

History

History Curriculum Intent:

All pupils study a broad range of History from 1066 to the modern day, this is then built upon at GCSE where they study four topics in more detail. At Key Stage 3 they have two one hour lessons a week, this is then increased to 3 one hour lessons a week for GCSE.

Studying History is important as it helps us to understand the changes that have happened to allow the society we live in today to form. We also study History so that we can learn from the past and apply this to the future so that we can make informed decisions about the future. We want every single one of our pupils to be confident communicators who can judge the impact of events from the past on the present.

Year 7

Year 7 History

The History curriculum prepares all pupils to with an overview of History from 1066 to the English Civil War. Students will also start to develop their exam skills.

Topic 1: What happened after 1066?

Three contenders to the throne, Battle of Hastings, the Medieval Church, Thomas Becket, Magna Carta

Topic 2: What was life like in the Medieval times?

Changes William made to England, Black Death, Peasant Revolt, 100 Years War, War of the Roses

Topic 3: How did the Tudors change the Church?

Reformation, Henry VIII, Edward VI, Mary I and Elizabeth

Topic 4: Depth Study: Elizabeth I

Young Elizabeth, Elizabeth's problems, The Spanish Armada, Elizabethan theatre

Topic 5: What was the English Civil War?

Causes of the War, The new model Army, Civil War Battles, Execution of Charles I

Topic 6: What were the effects of the Civil War?

Oliver Cromwell, The Puritans, The Restoration, The Great Fire of London, The Glorious Revolution

Skills: Students will learn and be assessed on the following skills: describing, inferring from a source, explaining and explaining consequences

Links to previous & future content

Students will build on the key skills they have learnt at Primary school:

- Understand the history of Britain from the earliest times to the present day
- Know and understand significant aspects of the history of the wider world
- Deploy a historically grounded understanding of terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Work on key skills such as continuity and change, cause and consequence, similarity, difference and significance
- 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

Depth Study: Elizabeth I is linked to the GCSE topic Early Elizabethan England, 1558–88

Assessment & Review Opportunities

PLC information can be found here.

Term 1

Term 2

Term 3

Cultural Capital & Enrichment opportunities

Over the course of the time at Long Field students will have the opportunity to visit Warwick Castle an excellent example of a Norman castle originally built by William the Conqueror. This will allow them to build on their knowledge of how William the Conqueror changed England.

Students will also have the opportunity to learn about the History of Melton Mowbray and how it has developed from the Normans to the present day. This will encompass the buildings of the town as well as the famous people associated with it. This will enable them to understand how their town has changed over time and its

<p>Pupils will have two assessments per term. One assessment will focus on the skills describing, inferring and explaining consequences. The other assessment will focus on the key skills describing, inferring and explaining.</p> <p>Students practise the key examination skills in lessons. They have the opportunity to retrieve their knowledge by revisiting the key skills and practising them with new knowledge.</p>			<p>importance in the history of Britain.</p> <p>Students also get the opportunity to visit other historical locations in conjunction with other departments. For example, the students can visit Bletchley Park, the location of the WWII Enigma machine. This will help them further understand life in WWII and what was done to help defeat the Germans.</p> <p>Students also visit the Richard III centre in Leicester in order to improve their understanding of how local history fits with national history.</p> <p>The National Holocaust Centre and Museum in Laxton, Newark will enable the students to listen to a first-hand account of someone who was affected by the Holocaust.</p>
Year 8			
<p>Year 8 History The History curriculum prepares all pupils to with an overview of History from the Slave Trade to Edwardian England. Students will also start to develop their exam skills.</p> <p>Topic 1: What was the Slave Trade? <i>Kingdom of Benin, The Slave Trade Triangle, The Middle passage, The Plantations, the Abolition of the Slave Trade</i></p> <p>Topic 2: Revolutions Overseas <i>The American War of Independence, the French Revolution</i></p> <p>Topic 3: How did the Industrial Revolution change Britain? <i>Life in Industrial Britain, Children in the factories, Jack the Ripper, changes in politics</i></p> <p>Topic 4: What was the British Empire? <i>Trade, British convicts, Darwin, India</i></p> <p>Topic 5: Medicine <i>Vesalius, Harvey, Jenner, Pasteur, Nightingale and Seacole, WWI</i></p> <p>Topic 6: What changes were there in Edwardian Britain? <i>School dinners, Titanic, Votes for Women</i></p> <p>Skills: Students will learn and be assessed on the following skills: describing, inferring from a source, analysing a source, explaining, explaining consequences, explaining importance</p>	<p>Links to previous & future content</p> <p>Medicine is linked to the GCSE topic Medicine in Britain, c1250–present</p>		
Assessment & Review Opportunities PLC information can be found here.			
Term 1	Term 2	Term3	
<p>Pupils will have two assessments per term. They will focus on the skills describing, inferring from a source, analysing a source, explaining, explaining consequences and explaining importance</p> <p>Students practise the key examination skills in lessons. They have the opportunity to retrieve their knowledge by revisiting the key skills and practising them with new knowledge.</p>			
Year 9			
<p>Year 9 History</p>	<p>Links to previous & future content</p>		

