

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.

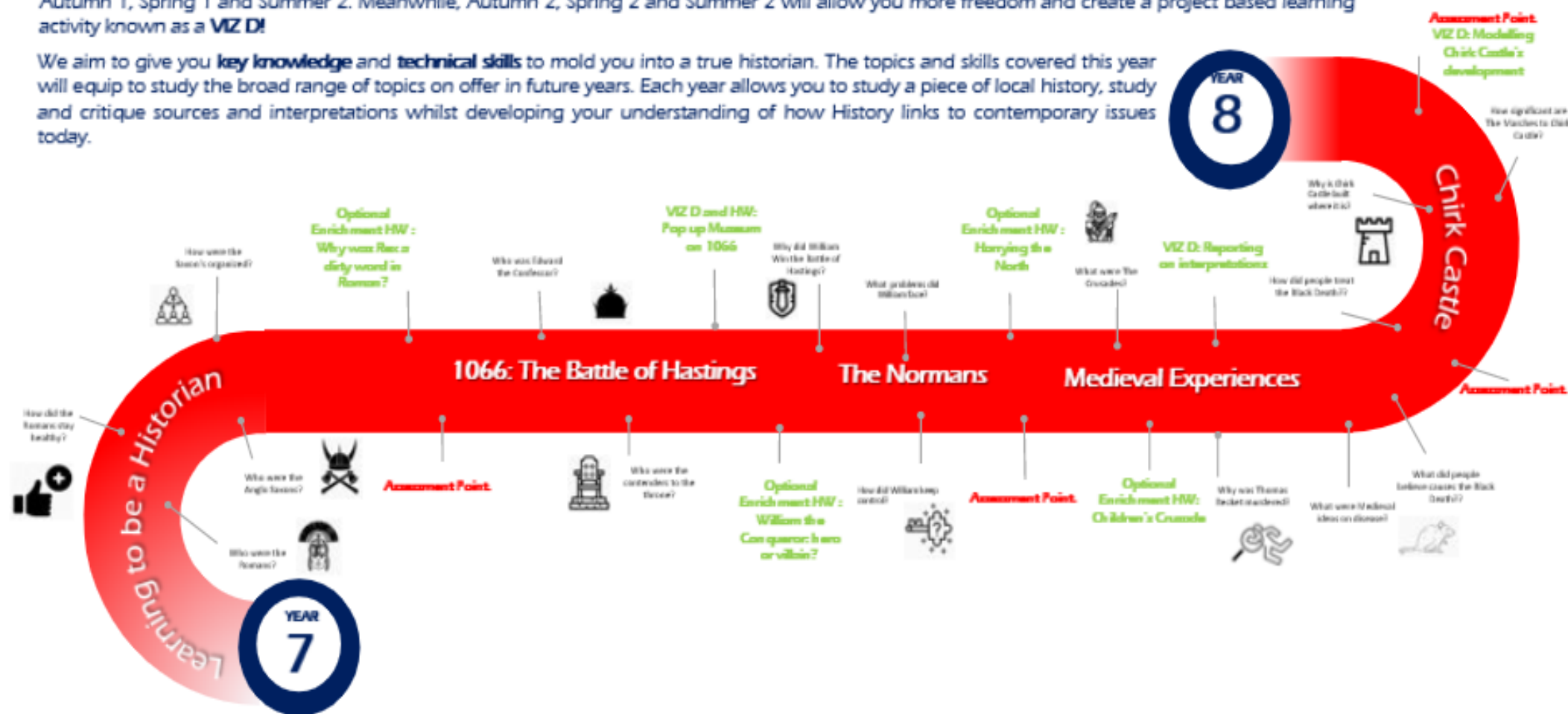
Primary students come from a variety of historical knowledge, with a mix of ancient, early modern and modern history.

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** 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. Meanwhile, Autumn 2, Spring 2 and Summer 2 will allow you more freedom and create a project based learning activity known as a **VIZ D!**

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. You will also have a tracking sheet that looks at your quiz scores and your end of unit assessment.

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.Medieval life 5. Medieval Medicine 6. Chirk Castle	1. Source inference 2. Causation 3. Significance 4. Source utility 5.Significance 6.Interpretations	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. Becket- How did the relationship between Church and the Crown change? 5. What did medieval people could treat illnesses? What was the Black Death? Did the Church help or hinder medicine? 6. How has Chirk’s Castle’s History interacted with key events at the time, and changed the area?	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
<p>Three 55 minute lessons each fortnight.</p> <p>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 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. Greater Depth stretch tasks and additional optional home works to stretch and challenge and build on cultural capital are also built into every scheme of work.</p> <p>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>Include the following:</p> <p>SMSC: Considering the power of different social groups in History ranging from inequalities in class, gender and race.</p> <p>Britain in the 21st Century: Consider the change in power between the church and monarch– think about if the church is as powerful as it was, and if the monarch is still as powerful too.</p>		<p>Aut 2: Assessment which looks at both unit 1 and 2</p> <p>Spring 2: How did William keep control ?</p> <p>Summer 1: Exam</p> <p>Summer 2: VIZ D: Modelling Chirk Castle through time</p>
Impact:					
<p>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. The 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 sources 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.</p>					

