



History Foundation: CURRICULUM MAP (Academic Year: 2021/2022)

Term	Foundation Year 7	Term	Foundation Year 8
<p>Autumn 1 – 7 weeks</p> <p>Literacy / numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Storyboards</p> <p>Revisiting, revising, remembering opportunities Recalling information from topic Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p> <p>SIMS Data Drop: Collected from summative and formative assessments and progress in classwork.</p>	<p>Unit of work: Did one arrow cause William to win the Battle of Hastings? Links to the KS2 & 3 Curriculum – The KS2 Curriculum Edward the Confessor and his death. The KS3 Curriculum the Norman Conquest.</p> <p>N-Curric Second Order Concept: Cause and Consequence</p> <p>GCSE Assessment objectives: A01: Pupils to demonstrate knowledge and understanding of the key features and characteristics of the Battle of Hastings. A02: Pupils to explain and analyse the causes and consequences of the Battle of Hastings. A03: Pupils to analyse, evaluate and use contemporary sources to make substantiated judgements about the why William won the Battle of Hastings.</p> <p>Enrichment/life and work skills CEIAG Hastings battlefield or Warwick Castle trip Essay writing – Lesson 6 Group work/collaboration – Lesson 1, 2 Critical thinking – Lesson 1, 2, 3 etc. British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), sentence starters (lesson 6), scaffolded work (lesson 1, 6), pair work (lesson 2, 5), HAPs seated next to MAPs and LAPs (all lessons).</p> <p>Assessments: Do now – prior knowledge, Formative, Summative end of topic - Selection of MCQ's and a Battle of Hasting Causation Story Board. AfL, exit ticket</p>	<p>Autumn 1 – 7 weeks</p> <p>Literacy / Numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Research PEEL paragraphs</p> <p>Revisiting, revising, remembering opportunities Recalling information from topic 6 year 7 – was Henry a bad king. Revisiting interpretations Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p> <p>SIMS Data Drop: 11th October 2019 – Collected from formative assessments and progress in classwork.</p>	<p>Unit of work: Was the reign of Elizabeth I a 'Golden age'? Links to the KS3 Curriculum – The Elizabethan religious settlement and conflict with Catholics.</p> <p>N-Curric Second Order Concept: Interpretation</p> <p>Assessment objectives: A01: Pupils to demonstrate knowledge and understanding of the key features and characteristics of the reign of Elizabeth I. A02: Pupils to explain and analyse the significance of key events in Elizabeth's reign. A03: Pupils to analyse, evaluate and use contemporary sources to make substantiated judgements about the reign of Elizabeth I. A04: Pupils to evaluate contrasting interpretations of Elizabeth's reign.</p> <p>Enrichment/life and work skills CEIAG Essay writing – Lesson 7 – 8 Group work/collaboration – Lesson 2, Critical thinking – Lesson 2 Interpretation Skills – Lesson 1,5,6,7 British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), sentence starters (lesson 4), scaffolded work (lesson 8), pair work (lesson 1), HAPs seated next to MAPs and LAPs (all lessons).</p> <p>Assessments Formative End of topic - Selection of MCQ's and a Written Review of different historians' arguments and their merits</p>

