



KEVI HWGA Curriculum Map

Curriculum Purpose:

Context	Beyond KEVI HWGA:	History offers a number of pathways for students leading onto further study in History or related subjects such as Law, English and Philosophy in Higher Education. Those who study History should be experienced in applying lessons of the past to help resolve problems of the present, and have the ability to apply an analytical mind set to all kinds of situations and challenges. These problem-solving and analytical skills are relevant in every industry that has a focus on current societies and future developments, particularly in the fields of business, politics, and academia. Those with a passion for the subject often end up in careers such as banking and commerce, law, journalism, museums and galleries, teaching and a wide variety of social work and careers in the Civil Service.
	KS5	Students who go on to study History at A-Level at KEVI HWGA will deepen their knowledge of historical themes and concepts in British and World History and the debates within the discipline. Students are given the tools and guidance to become independent learners and prepare them for future study and work-based settings. We follow the Pearson Edexcel Level 3 Advanced GCE in History studying some of the most significant events of the last five hundred years and how they have shaped the world around us. Students are expected to become critical and reflective thinkers, capable of forming their own explanations and justifying these as they progress through their studies.
	KS4	At GCSE students build upon and reinforce the sequence of learning from their Key Stage 3 History studies. Our curriculum follows the Pearson Edexcel GCSE (9-1) History qualification. The curriculum has been constructed so that students can understand the methods of historical enquiry, including how evidence (sources and interpretations) can be used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Students should also gain an increasing historical perspective by being able to place their growing knowledge into different contexts understanding the connections between local, regional, national and international history, and between cultural, economic, military, political, religious and social history, and between long and short term timescales, with a consideration of change and continuity over the last 1000 years. History students enjoy the variation of topics and gain essential skills, which are readily transferable to many occupations and careers and enable them to develop a much better understanding of the present.
	KS3	Students in Year 7 are introduced to the essential Historical skills and features at the beginning of their studies before going onto explore these concepts in greater depth through thematic studies of particular periods of British and World History across Year's 7 to 9. They will become confident in recognising and discussing the characteristics of different historical periods, analysing historical interpretations and working with sources of historical information to make well reasoned judgements. The focus of the History curriculum is broadly chronological, beginning with an investigation into the key events of the Norman conquest of 1066 and the changes that this led to in British society. However, it should be noted that a key aspect of the KS3 History course at KEVI HWGA is also the changes and experiences of the lives of "ordinary" people throughout the history of Britain, not just the powerful figures of

	the past. Through for example, an examination of the lives and experiences of people “on the manor” in medieval England, a focus on the role of the Church throughout the history of Britain, the experiences of ordinary people living across the British Empire, the devastating impact of ideas about race and eugenics in leading to the atrocities of slavery and mass murder during the Holocaust and the experiences of men and women fighting on the Western Front and adapting at home during WWI. Key Stage 3 History continues to be an important part of enabling the girls who study with us to ask important questions, develop empathy through understanding of other cultures and traditions and act as good global citizens who engage positively in their communities and beyond.
KS1/2	The History curriculum at KEVI HWGA seeks to build upon, but does not rely on, any specific study of History at KS1 and 2. All students will have had some exposure to historical concepts such as change and continuity, significance and the value of evidence which will be reinforced during their studies at Secondary School. Students will build upon their understanding of past civilisations of Britain and elsewhere prior to 1066, completing chronology challenges to recall and extend their knowledge of different historical periods. Depth studies will seek to allow students to make comparisons across different periods of time building upon those already studied to give them a coherent narrative of the History of Britain and the World.



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Big Qs <i>Linked to NC</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p>Revision Medicine Through Time/Historical Environment.</p> <p><u>Weimar and Nazi Germany, 1918 - 39</u></p> <p>-To what extent was the Weimar Republic ‘doomed from the start’?</p> <p>- Why did the Weimar Republic survive the early political and economic challenges?</p> <p>-How far did the Weimar Republic recover politically and economically between 1924 -29?</p> <p>-How far did German</p>	<p><u>Weimar and Nazi Germany, 1918 - 39</u></p> <p>-Who founded the Nazi Party and what were its early beliefs?</p> <p>-When did the Munich Putsch take place and what were its consequences?</p> <p>-How did the Nazis’ change during the ‘lean years’, 1924 – 28?</p> <p>-Why did the economic depression of 1929 help lead to rapid growth of Nazi support?</p> <p>-Could Hitler’s rise to power as Chancellor of Germany have been prevented between 1932-</p>	<p><u>Weimar and Nazi Germany, 1918 - 39</u></p> <p>-How did the Nazis’ create a dictatorship?</p> <p>-What were the characteristics of the Nazi police state?</p> <p>-To what extent did the Nazis’ control people’s attitudes, beliefs and actions?</p> <p>-How did some opposition groups go against the Nazis?</p> <p><u>Weimar and Nazi Germany, 1918 - 39</u></p> <p>-What were Nazi views and policies towards women and the family?</p> <p>- How did the Nazis</p>	<p><u>Weimar and Nazi Germany, 1918 - 39</u></p> <p>- Did Nazi claims of full employment and greater living standards stand up to scrutiny?</p> <p>-Why and how did Nazis intensify persecution of minorities in Germany?</p> <p>Revision activities</p>	Revision activities	Exams