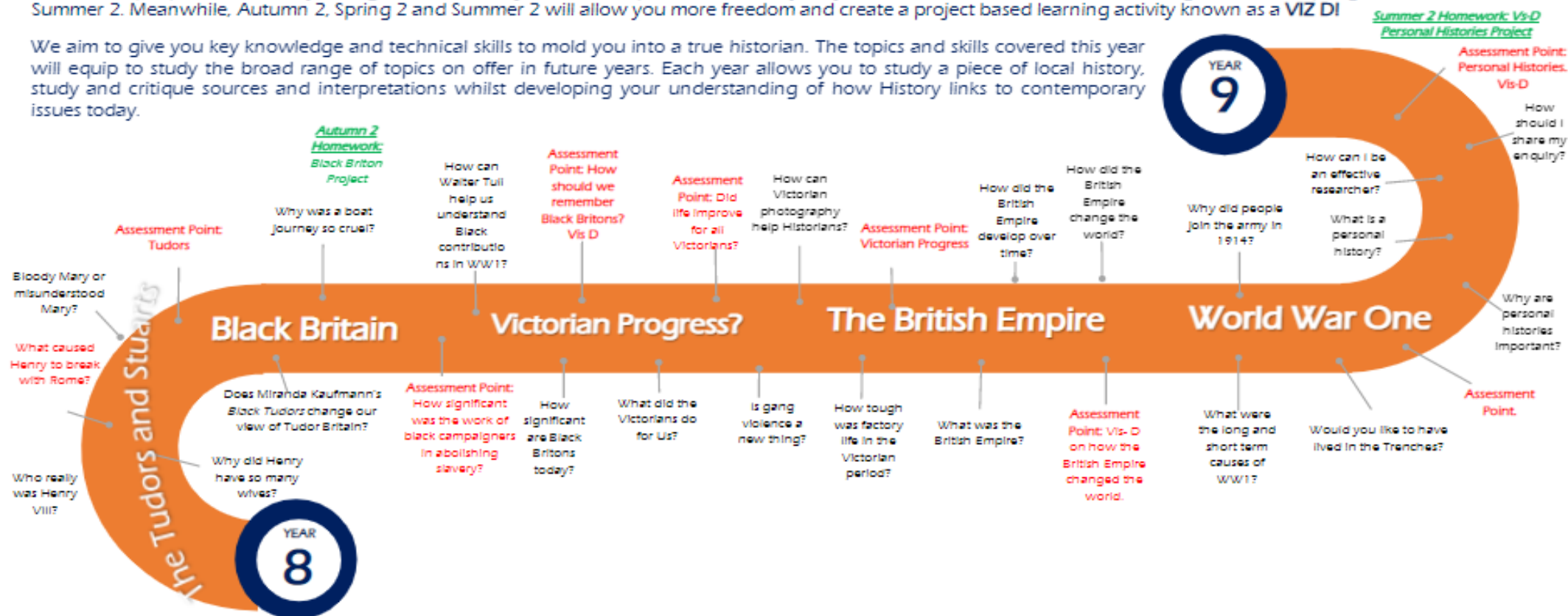
TOPIC	EXPECTED STANDARD	GREATER DEPTH
AUTUMN 1: LEARNING TO BE A HISTORIAN	<p>ES 1: I have shown good knowledge of the different aspects of Roman and Anglo-Saxon life and the key events that took place in this period</p> <p>ES 2: I can understand and explain in relation to other topics features of Roman and Anglo-Saxon and the important events during this period and others.</p> <p>ES 3: I can describe who has the power in Roman and Anglo-Saxon Britain and compare the role of different classes and genders.</p> <p>ES 4: Explain the content of a source with some knowledge.</p> <p>ES 5: Make inferences linked to knowledge.</p> <p>ES 6: Can identify the type of sources that are useful.</p>	<p>GD 1: I have shown specific knowledge of the different aspects of Roman and Anglo-Saxon life and the key events that took place in this period.</p> <p>GD 2: I can explore and explain links between different events and features of this era and others I've studied and pick out a range of similarities and differences.</p> <p>GD 3: I can explain who has the power in Roman and Anglo-Saxon Britain and explain the role and experiences of different classes and genders.</p> <p>GD 4: Explain the content of sources with good knowledge.</p> <p>GD 5: Make inferences linked to knowledge and other sources.</p> <p>GD 6: Can describe NOP of sources in terms of how useful they are</p>
AUTUMN 2: 1066 THE BATTLE OF HASTINGS	<p>ES 1: I have shown good knowledge of the different aspects of the Battle of Hastings and the key events that took place in this period</p> <p>ES 2: I can understand and explain in relation to other topics features of the Battle Of Hastings and the important events during this period and others.</p> <p>ES 3: I can describe who the contenders to the throne were, who won the Battle of Hastings and reasons why.</p> <p>ES 4: Explain, in further depth, the multiple causes of the main events and changes in the Norman Conquest.</p>	<p>GD 1: I have shown specific knowledge of the different aspects of the Battle of Hastings and the key events that took place in this period.</p> <p>GD 2: I can explore and explain links between different events and features of this era and others I've studied and pick out a range of similarities and differences.</p> <p>GD 3: I can explain who the contenders to the throne were in depth, who won the Battle of Hastings, reasons why and the strategies used.</p> <p>GD 4: Explain, in further depth, the multiple causes of the main events and changes in the Norman Conquest.</p> <p>GD 5: Begin to examine these causes, ranking them in order of significance with reasoning.</p>

What will you be learning in Year 8 History?



