



Curriculum Overview: History

Year 7 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>What is History? - Overview of key historical skills, Wharram Percy investigation, Tollund Man investigation.</p> <p>Pre-1066 Thematic study – crime and punishment</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Key historical words and concepts such as chronology, causation, sources, significance and interpretations Types of crime and methods of punishment used in Roman Britain and Anglo-Saxon and Viking England <p>Understanding</p> <ul style="list-style-type: none"> The concepts of chronology of key events of British History How to use evidence to form judgements about the cause of death of the skeletons at Wharram Percy and the Tollund Man How crime and punishment developed over time <p>Skills</p> <ul style="list-style-type: none"> Forming a chronology Using and assessing sources to develop understanding of an event Developing justification techniques within causation Assessing and judging interpretations Developing an understanding of change and continuity over time 	<p>Ability to contribute verbally to class discussion and debates about causation and interpretations and justify decisions e.g. about the most likely cause of death of the Tollund Man</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs.</p> <p>Ability to construct written responses that consider and assess change over time in regards to crime and punishment.</p> <p>Applying knowledge to a GCSE style question.</p>	<p>BBC Bitesize Doddle Schoolhistory.co.uk Battlefield Britain - BBC video BBC class clips – Norman Conquest AQA GCSE KS3 workbooks</p>

Year 7 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>1066: The Norman Conquest Contenders to the throne, Battle of Stamford Bridge & Battle of Hastings;</p> <p>Key ways William kept control of England following the Norman conquest. In depth study of how and why castles changed over time</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The contenders to the throne • Key features of the Battle of Stamford Bridge and the Battle of Hastings • King William’s methods to control England via his use of terror, Domesday book and Feudal system. • William’s introduction of castles and how castles developed over the medieval period <p>Understanding</p> <ul style="list-style-type: none"> • Using evidence in the context the Norman invasion • The concepts of change and continuity and consequences within the context of the Norman conquest and medieval period <p>Skills</p> <ul style="list-style-type: none"> • Establishing links between causes • Prioritising causes • Developing justification techniques within causation • Explaining consequences • Using and assessing sources to develop understanding of a time period • Explaining strengths and weaknesses. • Explaining change and continuity over time. 	<p>Ability to contribute verbally to class discussion and debates about causation and justify decisions e.g. strongest contender and debates about change over time e.g. castle construction.</p> <p>Ability to sequence events and use connectives to link them, e.g. Stamford Bridge.</p> <p>Ability to explain causes and establish links between them and show this in written responses considering how historical events are often the result of a range of causes that can be grouped together by type.</p> <p>Applying knowledge to a GCSE style question.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs.</p> <p>The ability to judge source usefulness and reasons for specific consequences.</p> <p>Ability to explain development over time and decline of castles (change and continuity) by consolidating knowledge and understanding. This is seen in activities such as creating tables and diagrams, designing their own castles and by use of interpretations.</p>	<p>BBC Bitesize</p> <p>Doddle</p> <p>Schoolhistory.co.uk</p> <p>Battlefield Britain - BBC video</p> <p>BBC class clips – Norman Conquest</p> <p>AQA GCSE KS3 workbooks</p>

Year 8 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The British Empire</p> <p>The context, causes and course of the Transatlantic slave trade and its abolition</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The British Empire and its impact, including investigations into the Opium Wars, the Indian Mutiny and the Anglo-Zulu War The Triangular trade Conditions for slaves The abolition of slavery <p>Understanding</p> <ul style="list-style-type: none"> Causes and consequences of the British Empire. The concepts of causation, significance and usefulness of sources as evidence in the context of a study of the key features of the slave trade <p>Skills</p> <ul style="list-style-type: none"> Establishing links between factors/causes Prioritising causes/factors Developing justification techniques within significance and source usefulness Source analysis and evaluation of film as historical evidence 	<p>Ability to contribute verbally to class discussion and debates about significance, causation and justify decisions e.g. main cause of the Opium Wars, main factor in abolition of slavery or most useful source.</p> <p>The ability to assess the significance of a person or event.</p> <p>Ability to evaluate the accuracy of the film “Zulu” as evidence of the Anglo-Zulu War.</p> <p>The ability to explain significance in the short and long term. To show this in written responses and consider how historical significance can be measured in a number of ways.</p> <p>Applying knowledge to a GCSE style question.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as colour coding, creating thought maps and using PEEL paragraphs.</p>	<p>BBC Bitesize Doddle Schoolhistory.co.uk class clips – slave trade AQA GCSE KS3 workbooks</p>

