

History

Intent:

To develop in students a love for history whilst fostering a range of historical skills and knowledge to support them in becoming real historians that are critical and independent learners.

Context:

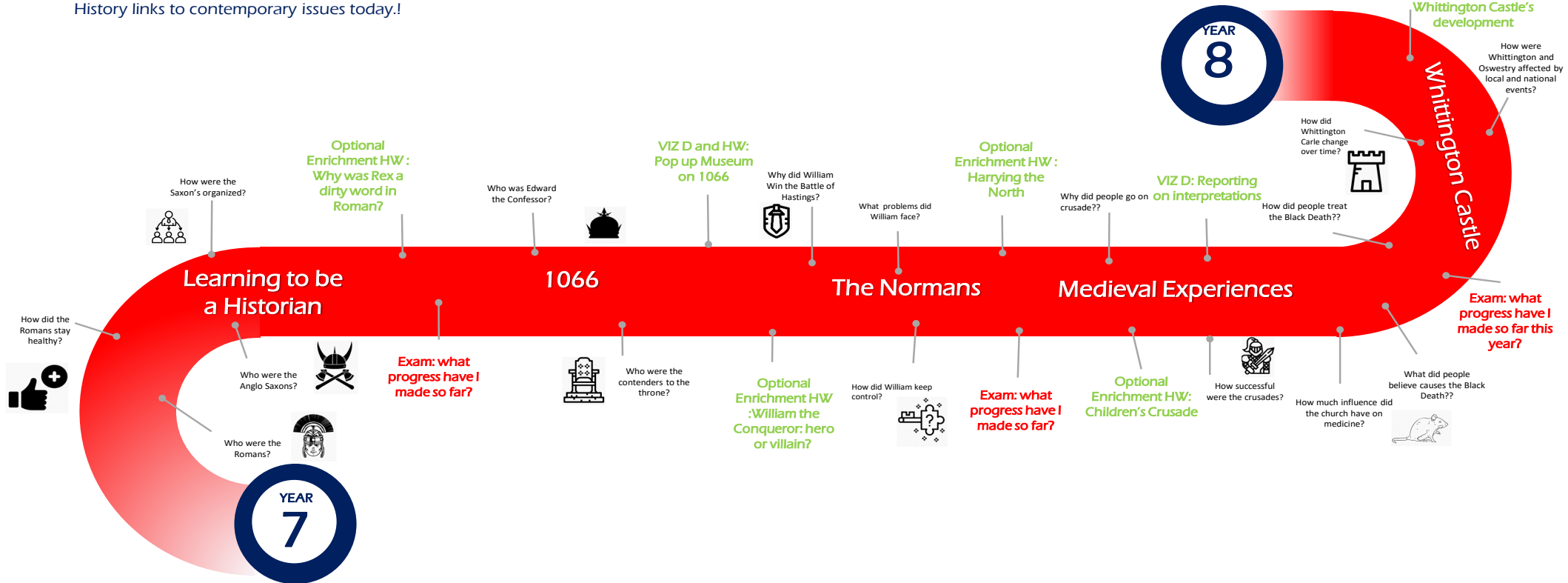
Prior learning in the community may include the Roman's influence in the surrounding areas of Shropshire and Chester and Historic content of local landmarks such as castles and forts.



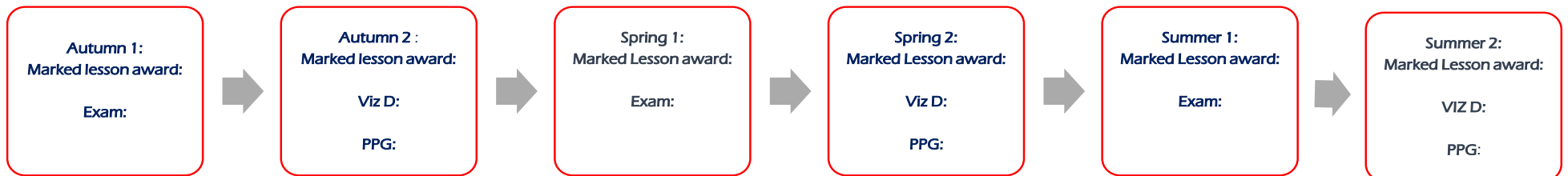
What will you be learning in Year 7 History?