This year in history, we build on the chronology we began to establish in year 7 and pick up in the 1400's and the rule of the Tudor dynasty. Throughout the year, you will again have the opportunity to **investigate sources** of events building on your ability in **justifying and deciding your own views**. We will also look at **historical interpretations** this year and begin to use knowledge to evaluate the work of other historians. This year you will also have the opportunity to research some personal history to you allowing you to put the source skills you have developed to use. Your studies will enable you to focus on significant events and peoples and identify **change and continuity across time periods**. Like last year you will be assessed via an exam during Autumn 1, Spring 1 and Summer 2. Meanwhile, 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. You will also have a tracking sheet that looks at your quiz scores and your end of unit assessment.

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 British Empire, 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.The British Empire 5.World War I 6.Personal Histories	1.Cause and consequence 2.Source utility 3.Interpretations 4.Change and continuity 5. Significance 6. Source utility and enquiry 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. In line with new assessment policy, summative assessments will be in the 2nd HT of each term. 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 lesson alongside reflections on where their learning journey is linking to previous topics will be used at least once a term. Greater Depth tasks stretch thinking and additional optional home works to stretch and challenge and build on cultural capital are also built into every scheme of work. 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>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 2: Assessment of Aut 1 and 2 content</p> <p>Spring 2: British Empire—Changes assessment</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.

TOPIC	EXPECTED STANDARD	GREATER DEPTH
AUTUMN 1: THE TUDORS	<p>ES 1: I have shown good knowledge of the different aspects of Tudor life and the key events that took place in this period</p> <p>ES 2: I can understand and explain in relation to other topics features of Tudor life and the important events during this period and others.</p> <p>ES 3: I can describe who has the power in Tudor England and examine the role of religion.</p> <p>ES 4: Give clear reasons for causes of the events and important changes in the Tudor period</p>	<p>GD 1: I have shown specific knowledge of the different aspects of Tudor life and the key events that took place in this period.</p> <p>GD 2: I can explore and explain links between different events and features of this era and others I've studied and pick out a range of similarities and differences.</p> <p>GD 3: I can explain who has the power in Tudor England and explain the role and experiences of different religions.</p> <p>GD 4: Give clear reasons for a range of causes of events and begin to reach a judgement on the most important causes.</p>
AUTUMN 2: BLACK AND BRITISH	<p>ES 1: I have shown good knowledge of the different aspects of Black British life and the key events that took place in their history.</p> <p>ES 2: I can understand and explain in relation to other topics features of Black British life seeing changes from the Tudor period up to the modern day.</p> <p>ES 3: I can identify the significance of Black contributions in Britain today using examples of significant Black individuals in history.</p> <p>ES 4: I can identify reasons for significance of events/people in Black British History in depth.</p>	<p>GD 1: I have shown specific knowledge of the different aspects of Black British life and the key events in the history of Black Britons.</p> <p>GD 2: I can explore and explain links between different events and features of this era and others I've studied and pick out a range of similarities and differences.</p> <p>GD 3: I can identify the significance of Black contributions in Britain today using examples of significant Black individuals in history in depth and compare to other key individuals of the time.</p> <p>GD 4: I can identify reasons for significance of events/people in Black British History in depth giving multiple reasons why using the 5R's.</p> <p>GD 5: Begin to explain why some people, events or changes are more significant than others,</p>

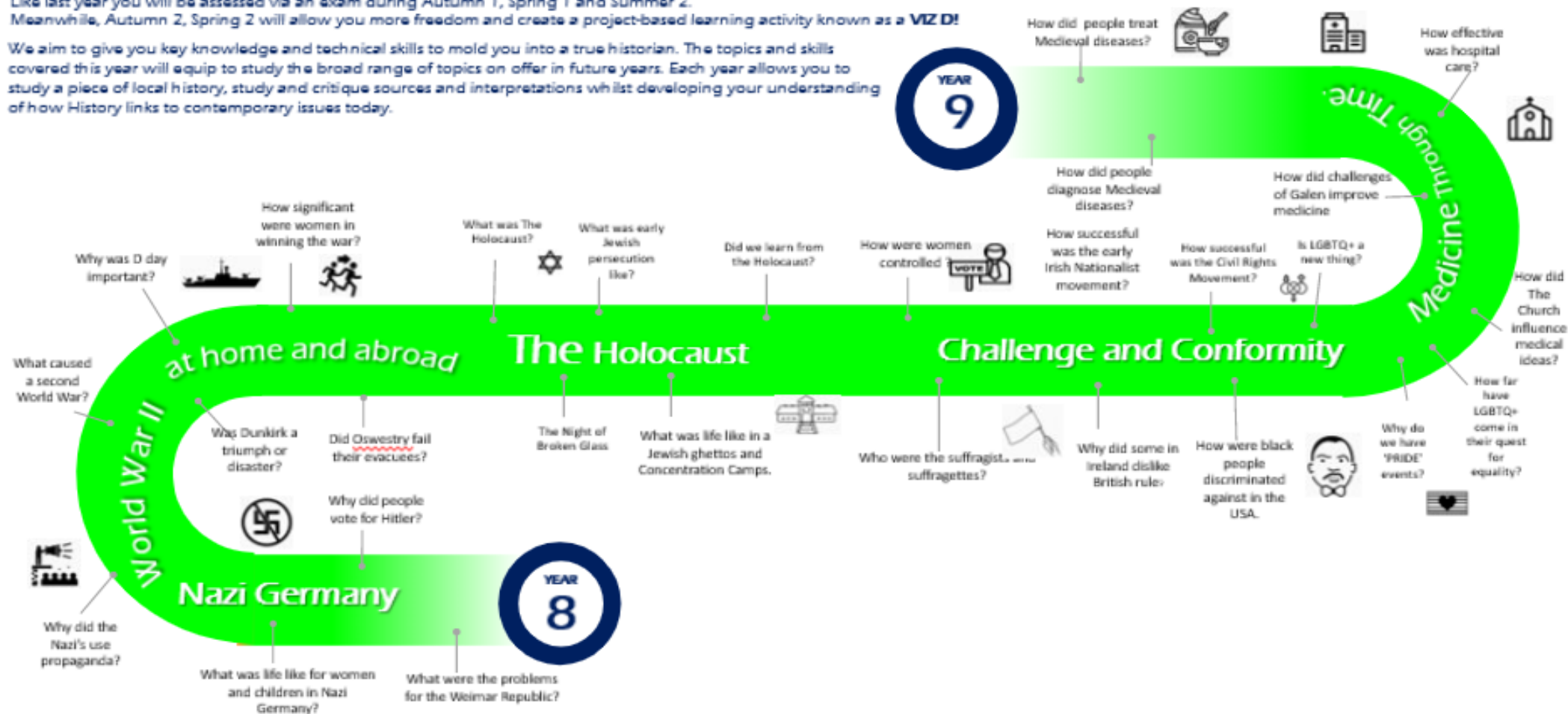
What will you be learning in Year 9 History?



