSSIA</p> <ul style="list-style-type: none"> Research the topics using appropriate websites Research how Stalin dealt with Czechoslovakia, Germany, Britain, France, Japan and China <p>NEA</p> <ul style="list-style-type: none"> Continue working independently and meeting all deadlines for their enquiry 		<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams 	