	society change in the Weimar Republic, 1924 – 29?	33?	attempt to influence and control the young?			
Key Knowledge, Concepts and skills	<p>Theme Two: Individuals and Society</p> <ul style="list-style-type: none"> - Communicating about the past (Structured work and historical terminology) -Chronology: -Change and continuity -Causes and consequences -Historical significance 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Chronology -Cultural, ethnic and religious diversity: -Causes and consequences -Historical significance -Interpretations -Using Evidence 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Chronology -Cultural, ethnic and religious diversity: -Causes and consequences -Interpretation -Historical significance -Interpretations -Using Evidence 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Chronology -Cultural, ethnic and religious diversity -Causes and consequences -Interpretations -Historical significance -Using Evidence 		
Feedback & Assessment	<p>[Formal subject knowledge check – End of Unit exam on Medicine - Sept/Oct]</p> <ul style="list-style-type: none"> -4 mark: Explain one way...question -12 mark: Explain why...question -16 marks (+4 marks SPAG): How far do you agree...? question -End of unit exam and diagnostic analysis of results to identify required interventions. -In addition lessons will utilise enquiry led questions and KO tests <p>Revision Medicine</p>	<ul style="list-style-type: none"> -4 mark: Inference exam questions -12 mark: Explain why exam question -8 mark: How useful are Sources A and B for an enquiry into...question -4 mark: Identify difference between Interpretations question -4 mark: Suggest one reason why Interpretations differ question -16 marks (+4 marks SPAG): How far do you agree with Interpretation [1 or 2] about...? question -End of unit exam and 	<ul style="list-style-type: none"> -4 mark: Inference exam questions -12 mark: Explain why exam question -8 mark: How useful are Sources A and B for an enquiry into...question -4 mark: Identify difference between Interpretations question -4 mark: Suggest one reason why Interpretations differ question -16 marks (+4 marks SPAG): How far do you agree with Interpretation [1 or 2] about...? question -End of unit exam and diagnostic analysis of 	<ul style="list-style-type: none"> -4 mark: Inference exam questions -12 mark: Explain why exam question -8 mark: How useful are Sources A and B for an enquiry into...question -4 mark: Identify difference between Interpretations question -4 mark: Suggest one reason why Interpretations differ question -16 marks (+4 marks SPAG): How far do you agree with Interpretation [1 or 2] about...? question -End of unit exam and diagnostic analysis of results to identify 	[Progress Check 3: June]	