This year in history, we will continue our chronological approach by looking at modern 20th century history of WW2 and the years after. Throughout the year, you will again have the opportunity to **investigate sources** of events building on your ability in **justifying and deciding your own views**. We will also build on your ability to handle **historical interpretations** and develop your confidence in using knowledge to evaluate the work of other historians. You will also spend a whole half term looking at the events of the Holocaust and reflecting on its **historical significance**. Your studies will enable you to focus on significant events and peoples and identify **change and continuity across time periods**. Like last year you will be assessed via an exam during Autumn 1, Spring 1 and Summer 2.

Meanwhile, Autumn 2, Spring 2 will allow you more freedom and create a project-based learning activity known as a **VIZ D!**

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. You will also have a tracking sheet that looks at your quiz scores and your end of unit assessment.

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

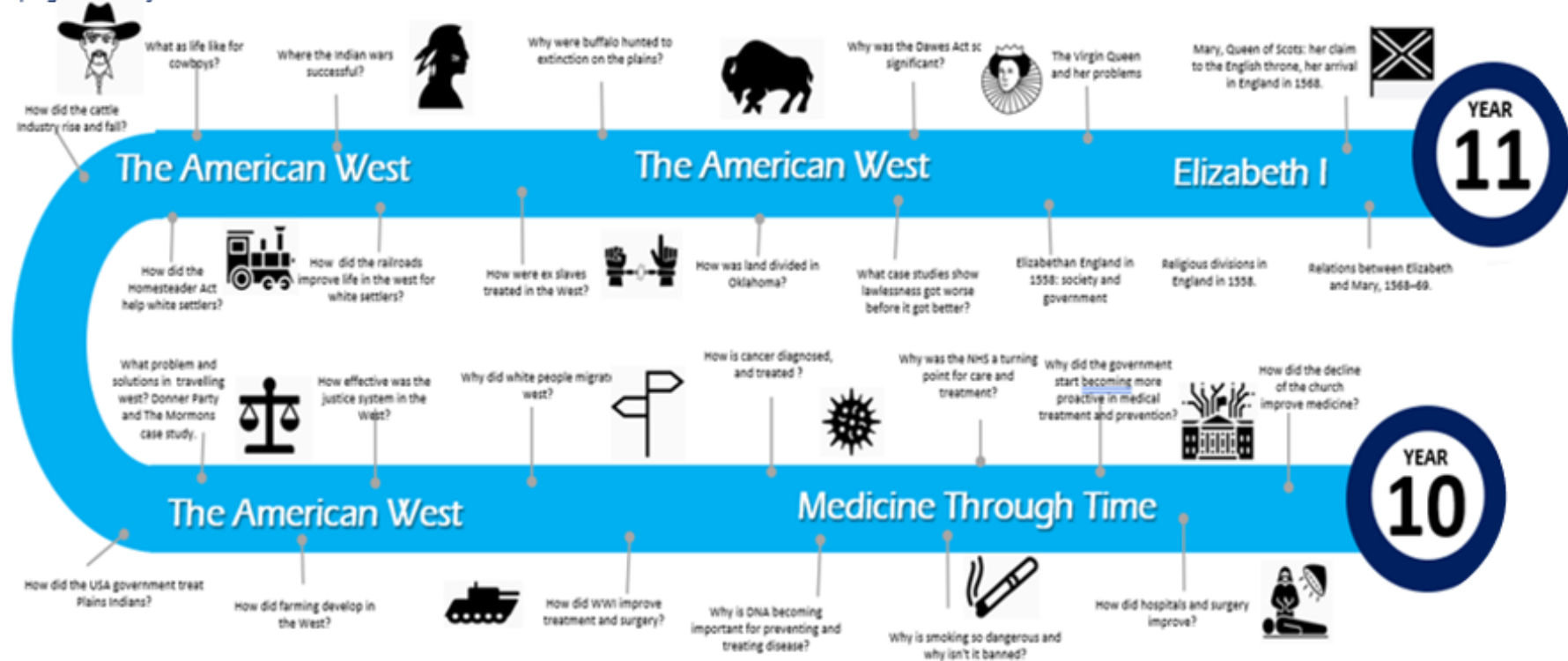
Content / Units	Skills	Knowledge	Prior—Y7 and 8	Next—Y10
1. Nazi Germany 2. WW2 & the Home Front 3. Holocaust 4.. Conformity and challenge 5..Medicine	1.Interpretations 2. Cause and consequence 3. Significance 4. Cause & consequence & significance 5. Change & continuity, causation & significance	Students 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.</p> <p>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 the significance and lasting impacts of the Holocaust and discuss issues of morality and tolerance in depth.</p>		<p>Autumn 2: Interpreting life in Nazi Germany</p> <p>Spring 2: Exam</p> <p>Summer 1 : Conformity and Challenge, did they achieve their goals?</p> <p>Summer 2 Medicine - Why was there continuity in medicine in the Medieval period?</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.