In your first year of History at the Marches, you will be learning what it takes to become a true historian. The topics you will study are designed so that you cover historical topics in both **breadth and depth**. You will have the opportunity to **investigate sources** and **historical interpretations** of events **justifying** deciding your **own views**. Our views in History are always changing and there is always something new to learn, especially on our **local history** as well as our **national history**. We aim to help you understand where we in our local area, fit into wider historical events. We want you to be **observant** and **critical of sources** and other **opinions** whilst building on key themes in History such as **chronology, causes and consequences**. You will be assessed via an exam during Autumn 1, Spring 1 and Summer 2. Mean while, Autumn 2, Spring 2 and Summer 2 will allow you more freedom and create a project based learning activity known as a **VIZ DI**

We aim to give you **key knowledge** and **technical skills** to mold you into a true historian. The topics and skills covered this year will equip to study the broad range of topics on offer in future years. Each year allows you to study a piece of local history, study and critique sources and interpretations whilst developing your understanding of how History links to contemporary issues today.!



Keeping a track of your progress: Your teacher will be assessing your progress informally every lesson. In addition, you will have at least one piece of work 'deep marked' (with written feedback) every half term, and you will be given time in the lesson to respond to the feedback in order to make further progress. Record your assessment results here:



The Big Picture—Intent: A chronology based unit starting with the Roman transition to Anglo Saxons and progressing to the Battle of Hastings and life during the medieval period. A selection of political and social historic events will be covered, including both local and national histories. Students will consider key historical skills and overcome common historical mistakes and assumptions this is intended to act as a base knowledge of content and skills to expand upon during KS3.

**YEAR 7
HISTORY**

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
1.Learning to be a Historian 2.The Battle of Hastings 3.How did William keep control? 4.The Crusades 5. Medieval Medicine 6.Whittington Castle	1. Source inference 2. Explaining why 3. Describe key features and Explain why. 4. Explain the importance and Historic Interpretations 5.Explain why 6.Narrative accounts	1. Roman to Anglo to Anglo Saxons, how did society change? What is good History? 2. Who was Edward the Confessor? Why is 1066 important? Who were the contenders to the throne? Who won the Battle of Hastings. 3.How did the Norman’s keep control? What was the Feudal System and the Harrying of the North? How did William use castles? 4. The Crusades- ethnic diversity or conflict? How did the West and East benefits and suffer? 5. What did medieval people could treat illnesses? What was the Black Death? Did the Church help or hinder medicine? 6. How has Whittington Castle's History interacted with key events such as the Black death? The	KS2 most local primaries cover the Romans influence locally at Chester, we develop this further looking at how society regressed when they left in the Dark Ages. Extended at KS4 looking at Medieval medicine and beliefs.	Learning in Y8 will move on chronologically from the medieval period to cover the Tudors in year 8.
Implementation		Marches Futures Links		Summative Assessment
One 55 minute lesson each week. Year 7 is structured in chronological order, each with a key Historical Concept focus e.g. Significance and a skill such as explaining the importance. Every half term will hold one piece of deep marking and one assessment on the 1 st half term. The second half term students will complete a VIZ-D engaging piece of learning which teachers will mark. Homework is set via booklets/ menus or projects, where students must complete themes in literacy, research or revision. Homework does not run every term as it is on a Humanities Rota. The revision homework each term is specific, students will be given a new technique every term to try e.g. mind map or revision cards. It is designed to promote independence and initiative. Interleaving and retrieval questions occur every other lesson along side reflections on where their learning journey is linking to previous topics will be used at least once a term. Platinum stretch tasks and additional optional home works to stretch and challenge and build on cultural capital are also built into every scheme of work. LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student’s interpersonal skills		Include the following: SMSC: Considering the power of different social groups in History ranging from inequalities in class, gender and race. Britain in the 21st Century: Considering if tension between the Middle East and the West can be seen as a consequence of key events such as the crusades or was it a positive event that built on nationalism, migration and cultural movements?		Autumn 1: Source Assessment on the Romans and Anglo Saxons. Aut 2: Viz D Pop up Museum on Battle of Hastings Spring 1: How did William keep control ? Spring 2: Viz D News report– The Crusades: A disaster or a success? Summer 1: Exam Summer 2: VIZ D: Modelling Whitting Castle through time

