

HISTORY

Year 7

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	EXTENDED CURRICULUM (trips/visits/after school activities)
<p>1. What can toilets tell us about our past? This first topic introduces students to the concept of change over time and identifies changes in attitude between the Iron Age and the present day. Student also address the reasons why attitudes towards health and sanitation have evolved, such as Roman inventions, the rural society of medieval Britain, urbanisation, the Industrial Revolution and developments in technology and research. This allows students to get a broad overview of different periods of history, helping them to understand chronology.</p> <p>2. History mysteries: what can we learn from remains? Through studying various Roman mysteries, students are introduced to sources and inferences, and begin to make judgements about what can be useful about remains.</p>	<p>3. Why did William win the Battle of Hastings? This depth study helps to develop students' understanding of the historical concept of causation by considering the causes of William's victory. Students continue to explore the concepts of conquest and control.</p> <p>4. How much did Anglo-Saxon England change after the Norman Conquest? This is a mini study in which students consider what happened after the Battle of Hastings. They also further develop their understanding of change and continuity.</p>	<p>5. What difference did the Black Death make to Walsham? This depth study is also a local history study on the short- and long-term impacts of the Black Death on a single village. This scheme focuses on the concept of impact, as well as furthering student understanding of change and continuity by exploring historical turning points.</p> <p>6. What were the most important moments in the first thousand years of Islam? This enquiry deliberately reaches beyond British history, considering the first thousand years of the Islamic religion. The conceptual framework is significance, particularly encouraging students to build a criterion of what make an event significant and use that criteria to judge different elements of the first thousand years of Islam.</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> • Baseline assessment to get an understanding of whether students understand key historical vocabulary and concepts. • Timeline & paragraph on sanitation, assessing understanding of chronology/ change & continuity. • Booklet about the Vindolanda remains, assessing understanding of inferences & the usefulness of remains. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Essay on Battle of Hastings, assessing understanding of causation. • Mini essay comparing Anglo-Saxon and Norman England, assessing understanding of change & continuity. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Essay on Walsham & the Black Death, assessing understanding of impact and turning points. • Booklet on Medieval Islam, assessing understanding of significance when compared to a criterion. 	

Year 8

1. Why did Henry VIII break with Rome? This scheme furthers students' conceptual understanding of causation. Students examine the interplay between church and state in the 16th century, considering the reasons for their being major changes at the start of this period, such as the Renaissance and the Reformation. Building on the enquiry on the Battle of Hastings in Year 7, students are introduced to vocabulary that can help them to make links between causes, which is part of building an argument in an essay.

2. How far and how fast did religion change in the sixteenth century? This mini enquiry delves more deeply into religious change, looking at the policies of the Tudor monarchs. Students create a 'religious rollercoaster' which enables them to think about the changes that take place, and begin to apply vocabulary to best describe the extent and direction of change and continuity.

3. What was the impact of the Spanish Armada? Having looked at the breadth of Tudor England, students now look in more depth at the Spanish Armada and the challenges Elizabeth I faced as queen. They will be able to link the religious instability with the previous monarch and consider how her family history made the start of her reign challenging. They look at different interpretations of the Spanish Armada and how these have changed over time, before reaching their own conclusion about how positively the Armada impacted Elizabeth's reign. This includes recapping and developing student thinking about impact, particularly long- and short-term impact.

Spanish Armada continued – students finish the scheme & complete the assessment after Christmas.

4. What can sources tell us about England's Civil War? This unit covers the events of the Civil War, including thematic links to the changing nature of power. It does so through the lens of sources – students are exposed to a range of different types of sources in order to ascertain what they are useful for. This involves the skills of making inferences that students first build in the 'History Mysteries' unit in Year 7 and continue to develop through consistently examining sources in history lessons.

5. Why did England begin to expand in the sixteenth and seventeenth centuries? This enquiry begins by introducing the theme of migration, before broadening into a wider study of exploration and colonisation. This continues to develop student understandings of international relations and power, as well as the conceptual focus of causation (building on the enquiry about the Break with Rome to encourage students to use language to evaluate the role a factor played).

English expansion continued – students finish the scheme & complete the final assessment after Easter.

6. Topic on Empire & Slavery. This unit is currently being updated. The new unit will focus on different experiences of the British (and other European Empires), comparing a variety of colonies. Students will make comparisons between those colonies. They will also examine the Atlantic slave trade.

7. Industrial Revolution. This enquiry will investigate the changes brought about by the Industrial Revolution, in order to prepare students for understanding the 'industrialised' 20th century in Year 9, including studying the technology in World War One.

