

History

TRANSITION STAGE

| YEAR 7 | | | | | | |
|--|--|--|--|--|-----------------------------|------------------------------------|
| CONTENT | What is history | How did William of Normandy conquer England in 1066? | How did William the conqueror gain control of England in 1066? | Life in the Middle Ages & King John Global Empires mini enquiry | Global Empires mini enquiry | How did the Tudors change England? |
| SKILLS | Significance/Cause/Sources & Chronology | Significance/Sources/Cause & chronology | Sources/interpretation | Historical interpretations | | |
| ASSESSMENT | What is history assessment is included within the how did William conquer assessment | What is history/how did William conquer assessment | What should William's nickname be? | Was King John a bad king? | | |
| USEFUL RESOURCES/GUIDANCE: | | | | | | |
| 1066 - https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066-claimants-to-the-throne/zky76v4 | | | | | | |
| 1066 - https://www.bbc.co.uk/programmes/articles/5H3D06RwHzTLrWN3K1Bwrzy/everything-you-never-knew-about-the-battle-of-hastings | | | | | | |
| 1066 - https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f | | | | | | |
| Tudors - https://www.bbc.co.uk/teach/school-radio/history-the-tudors/zkgyhbk - https://www.bbc.co.uk/bitesize/guides/zm4mn39/revision/6 | | | | | | |
| Global empires - https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/1 - https://www.bbc.co.uk/news/world-africa-47379458 | | | | | | |

FOUNDATION STAGE

| YEAR 8 | | | | | | |
|---|--|---|-----------------------------------|--|---|--|
| CONTENT | Migration to the UK including local history | British Empire | Industrial Revolution | Social and Political change in the UK | Transatlantic Slave Trade. How did life change for African Americans between 1700 and 1850? | Civil Rights activists |
| SKILLS | Chronology, change and continuity | Interpretations | Change and continuity | Interpretations and significance | Sources | Change |
| ASSESSMENT | Change and continuity essay. How has migration changed the UK from 500AD to the present day? | Was the British Empire a good thing? Historical interpretation assessment | January formal History assessment | Interpretations assessment: How accurate is an interpretation of the significance of popular protests? | Comprehension and source-based assessment | How were the lives of African Americans impacted after the American Civil War? |
| USEFUL RESOURCES/GUIDANCE: | | | | | | |
| Suffrage movement - https://www.bbc.co.uk/teach/class-clips-video/history-ks3-suffrage/zkxthbk | | | | | | |
| Migration to the UK - https://www.bbc.co.uk/teach/class-clips-video/history-ks3-migration/zf8wihy | | | | | | |

Industrial Revolution - <https://www.bbc.co.uk/bitesize/guides/zymv4wx/revision/4> - <https://www.history.com/topics/industrial-revolution/industrial-revolution>
 British Empire - <https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1> - <https://www.britannica.com/place/British-Empire>
 Transatlantic Slave trade - http://www.understandingslavery.com/index.php?option=com_content&view=article&id=369&Itemid=145.html
 Transatlantic Slave trade - <https://www.bbc.co.uk/bitesize/topics/zqyfr82> - <https://www.bbc.co.uk/teach/how-did%C2%A0slave-owners-shape-britain/z67dbdm>