Impact:

By the end of the year, students will have contextual knowledge to allow them to describe how people in the Roman, Anglo Saxon and Medieval period organized society. They will describe what their lives were like and explain why key events were important and what events led to other developments. They will be familiar on how to analyse not only sources but different historical perspectives and start to identify why historians can hold different views about the same events. They will also be confident in placing events into chronological order.

Next year these skills will be developed by students explaining not just why something is important, but deciding which factors are more important than others.

The Big Picture—Intent: A chronologically organized year based on depth and breadth studies. Breadth studies will include concepts such as the changing power of the monarchy, Black contributions to British History and World War I. Depth studies will include topics such as the Tudors, Victorians and personal Histories. These range of topics will allow under represented histories of political and social events to be explored, at both local and national level.

**YEAR 8
HISTORY**

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
1.The Tudors 2.Black and British 3.The Victorian Progress? 4.Royal Rollercoasters 5.World War I 6.Personal Histories	1.Change and continuity (Narrative accounts) 2.Significance (Explaining most important factor) 3.Causation (Explaining why) 4.Significance (Explaining most important factor) 5.Source Analysis (Utility), Source Analysis (Interpretations). 6. Enquiry and research skills	This year will build on prior learning from the 1400’s, students will begin with the Battle of Bosworth and consider the impact that top down rulers had on our society. They will explore how the monarchy’s power had changed over time and the role that Britain played in global histories when establishing its empire. Students will explore underrepresented histories such as Black British figures and their own historical links to conduct quality research enquiries.	Learning about early British societies and conquests in Roman and Medieval periods.	To build upon the basis 20th Century events and linking them to contemporary issues such as LGBTQ, women’s rights, Irish Nationalism and more.

Implementation	Marches Futures Links	Summative Assessment
<p>Three 55 minute lessons a fortnight.</p> <p>Year 8 is structured in chronological order, each with a key Historical Concept focus e.g. Significance and a skill such as explaining the importance. Every half term will hold one piece of deep marking and one assessment on the 1st half term. The second half term students will complete a VIZ-D engaging piece of learning which teachers will mark. Homework is set via booklets/ menus or projects, where students must complete themes in literacy, research or revision. Homework does not run every term as it is on a Humanities Rota. The revision homework each term is specific, students will be given a new technique every term to try e.g. mind map or revision cards. It is designed to promote independence and initiative.</p> <p>Interleaving and retrieval questions occur every other lesson along side reflections on where their learning journey is linking to previous topics will be used at least once a term. Platinum stretch tasks and additional optional home works to stretch and challenge and build on cultural capital are also built into every scheme of work. Students have VIZ D’s every other half term where they bring in their projects and celebrate them through teacher and peer group marking. WOW moments can be seen in their displays and depth of personal research and knowledge, causes of WWI, Black and British and the Victorian Period and personal histories. Literacy is extended through red dot marking/ live marking in class and use of key unit front sheets. Numeracy via chronological tasks.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student’s interpersonal skills</p>	<p>Recognising that History can leave groups under represented and that these groups make valuable contributions to British society. Additionally considering that power of institutions like the monarchy and government have changed overtime before settling on our democratic model today. Furthermore, students have an opportunity to explore their personal and communities’ histories by exploring any topic and enquiry question that comes from a family, friend or community member to explore their own historical routes.</p>	<p>Autumn 1: The Tudors narrative account.</p> <p>Autumn 2: VIZ D Black and British recognition.</p> <p>Spring 1: Did life improve in Victorian England?</p> <p>Spring 2: Viz D Royal Rollercoaster</p> <p>Summer 1: World War 1 causes.</p> <p>Summer 2: VIZ D Personal History Enquiry.</p>

Impact: Students will have continued to develop their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st Century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society. Students will have a good overview to the key features of different historical periods. They will feel confident in looking at change and continuity overtime and analysing long-term and short term causes of significant events. Students will take ownership of their own histories develop their inquisitive minds by using their initiative to research their areas of interest.

The Big Picture—Intent: Students will access breadth and depth topics in relation to modern history. They will examine different, social, political and economic events ranging from Nazi Germany, The Home Front, Civil Rights, Ireland , LGBT+ and Women’s Rights as well as a summer term of GCSE tasters on either Medicine through time or American West. These topics discuss concepts such as continuity and challenge and allow students to see how key events have shaped the world we live in today.

**YEAR 9
HISTORY**

Content / Units	Skills	Knowledge	Prior—Y7 and 8	Next—Y10
1. Nazi Germany 2. Home Front 3. Conformity and challenge 4. American West/ Medicine	Source analysis (interpretations on what and why) , Change and continuity (narrative account) , Significance (explain the most important factor).	Students will have a good understanding of International History and where Britain fits within this framework. There is a large focus on social change where students can recognize the significance of key events and people and can analyse what led to change. Students will explore histories which have in the past been under represented and can be seen as divisive, allowing them to develop debate skills and consider different perspectives. Students can choose which topics they have an interest to pursue in their Viz Ds.	The content directly links to Year 8 as the end of world war I is directly linked to the first lesson in year 9 which is post war Europe. Skills will be revisited from year 7 and 8 in interpretations and narrative accounts.	Tasters at GCSE are available in the summer term and students have an opportunity to link key topics such as social change and diversity to topics covered in A Level.

Implementation	Marches Futures Links	Summative Assessment
<p>Two 55 minute lessons a week</p> <p>Year 9 runs in both a chronological order and conceptual thematic units such as the Conformity and Challenge unit. The Scheme of works allow students to have tangible WOW moments when learning about Battle of Britain, Holocaust, Viz D on coping on the home front. Civil Rights and Little Rock and Women’s Rights force feeding. Uncovering hidden LGBTQ history and Ireland’s Potato famine.</p> <p>Interleaving and retrieval questions occur every other lesson along side reflections on where their learning journey is linking to previous topics will be used at least once a term. Platinum stretch tasks and additional optional home works to stretch and challenge and build on cultural capital are also built into every scheme of work. Students have VIZ D’s every other half term where they bring in their projects and celebrate them through teacher and peer group marking.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student’s interpersonal skills</p>	<p>Promoting a tolerant and inclusive students who recognise that History can leave groups under represented and that these groups make valuable contributions to British society. Discussions on inequality and lack of power and how this continues to affect contemporary society today in matters such as the MeToo movement or BLM.</p> <p>Additionally students have an opportunity to explore their personal and communities’ histories by exploring any topic and enquiry question that comes from a family, friend or community member to explore their own historical routes.</p>	<p>Autumn 1: Interpretating Life in Nazi Germany</p> <p>Autumn 2: Did Britain Cope in WWII?</p> <p>Spring 1 and 2 : Conformity and Challenge, did they achieve their goals?</p> <p>Summer 1:and 2 American West how were plains Indians affected?</p>

Impact: Students will have continued to develop their key A01 A02 and A03 skills by developing their use of descriptive and explanation skills alongside evaluation of significance. Students will also develop historical skills such as justification and debating. Students will have a strong access to wider cultural capital and an understanding of the world around them has developed overtime to create 21st Century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society and begin to explore how Historic skills link to careers and jobs in the wider community. Students will have a good overview to the key features of different historical periods. They will feel confident in looking at change and continuity overtime and analysing long-term and short term causes of significant events. Students will take ownership of their own historic interests and develop inquisitive minds by using their initiative to research their areas of interest.