<p>Assessment:</p> <ul style="list-style-type: none"> • Knowledge test on the Break with Rome. • Essay on the Break with Rome, assessing understanding of causation and ability to build an argument. • Description of religious rollercoaster, assessing the language used to describe change & continuity. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Essay on Spanish Armada, assessing understanding of impact and ability to build an argument. • Analysis paragraphs on a variety of sources, assessing understanding of how different types of sources are useful in different ways. • Knowledge test & paragraph on migration to America, assessing student explanation of causation & understanding of expansion topic. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Essay on English expansion, assessing understanding of causation and building arguments through examining the roles played by different factors. • Assessment on Empire & slavery. 	
Year 9			
<p>1. Did 2 bullets lead to 20 million deaths? This in-depth unit aims to extend students' causal reasoning developed throughout Years 7 and 8. Students will assess a range of factors, events and individuals that may have contributed towards the outbreak of WW1 and use causation language to be able to analyse the role of each factor and reach a strong concluding argument.</p> <p>2. What made WW1 the first war of its' kind? This significance enquiry will build upon students' knowledge of the global scene at the start of WW1 and consider ways in which WW1 marked a change in warfare. They will address the contribution of soldiers from across the British Empire, the impact of new trench warfare and how the developments in technology led to advancements in weaponry and medical knowledge. The conceptual focus is to judge the significance of a specific aspect of the war based on a criterion.</p>	<p>3. Why did World War Two break out in 1939? This mini enquiry bridges the gap between World War One and World War Two, providing crucial background material both to the subsequent World War Two and Holocaust enquiries. Students examine a small range of factors that could be said to have caused World War Two and consolidate their use of strong explanation when evaluating the relative importance of these factors.</p> <p>4. What was the most important turning point in World War Two? This enquiry focuses on impact, specifically the question of when a turning point occurs in a military setting, and the different types of impact that a battle or event can have. Students study four battles thoroughly, before comparing them to come to a judgement about <u>the</u> turning point in the war. This enables students to build on their reasoning about impact developed in Year 7 and 8 – rather than thinking in terms of positive or negative impact, or long/short-term impact, students focus on psychological, strategic and territorial impacts.</p>	<p>5. Who or what was responsible for the Holocaust? Having already grounded themselves in events of the inter-war and war years, students cover the main factors that could explain in the Holocaust, including long-term anti-Semitism, Hitler's role, the role of the German people and that of other countries. Together with constructing their own arguments about why the Holocaust occurred, this unit involves students examining interpretations about why the German people went along with the Holocaust.</p> <p>6. How much did the Civil Rights Movement change? Through examining both the UK and US Civil Rights Movements, students can make judgements both about the extent to which these movements made political, social and economic changes, and how similar they were. This connects with previous topics about migration and slavery, and also gives the option for students to undertake their own research.</p>	<p>A visit from a Holocaust Survivor. Optional trip to Ypres and the Somme to visit the WWI battlefields.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Knowledge Test of World War One. 	<p>Assessment:</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Knowledge test on the causes of the Holocaust. 	

<ul style="list-style-type: none"> • Essay on the causes of World War One, assessing use of language to build a convincing argument about causation. • Design & analysis of a memorial about an aspect of World War One, assessing understanding and explanation of significance. 	<ul style="list-style-type: none"> • Paragraphs on causes of World War Two, specifically assessing explanation of language selected to describe the role played by causes. • Essay on turning points in World War Two, assessing understanding of impact and the construction of a non-causal argument. 	<ul style="list-style-type: none"> • Essay on the Holocaust, assessing student explanation of causation and construction of a 'clinching' argument. • Assessment on Civil Rights Movement. 	
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Year 10