The History curriculum prepares all pupils to with an overview of History from the causes of the First World War to modern Britain. Students will also start to develop their exam skills.

Topic 1: What were the causes of the First World War?

Alliances, war plans, Arms/Naval race, the assassination of Archduke Franz Ferdinand

Topic 2: What was life like during WWI?

Recruitment, Trench life, Battle of the Somme, Women in WWI

Topic 3: What was Germany like after the War?

Democracy and Dictatorship, Hitler's early life, How Hitler became a dictator, Nazi Social policy, Propaganda

Topic 4: What were the events of WWII?

Dunkirk, Battle of Britain, D-Day, Pearl Harbour, Hiroshima, Dresden

Topic 5: What was the Holocaust?

Life before 1939, Anne Frank, Kindertransport, survivors' stories

Topic 6: How Britain became modern?

Windrush, Multicultural Britain, Life from 1950s-2000s

Skills: Students will learn and be assessed on the following skills: describing, inferring from a source, analysing a source, explaining, explaining consequences, explaining importance, explaining similarities and how far do you agree essays.

What was life like during WWI links to the GCSE sub topic The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

What was Germany like after the war links with the GCSE topic Weimar and Nazi Germany, 1918–39

Students also build on their cultural capital by learning about important themes such as democracy and dictatorship and how this has shaped the world today. Religious persecution and the need for tolerance, as well as racism throughout history.

Students develop their critical thinking skills by analysing sources and creating debates about topics.

Assessment & Review Opportunities

PLC information can be found here.

Term 1	Term 2	Term3
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Pupils will have two assessments per term and will focus on the skills describing, inferring from a source, analysing a source, explaining, explaining consequences, explaining importance, explaining similarities and how far do you agree essays.

Students practise the key examination skills in lessons. They have the opportunity to retrieve their knowledge by revisiting the key skills and practising them with new knowledge.

Year 10

Year 10 History	Links to previous & future content
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The History GCSE starts with Paper 1 and then continues with Paper 2 throughout Year 10. Students will also start to develop their exam skills.

Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

- c1250–c1500: Medicine in medieval England
- c1500–c1700: The Medical Renaissance in England
- c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain
- c1900–present: Medicine in modern Britain
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Paper 2: Early Elizabethan England, 1558–88

- Queen, government and religion, 1558–69
- Challenges to Elizabeth at home and abroad, 1569–88
- Elizabethan society in the Age of Exploration, 1558–88

Paper 2: The American West, c1835–c1895

- The early settlement of the West, c1835–c1862

American West will start in May of Year 10 and will be finished in Year 11

Skills: Students will learn and be assessed on the GCSE exam skills which they will learn alongside the topics that are taught.

Key skills taught throughout Key Stage 3 link directly to the exam skills needed in the GCSE.

- Describing
- Inferring from a source
- Analysing a source
- Explaining
- Explaining consequences
- Explaining importance
- Explaining similarities and differences
- How far do you agree essay

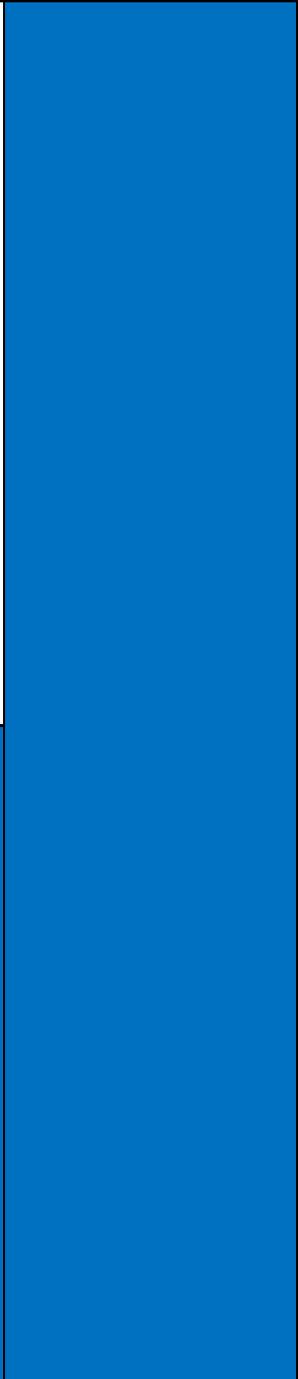
These are built upon with new skills learnt alongside the GCSE content.