The Big Picture—Intent: Students will begin their GCSE journey exploring a range of topics that reflect Historical depth and breath. Topics will allow students to explore a diverse range of Histories from a range of historical periods in order to allow them to sample a wide range of areas. Students will formulate effective recall of the key features and events of these periods related to their enquiries. They will know how to complete the skills relevant for their individual exams. They will recognize the themes in the topics such as change and continuity, source analysis, causation and significance.

**YEAR 10
HISTORY**

Content / Units	Skills	Knowledge	Prior KS3	Next Year 11
1.American West 2. Medicine through Time 3. Henry VIII and his Ministers	1.Explain the consequences of an event, Narrative accounts, Explaining the importance. 2. Describe the key features, Explaining why, Explain the most important factor, Utility source skills, asking questions of sources, inference skills. 3. Describe the key features, Explaining why, Explain the most important factor.	1. Key themes: Lawlessness, tension between White Settlers and Plains Indians, Farming on the Plains, Settlement on the Plains. 2. Key Themes: Medieval Medicine, Renaissance Medicine, Age of Enlightenment, Modern Medicine, Medical advancement and organisation during WWI. 3. Key themes: Henry VIII and his minister’s Wolsey and Cromwell, Foreign Policy, Economic Policies, Justice Systems, Parliamentary Power, Religious Change and Dynastical security.	Links to Year 7 studying the Black death, Year 8 studying Victorian progress such as antiseptics and anaesthetics. Year 9 studying American West will build on this knowledge further.	Will continue to cover Henry VIII and his ministers, then move onto Weimar and Nazi Germany.

Implementation	Marches Futures Links	Summative Assessment
<p>2 hours a week Each topic will cover 4-5 key units with a theme. Themes will run chronologically not thematically. Homework of revision tasks for knowledge tests every week and revision cards to make as they go along will take place regularly alongside any exam questions or research that might take place at home. Homework might also include watching documentaries and completing worksheets on them. Revision resources such as PLCs and practice questions will also be included.</p> <p>LORIC reflection sheets on how they have used their skills during the term and which skills they need to develop further to meet future success are used every half term. Furthermore, they will be given a range of tasks in class that will promote their abilities to use leadership, organization, initiative, communication and resilience. Teams 365 will be used to add cultural capital links and extended reading tasks which are optional extras.</p> <p>WOW moments are actively built into the curriculum with schedules speakers for KS4 topics in medicine, and significant events such as the destruction of the Buffalo, The Holocaust, Black Death and COVID 19 all explored.</p> <p>Technical vocabulary is included in the quizzes each week as exam questions must be marked for literacy, so students work will be supported through via red mark dots or yellow boxes. Students also have a range of numeracy tasks to work out time passing between major events and how universal medical care was in reaching varied percentages of the population.</p>	<p>Students will explore how Britain in the 21st Century have access to medical care such as the NHS and technological advancement in treatment as a result of all the topics they cover in Medical development overtime. They will also have the opportunity to consider how events such as the break with Rome still has left an imprint on the religious identity of Britain today and see evidence of this change in local communities where nunneries and monasteries are in ruins.</p> <p>Students will also have opportunities for trips, be this to the Tower of London and Hampton Court Palace, or 6 the Musical on tour. Speakers on Medicine are also available to come in for a show and tell on the equipment used in WWI and how effective it was.</p>	<p>Autumn Term: An examination on a new topic and one old topic from Year 9 on American West.</p> <p>Spring Term and Summer 1: An examination on a new topic and one old topic from Medicine.</p> <p>Summer Term: An examination on a new topic on Henry VIII. And Mock Exams.</p>

Impact:

Students will hold extensive and secure knowledge of each period and will have been exposed to a wide variety of exam skills that they will take in Year 11. Students will confidently apply their knowledge to sources and hypothesis in order to come to sustained and coherent judgements about the significance of past events.

