

History

Year 7: Year Overview

Unit of Learning	1	2	3	4	5
Topic	Battle of Hastings	Norman conquest: Conisbrough Castle	Significance of the Black Death Freddie's Mum	English Civil War	Empire and Slavery
Skills	<i>Knowledge Causation Explain</i>	<i>Knowledge Source skills Interpretation skills</i>	<i>Significance</i>	<i>Knowledge Source skills Interpretation</i>	<i>Knowledge Source skills Interpretation</i>
Knowledge	Contenders for the throne. The events of the Norman invasion. Reasons for William's victory.	Castle building. Features of Conisbrough Castle. How castles were defended and attacked.	Reasons for the significance of the Black Death.	Who was Charles I? What were the short term and long term causes? What happened during the Civil War? Cavaliers v Roundheads. Where did it all go wrong?	The Ancient African Empires Why did the British want an Empire? Was it a force for good? The trade triangle. The Middle Passage. Life on the slave plantations.
Assessment	Extended writing, targeted questioning, SA/PA.	Extended writing, targeted questioning, SA/PA.	Extended writing, targeted questioning, SA/PA.	W/c 13th December BoH, Castles and Black Death Assessment Question types: Q1) How far do you agree...significance of the Black Death Q2) Narrative account on the Reformation Content focus: BoH, Castles and Black Death Recall: BoH & CC	Extended writing, targeted questioning, SA/PA.
Ecco Values / SMSC / Cultural Capital Links and British Values	Students are able to justify their opinion. <i>FBV: The rule of law</i>	Students are able to work in groups and take on a role within a team. <i>FBV: The rule of law</i>	Students are able to write a persuasive letter. Students understand the wider significance of a historical event and its impact on our world today.	Students are able to explain how events link together. <i>FBV: The rule of law, democracy</i>	Students are able to explain how events link together. <i>FBV: Individual liberty, mutual respect and tolerance</i>
Literacy / Numeracy Links	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language

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History

Unit of Learning	6
Topic	Civil Rights In America
Skills	<i>Knowledge Source skills Interpretation skills</i>
Knowledge	Segregation Emmett Till Rosa Parkes Civil Rights Movement Civil Rights Act
Assessment	W/b 18th April Black Death, Castles, Civil War, Question types: <i>Q1) How far do you agree...significance of the Black Death</i> <i>Q2) Narrative account on the Reformation</i> Content focus: BoH, Castles, Civil War Recall: BoH & CC
Ecco Values / SMSC / Cultural Capital Links and British Values	Students develop investigation and explanation skills. <i>FBV: The rule of law, Mutual respect and tolerance, Individual Liberty</i>
Literacy / Numeracy Links	Write to describe/explain/justify. Subject specific language

History

Year 8: Year Overview

Unit of Learning	1	2	3	4	5
Topic	Causes of WWI	Soldier's Motivation (WWI)	Hitler's Rise to Power	Nazi Methods of Control	The Holocaust
Skills	Knowledge Causation	Knowledge Source skills Causation	Knowledge Significance	Knowledge Source skills Interpretation skills	Knowledge Interpretation skills
Knowledge	Long term causes. Short term causes. The assassination of Franz Ferdinand.	Life in the trenches. Trench conditions and problems. Trench warfare. Reasons for soldier motivation to continue fighting.	The Treaty of Versailles. What is a dictatorship? What is a democracy? Reasons why people voted for Hitler. Reasons for rise to power- outside events and Hitler's actions.	Life in Nazi Germany – for young people. Nazi methods of control: propaganda, rallies, Gestapo, SA, concentration camps, control of courts.	Holocaust overview. Who were the perpetrators? Background to anti-Semitism. Loss of Jewish rights. Life in the ghettos.
Assessment	Week WC 4th Oct: WW1 Question types: Q1) Main cause of WW1...how far do you agree? Q2) Suggest one reason why they give different views...slavery/plantation Content focus: Alliance system; militarism; assassination of Ferdinand. Causes of slavery and life on the plantations Recall: BoH & CC	Extended writing, targeted questioning, SA/PA.	Extended writing, targeted questioning, SA/PA.	Week 24th Jan: Nazi Germany Question types: Q1) How the importance of propaganda and terror for Nazi control... Q2) Describe two features of Hitler Youth Content focus: SS; concentration camps, rallies, courts, radio, Berlin Olympics...purpose, organisation and role of the HY Recall: WW1 causes/motivation & suffragettes	Extended writing, targeted questioning, SA/PA.
Ecco Values / SMSC / Cultural Capital Links and British Values	Students are able to justify their opinion.	Students are able to use evidence to support their judgement. <i>FBV: Individual liberty</i>	Students are developing as citizens – they understand the role of voting in a democracy. <i>FBV: The rule of law, Democracy</i>	Students are able to use evidence to support their judgement. <i>FBV: The rule of law, Democracy, Mutual respect and tolerance, Individual liberty</i>	Students are able to explain key information about a significant historical issue. <i>FBV: Mutual respect and tolerance, Individual liberty</i>

