

**History – Key Stage 3**

Term	Year 7			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	Students will study the Normans and medieval life from 1066 onwards.	Students will learn about the succession crisis and the key battles and tactics used at the time. They will also study how the Anglo Saxons reacted to the new king. Finally, students will evaluate how and why William triumphed over the other contenders to the throne.	Constant verbal feedback. Two formative assessments in the style of an essay question.  One summative assessment at the end of term based on short knowledge questions and a long essay question.	Students will complete a series of lessons on the First World war. They will then study the rise of various Dictators in Europe	Students will learn about the long- and short-term causes of the conflict. They will study weapons, tactics, and trench life. They will learn how propaganda was used during the conflict and evaluate the fairness of the Treaty of Versailles.  Students will learn about the differences between democracy and dictatorships. They will learn why Mussolini and why he came to power. They will then study key aspects of Hitler’s rise to power and Stalin’s legacy. Finally, students will learn how these men impacted the wider world at the time and in the future.	Constant verbal feedback. One formative and one summative assessment in the style of an essay question  Constant verbal feedback. One formative assessment in the style of an essay question
	Students will complete a series of lessons on how medieval life changed in the later Middle Ages.	They will identify the key changes that occurred in society. They will evaluate the success and impact of these changes on the lives of people and look at how the changes still influence today.  They will study the causes of the Black death and the impact it had on people who survived	Constant verbal feedback. Two formative assessments in the style of an essay question based on life in the Middle Ages and the Tudors / the English Civil Was.	Students will continue their work on Dictators in Europe.  Students will complete a series of lesson on the Holocaust. Students will study the victims, perpetrators, collaborators, bystanders and resisters.	As above.  Students will learn how the Nazis were able to create an environment for genocide and how they attempted to justify their actions to their population. Students will look at the	Constant verbal feedback. One formative assessment in the style of an essay question and a summative assessment in the style of an essay question and short knowledge questions.  Constant verbal feedback. One formative assessment in the style of an essay question

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					affect of the holocaust on its victims through the lens of the Greenman family.	
Students will then learn how the Tudors changed Britain and how this led onto civil war.	Students will then study the key monarchs from the Tudor period. They will identify key features of the church and learn about the changes made. They will evaluate the impact of these changes. Students will also study the long- and short-term causes of the civil war and learn what life was like in England without a monarch.	<p>Constant verbal feedback. Two formative assessments in the style of an essay question.</p> <p>One summative assessment at the end of term based on the year's learning.</p>	Students will complete a series of lessons on World War II. They will then learn how the end of the second world war led to the cold war with a focus on key events.	<p>Students will identify the causes of the second world war. They will study key events and individuals and learn how the war impacted on people at home and in Europe. Finally, they will evaluate the impact and legacy of the conflict in the 20<sup>th</sup> and 21<sup>st</sup> century</p> <p>Students will then study the Cold War and start with key ideologies of the time and evaluate the strengths and weaknesses of both sides. They will learn about key events such as the Cuban Missile Crisis and the Space Race. Finally, students will look at how relations worsened towards the end of the 20<sup>th</sup> century and the events and consequences for the world because of the end of the cold war.</p>	<p>Constant verbal feedback. Two formative assessments in the style of an essay question based on the Second World War and Cold War.</p>	

## History – Key Stage 4

Term	Year 10			Year 11		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	<p><b><u>Health and the People, 1000-Present</u></b></p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. Students will look at <b>Medicine</b> stands still (1000-1500), the beginnings of change (1500-1800) and the Industrial era (1800-1900).</p>	<p>Students learn about the causes, scale, nature, and consequences of short- and long-term developments. They study the impact of these changes on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will also draw on wider world developments that impacted on the core themes.</p>	<p>Constant verbal feedback.</p> <p>Formative assessment regularly throughout the term to assess across source and essay questions (Q1-Q4 of Health and the People paper) as well as a summative assessment at the end of each topic e.g. Industrial Medicine, Modern Medicine.</p>	<p><b><u>Conflict and Tension: the inter-war years.</u></b></p> <p>This wider world depth study enables students to understand the complex and diverse interests of the winners and losers of WW1 and how the treatment of the losers caused tension in Europe.</p> <p><b><u>Germany (1890-1945)</u></b></p> <p>Students will look in-depth at the rule of the Kaiser, his abdication, the creation of Weimar Germany and the rise of the popularity of fascism and communism.</p>	<p>Students will develop an understanding of why tension increased following the signing of the ‘Peace Treaties’ following WW1. They will also study and consider the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> <p>Students will develop an understanding of the key differences between the Weimar Germany and the rule of the Kaiser. The causes of these changes and the impact of these changes including the rise of the popularity of fascism and communism and the eventual accession of Hitler to power.</p>	<p>Constant verbal feedback.</p> <p>Formative assessment regularly throughout the term to assess across source and essay questions (Q1-Q4 of WW1 paper) as well as a summative assessment at the end of each topic e.g. Industrial Medicine, Modern Medicine.</p> <p>Formative assessment regularly throughout the term to assess across interpretation and essay questions (Q1-Q6 of Germany paper) as well as a summative assessment at the end of each topic e.g. Kaiser’s Germany and Weimar Germany; Rise of the Nazis etc.</p>
	<p><b><u>Completion of Health and the People, 1000-Present</u></b></p> <p>Students will study Modern medicine (1900-Present)</p> <p><b><u>Norman England, 1066-1100</u></b></p> <p>This British History option allows students to study the arrival of the Normans and</p>	<p>As above.</p> <p>Students will learn about the effect of the Norman Conquest and the major aspects of Norman rule. They will consider these from an economic, religious,</p>	<p>As above.</p> <p>Constant verbal feedback.</p> <p>Formative assessment regularly throughout the term to assess across interpretation and essay</p>	<p><b><u>Completion of Conflict and Tension: the inter-war years.</u></b></p> <p>Students will study the creation of the League of Nations and assess its successes and failures. Students will then progress to looking at the events which caused the outbreak of WW2.</p>	<p>Students will assess the strengths and weaknesses of the League of Nations and analyse its failures throughout the 1920s and 1930s such as the crisis in the Aaland Islands, Manchuria, Abyssinia and Czechoslovakia.</p>	<p>As above.</p>

	<p>the establishment of their rule. Students will study the Norman Conquest and control of people and what life was like under Norman rule.</p>	<p>political, social, and cultural standpoints. They will also develop an understanding of causation and a knowledge of historical controversies.</p>	<p>questions (Q1-Q4 of Normans paper) as well as a summative assessment at the end of each topic e.g. How the Normans took control of England.</p>			
<b>Term 3</b>	<p><b><u>Completion of Norman England, 1066-1100</u></b></p> <p>Students will study the Norman Church and monasticism and a historic site (which will change yearly)</p>	<p>As above.</p>	<p>As above.</p> <p>Constant verbal feedback and regular formative assessment.</p>	<p><b><u>Completion of Germany (1890-1945)</u></b></p> <p>Students will look at the experiences of ordinary Germans living under the Nazis.</p> <p><b><u>Revision of all 4 topics and techniques for AO1- AO4.</u></b></p>	<p>Students will study the impact on different people's lives (such as women, children, Christians, Jews etc.) both at home and in the workplace.</p> <p>Revision of all 4 topics and techniques for AO1- AO4.</p>	<p>As above.</p>