

Secondary Curriculum Information Pro-Forma

Subject:

History

Subject Leader:

M Heffernan

YEAR 7	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	Introduction to History Life before 1066	<ul style="list-style-type: none"> Students will learn about chronology, anachronism, bias and primary and secondary sources. Students will know what life was like before 1066 and how the next king was decided. 	<ul style="list-style-type: none"> To be able to arrange information in date order. To be able to identify bias in sources and interpret the most likely events. To demonstrate detailed explanation in answer to questions.
Term 2 (November – December)	The Battle of Hastings How does William take control Castles	<ul style="list-style-type: none"> Students will use sources to be able to describe and explain the events at the battle of Hastings. Students will explore how William gained control. Students will learn about how castles changed over time and why they were important. 	<ul style="list-style-type: none"> To be able to produce a piece of extended writing using source evidence. To be able to demonstrate an understanding of cause and effect. To show an understanding of change overtime
Term 3 (January – February)	The Crusades Thomas Becket and Henry II King John and his Barons	<ul style="list-style-type: none"> Students will be able to explain the causes of the Crusades and study the effect of them using the case study of Richard the Lionheart and Saladin. Students will study the power struggle between the church and the crown. Students will be able to explain why King John was considered a bad king and how the Barons achieved more power through Magna Carta 	<ul style="list-style-type: none"> Students will examine moral values in these units and consider how attitudes have changed overtime. Students will demonstrate skills in debating and creating arguments.
Term 4 (March – April)	Medieval life	<ul style="list-style-type: none"> Students will study what life was like during Medieval times including religion, education, jobs, healthcare, travel and differences between rich and poor. Students design a medieval theme park. 	<ul style="list-style-type: none"> Students will learn how to conduct independent study. Students will show how to present information to an audience.
Term 5 (April – May)	Black death Peasants revolt	<ul style="list-style-type: none"> Students will study the devastating impact of the plague and the social change this caused. To be able explain the causes of the Peasant s revolt and the long term effects. 	<ul style="list-style-type: none"> Students to demonstrate an understanding of cause and effect. To explain long and short term causes of an event.
Term 6 (June – July)	War of the roses The Princes in the tower	<ul style="list-style-type: none"> Students will examine the causes of the war of the roses and the archaeology used to find Richard III final resting place. 	<ul style="list-style-type: none"> To use sources and archaeological evidence to draw conclusions about the past.

		<ul style="list-style-type: none"> Students will use sources to produce an hypothesis as to what happened to Richard III's nephews. 	
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YEAR 8	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	Henry VII and securing the Tudor dynasty. Henry VIII and the break with Rome.	<ul style="list-style-type: none"> Students to learn how Henry VII consolidated power and established peace after the war of the roses. Students will study why Henry VIII had so many wives and how this led to the Break with Rome. 	<ul style="list-style-type: none"> Students will be able to produce extended writing about the causes of religious change in 1600's.
Term 2 (November – December)	Edward VI Mary I	<ul style="list-style-type: none"> Students will examine the methods Edward used to introduce Protestantism to England. Students will examine whether Mary I deserves her bad reputation in history. 	<ul style="list-style-type: none"> Students will develop skills of writing news stories from different opinions. Students will use skills to interpret sources that demonstrate bias.
Term 3 (January – February)	Elizabeth I	<ul style="list-style-type: none"> Students will study Elizabeth I early life. They will examine how the English defeated the Armada and the reasons for the execution of Mary Queen of Scots. 	<ul style="list-style-type: none"> Extended writing on how successful Elizabeth I was as a Queen.
Term 4 (March – April)	Life in Tudor times. James I and the Gunpowder plot	<ul style="list-style-type: none"> Students will study the lives of rich and poor people in Tudor times. They will also study Tudor punishments, jobs, fashion, healthcare, leisure time and travel. Students will study the causes of the gunpowder plot. 	<ul style="list-style-type: none"> Students will produce a Tudor lifestyle magazine and present their findings to the class. Students will perform a drama piece about the Gunpowder plot.
Term 5 (April – May)	Civil war Cromwell	<ul style="list-style-type: none"> Students will study the cause and effect of the Civil war. They will study why Charles I was executed and the impact of this decision. Students will study and debate Cromwell's rule. 	<ul style="list-style-type: none"> To use sources to explain why views about Cromwell have changed over the years.
Term 6 (June – July)	Plague Fire of London	<ul style="list-style-type: none"> Students to learn why the plague was so bad in 1664 and consider the medicine used to treat the disease. Students will learn about how the great fire helped shape London today. 	<ul style="list-style-type: none"> Fire of London presentation