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History

Literacy / Numeracy Links	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language
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Unit of Learning	6	7	8
Topic	Turning Points of WW2	Was the atomic bomb justified?	The Cold War
Skills	Knowledge Causation Significance Judgement	Knowledge Source skills Interpretation	Knowledge Source skills Causation
Knowledge	Hitler's foreign policy, Appeasement, Enigma Code, WW2 battles inc. Dunkirk and D-Day, Blitzkrieg, The Blitz.	Why did the USA drop the atomic bomb? Consequences of dropping the atomic bomb.	Why was there a Cold War? Berlin Crisis, Korean War, Cuban Missile Crisis, Vietnam.
Assessment	Extended writing, targeted questioning, SA/PA.	Extended writing, targeted questioning, SA/PA.	WC 27th June Question types: Content focus: Holocaust, WW2, Atomic Bomb. Recall: WW1, Hitler's Rise to Power, Control in Nazi Germany
Ecco Values / SMSC / Cultural Capital Links and British Values	Students are able to evaluate the morality of appeasement High expectations, working hard and showing GRIT.	Students are able to justify their viewpoint on a controversial moral issue. <i>FBV: Individual liberty</i>	Students are able to justify their viewpoint on a controversial moral issue. High expectations, working hard and showing GRIT. <i>FBV: Democracy</i>
Literacy / Numeracy Links	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Subject specific language

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Year 9: Year Overview

Unit of Learning	Development of Church and State 1559-1603	Medicine Through time (Paper 1)	Medicine Through time (Paper 1)	Medicine Through time (Paper 1)	Medicine Through time (Paper 1)
Topic	Life in England during the reign of Elizabeth I	Key topic 1: Middle Ages 1250-1500	Key topic : Renaissance 1500-1750	Key topic 3: Industrial period 1750-1900	Key topic 4: Modern Medicine
Skills	<i>Describing Key features Comparing change and continuity Analysing Significance Making a supported judgement Source Skills</i>	<i>Describing Key features Comparing change and continuity Analysing Significance Making a supported judgement</i>	<i>Describing Key features Comparing change and continuity Analysing Significance Making a supported judgement</i>	<i>Describing Key features Comparing change and continuity Analysing Significance Making a supported judgement</i>	<i>Describing Key features Comparing change and continuity Analysing Significance Making a supported judgement</i>
Knowledge	Context: How has life changed since Ancient times? Life in Tudor England Life of Elizabeth I Marriage and Elizabeth Society- leisure, education, poverty Religion- change and continuity from earlier Tudor reigns The Threat of Mary Queen of Scots Exploration in the Elizabethan age War – causes and consequences of the Armada.	Background knowledge of ideas from the ancient world, such as those of Hippocrates and Galen Medicine in medieval England was strongly influenced by the Church and that there was also a strong belief in the role of the supernatural so prayer fell alongside more natural attempts to treat disease, such as bloodletting and purging, and herbal remedies that had been passed down through generations. The full spread of treatments is exemplified in the case study of the Black Death.	Development in approaches to diagnosis and treatment of disease, shifting to a more scientific approach, supported and promoted through the Royal Society. English Reformation saw the power of the Church wane and with it control of medical knowledge and training, and the religious hospitals that had previously provided care for the sick, leading to significant changes in the way doctors were trained. Case studies: William Harvey and Andreas Vesalius. Great Plague	Impact science had on understanding about causes and treatment of disease. Pasteur and Koch's work. The two case studies look at Edward Jenner and his smallpox vaccination, and John Snow and his theory about the spread of cholera. Surgical advancements. Florence Nightingale. As the Industrial Revolution drew to a close, the government began to become more involved in all aspects of society, leading to laws focused on improving public health.	From 1900 onwards treatment and prevention saw a significant change. The impact of the NHS and government lifestyle campaigns such as mass vaccinations. Impact of improvements in science and technology, leading to improvements in diagnosis and treatment. Fleming, Florey and Chain developed treatments for specific diseases. The fight against lung cancer.
Assessment	WC 27th September Elizabethan England Content focus: Leisure/ Reasons for marriage in Elizabethan England. Recall: Causes of WW1, Trenches, Suffragettes	Extended writing, targeted questioning, SA/PA.	WC 3rd January Elizabethan England Content focus: Threat of Mary Queen of Scots, Armada Recall: Life in Tudor England- leisure, education poverty.	Extended writing, targeted questioning, SA/PA/low stakes quizzes/practice exam questions.	Extended writing, targeted questioning, SA/PA, low stakes quizzes, practice exam questions.

