

Subject: History		Year 7						
<p><b>Aims</b> To enable students to achieve a sound knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>								
<p><b>Key Topics Term 1</b> Who should be king 1066 Why did William win the battle of Hastings Medieval village life Barter Game Medieval Church Thomas Becket Keeping control Feudal system Keeping control castles Castles project Black death Magna carta</p>	<p><b>Key topics term 2</b> Peasants revolt Henry VIII Henry and the church Bloody Mary Elizabeth Elizabeth Marriage/Mary Elizabeth Armada/ Assessment prep Tudor assessment Causes of Civil War Civil war</p>	<p><b>Key Topics Term 3</b> Witches Plague/fire 1750 - 1900 Inventions Power Conditions mines factories Conditions towns Roads and Canals Railways The Railway game Empire</p>						
<p><b>Concepts, values, skills</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>								
<p><b>Sequencing Principles including linking to previous learning</b> Students are building on pKS2 work prior to 1066 where they have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should build on connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>								
<p><b>Assessments</b> 4 key assessments;</p> <table border="1"> <tr> <td style="text-align: center;"><b>1.</b></td> <td style="text-align: center;"><b>Hastings Assessment</b></td> <td>16 mark 'How far/factors' question. AO1 and 2 Question 4 (paper 2 section A)</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>Castles Assessment</b></td> <td>AO2 and 4, 8 mark 'Interpretations' (question 1 paper 2 section B and question 3 paper1 section B/ question 3 paper 2 section B) and 'write an account'</td> </tr> </table>			<b>1.</b>	<b>Hastings Assessment</b>	16 mark 'How far/factors' question. AO1 and 2 Question 4 (paper 2 section A)	<b>2</b>	<b>Castles Assessment</b>	AO2 and 4, 8 mark 'Interpretations' (question 1 paper 2 section B and question 3 paper1 section B/ question 3 paper 2 section B) and 'write an account'
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3	Tudor assessment	AO3 4 Mark 'How do you know' (question 1 paper 1 section B P2) 12 mark 'Useful' (question 3 paper 1 section B)
37	Assessment and feedback	4 mark describe question (paper 1 question4) and 16 mark 'How far/Statement' question. AO1 and 2 Question 4 (paper 2 section B)
<p>Extended Writing  Hastings essay  Great exhibition  Civil war essay  What was life like in a medieval village  Option of others eg  Henry VIII and the church  Spanish armada assessment</p>		
<p>Extended Reading both academic and personal  BBC Bitesize  Spartacus educational  Encyclopaedia Britannica  Any historical novel or text book  Horrible History books</p>		
<p>Homework  Knowledge organiser and others as per school policy</p>		
<p>Tier 2 Vocab  Abbey- a large monastery  Continuity- the unbroken and consistent existence of something over time  Disbanded- broken up as a group  Disease- illness or sickness, usually caused by infection  Economy – Things to do with jobs and money.  Evidence- information that helps a person to form an opinion  Explain – say why something happened or answer the question fully by saying why. Eg 'this happened because...' or This proves the source is useful because...  Industrial Revolution- the time of great change when people began to make goods in factories using machines  Infer- What the source suggests or implies.  Interpretation- explaining the meaning of something  Intolerance- lack of respect for people who are different in some way  Invade- to bring an army into a country to try and control it  Isolated- left in a dangerous position without enough help  Jury- a group of people who decide if a person is guilty or innocent of a crime  Loyalty- faithfulness; if a person promised loyalty, they promised to support someone  Manufacturer- a factory owner or someone who produces goods  Manuscripts- Books written by hand by monks  Massacred- A large number of people killed  Monarch- the King or Queen  Negotiate- to discuss until you reach an agreement</p>		

Parliament- the body of Lords and Commons set up to rule the country with the king  
Patriotic- Loyal to your own country  
Pilgrimage- a religious journey  
Reign- a period of time that a king rules the country for  
Retreating- an army that is retreating is going back because they realise they cannot win  
Revolt- another word for rebellion or uprising  
Significant- important /impact on the future  
Source- a piece of evidence  
Treason- to do something against the monarch such as try and take over or kill them  
War- a state of ongoing conflict between different countries or different groups within a country.  
Workhouse- a place where poor people were forced to live and work if they wanted to be given food, clothing and shelter

CPD requirement for team to deliver this intent

Department time to discuss and review.

Other information

Subject: History		Year 8
<p><b>Aims</b> To build on the skills and knowledge acquired in year 7 to equip our students to be more rounded individuals and prepare them for the rigors of life, GCSE and work. We will encourage our students to think critically about information, to analyse sources of information and to reach independent and well supported judgements based on the knowledge they acquire. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>		
<p><b>Key Topics term 1</b> Causes of WW1 Recruitment Trenches Weapons Somme Homefront Treaty of Versailles Rise of Hitler</p>	<p><b>Key Topics term 2</b> Causes WW 2 Dunkirk Battle of Britain D-Day Life in Nazi Germany Holocaust Hiroshima Nagasaki Cold War Cuba missiles and Vietnam What is terrorism? Modern Terrorism September 11th Into the future</p>	<p><b>Key Topics term 1</b> What have the Romans done for us Romulus Remus Empire and emperors Blood sports/Ben Hur Roman invasion of Britain Boudicca Roads villas Vindolanda/Hadrian's wall Roman Army Spartacus/education City of Rome</p>
<p><b>Concepts, values, skills</b> Students will make value judgements about a variety of topics. They will try to empathise with individuals and societies from Britain and around the world and try to understand them in the context of the past. They will apply moral judgments to some situations and will be guided to reach conclusions about right and wrong. They will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
<p><b>Sequencing Principles including linking to previous learning</b> Students are developing from the knowledge and skills acquired in year 7 and revisiting some topics they may have studied at KS2. They will revisit some styles of question they examined in year 7 which are linked to GCSE questions and will extend and develop these skills as well as learn new question styles. They should build on connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>		
<p><b>Assessments</b> 4 key assessments;</p>		
<b>1.</b>	<b>Assessment Blood Sports</b>	<b>AO3 4 Mark 'How do you know' (question 1 paper 1 section B P2) 12 mark 'Useful' (question 3 paper 1 section B)</b>

<b>2</b>	<b>Assessment Romans overview</b>	AO1 and AO2, 4 mark 'describe' question and 8 mark 'in what ways did X affect Y' Questions 4 and 5 Paper 1 Section A
<b>3</b>	<b>Causes ww1/Haig Assessment</b>	AO1, 2 and 3. 8 mark 'write an account' question 3 from paper 1 section b and question 3 from paper 2 section b. and 12 mark sources question from paper 1 section B
<b>4</b>	<b>WW2 assessment</b>	Compare in what ways similar AO1 and 2 and which is more important question.
<p>Extended Writing Trench Diary Somme essay Hiroshima or Dunkirk article 12 mark source questions</p>		
<p>Extended Reading both academic and personal BBC Bitesize Spartacus educational Encyclopaedia Britannica Any historical novel or text book Horrible History books Boy in the Stripped Pyjamas War poetry (link to English)</p>		
<p>Homework Knowledge organiser as per school policy</p>		
<p>Tier 2 Vocab Continuity- the unbroken and consistent existence of something over time Dictator – has complete power and rules alone. A leader who is not elected. Disbanded- broken up as a group Disease- illness or sickness, usually caused by infection Economy – jobs and money. Evidence- information that helps a person to form an opinion Explain – say why something happened or answer the question fully by saying why. Eg 'this happened because...' or This proves the source is useful because... Industrial Revolution- the time of great change when people began to make goods in factories using machines Holocaust – the mass killing of a group of people. Usually used when referring to the Nazi s killing Jewish people in the second world war. Infer- What does the source suggest or imply Interpretation- explaining the meaning of something Intolerance- lack of respect for people who are different in some way Invade- to bring an army into a country to try and control it Isolated- left in a dangerous position without enough help Jury- a group of people who decide of a person is guilty or innocent of a crime Loyalty- faithfulness; if a person promised loyalty, they promised to support someone</p>		

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Other information



## AQA GCSE History - Paper 2

### Section A (a thematic study)

### Britain: Health and the people



<b>Factors:</b>	<i>War, Superstition and religion, chance, government, communication, science and technology, the individual.</i>
<b>Themes:</b>	<i>Continuity and change, cause and consequence and significance</i>

#### **Key issue 1 Year 9 Term 1a: Medicine stands still**

No:	Area studied	Page/s
1	<i>(Legacy of the ancient worlds – Hippocratic and Galenic methods</i>	
2	Medieval medicine: natural, supernatural & the medieval doctor	
3	Medical progress: Christianity, Islamic medicine and surgery	
4	Public health: in the towns and monasteries and the Black Death	

#### **Key issue 2 Year 9 Term 1a: The beginnings of change**

No:	Area studied	Page/s
5	The impact of the Renaissance on Britain: Vesalius, Paré, Harvey	
6	Dealing with disease: treatments, quackery, plague, growth of hospitals, the work of John Hunter	
7	Prevention of disease: inoculation, Jenner, vaccination and opposition to change	

#### **Key issue 3 Year 9 Term 2a: A revolution in medicine**

No:	Area studied	Page/s
8	Germ Theory: its impact Britain: Pasteur, Koch, Pasteur, Ehrlich and magic bullets	
9	Surgery: anaesthetics, Simpson, antiseptics, Lister, aseptic surgery	
10	Public health: industrial Britain; cholera, public health reformers, government involvement, Health Acts	

#### **Key issue 4 Year 9 Tern 2b: Modern medicine**

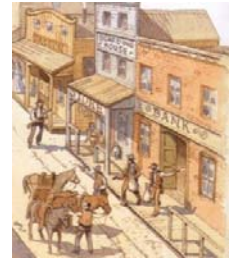
No:	Area studied	Page/s
11	Modern treatment: Fleming, pharmaceutical industry, penicillin, new diseases, antibiotic resistance; alternative treatments.	
12	The impact of war and technology on surgery: plastic surgery, blood transfusions; X-rays, radiation therapy etc	
13	Public health: Booth, Rowntree, Liberal social reforms; the impact of two world wars on public health, poverty and housing	
14	Beveridge Report + Welfare State; the National Health Service; issues of healthcare in the 21st century.	



## AQA GCSE History - Paper 1

### Section A (a period study):

#### America 1840-1895: Expansion and consolidation



#### ***Key issue Year 9 Term 3a: Expansion: Opportunities and challenges***

N <sup>o</sup> :	Area studied	Pages
1	The Geography of North America	
2	The belief in 'Manifest Destiny'	
3	Why early settlers went west and the challenges they faced: a) Brigham Young and the Mormons b) the pioneer migrant farmers c) the journey west d) the miners	
4	The Plains Indians' way of life, buffalo, tipi, spirituality, coup	
5	Early American government policy towards the Plains Indians	
6	The permanent Indian frontier and the changing relationship with the Plains Indians	

#### ***Key issue Year 9 Term 3b: Conflict across America***

N <sup>o</sup> :	Area studied	Pages
7	Increasing conflict on the Plains, Fort Laramie (1851), failure of concentration	
8	Indian wars 1862 -67, Sand Creek Massacre and Fetterman's Trap	
9	Background to the American Civil War, North vs South, Slavery	
10	Westwards expansion, free states abolitionism, Missouri compromise, John Brown	
11	Role of Lincoln and Jefferson Davis, social and economic impact	
12	Terms with the Mormons – the Mountain Meadow Massacre	

#### ***Key issue Year 10 Term 1a: Consolidation: Forging the nation***

N <sup>o</sup> :	Area studied	Pages
13	Aftermath of war, 13 <sup>th</sup> Amendment, Civil Rights Act.	
14	Reconstruction 1866-77, carpetbaggers, federal vs state powers	
15	Settlement of the west, Homesteaders: government laws, land, railroad, farming (problems and solutions)	
16	Indian 'problem' after 1865, reservations, Battle of Little Big Horn, Dawes Act, Battle of Wounded Knee.	
17	Closing of the frontier and impact on native Americans.	





**AQA GCSE History**  
**Paper 1 Understanding**  
**the modern world**  
**Section B Wider World**



**Depth Study- Conflict and Tension in Asia 1950 - 75**

***Key issue Year 10 Term 1b: Conflict in Korea***

Number	Area studied	Pages
1	Causes of the Korean war: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN.	
2	Development of the Korean War: UN campaign in Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.	
3	The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea; the UN and Sino-American relations.	

***Key issue Year 10 Term 2a: The Escalation of conflict in Vietnam***

Number	Area studied	
1	End of French rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong - aims, support, leadership and guerrilla tactics of Ho Chi Minh.	
2	The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.	
3	Johnson's War: Gulf of Tonkin; the US response to Vietcong tactics; mass bombing campaign; demands for peace, student protests in USA; My Lai and its public impact; Search & Destroy tactics and impact; Tet Offensive and its consequences.	

***Key issue Year 10 Term 2b: The ending of conflict in Vietnam***

Number	Area studied	
1	Nixon's War: Vietnamisation; chemical warfare; bombing campaign of 1970-1972; relations with China; widening of the war into Laos and Cambodia.	
2	Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair.	
3	The end of the war: Paris Peace talks; the role of Kissinger; US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975.	



# AQA GCSE History – Paper 2

## Section B (a British depth study)

### Norman England 1066 - 1100



### **Key Issue 1 Year 10 Term 3a: Conquest and Control**

No:	Area studied	Page/s
1	Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.	
2	Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics;	
3	military innovations, including cavalry and castles.	
4	Control: Harrying of the North; revolts, 1067–1075	
5	Control: The King's leadership and government; William II and his inheritance	

### **Key Issue 2 Year 10 Term 3b: Life under the Normans**

No:	Area studied	Page/s
6	Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage	
7	Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies	
8	Military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book.	
9	Economic and social changes and their consequences: medieval life: the medieval town and village, its buildings, work, food, roles, seasonal life; Forest law.	

### **Key Issue 3 Year 11 Term 1a: The Norman Church and Monasticism**

No:	Area studied	Page/s
10	The Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals	
11	Church organisation and courts; Church-state relation	
12	William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.	
13	Monasticism: the Norman reforms, including, building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.	

### **Key Issue 4 Year 11 Term 1b: The Historic environment – The Battle of Hastings(exam in 2020)**

No:	Area studied	Page/s
14	<p>What does the site tell us about Norman England, how they were governed and their beliefs and values. Identify key features of the specified site and understand what has changed and what has stayed the same and relate that to events that were happening at the time.</p> <p>Do this by examining the <b>Location, Function, and structure</b> of the site as well as:</p> <ul style="list-style-type: none"> <li>• people connected with the site eg the designer, originator and occupants</li> <li>• how the design reflects the culture, values, fashions of people at the time</li> <li>• how important events/developments from the time are connected to the site.</li> </ul>	

***Mock preparation and feed back Year 11 Term 2: (exam in 2020)***

No:	Area studied	Page/s
15	Exam practice and revision	

***Exam preparation and Revision Year 11 Term 3: (exam in 2020)***

No:	Area studied	Page/s
16	Review of prior learning, exam practice and revision	