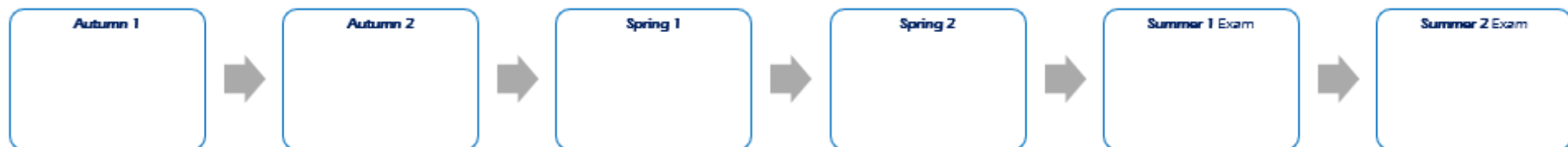
What will you be learning in Year 10 History?



In your first year of GCSE history, you will pick up your study of Medicine through time, focusing on the **change and continuity** of ideas over time. You will consider what factors allowed medicine to progress and which hindered this progress. You will also study the British sector of the Western front as your historic environment, where you will use the **source utility skills** you established at key stage 3 to **analyse** a range of material. You will then move onto the American West topic giving you an insight to the early years that helped establish the country we know as the USA today. This unit will focus on the treatment of Native Americans by white settlers and the American government as well as the issues with law and order in the 'Wild West'. You will be taught how to **construct narratives** of events, building on your chronology skills from KS3 and to **consider the consequences that events had on groups or societies**. You will also begin to look Early Elizabethan England and the role Elizabeth I played in shaping the nature of Britain today and the wider commonwealth. You will be assessed by using GCSE style questions throughout the year to ensure you are best prepared for your exams in the summer of year 11. We not only aim to give you the skills required to successfully prepare for your GCSE's, but also equip you with knowledge about how these topics have played a significant role in shaping the world you live in.



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 assessments here:



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. Medicine through time 2. American West 3. Early Elizabethan England	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: Medieval Medicine, Renaissance Medicine, Age of Enlightenment, Modern Medicine, Medical advancement and organisation during WWI. 2. Key themes: Lawlessness, tension between White Settlers and Plains Indians, Farming on the Plains, Settlement on the Plains. 3. Key themes: Queen, government and religion, 1558–69, Challenges to Elizabeth at home and abroad, 1569–88 & Elizabethan society in the Age of Exploration, 1558–88	Links to Year 7 studying the Black death, Year 8 studying Victorian progress such as antiseptics and anaesthetics. Year 9 studying Medicine will build on this knowledge further.	Will continue to cover Elizabeth I, 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>Students 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. WOW moments are actively built into the curriculum with scheduled 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. 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 over time. They will also have the opportunity to consider how events such as the break with Rome and the religious settlement still has left an imprint on the religious identity of Britain today and see evidence of this change in local communities.</p> <p>Students will also have opportunities for trips, with plans to run a battlefields trip to France and 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 Medicine</p> <p>Spring Term and Summer 1: An examination on a new topic and one old topic from American West</p> <p>Summer Term: An examination on a new topic on Elizabeth. 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.