	<p>Through Time/Historical Environment.</p> <p>Practice papers and ensure work booklets completed.</p>	<p>diagnostic analysis of results to identify required interventions</p> <p>-In addition lessons will utilise enquiry led questions and KO tests</p> <p>[Progress Check 1: December]</p>	<p>results to identify required interventions</p> <p>-In addition lessons will utilise enquiry led questions and KO tests</p>	<p>required interventions</p> <p>-In addition lessons will utilise enquiry led questions and KO tests</p> <p>[Progress Check 2: March]</p>		
Year 10	<p><u>American West c.1835 – c.1895</u></p> <p>-When did changes in farming, the cattle industry and settlement affect the development of the West?</p> <p>-Why did conflict between the Plains Indians and US army erupt in violence?</p> <p>-How did government policies for dealing with the Plains Indians lead to the destruction of their way of life?</p>	<p><u>Early Elizabethan England c.1558 – c.88</u></p> <p>-How was English society and government organised?</p> <p>- What problems did Elizabeth have upon her succession?</p> <p>-What did Elizabeth do to deal with the problems caused by England's religion?</p> <p>-Who was Mary Queen of Scots and why was she a threat to Elizabeth?</p>	<p><u>Early Elizabethan England c.1558 – c.88</u></p> <p>-When did the major plots against Elizabeth take place?</p> <p>-How did the Elizabethan government manage these threats?</p> <p>-What were the key events in the decline in Anglo-Spanish relations?</p> <p>-Why was Mary executed in 1587?</p> <p>-Which events in the Netherlands were important to the security of England?</p> <p>-Why did Philip II send the Armada against England in 1588 and why did it fail?</p>	<p><u>Early Elizabethan England c.1558 –c.88</u></p> <p>-How did ordinary Elizabethans live their lives?</p> <p>-What did Elizabethans do in their leisure time?</p> <p>-Why were the poor a growing problem and what was done to tackle poverty?</p> <p>-What motivated men such as Sir Francis Drake to explore and undertake difficult voyages to the Americas.</p> <p>-How did early English colonies become established and struggle to survive?</p>	<p><u>Medicine Through Time c1250 – c.1750</u></p> <p>-What ideas did people in Renaissance Britain have about the causes of diseases and illness?</p> <p>-How did medieval and Renaissance people try to prevent and treat disease?</p> <p>-How much change and continuity occurred in medicine between 1500 - 1750?</p> <p>-What impact did Individuals such as Harvey have?</p> <p>-What can we learn from case studies on The Black Death and The Great Plague?</p> <p><u>Medicine Through Time c1750 – c.1900</u></p> <p>-What ideas did people in Britain have about the causes of diseases and illness between 1750 – 1900?</p>	<p><u>Medicine Through Time c1750 – c.1900</u></p> <p>-How much continuity and change was there in methods of treating disease between 1750 and 1900?</p> <p>-How did people attempt to prevent disease including vaccinations and the work of Edward Jenner, government action and John Snow.</p> <p><u>Medicine Through Time c1900 - Present</u></p> <p>-How much had understanding about the cause of illness and disease changed by 1900?</p> <p>-What changes had been made in the treatment of diseases?</p> <p>-Why did the introduction of the NHS and improvements in science and technology</p>

					-What was the impact of ideas from Pasteur and Koch?	change medical treatment? -What were the new approaches to the prevention of disease. -How was penicillin discovered and developed?
Key Knowledge, Concepts and skills	Theme Three: Ideas and Beliefs -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance:	Theme One: Power and Conflict -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Chronology -Cultural, ethnic and religious diversity -Historical significance	Theme One: Power and Conflict --Communicating about the past (Structured work and historical terminology) -Causes and consequences -Chronology -Cultural, ethnic and religious diversity -Historical significance	Theme One: Power and Conflict -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Chronology -Cultural, ethnic and religious diversity -Historical significance	Theme Two: Individuals and Society - Communicating about the past (Structured work and historical terminology) -Chronology: -Change and continuity -Causes and consequences -Historical significance	Theme Two: Individuals and Society - Communicating about the past (Structured work and historical terminology) -Chronology: -Change and continuity -Causes and consequences -Historical significance
Feedback & Assessment	-Two 4 mark: Explain two consequences of... questions -8 mark: Write a narrative account analysing...question -Two 8 mark: Explain the importance of two...questions -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led	-4 mark: Describe two features of...question -12 mark: Explain why... question -16 mark: How far do you agree...? Question -End of unit exam [Subject Knowledge Check - Nov/Dec] and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests	-4 mark: Describe two features of...question -12 mark: Explain why... question -16 mark: How far do you agree...? Question -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests [Progress Check 1:	-4 mark: Describe two features of...question -12 mark: Explain why... question -16 mark: How far do you agree...? Question -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests	-4 mark: Explain one way...question -12 mark: Explain why...question -16 marks (+4 marks SPAG): How far do you agree...? question -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests	-4 mark: Explain one way...question -12 mark: Explain why...question -16 marks (+4 marks SPAG): How far do you agree...? question -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led

	questions and KO tests		January]			questions and KO tests [Progress Check 2: June]
Year 9	<u><i>Britain at War in the 20th Century: 1900 - 1919</i></u> -Was a European War at the turn of the century inevitable? -What were the long term causes of WW1 -What role did short term causes play? -Who fought in the war and why? -What was the reality of the First World War?	<u><i>Historical Environment: The British Sector of the Western Front; Life on the Western Front and on the home front during WW1</i></u> -What was the environment of the western Front like? -How would trench warfare be conducted? -What were the key battles and events of WW1? -How did people in Britain adapt to WW1. -What was the impact of the Treaty of Versailles?	<u><i>Historical Environment: The British Sector of the Western Front; Injuries, treatment and the trenches.</i></u> -How can we use sources and develop enquiry questions? - How did developments in medicine and surgery contribute to treatment of soldiers? -What types of injuries and illnesses were experienced during WW1?	<u><i>The Rise of Antisemitism and the Holocaust</i></u> -What was the history of the Jewish people prior to the 1930s? -What were the ideological roots of anti-Semitism? -How were Jews treated in Nazi Germany? -Why and How did the coming of war increase persecution? -What was the Final Solution? -Who were the Victims, Rescuers and Perpetrators during the Holocaust?	<u><i>The American West c.1835 – c.95</i></u> -Who were the Plains Indians? -Why did white migrants go west and what challenges did they face? -Why was there a battle of ideas between different groups of people in the West?	<u><i>The American West c.1835 – c.95</i></u> -How were the Plains settled? -what factors allowed the cattle industry to boom? -How did life change for settlers on the Plains? -Why did conflict and tension increase because of different ideas about how land should be used?
	<u><i>In addition to classwork above students are expected to complete a homestudy Enquiry: Did WW1 cause WW2?</i></u> - How significant were the Short/ Long-term consequences of WW1? - Who was the Lost Generation? (Fallen/injured soldiers research) - How did the Depression begin and what were the consequences? - Which factors contributed to the rise of Hitler? - How many factors Contributed to the outbreak of war in 1939? - How far did WW1 cause WW2?			<u><i>In addition to classwork above students are expected to complete a Homestudy Enquiry: To what extent were the experiences of Civilians the same in Germany and Britain during WW2?</i></u> - How did was life on the Home front? - When was rationing introduced? - How did evacuation take place?		

				<ul style="list-style-type: none"> - What was life like in the POW camps? - How did people experience warfare in the cities? Blitzkrieg/ Dresden and Coventry - What was the role of the Press? - How did the role of Women evolve? - What was Total War? - How did Totalitarianism develop? - Why were Civil liberties eroded? - What was the Kindertransport and how significant was it? 		
Key Knowledge, Concepts and skills	<p>Theme One: Power and Conflict</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance: -Historical enquiry -Interpretation -Using Evidence 	<p>Theme Two: Individuals and Society</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Chronology -Cultural, ethnic and religious diversity -Historical significance -Historical enquiry -Interpretation -Using Evidence 	<p>Theme Two: Individuals and Society</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Chronology -Historical significance -Historical enquiry -Using Evidence 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Chronology -Cultural, ethnic and religious diversity -Historical significance: -Historical enquiry -Interpretations -Using Evidence 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance

<p>Feedback & Assessment</p>	<p>-Using Sources – Why did so many volunteer to join the army? “War in Europe was inevitable at some point in the early 20th century” How far do you agree with this statement? You may write about:</p> <ul style="list-style-type: none"> • The alliance system • The Arms Race <p>You must also use information of your own</p> <p>-End of unit exam and diagnostic analysis of results to identify required interventions</p> <p>-In addition lessons will utilise enquiry led questions and KO tests</p>	<p>-4 mark: Describe two features of...question</p> <p>-8 mark: How useful are sources A and B for an enquiry into...question</p> <p>-4 mark: Study source...How could you follow up Source...to find out more about...? question</p> <p>-End of unit exam and diagnostic analysis of results to identify required interventions</p> <p>-In addition lessons will utilise enquiry led questions and KO tests</p> <p>[Progress Check 1: November/December]</p>	<p>-4 mark: Describe two features of...question</p> <p>-8 mark: How useful are sources A and B for an enquiry into...question</p> <p>-4 mark: Study source...How could you follow up Source...to find out more about...? Question</p> <p>-Homestudy Enquiry: Did WW1 cause WW2?</p> <p>-End of unit exam and diagnostic analysis of results to identify required interventions</p> <p>-In addition lessons will utilise enquiry led questions and KO tests</p>	<p>-Group: Holocaust memorial</p> <p>-End of unit exam and diagnostic analysis of results to identify required interventions</p> <p>-Homestudy Enquiry: To what extent were the experiences of Civilians the same in Germany and Britain during WW2?</p> <p>-In addition lessons will utilise enquiry led questions and KO tests.</p>	<p>Two 4 mark: Explain two consequences of... questions</p> <p>-8 mark: Write a narrative account analysing...question</p> <p>-Two 8 mark: Explain the importance of two...questions</p> <p>-End of unit exam and diagnostic analysis of results to identify required interventions</p> <p>-In addition lessons will utilise enquiry led questions and KO tests</p>	<p>Two 4 mark: Explain two consequences of... questions</p> <p>-8 mark: Write a narrative account analysing...question</p> <p>-Two 8 mark: Explain the importance of two...questions</p> <p>-End of unit exam and diagnostic analysis of results to identify required interventions</p> <p>-In addition lessons will utilise enquiry led questions and KO tests</p> <p>[Progress Check 2: June/July]</p>
<p>Year 8</p>	<p><u><i>What was Life like in Tudor England?</i></u></p> <p>-Was Henry VII a terrorist?</p> <p>-How did the Tudors expand their influence?</p> <p>-Was Tudor England a religious rollercoaster?</p> <p>-Who were the poor in Tudor England?</p> <p>-How was life changing for ‘ordinary’ people?</p>	<p><u><i>Elizabethan England: Elizabeth’s reign was a ‘Golden Age’ how far do you agree?</i></u></p> <p>-Who was the most significant Tudor monarch?</p> <p>-What were Queen Elizabeth’s problems?</p> <p>-Why was Mary Queen of Scots executed?</p> <p>-Why did the Spanish Armada fail?</p>	<p><u><i>How did Britain become the ‘workshop of the world’ between c.1750 and c.1900?</i></u></p> <p>-What did the Industrial Revolution do for us?</p> <p>-How did life change?</p> <p>-How important was coal, iron and steam?</p> <p>-What was it like to live in one of the new Industrial cities?</p> <p>-How important was the establishment of colonies?</p>	<p><u><i>Should we be ashamed of the British Empire?</i></u></p> <p>-Accidental Empire? Why and how did the British expand trade and conquest across the world?</p> <p>-How did The British take control of India?</p> <p>-What were the consequences for British subjugation of India?</p> <p>-Was the Empire good or bad?</p>	<p><u><i>The Slave Trade and its abolition</i></u></p> <p>-How and why did Britain become involved in the Transatlantic Slave Trade?</p> <p>-What were the experiences of African upon the Middle Passage?</p> <p>-What was life like on the plantations and how did slaves resist?</p> <p>-How important was the campaign to end the transatlantic slave trade?</p>	<p><u><i>The Civil Rights movement</i></u></p> <p>-Why was there a campaign for Civil rights in America after WW2?</p> <p>-What were the major developments in campaign for Civil Rights?</p> <p>-How important was the campaign to improve the educational experiences of black children?</p> <p>-How much was achieved by the Civil</p>

						Rights movement?
Key Knowledge, Concepts and skills	<p>Theme One: Power and Conflict</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance: -Historical enquiry -Interpretation -Using Evidence 	<p>Theme One: Power and Conflict</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance: -Historical enquiry -Interpretation -Using Evidence 	<p>Theme Two: Individuals and Society</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance: -Historical enquiry -Interpretation -Using Evidence 	<p>Theme Two: Individuals and Society</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance: -Historical enquiry -Interpretation -Using Evidence 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance: -Historical enquiry -Interpretation -Using Evidence 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences -Change and continuity -Chronology -Cultural, ethnic and religious diversity -Historical significance: -Historical enquiry -Interpretation -Using Evidence
Feedback & Assessment	<ul style="list-style-type: none"> -Study Interpretations 1 and 2. How and why do these interpretations have different views of Mary I? Which do you agree with most? -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests. 	<ul style="list-style-type: none"> -How useful are Sources A and B for an enquiry into the Elizabethan Religious Settlement? -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests. <p>[Progress Check 1 – November]</p>	<ul style="list-style-type: none"> -Shoe box movie: Impact of the Industrial Revolution -Dragons Den: key ideas and thinkers during the Industrial Revolution -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests. 	<ul style="list-style-type: none"> - Group presentation: Why did Britain want an Empire – raw material presentation -Group presentation: Hidden Histories -Interpretations 1 and 2. How and why do these interpretations have different views of British rule in India. Which do you agree with the most? -End of unit exam and diagnostic analysis of results to identify required interventions 	<ul style="list-style-type: none"> - Report on findings of the Slave Trade and how it worked. -How useful are Sources A and B for an enquiry into conditions during the Middle Passage? -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests. 	<p>Written song, wrap or poem: importance of fighting for civil right – inspiration from Billie Holiday</p> <ul style="list-style-type: none"> - Written piece: What was the significance of Martin Luther? -Study Interpretations 1 and 2, and the use of these in a historical enquiry -End of unit exam and diagnostic