<p>Paper 1A: Migrants to Britain, 1250-present day. This British thematic study traces how the attitudes and impact of migration have changed between 1250 and the present day. This allows students to study the characteristics of life in Britain across all these centuries and strengthens their understanding of how and why things change or perhaps, stay the same. The three main issues students will address consistently across these periods are: the reasons for migration to Britain, the experiences of migrants and the impact of migrants on Britain. Their chronological and contextual understanding draws on much of their knowledge from KS3 and introduces some key concepts that are tracked throughout each time period, such as Britain's connections to the wider world, beliefs, attitudes and values, government, economic forces and communications.</p>	<p>Paper 1B: The Elizabethans, 1580-1603. The British depth study focuses on a shorter time span when the nation was under severe pressure and faced the possibility of invasion. The point of this study is to understand the complexity of society and the interplay of different forces within it. Students will look at how society, daily life and popular culture had both vastly different and similar features to life today. They will address the power of the Queen and the challenging relationship between church and state. Through this, they will address the underlying issue of how and why late Elizabethan England has been interpreted as a 'golden age.' Students will also learn how and why historians and others have interpreted the same events and developments in different ways.</p>	<p>Paper 2: History Around Us: a study of the historic environment. This topic forms the local history element to the GCSE. Students examine the local site of Castle Hill in Cambridge and explore the changing uses of this site through time and what this can reveal about the significance of the local area and how attitudes and values have changed over time. This topic provides students with something they can relate to, such as the local streets, houses and churches they may have walked past in Cambridge but draws upon major historical events that Cambridge has been affected by, such as the Norman Conquest, the English Civil War, Victorian prison reform and the more recent Cold War. Students will use both archaeological evidence and written archives to explore the history of their local area.</p>	<p>Local history trip to Shire Hall in Cambridge that all of Year 10 are expected to attend as the field work element of the local site study they complete in the summer term.</p>
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<p>Assessment: Across the term students practise each of the exam questions that could come up in this unit, as well as applying the second-order concepts of impact, change & continuity, causation and similarity & difference to the styles of question.</p> <ul style="list-style-type: none"> • 10-mark question on impact • 18-mark judgement question • 9-mark question on similarity & difference 	<p>Assessment: Across the term students practise each of the exam questions that could come up in this unit:</p> <ul style="list-style-type: none"> • 3 & 5-mark questions on a single interpretation • 12-mark questions comparing interpretations • 20-mark judgement question 	<p>Assessment: Students are assessed both on their knowledge of the Castle Hill site, and their ability to use evidence of reveal key changes to the site in its' past. This includes reference to key criterion points which are covered throughout the unit. 20-mark questions are practised during this unit, based on the most recent GCSE papers available.</p>	
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<p>At the end of the unit, they undertake an 'end of unit test' in which they are assessed on 1-mark knowledge questions, a 10-mark question on change & an 18-mark judgement question.</p> <p>Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term.</p>	<p>Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term.</p>	<p>Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term.</p>	
<h2>Year 11</h2>			
<p>Paper 3B: Living Under Nazi Rule, 1933-45. This world depth study focuses on a short period of German history which saw great conflict between different cultures and ideologies. Students cover the rise of the Nazis and the experiences and responses of people across Europe. This topic encourages students to engage with many rich, contemporary sources and different interpretations of historians. This will allow students to develop their understanding of the nature of historical evidence and how history is constructed. It builds on much of the work on the 20th century that students covered in Year 9, particularly World War Two and the Holocaust.</p> <p>N.B. The second part of Paper 3 (B) is completed first to best complement the trip to Germany.</p>	<p>Paper 3A: The Making of America, 1789-1900. This world period study focuses on wider world society and the unfolding of the story of American history. It explores the relationship between different cultures at a time of great upheaval and considers the experiences and perspectives of different individuals and groups. Students will assess reasons for the expansion of American territory as well as the relationship between this expansion and the cultures of Native Americans, African Americans and white Americans. They will need to be able to identify, describe and explain events and developments relating to these three cultures and the conflicts between them in these years.</p>	<p>Before students go on study leave, the summer term will be spent revising.</p>	<p>Optional trip to Munich and Nuremberg to look at the birth and rise of the Nazi party. This will take place in term 1, whilst students are studying the Nazi Germany course. Students must sign up for this trip in Year 10.</p>
<p>Assessment: Across the term students practise each of the exam questions that could come up in this unit:</p> <ul style="list-style-type: none"> • 7-mark question – making strong inferences from sources • 15-mark question analysing the utility of a source • 18-mark judgement question 	<p>Assessment: Across the term students practise each of the exam questions that could come up in this unit, as well as applying the second-order concepts of impact, change & continuity, causation and similarity & difference to the styles of question.</p> <ul style="list-style-type: none"> • 9-mark questions on causation & similarity/difference • 10-mark question on impact 	<p>Assessment: Left deliberately flexible so that teachers can prioritise the needs of their groups.</p>	

<p>Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term.</p> <p>Year 11 interims – complete Paper 1 (Migrants to Britain & Elizabethans)</p>	<ul style="list-style-type: none"> • 18-mark judgement questions x2 <p>Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term.</p> <p>Year 11 mocks – somewhat flexible dependent on how much has been covered, usually an amalgamation of Paper 2 & 3</p>		
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