Students will be confident in technical vocabulary and will have accumulated a range of revision resources through homeworks and interleaving processed throughout the year.

The Big Picture—Intent: Students will begin their GCSE journey exploring a range of topics that reflect Historical depth and breath. Topics will allow students to explore a diverse range of Histories from a range of historical periods in order to allow them to sample a wide range of areas. Students will formulate effective recall of the key features and events of these periods related to their enquiries. They will know how to complete the skills relevant for their individual exams. They will recognize the themes in the topics such as change and continuity, source analysis, causation and significance.

**YEAR 11
HISTORY**

Content / Units	Skills	Knowledge	Prior—Y7	Next Sixth Form
1. Henry VIII and his Ministers 2. Weimar and Nazi Germany 3. Revision/ Consolidation	1. Describe the key features, Explaining why, Explain the most important factor. 2. Source Utility skills, Source Interpretation skills, how and why are they different and knowledge application of each and explaining why an event occurred. 3. All previous content	1. Key themes: Henry VIII and his minister's Wolsey and Cromwell, Foreign Policy, Economic Policies, Justice Systems, Parliamentary Power, Religious Change and Dynastical security. 2. Weimar government's weaknesses and strengths, Hitler's rise to power, Hitler establishing a dictatorship and Life in Nazi Germany.	Prior Links to the Tudors in Year 8 and Nazi Germany in Year 9.	American West links with Paper 2 on USA and Native American Civil Rights Movement.

Implementation	Marches Futures Links	Summative Assessment
<p>3hours a week Each topic will cover 4-5 key units with a theme. Themes will run chronologically not thematically. Homework of revision tasks for knowledge tests every week and revision cards to make as they go along will take place regularly alongside any exam questions or research that might take place at home. Homework might also include watching documentaries and completing worksheets on them. Revision resources such as PLCs and practice questions will also be included.</p> <p>LORIC reflection sheets on how they have used their skills during the term and which skills they need to develop further to meet future success are used every half term. Furthermore, they will be given a range of tasks in class that will promote their abilities to use leadership, organization, initiative, communication and resilience. Teams 365 will be used to add cultural capital links and extended reading tasks which are optional extras.</p> <p>WOW moments are actively built into the curriculum with schedules speakers for KS4 topics in medicine, and significant events such as the destruction of the Buffalo, The Holocaust, Black Death and COVID 19 all explored.</p> <p>Technical vocabulary is included in the quizzes each week as exam questions must be marked for literacy, so students work will be supported through via red mark dots or yellow boxes. Students also have a range of numeracy tasks to work out time passing between major events and how universal medical care was in reaching varied percentages of the population.</p>	<p>Essential links to human empathy are covered in topics such as the Holocaust, where students look at the routes of anti Semitism and discuss the importance of addressing intolerance. Furthermore, political freedoms and infringements on democratic processes are considered in how Hitler ended democracy legally in Germany and the importance of having check and balances in political systems. Students also have the opportunity to consider the dangers of nationalism and how to recognise propaganda.</p>	<p>Autumn 1: An examination on a new topic and one old topic from Year 10 on Henry VIII.</p> <p>Autumn 2: Mock Exams on a Henry VIII and one other topic.</p> <p>Spring 1 : Germany assessment and mock exam.</p> <p>Summer term: Walking talking mock exams and real exams.</p>

Impact:

Students will hold extensive and secure knowledge of each period and will have been exposed to a wide variety of exam skills that they will take at the end of Year 11. Students will confidently apply their knowledge to sources and hypothesis in order to come to sustained and coherent judgements about the significance of past events.

Students will be confident in technical vocabulary and will have accumulated a range of revision resources through homework and interleaving processed throughout the year.