| YEAR 9 | | | | | | |
|---|--|---|--|--|--|--|
| CONTENT | Causes of World War 1 – Did 1 bullet kill 16 million people? | World War 1 – Trench warfare - Were the British soldiers' lions led by donkeys? | World War 2 - Was Winston Churchill the hero of WW2? | Continue with World War 2 - Was Winston Churchill the hero of WW2? The holocaust | The USA in the 1920's and 1930's – How did the Great Depression change the USA? | The impact of WW2 on the USA and post war development - How did the USA recover from World War 2? |
| SKILLS | Cause | Historical interpretations | Historical interpretations | Historical interpretations | Change and continuity | Change and continuity |
| ASSESSMENT | Essay evaluating the different causes of WW1 | Were the British soldiers in WW1 'lions led by donkeys'?? | January formal History assessment on WW1 | Interpretation assessment. To what extent do different interpretations agree that Churchill was the hero of WW2? | Change and continuity assessment. How much did the Great Depression change the USA between 1929 and 1941 | Change and continuity assessment. Why did some Americans not benefit from the affluence of the 1950's? |
| USEFUL RESOURCES/GUIDANCE: | | | | | | |
| Causes of WW1 - https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/znhrj6 - https://www.bbc.co.uk/teach/world-war-one-interactive-article-collection/zhcnmfr | | | | | | |
| Fighting in WW1 - https://www.bbc.co.uk/bitesize/topics/z4crd2p/resources/1 - https://www.historyonthenet.com/ww1-trenches-what-is-a-trench | | | | | | |
| Causes of WW2 - https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1 - https://www.historyonthenet.com/world-war-two-causes | | | | | | |
| Churchill - https://www.bbc.co.uk/news/magazine-30934629 - https://schoolhistory.co.uk/notes/winston-churchill/ | | | | | | |

EXAMINATION STAGE

| YEAR 10 | | | | | | |
|----------------|--|---|--|--|--|---|
| CONTENT | GCSE – The development of the USA – 1929 – 2000 – the issue of Civil Rights, 1941 – 70 and Political change, 1960 - 2000 | GCSE – The development of the USA – 1929 – 2000 –social change, 1950 – 2000, Cold War rivalry and the search for world peace since 1970 | GCSE - Germany – 1919 – 1939 – the impact of WW1, Treaty of Versailles, the recovery of Weimar and the Nazi rise to power and the end of the Weimar Republic | GCSE - Germany – 1919 – 1939 – the consolidation of Nazi power and Nazi economic, social and racial policy | GCSE - Germany – 1919 – 1939 – terror and persuasion and Hitler's Foreign Policy | GCSE - The Elizabethan Age, 1558-1603 – Elizabethan government, the lifestyles of the rich and poor and popular entertainment |
| SKILLS | Change and significance | Change and significance | Source analysis - purpose | Source analysis – purpose, utility and historical interpretations | Source analysis – purpose, utility and historical interpretations | Source content/inferences and source accuracy |



| ASSESSMENT | Questions 1, 2 and 3 of the USA paper | Questions 4 and 5 of the USA paper | Questions 1 and 2 of the Germany paper | Questions 3 and 4 of the Germany paper | Question 5 of the Germany paper | End of year exams – USA/Germany |
|---|---------------------------------------|------------------------------------|--|--|---------------------------------|---------------------------------|
| USEFUL RESOURCES/GUIDANCE: | | | | | | |
| USA - https://www.bbc.co.uk/bitesize/guides/ztxbgs8/revision/1 - https://www.history.com/topics/great-depression/1930s - https://www.bbc.co.uk/bitesize/guides/z9fw4j6/revision/1 | | | | | | |
| Germany - https://www.bbc.co.uk/bitesize/topics/zxvfnbk - https://www.brainscape.com/packs/gcse-history-nazi-germany-7151400 - https://www.bbc.co.uk/bitesize/guides/zcwxrdm/revision/1 - | | | | | | |
| Elizabeth - https://www.bbc.co.uk/bitesize/guides/z3nqsg8/revision/4 - https://schoolhistory.co.uk/notes/elizabethan-era/ | | | | | | |
| Students will also have access to a revision book for each topic. | | | | | | |