History

Ecco Values / SMSC / Cultural Capital Links and British Values	High expectations, working hard and showing GRIT. <i>FBV: Democracy, the Rule of Law, Individual Liberty</i>	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Individual Liberty</i>	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Individual Liberty</i>	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Individual Liberty</i>	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Individual Liberty</i>
Literacy / Numeracy Links	Write to describe/explain/justify. Subject specific language	Write to describe/explain/justify. Exam command words Subject specific language	Write to describe/explain/justify. Exam command words. Subject specific language.	Write to describe/explain/justify. Exam command words Subject specific language	Write to describe/explain/justify. Exam command words Subject specific language

Unit of Learning	Western Front (Paper 1)
Topic	Key Topic: Medicine on the Western Front
Skills	<p><i>Describing Key features</i> <i>Analysing Source utility</i> <i>Considering evidence to follow up a source</i></p>
Knowledge	<p>The Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system, the use of mines and the use of subterranean tunnels – and how the terrain and conditions impacted on injuries and treatment. Problems of wounds from weapons such as rifles and bombs and that new techniques in the treatment of wounds and infection had to be found or existing techniques adapted The evacuation Route. The work of the Royal Army Medical Corps (RAMC) and The First Aid Nursing Yeomanry (FANY).</p>
Assessment	<p><u>WC 23rd May</u> Elizabeth, Medicine <u>Content focus:</u> <u>Recall: Armada, MQoS</u></p>
Ecco Values / SMSC / Cultural Capital Links and British Values	<p>Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Individual Liberty</i></p>

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History

Literacy / Numeracy Links	Write to describe/explain/justify. Exam command words. Subject specific language.
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Year 10: Year Overview

Unit of Learning	American West c.1835-95 (Paper 2)	American West c.1835-95 (Paper 2)	American West c.1835-95 (Paper 2)	Early Elizabethan England 1558-88 (Paper 2)	Early Elizabethan England 1558-88 (Paper 2)
Topic	Key topic 1: The early settlement of the West, c1835–c1862	Key topic 2: Development of the plains, c1862–c1876	Key topic 3 : Conflicts and conquest, c1876–c1895	Key topic 1: Queen, government and religion, 1558–69	Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88
Skills	<i>Explaining consequences Writing an analytical narrative Analysing significance</i>	<i>Explaining consequences Writing an analytical narrative Analysing significance</i>	<i>Explaining consequences Writing an analytical narrative Analysing significance</i>	<i>Describing key features Explaining causation Making a supported judgement</i>	<i>Describing key features Explaining causation Making a supported judgement</i>
Knowledge	Beliefs and way of life of the Plains Indians Migration and early settlement Conflict and tension	The development of the settlement of the West. Ranching and the cattle industry. Changes in the way of life of the Plains Indians.	Changes in farming, the cattle industry and settlement. Conflict and tension. The destruction of the Plains Indians' way of life.	The situation on Elizabeth's accession. The religious settlement 1559. Challenges to the religious settlement. The problem of Mary, Queen of Scots.	Plots and revolts at home. Relations with Spain. Outbreak of war with Spain, 1585-88. The Armada 1588.
Assessment	Extended writing, targeted questioning, SA/PA, low stakes quizzes, practice exam questions.	w/9 29th November American West Assessment 1 Question types (AW): Q1) Consequence Q2) Narrative Q3) Significance (W Front): Q1) Describe 2 features (Med): Q3) Explain one way Content focus: AW Early Settlement Recall: Medicine and W Front	Extended writing, targeted questioning, SA/PA, low stakes quizzes, practice exam questions.	w/b 7th Feb American West Assessment 2 Question types (AW): Q1) Consequence Q2) Narrative Q3) Significance (W Front): Q1) How useful (Med): Q4) Explain why Content focus: AW Early Settlement, Development of Plains Recall: Medicine and W Front	w/b 25th April Y10 mock exams: Question types (AW): Q1) Consequence Q2) Narrative Q3) Significance (Med): Q4) Explain why (EEE): Q5ci) How far Content focus: American West, Medicine and Elizabeth Key Topic 1