				-In addition lessons will utilise enquiry led questions and KO tests.	[Progress Check 2: May]	analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests.
Year 7	<p><u>What is History?</u> <u>The Normans: Why do people risk their lives for War?</u></p> <ul style="list-style-type: none"> -How should we think about the past? -What are historical concepts and how do they help us study History? -What have been the 'Big' changes in Britain over the last two thousand years? -How can we investigate and interrogate the past? -What are the essential skills that historians need to develop? -Why do people fight in wars? -What was England like before 1066? 	<p><u>The Normans: How significant was the Norman Conquest of England?</u></p> <ul style="list-style-type: none"> -Why was there a succession crisis in 1066? -How did England end up with a 'foreign' King? -How did a small elite establish control? -What was the Feudal system? -How did English society change following the Domesday survey? -Why was 1066 a 'turning point' in English history? 	<p><u>What were lives like in the Middle Ages?</u></p> <ul style="list-style-type: none"> -How miserable were the Middle Ages? -What was 'life on the manor' like for ordinary people? -Could medieval kings do whatever they liked? -How important was religion in the Medieval world? -How did Medieval 'pandemics' impact the population of England? 	<p><u>How did English society change between c.1066 – c.1485?</u></p> <ul style="list-style-type: none"> -How did the way in which England and Wales were governed change after 1215? -What was the role of Magna Carta? -Who was Simon de Montford? -How did parliament develop? -How significant was the Peasant's Revolt? 	<p><u>The Reformation, How important was the split in the Catholic Church?</u></p> <ul style="list-style-type: none"> -How did the English church reform over time? -How important was Religion as time -Who was Martin Luther and what did he do? -Why did Henry VIII make himself head of the Church? -Why was England plunged into Civil War in 1642? 	<p><u>Was the Renaissance really so important?</u></p> <ul style="list-style-type: none"> -What was the Renaissance? -How did ideas develop in Europe? -Who made the key discoveries? -What were the new inventions? -Was this a time of mass change?
Key Knowledge, Concepts and skills	<p>Theme One: Power and Conflict</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences 	<p>Theme One: Power and Conflict</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences 	<p>Theme Two: Individuals and Society</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences 	<p>Theme Two: Individuals and Society</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and consequences 	<p>Theme Three: Ideas and Beliefs</p> <ul style="list-style-type: none"> -Analysis of sources -Communicating about the past (Structured work and historical terminology) -Causes and

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Feedback & Assessment	<ul style="list-style-type: none"> -Baseline -Presentation on one Historical figure -IDEA Paragraph on Roman life: Was life good during the Roman Period. How far do you agree? -Group work: Who were the contenders to the throne in 1066? 	<ul style="list-style-type: none"> -Student choice: Why did William win the Battle of Hastings? -Key assessment task – Explain why William I was able to maintain control of England. You may write about: <ul style="list-style-type: none"> • Motte and Bailey Castles • The Feudal System You must also use information of your own -End of unit exam and diagnostic analysis of results to identify required interventions In addition lessons will utilise enquiry led questions and KO tests. [December – Progress Check 1] 	<ul style="list-style-type: none"> -A guidebook to the Middle Ages -Shoe box movie: The Black Death -“Life in the Middle Ages was miserable” How far do you agree with this statement? You may write about: <ul style="list-style-type: none"> • Life on the manor • The Black Death You must also use information of your own -End of unit exam and diagnostic analysis of results to identify required interventions In addition lessons will utilise enquiry led questions and KO tests. 	<ul style="list-style-type: none"> -Individual version of the Magna Carta -How useful are Sources A and B for an enquiry into the causes of the Peasants Revolt? -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests. 	<ul style="list-style-type: none"> -Role play: how important was the Catholic church in the Middle Ages? -It is 1517: Should the Catholic Church stay as it is? Debate -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests. 	<ul style="list-style-type: none"> -IDEA paragraph, How far did Ideas change? -Dragons Den presentation: one key individual thinker from the Renaissance -A3 research sheet: How important was the Renaissance? -End of unit exam and diagnostic analysis of results to identify required interventions -In addition lessons will utilise enquiry led questions and KO tests. [Progress check 2: early June]