| YEAR 11 | | | | | | |
|--|--|--|---|---|---|-----|
| CONTENT | GCSE - The Elizabethan Age, 1558-1603, the Spanish Armada and the Puritan threat | Medicine through time: – causes of illness and disease and attempts to prevent illness and disease | Medicine through time: Attempts to treat and cure illness and disease and advances in medical knowledge | Medicine through time: Developments in patient care, developments in public health and the Historical study | Revision: USA Germany Elizabeth Medicine | N/A |
| SKILLS | Historical interpretations | Source content and reliability | Source content/reliability and change/continuity over time | Chronology, source content/reliability and chronology, knowledge and understanding | Exam skills | N/A |
| ASSESSMENT | Questions 4 & 5 of the Elizabeth paper | Trial exams – Germany and Elizabeth papers | 1, 2 and 3 of Medicine paper | Questions 4, 5 and 6 of Medicine paper | Walking Talking Mocks | N/A |
| USEFUL RESOURCES/GUIDANCE: | | | | | | |
| Medicine - https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time - https://www.bbc.co.uk/bitesize/guides/zxg6wxs/test | | | | | | |
| Elizabeth - https://www.bbc.co.uk/bitesize/guides/z3nqsg8/revision/4 - https://schoolhistory.co.uk/notes/elizabethan-era/ | | | | | | |
| Students will also have access to a revision book for each topic. | | | | | | |

ADVANCED STAGE

| YEAR 12 | | | | | | |
|----------------|--|--|--|--|---|---------------------------|
| CONTENT | Germany – Treaty of Versailles to the Munich Putsch Tudors – Battle of Bosworth, consolidation of power and English society | Germany – Weimar recovery – economic, social and cultural Tudors – rebellions under Henry VII, religion, humanism, Henry VII legacy and an introduction to Henry VIII | Germany – Political developments and the rise of Nazism Tudors – Henry VIII – government, the Great Matter and Foreign Policy | Germany – Hitler’s appointment as Chancellor and his consolidation of power Tudors – Henry VIII – religion, society and economy | Finish curriculum, Revision & exam preparation. Key skills, historical knowledge and understanding and essay, source and extract practice | NEA –Russia and autocracy |



Curriculum & Assessment Map

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|-------------------|---|---|--|--|--|--|
| SKILLS | Source analysis/historical interpretations | Source analysis/historical interpretations | Source analysis/historical interpretations/evaluation and judgements | Source analysis/historical interpretations/evaluation and judgements | Source analysis/historical interpretations/evaluation and judgements | Source analysis, historical interpretations and analysis of significance for NEA |
| ASSESSMENT | Tudors – historical interpretation exam question Germany – source skills exam question | November mock exam – Germany – source skills exam question Tudors essay writing skills | Tudors – historical interpretation Germany – essay skills | February mock exam – Germany – essay skills. Tudors – historical interpretation | End of unit Tudor and Germany exams for year 12 content | NEA – practice assessments |

USEFUL RESOURCES/GUIDANCE:

- <http://www.projectbritain.com/history/tudorbritain.html>
- <https://www.hrp.org.uk/hampton-court-palace/history-and-stories/henry-viii/#gs.6pnq8b>
- <https://www.gresham.ac.uk/lectures-and-events/treaty-of-versailles-100-years>
- <https://www.bbc.co.uk/programmes/p01dh5yg>
- <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

| YEAR 13 | | | | | | |
|--|---|--|---|---|--|-------------|
| CONTENT | Germany – Nazi government, propaganda economic and social policy Tudor – Edward IV and Mary I – government society, economy and religion | Germany – social policy and Jewish policy Tudor - Elizabeth – government, parliament and the religious settlement | Germany – Development of anti-Semitism, beginning of WW2, impact of war on society and the war economy Tudors – Elizabeth - Mary Queen of Scots, foreign policy, economy, society and the poor | Germany – final solution and opposition to the Nazis Tudors – Elizabeth – last years and the English renaissance | Revision & exam preparation. Key skills, historical knowledge and understanding and essay, source and extract practice | Study leave |
| SKILLS | Interpretation and source skills | Source skills | Source analysis/historical interpretations/evaluation and judgements | historical interpretations, evaluation and judgements | Source analysis/historical interpretations/evaluation and judgements | Study leave |
| ASSESSMENT | September mock – NEA – interpretation and source skills | November mock - Germany source and essay question | Germany essay question Tudor interpretation question | February mock – Tudor interpretation and essay question | Practice questions | A2 exam |
| USEFUL RESOURCES/GUIDANCE: | | | | | | |
| https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042 https://www.gresham.ac.uk/watch/ | | | | | | |