Year 8 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>A study of the Industrial Revolution</p> <p>Titanic disaster</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • How and why the Industrial Revolution occurred and the impact/consequences • Developments in industry and transport and changes to the landscape • The impact on towns, working conditions and children during the Industrial Revolution • Culpable individuals involved in the Titanic disaster • Reasons the disaster is viewed as significant in the short and long term <p>Understanding</p> <ul style="list-style-type: none"> • The concepts of cause and consequence and change and continuity within the context of the Industrial Revolution • The concept of source utility in the context of living conditions in the Industrial Revolution • The concepts of cause and consequence and significance in the context of the Titanic disaster <p>Skills</p> <ul style="list-style-type: none"> • Explaining and prioritising causes and consequences • Using and assessing sources to develop understanding of a time period • Explaining change and continuity over time • Assessing source usefulness • Developing justification techniques within questions relating to sources and interpretations • Explaining/judging significance 	<p>Ability to contribute verbally to in class conversations and debates about causes, consequences, significance, source usefulness and change and continuity.</p> <p>The ability to judge source usefulness and reasons for specific consequences.</p> <p>Ability to explain development over time and changes to how people live (change and continuity) by consolidating knowledge and understanding.</p> <p>Ability to construct written responses that consider and assess change over time and significance in the short and long term.</p> <p>Ability to collaborate successfully with peers to achieve a reasoned conclusion</p> <p>Ability to research independently using a range of source materials</p> <p>Applying knowledge to a GCSE style question.</p> <p>Applying knowledge to develop source skills via activities such as creating thought maps. Watching for learning and searching for appropriate evidence.</p>	<p>BBC class clips – Industrial Revolution</p> <p>AQA GCSE KS3 workbooks</p> <p>Doddle</p> <p>Titanic film</p>

Curriculum Overview: History

Year 9 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>GCSE Health and the people part 1: Medieval medicine. (1,000AD – 1450)</p> <p>A range of factors that influenced ideas about causes and treatments relating to poor health in the Middle Ages.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The influence and ideas of Hippocrates and Galen • The influence of the medieval Church on medicine • Types of healer, e.g. barber surgeon • Medieval public health • Black Death case study <p>Understanding</p> <ul style="list-style-type: none"> • The concept of historic significance in the short and long term, causes and consequences of ideas leading to change or continuity in medical developments the medieval era. <p>Skills</p> <ul style="list-style-type: none"> • Judging historic significance • Explaining similarities and differences • Evaluating The utility (usefulness) of sources • Analysing the main factors for change or continuity 	<p>Ability to contribute verbally to class discussion and debate about medieval understanding of disease and forms of treatment e.g. four humours theory leading to ‘bleeding’ of patients.</p> <p>The ability to justify decisions in well- reasoned conclusions.</p> <p>Ability to establish the chronology of events leading to change (or lack of it) and the ability to judge the utility of sources using the content and provenance, and to explain source limitations.</p> <p>The ability to explain causes and establish links between them. To show this in written essays and consider how historical events are often the result of a range of factors.</p> <p>Applying knowledge to GCSE questions in the Health and the People unit.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs to enable successful completion of essays.</p> <p>The ability to collaborate and work independently according to task.</p>	<p>BBC Bitesize/class clips Doddle AQA GCSE workbooks linked to Hodder Health and the People book AQA website Oxford textbook and revision guide for Health and the People</p>
Year 9 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?