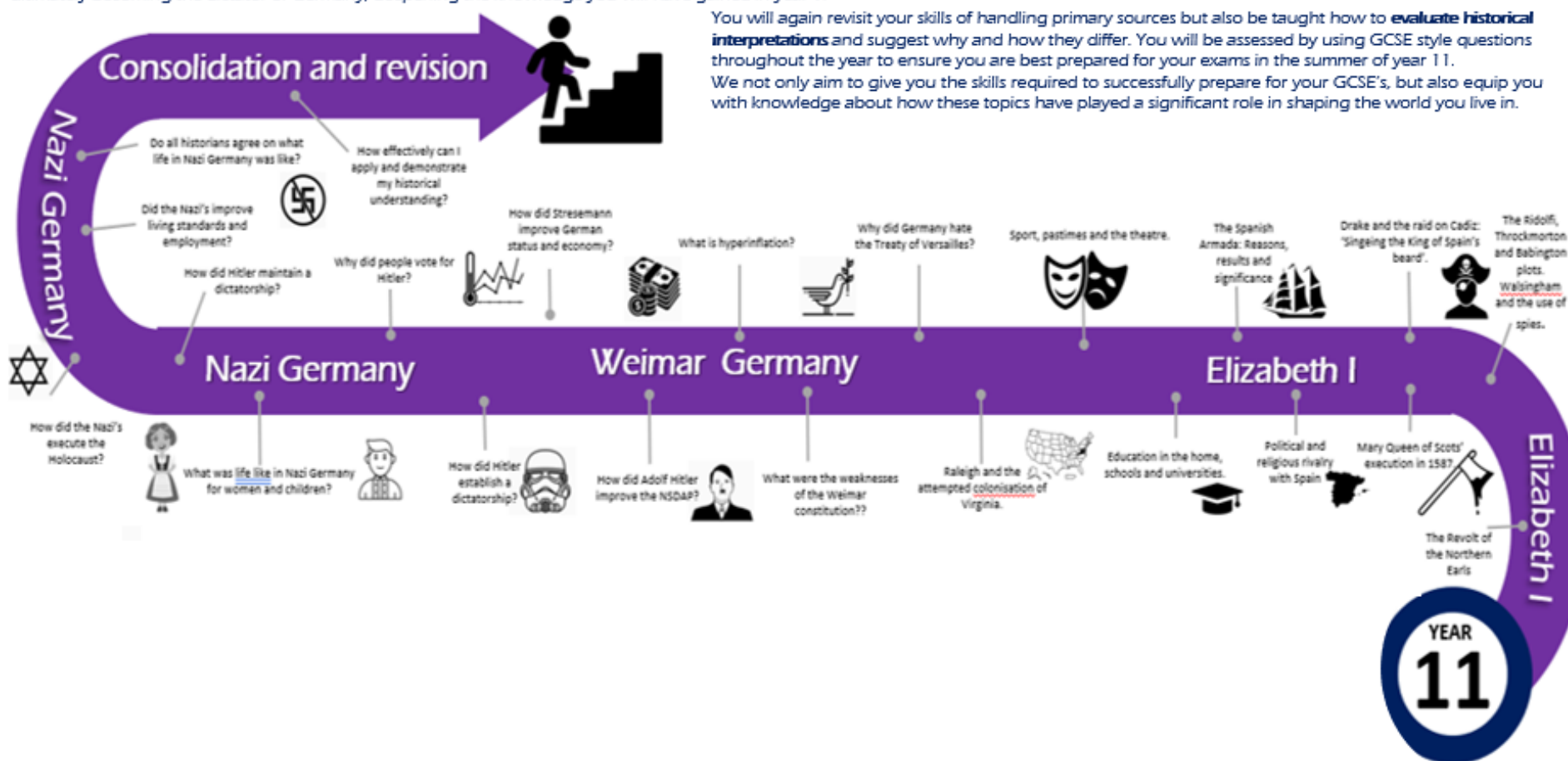
What will you be learning in Year 11 History?



In year 11, we will pick up the work we began on Elizabeth I in year 10 and continue to look at her reign as Queen considering the social, political and economic impacts of her time as Queen and the lasting impact this has had. We will consider important issues such as gender and legitimacy and relate these to current debates in the modern day too. You will be taught how to explain the reasons **why events happen** and build on your ability to **justify your arguments** that you began in KS3. You will then look at Weimar and Nazi Germany as your final GCSE unit. This topic will look at the impact of WW1 on Germany and the political and social unrest during the 1920's and trace the rise of the Nazi party and Adolf Hitler to ultimately becoming the dictator of Germany, deepening the knowledge you will have gained in year 9.

You will again revisit your skills of handling primary sources but also be taught how to **evaluate historical interpretations** and suggest why and how they differ. You will be assessed by using GCSE style questions throughout the year to ensure you are best prepared for your exams in the summer of year 11.

We not only aim to give you the skills required to successfully prepare for your GCSE's, but also equip you with knowledge about how these topics have played a significant role in shaping the world you live in.



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 assessments here:



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. Early Elizabethan England	1. Describe the key features, Explaining why, Explain the most important factor.	1. Key themes: Queen, government and religion, 1558–69, Challenges to Elizabeth at home and abroad, 1569–88 & Elizabethan society in the Age of Exploration, 1558–88.	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.
2. Weimar and Nazi Germany	2. Source Utility skills, Source Interpretation skills, how and why are they different and knowledge application of each and explaining why an event occurred.	2. Weimar government's weaknesses and strengths, Hitler's rise to power, Hitler establishing a dictatorship and Life in Nazi Germany.		
3. Revision/ Consolidation	3. All previous content			

Implementation	Marches Futures Links	Summative Assessment
<p>3 hours a week</p> <p>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>Students 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 scheduled 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 checks 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 Elizabeth I</p> <p>Autumn 2: Mock Exams on a Elizabeth 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:

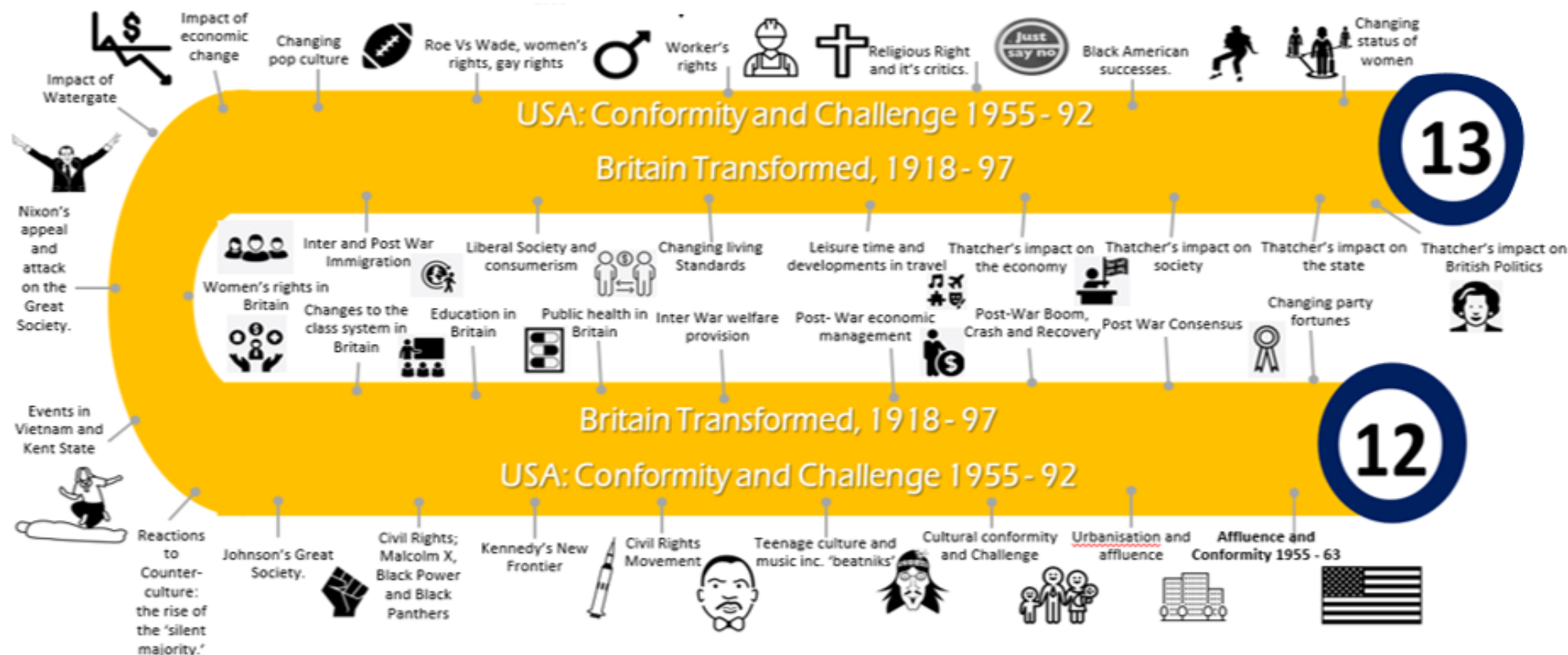
Students will hold extensive and secure knowledge of each period and will have been exposed to a wide variety of exam skills that they will take at the end of Year 11. Students will confidently apply their knowledge to sources and hypothesis in order to come to sustained and coherent judgements about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

What will you be learning in Year 12 History?



In your first year of your A-level studies, you will study two units alongside each other. As well as studying Britain transformed 1918-97, you will also study USA: conformity and challenge 1955-92. In your Britain topic, you will look at the political, economic, social and cultural changes that took place between the years 1918-97, with a depth study on the Thatcher years, where you will develop your ability to **evaluate, and critique extended interpretations**. For the USA, you will look at similar themes tracking a time period that saw a huge amount of change in America and will also have the opportunity to develop your **source analysis** skills that you developed in KS4. Both topics also require the ability to answer AO1 knowledge questions which will require you to demonstrate your ability to select and deploy knowledge critically to reach a judgment on a given time period or issue.



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 assessments here:



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

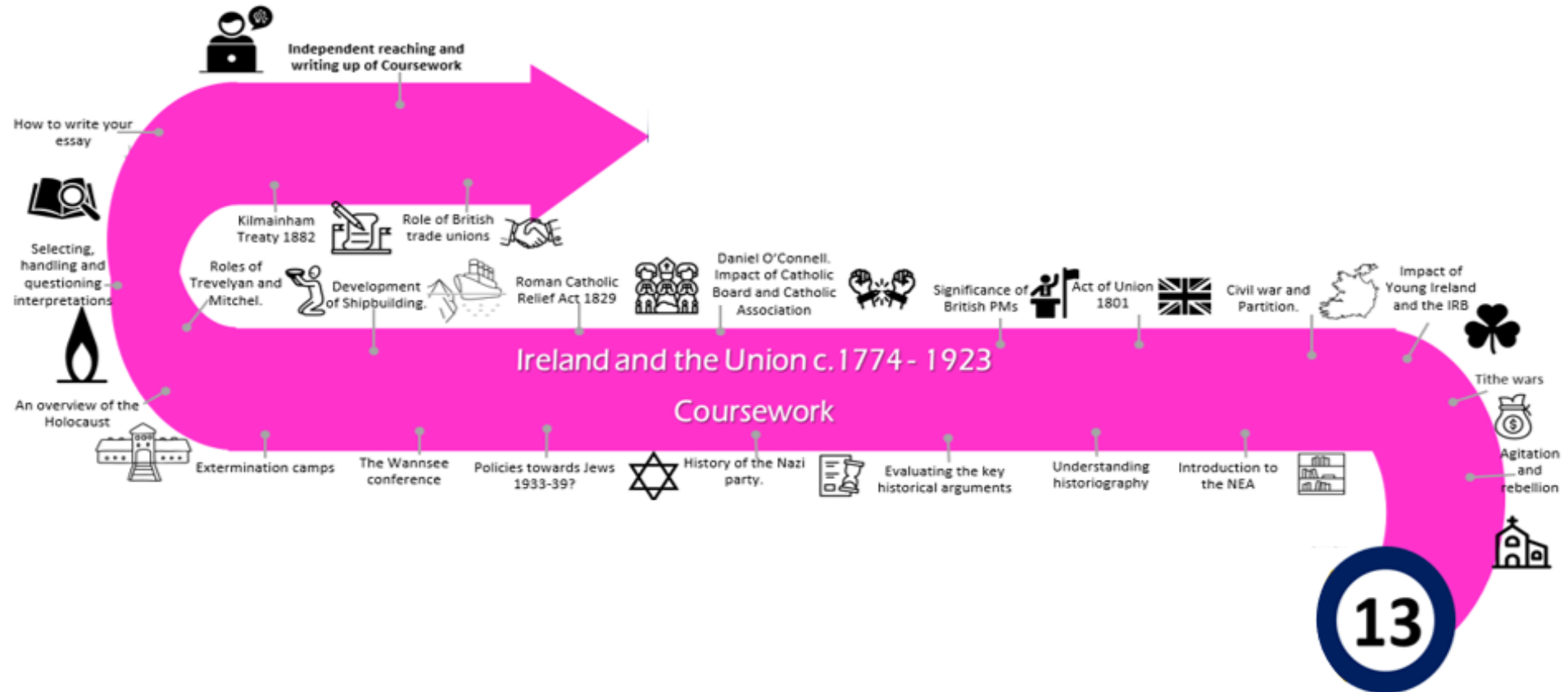
Content / Units	Skills	Knowledge	Prior learning	Next Year 13	
Paper 1: Britain transformed 1918-1997 Paper 2: USA Challenge and Conformity 1955-1992	1. Content essay skills and Thatcher Interpretation essay skills. 2. Content essay skills and Source utility essay skills.	1. Political change 1918-79, The welfare state1918-79, social change 1918-79 in class, sexuality, gender and immigration, Changing quality of life a1918-79 and Thatcher's and her impact 1979-1997. 2. Affluence and conformity of the 50s, Protest and reaction of the 60s, Social and Political change f the 70s, Republican Dominance and it's opponents of the 80s. These will include debates on discrimination based on race, sex and sexual-ity, the rise of new media, sports and music and political scandals such as the Vietnam war, Kent state shootings and Watergate.	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 wom-en's rights in Britain. USA's social change and political divides are built upon through KS4's American West and Year 9's explora-tion of the civil right's move-ment.	Coursework begins and Paper 3 on Irish Nationalism.	
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. Home-work 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. WAGOLs are used consistently to highlight exam-ples 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, Wom-en'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 im-portance 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 sys-tem operates such as First Past the Post. freedoms and infringements on democratic processes are con-sidered in how Hitler ended democracy legally in Ger-many and the importance of having check and bal-ances 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>

What will you be learning in Year 13 History?

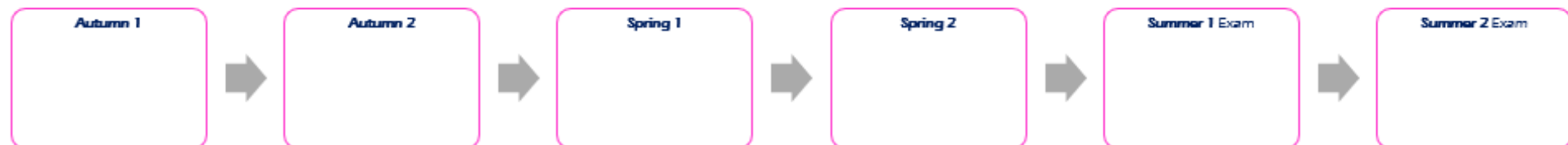


In year 13 you will learn the British and Irish perspectives on the position of Ireland in the 18th, 19th and 20th centuries, as well as a more in depth look at issues affecting the Irish people at a micro level. These include the Irish famine, the question of land and who owns it in Ireland, as well 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.

Alongside this, you will conduct an **independent essay of 3000-4000 words** which will see you research in detail a range of historical perspectives on whether or not the Holocaust was a long-term plan. You will be expected to conduct in depth research of the topic and of what the differing arguments are to your central question, taking on the role of a historian and presenting your findings in your NEA.



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 assessments here:



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
<p>5 Hours a week: 2 hours for coursework and 3 hours for Ireland content</p> <p>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.</p> <p>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.</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 the Potatoes Famine to the Easter Rising.</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 caused tensions in Ireland to escalate and still exist today within the context of Brexit in 21st Century Britain.</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 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.