The Big Picture—Intent: Students gain an insight into a range of Histories that promote a great understanding of global history. They become critical independent learners and researchers who use their initiative to develop knowledge that can be used to justify their views in a sustained and logical way. Students will be able to recognise previous of social change and continuity and identify the causation of these patterns. Students will also use their knowledge to evaluate the use of sources and see how their topics have impacted their contemporary lives and how this ties in to current issues in British and American Society.

**YEAR 12
HISTORY**

Content / Units	Skills	Knowledge	Prior learning	Next Year 13
<p>Paper 1: Britain transformed 1918-1997</p> <p>Paper 2: USA Challenge and Conformity 1955-1992</p>	<p>1. Content essay skills and Thatcher Interpretation essay skills.</p> <p>2. Content essay skills and Source utility essay skills.</p>	<p>1. Political change 1918-79, The welfare state 1918-79, social change 1918-79 in class, sexuality, gender and immigration, Changing quality of life a 1918-79 and Thatcher's and her impact 1979-1997.</p> <p>2. Affluence and conformity of the 50s, Protest and reaction of the 60s, Social and Political change of the 70s, Republican Dominance and its opponents of the 80s. These will include debates on discrimination based on race, sex and sexuality, the rise of new media, sports and music and political scandals such as the Vietnam war, Kent state shootings and Watergate.</p>	<p>Social change in Britain is considered at: KS4— Medicine through time looked at the development of the NHS. And Year 9 also considered the rise of women's rights in Britain.</p> <p>USA's social change and political divides are built upon through KS4's American West and Year 9's exploration of the civil right's movement.</p>	<p>Coursework begins and Paper 3 on Irish Nationalism.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>5 Hours a week: 2 hours for USA content and 3 hours for Britain content</p> <p>The course runs so that students learn both units at the same time with separate teachers. Britain runs thematically whilst USA runs chronologically, with both subjects meeting at relevant crossover points in the subject such as the Reagan and Thatcher relationship.</p> <p>Revision set regularly as homework along with wider reading which needs to take place every week to either research for further understanding or prepare for an upcoming lesson. Homework also set as a team teaching exercise where students must prepare a section of a theme to teach to the class. Essay skills are set in both class and as homework in order to establish if students are within the writing times set. WAGOLLS are used consistently to highlight examples of good practice and class presentations are regularly set in order to promote the use of LORIC as leadership and initiative. Literacy will be marked in essays to encourage concise, precise and well constructed essays.</p> <p>Revision preparation is established throughout the year using revision guides, PLCs, Kahoot and quizzes and reading room to access a wider range of books. Students have a range of WOW moments ranging from USA topics in: Civil Rights, Gay Rights, Women's Rights, Watergate scandal, Vietnam war, student protest: Britain and music and film of the 70s the welfare state.</p>	<p>Essential links to equality in society and the importance of addressing intolerance, in relation to sex, sexuality and race. Furthermore, political systems in contemporary Britain and Ireland are evaluated with students looking at issues with how our political system operates such as First Past the Post. freedoms and infringements on democratic processes are considered in how Hitler ended democracy legally in Germany and the importance of having check and balances in political systems. Students also have the opportunity to consider the dangers of nationalism and how to recognise propaganda</p>	<p>Folder checks will take place every half term.</p> <p>Every unit in the paper will have an essay set in class or at home on one of the skills the paper covers. For Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2.</p> <p>Spring 1: Mock exams</p>

Impact:

Students become critical independent learners and researchers who use their initiative to develop knowledge that can be used to justify their views in a sustained and logical way. They gain a passion for different types of history be it political or social and will be able to recognise previous of social change and continuity and identify the causation of these patterns. Students will also use their knowledge to evaluate the use of sources and see how their topics have impacted their contemporary lives and how this ties in to current issues in British and American Society. They will also be able to recognise where they have gaps in their knowledge using checklists and develop a plan for the following year on where they need to focus their efforts in both skill and content.