<p>GCSE Health and the people part 2: Renaissance medicine. (c1450-c1750)</p> <p>A range of factors that influenced ideas about causes and treatments relating to poor health and developments in the Renaissance era.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The influence and ideas of Vesalius, Harvey, Pare, Sydenham and Hunter and new ideas about anatomy. • The influence of the Renaissance on medical ideas and how far this influenced practice. • Types of healer, e.g. quack doctor • Great Plague case study to measure change. <p>Understanding</p> <ul style="list-style-type: none"> • The concept of historic significance in the short and long term, causes and consequences of ideas leading to change or continuity in medical developments the Renaissance era. <p>Skills</p> <ul style="list-style-type: none"> • Judging historic significance • Explaining similarities and differences • Evaluating The utility (usefulness) of sources • Analysing the main factors for change or continuity 	<p>Ability to contribute verbally to class discussion and debate about Renaissance understanding of disease and forms of treatment e.g. miasma leading to use of sweet- smelling herbs during the Great Plague.</p> <p>The ability to justify decisions in well-reasoned conclusions. Ability to establish the chronology of events leading to change (or lack of it) and the ability to judge the utility of sources using the content and provenance, and to explain source limitations.</p> <p>The ability to explain causes and establish links between them. To show this in written essays and consider how historical events are often the result of a range of factors.</p> <p>Applying knowledge to GCSE questions in the Health and the People unit and to apply understanding of the mark scheme to peer assess accurately.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs to enable successful completion of essays. The ability to collaborate and work independently according to task.</p>	<p>BBC Bitesize/class clips Doddle AQA GCSE workbooks linked to Hodder Health and the People book AQA website Oxford textbook and revision guide for Health and the People</p>
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Curriculum Overview: History

Year 10 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
America 1920-1973: Opportunity and Inequality	<p>Knowledge</p> <ul style="list-style-type: none"> The American People and the Boom Bust – American’s Experiences of Depression and the New Deal (Begin but not finish) <p>Understanding</p> <ul style="list-style-type: none"> Key historical words The key concept of historical interpretations How to analyse interpretations for difference and whether they are convincing. How to compile evidence to come to a judgement <p>Skills</p> <ul style="list-style-type: none"> Students’ ability to analyse and evaluate an interpretation (AO4) Key features and characteristics of the period (AO1) Analysis of a period using historical concepts and explanation (AO1 & AO2) Extended writing with a focus on level of importance and causation (AO1 & AO2) 	<p>Ability to contribute verbally to class discussion and debates about causation and justify decisions e.g. strongest contender or key cause.</p> <p>Ability to analyse an interpretation</p> <p>The ability to explain causes, change and key characteristics of a period and establish links between them.</p> <p>To show in written responses and consider how historical events are often the result of a range of causes, changes that can be grouped together by type.</p> <p>To be able to explain how events are caused by something and consider the weight to be given to each cause.</p> <p>Applying knowledge to a GCSE style question.</p> <p>Assess how convincing an interpretation is using criteria and transferring this to be able to make a judgement between two interpretations on which is the most convincing.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs.</p>	<p>Doddle</p> <p>AQA GCSE KS4 workbooks</p> <p>SENECA</p> <p>Schoolhistory.co.uk</p> <p>Revision guides</p>

	<ul style="list-style-type: none"> Judgements based on evidence 	<p>Completing further reading around the topic using the provided revision guides in order to gain additional contextual knowledge and display academic attributes.</p>	
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Year 10 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
America 1920-1973: Opportunity and Inequality	<p>Knowledge</p> <ul style="list-style-type: none"> Bust – American’s Experiences of Depression and the New Deal (complete) Post War America <p>Understanding</p> <ul style="list-style-type: none"> Key historical words The key concept of historical interpretations How to analyse interpretations for difference and whether they are convincing. How to compile evidence to come to a judgement <p>Skills</p>	<p>Ability to contribute verbally to class discussion and debates about causation and justify decisions e.g. strongest contender or key cause.</p> <p>Ability to analyse an interpretation</p> <p>The ability to explain causes, change and key characteristics of a period and establish links between them.</p> <p>To show in written responses and consider how historical events are often the result of a range of causes, changes that can be grouped together by type.</p> <p>To be able to explain how events are caused by something and</p>	<p>AQA GCSE KS4 workbooks Doddle Seneca Schoolhistory.co.uk Revision guides</p>