<p>Autumn 2 – 7 weeks</p> <p>Literacy / Numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Homework Booklet Comprehension and question tasks</p> <p>Revisiting, revising, remembering opportunities Recalling information from topic Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p> <p>SIMS Data Drop: Collected from summative and formative assessments and progress in classwork.</p>	<p>Unit of work: What was Medieval life like? Links to KS2 curriculum – Anglo – Saxon laws and Justice. Links to the KS3 Curriculum – Local history and Society, Economy and Culture in Medieval Britain.</p> <p>N-Curric Second Order Concept: Evidential Understanding</p> <p>Assessment objectives: A01: Pupils to demonstrate knowledge and understanding of the key features and characteristics Medieval Life A02: Pupils to explain and analyse the extent of similarity/difference of life in Medieval Britain to today. A03: Pupils to analyse, evaluate and use contemporary sources to make substantiated judgements about life in Medieval Britain</p> <p>Enrichment/life and work skills CEIAG Warwick Castle trip Essay writing – Lesson 6 Group work/collaboration – Lesson 1, 2, etc. Critical thinking – Lesson 7, 8, etc. British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 2), sentence starters (lesson 6), scaffolded work (lesson 4), pair/group work (lesson 6), HAPs seated next to MAPs and LAPs (all lessons). Students compare their life to medieval life how has it changed (all lessons).</p> <p>Assessments: Do now – prior knowledge, Formative, Summative end of topic - selection of MCQ's and a Medieval Character Diary . AfL, exit ticket</p>	<p>Autumn 2 – 8 weeks</p> <p>Literacy / Numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Creating Quiz's PEEL Paragraphs</p> <p>Revisiting, revising, remembering opportunities Recalling information from topics 2 year 7 and 7 year 8 – Did one arrow cause William to win the Battle of Hastings and Was the reign of Elizabeth I a 'Golden age'? Revisiting cause and consequence Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p>Unit of work: Why did King Charles I declare war on his own country? Links to the KS3 Curriculum – Causes and events of the Civil wars throughout Britain.</p> <p>N-Curric Second Order Concept: Cause and Consequence</p> <p>GCSE Assessment objectives: AO1: Pupils to demonstrate knowledge of the factors which caused rifts between Monarch and Parliament and how this led to war. AO2: Pupils to evaluate the most important cause of the English Civil War in terms of historical conditions and actors. AO3: Pupils to analyse, explain and evaluate sources and deploy these as evidence to support their conclusions about why the Civil War occurred.</p> <p>Enrichment/life and work skills CEIAG National Army Museum trip Essay writing – Lesson 1 Group work/collaboration – Lesson 3 Critical thinking – Lesson 7, 9, 10 British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), sentence starters (lesson 1), scaffolded work (lesson 4, 5, 6), pair work (lesson 5, 6), HAPs seated next to MAPs and LAPs (all lessons).</p> <p>Assessments: Summative End of topic - Selection of MCQ's and a Civil War Newspaper Front Page Article.</p>
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Term	Transition Year 9
<p data-bbox="62 272 293 293">Autumn 1 – 7 weeks</p> <p data-bbox="62 336 333 357">Literacy / Numeracy foci</p> <p data-bbox="62 368 495 389">Written Sources including news reports.</p> <p data-bbox="62 400 255 421">Topic information</p> <p data-bbox="62 432 277 453">Analytical Language</p> <p data-bbox="62 464 203 485">Writing skills</p> <p data-bbox="62 496 188 517">Homework</p> <p data-bbox="62 528 244 549">Research project</p> <p data-bbox="62 600 432 652">Revisiting, revising, remembering opportunities</p> <p data-bbox="62 663 495 783">Recalling information from topic 11 and 12 year 8 -Was the Industrial Revolution really a ‘revolution’? and Migration Stories</p> <p data-bbox="62 794 443 815">Revisiting evidential understanding</p> <p data-bbox="62 826 468 879">Starters: quick fire questions, images, recap spider diagrams</p> <p data-bbox="62 890 479 943">Revising and teaching students how to revise before EOT assessment</p> <p data-bbox="62 994 483 1114">SIMS Data Drop: 11th October 2019 – Collected from Summative and formative assessments and progress in classwork.</p>	<p data-bbox="535 272 1043 491">Unit of work: What can historical sources teach us about the British Empire Links to KS3 curriculum – Local history. Links to KS4 curriculum – Edexcel Superpower relations and the Cold War. Links to KS5 curriculum – Churchill pre / post war and Post war British politics</p> <p data-bbox="535 536 992 588">N-Curric Second Order Concept: Evidential Understanding</p> <p data-bbox="535 633 779 654">Assessment objectives</p> <p data-bbox="535 665 1010 718">A01: Knowledge of British society, life in the colonies for colonisers and the colonised.</p> <p data-bbox="535 729 965 782">A03: Source inference, utility and cross-reference skills.</p> <p data-bbox="535 826 943 847">Enrichment/life and work skills CEIAG</p> <p data-bbox="535 858 779 879">Evaluation of evidence</p> <p data-bbox="535 890 1032 979">SMSC debates about the nature of society and how societal values effect British imperialism throughout the topic.</p> <p data-bbox="535 991 954 1043">Group work for research – Lessons 4, 9</p> <p data-bbox="535 1023 680 1043">British Values</p> <p data-bbox="535 1054 1037 1241">SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), sentence starters, scaffolded work, pair/group work, seating plan supports differentiated support. Looking at Imperialism from different perspectives (all lessons).</p> <p data-bbox="535 1286 983 1339">Assessments: Formative MCQ and Source Evaluation Tasks</p>

Autumn 2 – 8 weeks

Literacy / Numeracy foci

Gordon Corrigan's 'Mud, Blood and Poppycock'.

Written documents/Interpretation skills
Numeracy skills to work out the number of deaths in WW1

Homework

Lesson pre-reading and life in a trench letter

Revisiting, revising, remembering opportunities

Revisiting interpretation

Starters: quick fire questions, images, knowledge questions

Revising and teaching students how to revise before EOT assessment

Unit of work: Death or Glory: Was the legacy of WWI just mud and blood? **Links to the KS3 Curriculum – The First World War and the Peace Settlement.**

N-Curric Second Order Concept: Interpretation

Assessment objectives

A01: Knowledge of WWI and its consequences for Europe.

A04: Evaluation of historical interpretations of WWI

Enrichment/life and work skills CEIAG

WWI Battlefields trip.

Ability to analyse data and understand different readings of it. – Lessons 3

British Values

SEND provision/gaps and context addressing:
Differentiated learning objectives (all lessons), simplified texts (Lesson 5, 6), sentence starters (lesson 6), scaffolded work (lesson 5, 6), HAPs seated next to MAPs and LAPs (all lessons).

Assessments: Summative MCQs and Polemical Essay on interpretations of WWI

Term	Foundation Year 7	Term	Foundation Year 8
<p>Spring 1 – 6 weeks</p> <p>Literacy / Numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Homework Booklet Comprehension and question tasks</p> <p>Revisiting, revising, remembering opportunities Recalling information from topic Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p> <p>SIMS Data Drop: 7th February 2020 – Collected from summative and formative assessments and progress in classwork.</p>	<p>Unit of work: Baghdad and the Silk Road: How was Baghdad connected to the wider world? Links to the KS3 Curriculum – Local history and Society, Economy and Culture in Medieval Britain.</p> <p>N-Curric Second Order Concept: Evidential Understanding</p> <p>Assessment objectives: AO1: Pupils to demonstrate knowledge and understanding of the key features and characteristics of the Silk Road and Baghdad. AO2: Pupils to explain and analyse the extent of continuity from the Silk Road in modern times. AO3: Pupils to analyse, evaluate and use contemporary sources to make substantiated judgements about life in Baghdad.</p> <p>Enrichment/life and work skills CEIAG Essay writing – Lesson 8 Group work/collaboration – Lesson 1, 2, etc. Critical thinking – Lesson 7, 8, etc. British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 2), sentence starters (lesson 6), scaffolded work (lesson 4), pair/group work (lesson 6), HAPs seated next to MAPs and LAPs (all lessons). Students compare their life to medieval life how has it changed (all lessons).</p> <p>Assessments: Summative End of topic - Selection of MCQ's and BBC Article focusing on a primary source.</p>	<p>Spring 1 – 6 weeks</p> <p>Literacy / Numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Homework Booklet Comprehension and question tasks</p> <p>Revisiting, revising, remembering opportunities Revisiting significance Recalling information from topic 4 year 7 – Who was the greatest crusading leader (Significance) Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p>Unit of work: How should we remember the Slave Trade? Links to the KS3 Curriculum – Britain's transatlantic slave trade: its effects and eventual abolition.</p> <p>N-Curric Second Order Concept: Significance GCSE Assessment objectives: AO1: Pupils to demonstrate knowledge of the Trans-Atlantic Slave trade including how it operated and its consequences. AO2: Pupils to determine, using the concept of significance, how and why the Slave Trade should be remembered in posterity. AO3: Pupils to analyse and evaluate primary sources pertaining to the Slave Trade to help them reach their answer to the enquiry question.</p> <p>Enrichment/life and work skills CEIAG London Docks trip or British Museum trip SMSC - Cultural capital: prejudice and intolerance – all lessons Empathy – all lessons Essay writing – Lesson 9/10 Group work/collaboration – Lesson 2, 3, etc. Critical thinking – Lesson 1, British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 1, 3, etc.), sentence starters (lesson 1), scaffolded work (lesson 6), pair work (lesson 2, 3, etc.), HAPs seated next to MAPs and LAPs (all lessons).</p> <p>Assessments: Summative End of topic - Selection of MCQ's and a Trans-Atlantic Slave Trade Museum Design</p>

<p>Spring 2 – 5 weeks</p> <p>Literacy/ numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Homework Booklet Comprehension and question tasks</p> <p>Revisiting, revising, remembering opportunities Recalling information from topic 3 – What was Medieval life like. Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p>Unit of work: Who was the Greatest Crusader? Links to the KS3 Curriculum – Christendom, the importance of religion and the Crusades.</p> <p>N-Curric Second Order Concept: Significance</p> <p>GCSE Assessment objectives: AO1: Pupils to demonstrate knowledge and understanding of the key features and characteristics the crusades AO2: Pupils to explain and analyse the significance of the two crusading leaders. AO3: Pupils to analyse, evaluate and use contemporary sources to make substantiated judgements about who was the greatest crusading leader.</p> <p>Enrichment/life and work skills CEIAG SMSC – Empathy (all lessons) Essay writing – Lesson 3, 5 Group work/collaboration - Critical thinking – Lesson 4 British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 2, 3, 4 etc.), scaffolded work (lesson 2, 3, 4 etc.), pair work (lesson 3, 5), HAPs seated next to MAPs and LAPs (all lessons).</p> <p>Assessments: Formative End of topic - Selection of MCQ's and a Greatest Crusader Poster</p>	<p>Spring 2 – 5 weeks</p> <p>Literacy / Numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Homework Booklet Comprehension and question tasks</p> <p>Revisiting, revising, remembering opportunities Revisiting similarity and difference Recalling information from topics 1, 3 year 7 and 11 year 8 – What did the Romans do for us, what was Medieval life like and was the Industrial Revolution really a 'revolution'. Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p>Unit of work: Migration Stories: How have experiences of coming to Britain changed through time? Links to the KS3 Curriculum – Local history and Social history impact of migration through time of the migration of people.</p> <p>N-Curric Second Order Concept: Similarity and Difference</p> <p>GCSE Assessment objectives: AO1: Pupils to demonstrate knowledge of different migrant groups who came to Britain and the different events and ideas which influenced their experiences AO2: Pupils to evaluate, using the second order concepts of similarity and difference, to what extent different migrant groups had different 'stories' of migration AO3: Pupils to analyse, explain and evaluate primary sources relating to the topic and use them as evidence to justify their evaluations</p> <p>Enrichment/life and work skills CEIAG SMSC - Cultural capital: prejudice and intolerance – all lessons SMSC – Empathy – all lessons Revision skills – Once topic is complete Essay writing – Lesson 5 Group work/collaboration – Lesson 1 Critical thinking – Lesson 6 British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 1), sentence starters (lesson 5), scaffolded work (lesson 1), pair work (lesson 1), HAPs seated next to MAPs and LAPs (all lessons). Students can draw on their own experiences of migration and treatment as a result of this – all lessons.</p> <p>Assessments: Summer term summative End of Topic - Selection of MCQ's and an explanation question. Revision over the Easter break</p>
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Term	Transition Year 9
<p>Spring 1 – 6 weeks</p> <p>Literacy / Numeracy foci Awareness and application of causal language.</p> <p>Homework Knowledge retrieval quizzes</p> <p>Revisiting, revising, remembering opportunities Revisiting cause and consequence Recalling information from topic 14 Year 9 – Death or Glory: was the legacy of WWI just ‘mud and blood’? Flipped learning of key knowledge Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p>Unit of work: Why were the Allies able to defeat the Axis powers in WWII? Links to the KS3 Curriculum – the Second World War</p> <p>N-Curric Second Order Concept: Cause and Consequence</p> <p>Assessment objectives A01: Knowledge of factors behind allies’ victory. A02: Causal understanding.</p> <p>Enrichment/life and work skills CEIAG Imperial War Museum Trip Normandy Beaches Trip Battle of Britain Bunker Trip Ability to be able to understand how factors contribute to the outcome of a process. – throughout the topic British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 1, 2), sentence starters (lesson 4), scaffolded work (lesson 1, 2, 3), pair work (lesson 6), HAPs seated next to MAPs and LAPs (all lessons).</p> <p>Assessments: Summative Pre-Option Exam Assessment including MCQ and extended writing.</p>

Spring 2 – 5 weeks

Literacy / Numeracy foci

Written testimonies of Holocaust Survivors

Homework

Holocaust figures

Revisiting, revising, remembering opportunities

Revisiting significance

Recalling information from topic 3 year 7 and topic 14 Year 9 – Medieval life and Death or Glory: was the legacy of WWI just ‘mud and blood’?

Starters: quick fire questions, images, knowledge questions

Revising and teaching students how to revise before EOT assessment

Unit of work: SMSC How should we remember the Holocaust? **Links to the KS3 Curriculum – The Holocaust**

N-Curric Second Order Concept: Significance

Assessment objectives

A01: Knowledge of the varying experiences of Holocaust victims.

A02: Significance – how this is established in History

Enrichment/life and work skills CEIAG National Holocaust Centre and museum SMSC – Understanding of how historical memory effects the present and its importance. – throughout the lessons SMSC – Holocaust Memorial Day.

British Values

SEND provision/gaps and context addressing:

Differentiated learning objectives (all lessons), sentence starters (lesson 2, 5 etc.), scaffolded work (lesson 4, 8, etc.), pair work (lesson 3), HAPs seated next to MAPs and LAPs (all lessons).

Assessments: Formative MCQ section and letter to the headmaster about Holocaust Memorial Day.

Term	Foundation Year 7	Term	Foundation Year 8
<p data-bbox="69 153 367 180">Summer 1 – 6 weeks</p> <p data-bbox="69 217 367 244">Literacy / Numeracy foci</p> <p data-bbox="69 248 367 443">Reading skills Terminology and vocabulary Writing skills Historians writing – Simon Schama /</p> <p data-bbox="69 480 367 507">Homework</p> <p data-bbox="69 512 367 603">Homework Booklet Comprehension and question tasks</p> <p data-bbox="69 639 367 730">Revisiting, revising, remembering opportunities</p> <p data-bbox="69 735 367 1026">Recalling information from topic 3 – What was Medieval life like. Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p data-bbox="367 153 972 212">Unit of work: Almost half of Europe was wiped out: But how far did the Black Death change Britain?</p> <p data-bbox="367 217 972 276">Links to the KS3 Curriculum – The Black Death and its social and economic impact.</p> <p data-bbox="367 312 972 339">N-Curric Second Order Concept: Change + Continuity</p> <p data-bbox="367 376 972 403">Assessment objectives:</p> <p data-bbox="367 408 972 531">A01: Pupils to demonstrate knowledge and understanding of the key features and characteristics of the causes and the consequence of the Black Death.</p> <p data-bbox="367 536 972 595">A02: Pupils to explain and analyse the causes and the consequence of the Black Death</p> <p data-bbox="367 600 972 722">A03: Pupils to analyse, evaluate and use contemporary sources to make substantiated judgements about what the greatest consequence of the Black Death.</p> <p data-bbox="367 759 972 1153">Enrichment/life and work skills CEIAG SMSC Empathy – all lessons Essay writing – Lesson 5 Group work/collaboration – Schama lessons Critical thinking – Schama lessons British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 6), sentence starters (lesson 1, 5), scaffolded work (lesson 6), pair work (lesson 2, 4, 6 etc.), HAPs seated next to MAPs and LAPs (all lessons).</p> <p data-bbox="367 1190 972 1249">Assessments: Formative End of topic - Selection of MCQ's and a 'Writing like a Historian' Mini Essay</p>	<p data-bbox="972 153 1386 180">Summer 1 – 6 weeks</p> <p data-bbox="972 217 1386 244">Literacy / Numeracy foci</p> <p data-bbox="972 248 1386 339">Reading skills Terminology and vocabulary Writing skills</p> <p data-bbox="972 376 1386 403">Homework</p> <p data-bbox="972 408 1386 467">Homework Booklet Comprehension and question tasks</p> <p data-bbox="972 504 1386 563">Revisiting, revising, remembering opportunities</p> <p data-bbox="972 568 1386 786">Revisiting change and continuity Recalling information from topics 5 year 7 10 year 8 – Almost half of Europe was wiped out: But how far did the Black Death change Britain and How should we remember the Slave trade.</p> <p data-bbox="972 791 1386 962">Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p data-bbox="1386 153 2101 180">Unit of work: Was the Industrial Revolution a 'revolution'?</p> <p data-bbox="1386 185 2101 244">Links to the KS3 Curriculum – Britain as the first industrial nation: the impact on society.</p> <p data-bbox="1386 280 2101 308">N-Curric Second Order Concept: Change + Continuity</p> <p data-bbox="1386 344 2101 371">Assessment objectives:</p> <p data-bbox="1386 376 2101 467">A01: Pupils to demonstrate knowledge and understanding of the key features and characteristics of the Industrial Revolution period.</p> <p data-bbox="1386 472 2101 563">A02: Pupils to explain and analyse the extent of change and continuity in the lives of Victorian people due to the Industrial Revolution and to propose which was most significant.</p> <p data-bbox="1386 568 2101 659">A03: Pupils to analyse, evaluate and use contemporary sources to make substantiated judgements about the Industrial Revolution period.</p> <p data-bbox="1386 695 2101 1058">Enrichment/life and work skills CEIAG Essay writing Group work/collaboration – Lesson 3, 8 & 9 Critical thinking – Lesson 7 CEIAG and SMSC how work and life has changed since the industrial revolution – all lessons. British Values SEND provision: Differentiated learning objectives (all lessons), scaffolded work (lesson 2), pair work (lesson 8 & 9), HAPs seated next to MAPs and LAPs (all lessons).</p> <p data-bbox="1386 1094 2101 1153">Assessments: Formative End of topic - Selection of MCQ's and a Mini-Essay</p>

<p>Summer 2 – 7 weeks</p> <p>Literacy / Numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Homework Booklet Comprehension and question tasks</p> <p>Revisiting, revising, remembering opportunities Recalling information from topics 3 and 5 - What was Medieval life like and Almost half of Europe was wiped out: But how far did the Black Death change Britain. Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p>Unit of work: Was Henry VIII a bad king? Links to KS3 Curriculum – The English Reformation.</p> <p>N-Curric Second Order Concept: Interpretations</p> <p>GCSE Assessment objectives: A01: Pupils to demonstrate knowledge and understanding of the key features and characteristics of the reign of Henry VIII. A02: Pupils to explain and analyse the significance of Henry VIII’s reign A03: Pupils to analyse, evaluate and use contemporary sources to make substantiated judgements about whether Henry VIII was a bad king. A04: Pupils to evaluate contrasting interpretations of Henry VIII’s reign.</p> <p>Enrichment/life and work skills CEIAG Trips - Tower of London, Hampton Court Palace Revision skills – Once topic is complete Essay writing – Lesson 7, 8 Group work/collaboration – Lesson 5 Critical thinking – Lesson 4 Interpretation Skills – lesson 3, 6 British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 3), sentence starters (lesson 7, 8), pair work (lesson 5), HAPs seated next to MAPs and LAPs (all lessons).</p> <p>Assessments: Summative End of Year 7 exam - Selection of MCQ’s and an Explanation question</p>	<p>Summer 2 – 7 weeks</p> <p>Literacy / Numeracy foci Reading skills Terminology and vocabulary Writing skills</p> <p>Homework Homework Booklet Comprehension and question tasks</p> <p>Revisiting, revising, remembering opportunities Revisiting evidential understanding Recalling information from topics 3 year 7 and 8 year 8 – What was Medieval life like and why did king Charles declare war on his own country. Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p>Unit of work: Why did 17th Century England go crazy about Witches? Links to the KS3 Curriculum – Society, economy and culture: Religion and superstition in daily life.</p> <p>N-Curric Second Order Concept: Evidential Understanding</p> <p>Assessment objectives: A01: Pupils to demonstrate knowledge of the causes of why people believed in witches. A02: Pupils to evaluate the most important cause of the rise in the beliefs about witches in the Seventeenth Centuries. A03: Pupils to analyse, explain and evaluate sources and deploy these as evidence to support their conclusions about why there was a fear of witches in England.</p> <p>Enrichment/life and work skills CEIAG SMSC - Cultural capital: prejudice and intolerance – all lessons Essay writing – Lesson 3 Group work/collaboration – Lesson 5, 9 Critical thinking – Lesson 4 British Values SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts (lesson 1, 2, 3, etc.), scaffolded work (lesson 4), pair work (lesson 5, 6, 9) HAPs seated next to MAPs and LAPs (all lessons).</p> <p>Assessments: Formative End of topic - Selection of MCQ’s and an Unseen Source Analysis Test</p>
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Term	Transition Year 9
<p data-bbox="69 264 499 300">Summer 1 – 6 weeks</p> <p data-bbox="69 331 499 427">Literacy / Numeracy foci Civil Rights speeches including MLK ‘I had a dream’</p> <p data-bbox="69 467 499 531">Homework Researching CR leaders</p> <p data-bbox="69 595 499 914">Revisiting, revising, remembering opportunities Revisiting similarity and difference Recalling information from topic 10 Year 8 – How should we remember the Slave Trade? Starters: quick fire questions, images, knowledge questions Revising and teaching students how to revise before EOT assessment</p>	<p data-bbox="499 264 965 403">Unit of work: The Civil Rights Movement: United or Divided? Links to KS3 curriculum – Significant society or issue in world history.</p> <p data-bbox="499 435 965 499">N-Curric Second Order Concept: Similarity and Difference</p> <p data-bbox="499 531 965 691">Assessment objectives A01: Knowledge of the varying strands of the US Civil Rights movement. A02: Similarity and Difference within a historical movement.</p> <p data-bbox="499 722 965 914">Enrichment/life and work skills CEIAG SMSC debates around Civil Rights and issues of racial prejudice. Understanding of the importance of fundamental equalities/British/Western Values.</p> <p data-bbox="499 946 965 1185">SEND provision/gaps and context addressing: Differentiated learning objectives (all lessons), simplified texts, sentence starters, scaffolded work, pair work, HAPs seated next to MAPs and LAPs (all lessons).</p> <p data-bbox="499 1217 965 1281">Assessments: Summative MCQs and Protest March leaflet/Report</p>

Summer 2 – 7 weeks

Literacy / Numeracy foci

Oral Literacy/Presentation skills in History

Homework

Presentation Research

Revisiting, revising, remembering opportunities

Revisiting change and continuity
Recalling information from topic 14, 15 and 17 Year 9 - Death or Glory: was the legacy of WWI just 'mud and blood'? Why were the Allies able to defeat the Axis powers in WWII and Civil Rights?

Starters: quick fire questions, images, knowledge questions
Revising and teaching students how to revise before EOT assessment

Unit of work: Did the Atom Bomb change everything? **Links to KS3 curriculum – Significant society or issue in world history. Links to the KS4 curriculum – Edexcel Cold War**

N-Curric Second Order Concept: Change and Continuity

GCSE Assessment objectives
A01: Knowledge of the post WWII nuclear Arms race and the cultural impact of the Cold War
A02: Understanding of change and continuity and how historians measure it

Enrichment/life and work skills CEIAG
SMSC Debates about nuclear weapons.
British Values
SEND provision/gaps and context addressing:
Differentiated learning objectives (all lessons), simplified texts, sentence starters, scaffolded work, pair work, HAPs seated next to MAPs and LAPs (all lessons).
Assessments: Formative Group Project Presentation and MCQ test.