Assessment & Review Opportunities

GCSE Specification can be found [here](#).

Term 1	Term 2	Term3
<p>There will be two assessment opportunities:</p> <p>Assessment one will look at Section B: Medicine in Britain, c1250–present</p> <p>Assessment two will look at Section B: Medicine in Britain, c1250–present</p>	<p>There will be two assessment opportunities:</p> <p>Assessment one will look at Section A: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <p>Assessment two will look at Paper 2: Early Elizabethan England, 1558–88</p>	<p>Students will have a mock examination on Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <p>Review opportunities:</p> <p>Regular quizzes in class or via homework, paired quizzes in class. Key word match up</p>

<p>Review opportunities: Regular quizzes in class or via homework, paired quizzes in class. Key word match up or key word crossword puzzles. Mapping and drawing of ideas.</p>	<p>Review opportunities: Regular quizzes in class or via homework, paired quizzes in class. Key word match up or key word crossword puzzles. Mapping and drawing of ideas.</p>	<p>or key word crossword puzzles. Mapping and drawing of ideas.</p>	
Year 11			
<p>Year 11 History</p> <p>Year 11 begins with Paper 2 and finished with Paper 3 Students will continue to develop their exam skills.</p> <p>Paper 2: The American West, c1835–c1895</p> <ul style="list-style-type: none"> ● Development of the plains, c1862–c1876 ● Conflicts and conquest, c1876–c1895 <p>Paper 3: Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> ● The Weimar Republic 1918–29 ● Hitler’s rise to power, 1919–33 ● Nazi control and dictatorship, 1933–39 ● Life in Nazi Germany, 1933–39 <p>Skills: Students will learn and be assessed on the GCSE exam skills which they will learn alongside the topics that are taught.</p>		<p>Links to previous & future content</p> <p>Key skills taught throughout Key Stage 3 link directly to the exam skills needed in the GCSE.</p> <ul style="list-style-type: none"> ● Describing ● Inferring from a source ● Analysing a source ● Explaining ● Explaining consequences ● Explaining importance ● Explaining similarities and differences ● How far do you agree essay <p>These are built upon with new skills learnt alongside the GCSE content.</p>	
<p>Assessment & Review Opportunities GCSE Specification information can be found here.</p>			
<p>Term 1</p>	<p>Term 2</p>	<p>Term3</p>	
<p>There will be two assessment opportunities:</p> <p>Assessment one will look at Paper 2: The American West, c1835–c1895</p>	<p>There will be two assessment opportunities:</p> <p>Assessment one will look at Paper 2: The American West, c1835–c1895</p>	<p>There will be a continued focus on examination skills throughout revision. If the need arises another paper will be assessed based on the outcome from the mock examinations.</p>	

<p>Assessment two will be a mock examination on</p> <p>Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <p>Paper 2: The American West, c1835–c1895 Early Elizabethan England, 1558–88</p> <p>Review opportunities: Regular quizzes in class or via homework, paired quizzes in class. Key word match up or key word crossword puzzles. Mapping and drawing of ideas.</p>	<p>Assessment two will be a mock examination on</p> <p>Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <p>Paper 2: The American West, c1835–c1895 Early Elizabethan England, 1558–88</p> <p>Paper 3: Weimar and Nazi Germany, 1918–39</p> <p>Review opportunities: Regular quizzes in class or via homework, paired quizzes in class. Key word match up or key word crossword puzzles. Mapping and drawing of ideas.</p>	<p>Review opportunities: Regular quizzes in class or via homework, paired quizzes in class. Key word match up or key word crossword puzzles. Mapping and drawing of ideas.</p>	
<p>What next? A Level History BA History- variants include: an ancient history degree, a modern history degree and an art history degree.</p> <p>Jobs directly related to BA History include: Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher</p> <p>Jobs where BA History would be useful include: Academic librarian Archaeologist Broadcast journalist Civil Service administrator</p>			

Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor	
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