The Big Picture—Intent: Students gain an insight into a range of Histories that promote a great understanding of global history. They become critical independent learners and researchers who use their initiative to develop knowledge that can be used to justify their views in a sustained and logical way. Students will be able to recognise previous of social change and continuity and identify the causation of these patterns. Students will also use their knowledge to evaluate historical views on controversial topics for their coursework and explore how issues they study in Ireland have impacted their contemporary lives and how this ties in to current issues in British Society.

**YEAR 13
HISTORY**

Content / Units	Skills	Knowledge	Prior—Y7	End of Education in school
1. Coursework 2. Ireland and the Union 3. Revision/ Consolidation	1. Describing the works of other Historians on a controversial issue. Analysing the different views and why they hold them before evaluating using their own contextual knowledge their preferred historian and their own views on the topic. 2. Content essay skills and Source	Year 13 learn the British and Irish perspectives on the position of Ireland in the 18 th , 19 th and 20 th centuries, as well as a more in depth look at issues affecting the Irish people at a micro level. These include the Irish famine, the question of land and who owns it in Ireland, as well as economic and social changes that impact the Irish people. Concepts include: Nationalism, Civil War, Division and Unity, Violent protest vs Peaceful protest and Constitutional Reforms over time.	Year 9 content exploring the rise of Irish Nationalism. Coursework skills link with some of the skills they have already developed in year 12 for evaluating sources.	Students will leave with the skills to incorporate life long critical thinking skills and the ability to apply knowledge in a substantive way.
Implementation		Marches Futures Links		Summative Assessment
5 Hours a week: 2 hours for coursework and 3 hours for Ireland content The course runs so that students learn both units at the same time with separate teachers. Coursework runs as a constant progressive process whilst Ireland runs thematically. Revision set regularly as homework along with wider reading which take places every week to either research for further understanding or prepare for an upcoming lesson. Homework also set as a team teaching exercise where students must prepare a section of a theme to teach to the class. Essay skills are set in both class and as homework in order to establish if students are within the writing times set. WAGOLLS are used consistently to highlight examples of good practice and class presentations are regularly set in order to promote the use of LORIC as leadership and initiative. Literacy will be marked in essays to encourage concise, precise and well constructed essays. Revision preparation is established throughout the year using revision guides, PLCs, Kahoot and quizzes and reading room to access a wider range of books. Students have a range of WOW moments ranging from the Potatoes Famine to the Easter Rising.		Essential links to equality in society and the importance of addressing intolerance, in relation to sex, sexuality and race. Furthermore, political systems in contemporary Britain and Ireland are evaluated with students looking at issues with how our political system caused tensions in Ireland to escalate and still exist today within the context of Brexit in 21st Century Britain.		Folder checks will take place every half term. Every unit in the paper will have an essay set in class or at home on one of the skills the paper covers. For Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2. Spring 1: Mock exams

Impact: Students become critical independent learners and researchers who use their initiative to develop knowledge that can be used to justify their views in a sustained and logical way. They gain a passion for different types of history be it political or social and will be able to recognise previous of social change and continuity and identify the causation of these patterns. Students will also use their knowledge to evaluate the use of sources and see how their topics have impacted their contemporary lives and how this ties in to current issues in British and American Society. They will also be able to recognise where they have gaps in their knowledge using checklists and develop a plan for their upcoming exams on where they need to focus their efforts in both skill and content.

Glossary of Key Terms:

A01– Knowledge indicating a descriptive process

A02– Explanation skills with a focused analysis of a key question

A03– Overall judgement skills employed to come to a justified conclusion

LORIC– Leadership Organisation, Resilience, Initiative, Organisation

Interleaving– Revisiting previous topics.

Retrieval– Remembering something from a previous topic.

Cultural Capital– Learning about topic outside the lesson that link to class-room learning.

VIZ D– Visual document: A project based piece of work based on creativity and fun as opposed to an examination assessment, where students apply knowledge and skills to a specific task.