History

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Unit of Learning	Early Elizabethan England 1558-88 (Paper 2)
Topic	Key topic 3: Elizabethan society in the Age of Exploration, 1558–88
Skills	<i>Describing key features</i> <i>Explaining causation</i> <i>Making a supported judgement</i>
Knowledge	Education and leisure. The problem of the poor. Exploration and voyages of discovery. Raleigh and Virginia.
Assessment	Extended writing, targeted questioning, SA/PA, low stakes quizzes, practice exam questions.
Ecco Values / SMSC / Cultural Capital Links and British Values	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Individual Liberty, Mutual respect and tolerance</i>

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Year 11: Year Overview

Unit of Learning	Weimar and Nazi Germany, 1918-39 (Paper 3)	Weimar and Nazi Germany, 1918-39 (Paper 3)	Weimar and Nazi Germany, 1918-39 (Paper 3)	Weimar and Nazi Germany, 1918-39 (Paper 3)
Topic	Key topic 1: The Weimar Republic 1918–29	Key topic 2: Hitler’s rise to power, 1919–33	Key topic 3: Nazi control and dictatorship, 1933–39	Key topic 4: Life in Nazi Germany, 1933–39
Skills	<i>Explaining causation Assess the usefulness of sources Explain how and why interpretations differ Evaluate interpretations in historical context</i>	<i>Explaining causation Assess the usefulness of sources Explain how and why interpretations differ Evaluate interpretations in historical context</i>	<i>Explaining causation Assess the usefulness of sources Explain how and why interpretations differ Evaluate interpretations in historical context</i>	<i>Explaining causation Assess the usefulness of sources Explain how and why interpretations differ Evaluate interpretations in historical context</i>
Knowledge	The origins of the Republic, 1918-19. Early challenges to the Weimar Republic, 1919-23. The recovery of the Republic, 1924-29. Changes in society 1924-29.	Early development of the Nazi Party, 1920-22. The Munich Putsch and the lean years, 1923-29. Growth in support for the Nazis, 1929-32. How Hitler became Chancellor, 1932-33.	Creation of a dictatorship, 1933-34. The police state. Controlling and influencing attitudes. Opposition, resistance and conformity.	Nazi policies towards women and the young. Employment and living standards. The persecution of minorities.
Assessment	Extended writing, targeted questioning, SA/PA, low stakes quizzes, practice exam questions.	w/b 1st November Y11 School exams Paper 1 and Paper 2 full papers	Extended writing, targeted questioning, SA/PA, low stakes quizzes, practice exam questions.	w/b 21st Feb Y11 School exams Paper 1, Paper 2 and Paper 3 full papers
Ecco Values / SMSC / Cultural Capital Links and British Values	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Democracy, Individual Liberty, Mutual respect and tolerance</i>	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Democracy, Individual Liberty, Mutual respect and tolerance</i>	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Democracy, Individual Liberty, Mutual respect and tolerance</i>	Rounded base of skills and knowledge for GCSE History, with a view to move forward to College/Work. High expectations, working hard and showing GRIT. <i>FBV: The Rule of Law, Democracy, Individual Liberty, Mutual respect and tolerance</i>

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