	<ul style="list-style-type: none"> • Students' ability to analyse and evaluate an interpretation (AO4) • Key features and characteristics of the period (AO1) • Analysis of a period using historical concepts and explanation (AO1 & AO2) • Extended writing with a focus on level of importance and causation (AO1 & AO2) • Judgements based on evidence 	<p>consider the weight to be given to each cause.</p> <p>Applying knowledge to a GCSE style question.</p> <p>Assess how convincing an interpretation is using criteria and transferring this to be able to make a judgement between two interpretations on which is the most convincing.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs.</p> <p>Completing further reading around the topic using the provided revision guides in order to gain additional contextual knowledge and display academic attributes.</p>	
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Curriculum Overview: History

Year 11 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Conflict and Tension	Knowledge	Ability to contribute verbally to class discussion and debates about	AQA workbook Doddle SENACA

<p>Part one: Peacemaking</p>	<ul style="list-style-type: none"> • The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. • The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations. • Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states. <p>Understanding</p> <p>Students will be able to deepen their understanding of the modern world. In each study, the conflict studied requires a focus on a complex historical situation and interplay of different aspects within it. Students will gain a coherent understanding of how and why conflict occurred and why it proved difficult to resolve the immediate issues which resulted from it. As part of the study the role of key individuals and groups is considered as well as how they were affected by and influenced international relations</p> <p>Skills</p>	<p>causation and justify decisions e.g. strongest contender or key cause.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Consider why sources may or may not be useful using a valid criteria</p> <p>Applying knowledge to a GCSE style question.</p> <p>Demonstrate what causes events and the relevant consequence</p> <p>To show in written responses and consider how historical events are often the result of a range of causes, changes that can be grouped together by type.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs.</p> <p>Completing further reading around the topic using the provided revision guides in order to gain additional contextual knowledge and display academic attributes.</p>	<p>AQA Help booklet</p>
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	<p>The assessment will enable students to demonstrate their knowledge and understanding in relation to second order historical concepts such as causation and consequence. There will be an opportunity to demonstrate their ability to create structured analytical narrative accounts of key events. They will also be able to demonstrate their ability to understand, analyse and evaluate a range of sources</p>		
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Year 11 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Part two: The League of Nations and international peace</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. • Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. • The collapse of the League: the effects of the Depression; the 	<p>Ability to contribute verbally to class discussion and debates about causation and justify decisions e.g. strongest contender or key cause.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Consider why sources may or may not be useful using a valid criteria</p> <p>Applying knowledge to a GCSE style question.</p>	<p>AQA workbook Doddle SENACA AQA Help booklet</p>

	<p>Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.</p> <p>Understanding Students will be able to deepen their understanding of the modern world. In each study, the conflict studied requires a focus on a complex historical situation and interplay of different aspects within it. Students will gain a coherent understanding of how and why conflict occurred and why it proved difficult to resolve the immediate issues which resulted from it. As part of the study the role of key individuals and groups is considered as well as how they were affected by and influenced international relations</p> <p>Skills The assessment will enable students to demonstrate their knowledge and understanding in relation to second order historical concepts such as causation and consequence. There will be an opportunity to demonstrate their ability to create structured analytical narrative accounts of key events. They will also be able to demonstrate their ability to understand, analyse and evaluate a range of sources</p>	<p>Demonstrate what causes events and the relevant consequence</p> <p>To show in written responses and consider how historical events are often the result of a range of causes, changes that can be grouped together by type.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs.</p> <p>Completing further reading around the topic using the provided revision guides in order to gain additional contextual knowledge and display academic attributes.</p>	
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