YEAR 9	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	Empire	<ul style="list-style-type: none"> Students will learn why and how Britain acquired an Empire. Students will understand the experiences of different people within the British Empire. India as a dominion will be a depth study within this wider theme. 	<ul style="list-style-type: none"> Students will develop the skill of source interpretation. This will be within the context of how various stakeholders held different perceptions about the British Empire.
Term 2 (November – December)	Slavery	<ul style="list-style-type: none"> Students will acquire an understanding of the reasons behind the formation of the slave trade. Students will develop an understanding of the conditions to which a slave was subject. This will focus on both transportation and treatment at the plantation. 	<ul style="list-style-type: none"> Students will develop the skill of causation. This will be in relation to how slavery developed as a result of a changing world.
Term 3 (January – February)	Victorian Society	<ul style="list-style-type: none"> Using a number of themes students will acquire an understanding of Victorian life. These themes will include; the industrial revolution, law and order and Victorian attitudes to schools, sports and religion. 	<ul style="list-style-type: none"> Students will present on what life was like in Victorian London.
Term 4 (March – April)	WW1	<ul style="list-style-type: none"> Students will analyse the causes of WW1, coming to an informed decision. Using primary and secondary sources students will develop their understanding of the events in the war, focussing particularly on what life was like for a soldier in the trenches. 	<ul style="list-style-type: none"> Students will present a drama piece which demonstrates what life was like in a trench during the Battle of Somme. Students will improve their informed decision making when drawing a conclusion about why WW1 started.
Term 5 (April – May)	WW2	<ul style="list-style-type: none"> Students will analyse and debate the causes of WW2, coming to an informed conclusion. Students will focus on the war through a variety of themed lessons, such as, the evacuation from London, the blitz, rationing, propaganda, the Normandy landings and remembrance. 	<ul style="list-style-type: none"> Extended piece of writing on an optional theme from WW2.
Term 6 (June – July)	Local Study: RAF Fighter Command at Bentley Prior	<ul style="list-style-type: none"> Students will examine the role of RAF Fighter Command during WW2. Students will analyse and evaluate the impact of RAF Fighter Command on WW2. 	<ul style="list-style-type: none"> Historical investigation and research

YEAR 10	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Examination Board and Specification Title & Number: EDEXCEL HISTORY A. THE MAKING OF THE MODERN WORLD. 2HA01			

Recommended reading/preparation:

1) Edexcel GCSE History A The Making of the Modern World: Unit 1 International Relations: The era of the Cold War 1943-91 SB 2013

2) The Cold War, A New History by John Gaddis

Term 1 (September – October)	How did the Cold War develop? 1943–56	<ul style="list-style-type: none"> Students will examine the widening gulf between the Allies: the development of the 'iron curtain' and the Soviet control of Eastern Europe and the Allied response 1945–47. 	<ul style="list-style-type: none"> To develop students' awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes with a particular focus on the widening gulf between the 'big 3'
Term 2 (November – December)	How did the Cold War develop? 1943–56	<ul style="list-style-type: none"> An analysis of the development of the Cold War, 1948–49 following the Berlin Airlift. An examination of Hungary: the tightening of control 	<ul style="list-style-type: none"> To develop students' knowledge and coherent understanding of the period from 1943-56, the more embedded tensions and consequences borne from the Cold War.
Term 3 (January – February)	Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957–69	<ul style="list-style-type: none"> Students will study three of the crises during the Cold War, namely, Berlin: a divided city, Cuba: the world on the brink of war and Czechoslovakia: the Prague Spring. 	<ul style="list-style-type: none"> To develop students' abilities to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context, particularly with a focus on how the Cold War developed into nuclear conflict.
Term 4 (March – April)	Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)	<ul style="list-style-type: none"> The collapse of détente — the effects of the Soviet invasion of Afghanistan (1979). Reagan and the US reaction. 	<ul style="list-style-type: none"> Assessing the consequences on Russians sphere of influence and the subsequent Reagan reaction.
Term 5 (April – May)	Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)	<ul style="list-style-type: none"> Gorbachev and Eastern Europe, the end of the Cold War and the collapse of the Soviet Union. 	<ul style="list-style-type: none"> Students to examine changing paradigms in this field and how they were a catalyst for the alleviation of tension.
Term 6 (June – July)	Controlled Assessment. The Indian Subcontinent: The Road to Independence 1918–47	<ul style="list-style-type: none"> Britain and India after the First World War; the rise of nationalism. The roles of Gandhi, Nehru and Jinnah. India during the Second World War. Events in India from 1945 to 1947: the path to independence and partition. 	<ul style="list-style-type: none"> Actively engage students in the process of historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds