

HISTORY

Year 7

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	EXTENDED CURRICULUM (trips/visits/after school activities)
1. How much have toilets changed over time? This first topic introduces students to the concept of change over time and identifies changes in attitude between the Iron Age and the present day. Student also address the reasons why attitudes towards health and sanitation have evolved, such as Roman inventions, the rural society of medieval Britain, urbanisation, the Industrial Revolution and developments in technology and research. This allows students to get a broad overview of different periods of history, helping them to understand chronology. 2. History mysteries: what can we learn from remains? Through studying various Roman mysteries, students are introduced to sources and inferences, and begin to make judgements about what can be useful about remains.	3. Why did William win the Battle of Hastings? This depth study helps to develop students' understanding of the historical concept of causation by considering the causes of William's victory. Students continue to explore the concepts of conquest and control. 4. What was the impact of the Black Death on Walsham? This depth study is also a local history study on the short- and long-term impacts of the Black Death on a single village. This scheme focuses on the concept of impact, as well as furthering student understanding of change and continuity by exploring historical turning points.	<i>Black Death continued – students finish the scheme & complete the final assessment after Easter.</i> 5. What can sources reveal about Samurai warriors? This enquiry allows students to develop an understanding of Japanese history, linking to a period that many people have heard of, but not studied in detail. We also build on the source skills developed in the 'history mysteries' topic, particularly the use of written sources. 6. Why are the first thousand years of Islam significant for historians? This enquiry deliberately reaches beyond European history, considering the first thousand years of the Islamic religion. The conceptual framework is significance and interpretations, particularly encouraging students to look at the views of historians on what makes an event significant, so that they can begin to make their own judgements on this.	
Assessment: • Timeline test & paragraph on sanitation, assessing understanding of chronology/ change & continuity. • Booklet about the Vindolanda remains, assessing understanding of inferences & the usefulness of remains. • Low-stakes quizzes throughout term to consolidate key knowledge.	Assessment: • Essay on Battle of Hastings, assessing understanding of causation. • Medieval Story mini-assessment – assessing effort & historical accuracy (<i>not all students will complete this, dependent on time</i>). • Low-stakes quizzes throughout term to consolidate key knowledge.	Assessment: • Essay on Walsham & the Black Death, assessing understanding of impact and turning points. • Knowledge test on topics from across the year, combined with an assessment on sources. • Low-stakes quizzes throughout term to consolidate key knowledge.	

Year 8

1. How much did the Break with Rome really have to do with religion? This scheme furthers students' conceptual understanding of causation. Students examine the reasons for there being major changes at the start of this period, such as the Renaissance and the Reformation. Building on the enquiry on the Battle of Hastings in Year 7, students are introduced to vocabulary that can help them to make links between causes, which is part of building an argument in an essay. <i>Students will have two lessons on the experience of Black Britons during the Tudor period – a theme topic running throughout Year 8.</i> 2. What was the impact of the Spanish Armada? Having looked at the breadth of Tudor England, students now look in more depth at the Spanish Armada and the challenges Elizabeth I faced as queen. They look at different interpretations of the Spanish Armada and how these have changed over time, before reaching their own conclusion about how positively the Armada impacted Elizabeth's reign. This includes recapping and developing student thinking about impact, particularly long- and short-term impact.	3. Why did English settlers migrate to America? This enquiry introduces wider themes such as migration, colonisation, and empire. This continues to develop student understandings of international relations and power, as well as the conceptual focus of causation (building on students using language to evaluate the role a factor played). <i>Students will have two lessons on the experience of Black Britons between the 1640s and 1780s – a theme topic running throughout Year 8. This includes the Atlantic Slave Trade and experiences in Stuart England.</i> 4. What can sources tell us about the English Civil War? This unit covers the events of the Civil War, including thematic links to the changing nature of power. It does so through the lens of sources – students are exposed to a range of different types of sources in order to ascertain what they are useful for. This involves the skills of making inferences that students first build in the 'History Mysteries' and Samurai units in Year 7 and continue to develop through consistently examining sources in history lessons.	5. How typical was the British Empire? This unit compares three different empires – the Mali Empire, the Mughal Empire, and the British Empire. Students will consider how each power controlled their empire, and create a historical museum which can represent their views. Students also spend some lessons looking at the legacy of the British Empire in popular history, furthering their understanding of significance which they gained when looking at the first thousand years of Islam in Year 7. <i>Students will have two lessons on the experience of Black Britons during the Tudor period – a theme topic running throughout Year 8. This includes the abolition of the slave trade and experiences in Victorian Britain.</i> 6. How did the Industrial Revolution change England? This enquiry will investigate the changes brought about by the Industrial Revolution, in order to prepare students for understanding the 'industrialised' 20th century in Year 9.	Optional trip to Ypres and the Somme to visit the WW1 battlefields (during Activities Week – Y9 given priority).
Assessment: • Essay on the Break with Rome, assessing understanding of causation and ability to build an argument. • Knowledge test on Break with Rome & Armada, also drawing on understanding of chronology from Year 7. • Low-stakes quizzes throughout term to consolidate key knowledge.	Assessment: • Essay on Spanish Armada, assessing understanding of impact and ability to build an argument (<i>often at beginning of the term</i>). • Leaflet on reasons to migrate to America. • Mini-knowledge & source assessment, exploring the usefulness of sources as learned in the Civil War topic. • Low-stakes quizzes throughout term to consolidate key knowledge.	Assessment: • Essay on empires, comparing the methods of control used by different empires, as well as focusing on the creation of a strong argument on similarity & difference. • Knowledge & timeline test on work from Year 8, also testing chronological understanding from Year 7. • Low-stakes quizzes throughout term to consolidate key knowledge.	

Year 9

1. Did 2 bullets lead to 20 million deaths? This in-depth unit aims to extend students' causal reasoning developed throughout Years 7 and 8. Students will assess a range of factors, events and individuals that may have contributed towards the outbreak of WW1 and use causation language to be able to analyse the role of each factor and reach a strong concluding argument. 2. How far did the Communist Revolution change Russia? This develops understandings of change and continuity built in Year 7 and 8. Students compare Russia in the Tsarist period to the changes made under Lenin and Stalin, as well as the political ideology of Communism. 3. Why did World War Two break out in 1939? This mini enquiry bridges the gap between World War One and World War Two, providing crucial background material for the World War Two and Holocaust enquiries. Students examine a small range of factors that could be said to have caused World War Two and consolidate their use of strong explanation when evaluating the relative importance of these factors.	4. How can historians hope to understand World War Two? This enquiry builds on the Y8 enquiry on the Civil War, encouraging students to think positively about sources by examining what is useful about them, both when taken individually and as a set. There is a particular emphasis on how historians can make use of propaganda to understand certain decisions or moments in World War Two. 5. Who or what was responsible for the Holocaust? Having already grounded themselves in events of the inter-war and war years, students cover the main factors that could explain in the Holocaust, including long-term anti-Semitism, Hitler's role, the role of the German people and that of other countries. Together with constructing their own arguments about why the Holocaust occurred, this unit involves students examining interpretations about why the German people went along with the Holocaust.	<i>Enquiry 5 on the Holocaust is usually completed towards the start of this term.</i> 6. How similar were the Civil Rights Movements in the USA & UK? Through examining both the UK and US Civil Rights Movements, students can make judgements about how similar the movements were in terms of their aims, leadership, actions, and impact. This connects with previous topics about migration and slavery. 7. How do we decide on 'significant history' in the modern world? This will give students the opportunity to explore important events in the world today, and think about the historical background to these. This is also a chance to think about history as a discipline, and how academic and popular history decides on 'significant history' – furthering understandings from examining the British Empire in Year 8 and the first thousand years of Islam in Year 7.	Optional trip to Ypres and the Somme to visit the WW1 battlefields (during Activities Week – Y9 given priority).
Assessment: • Essay on the causes of World War One, assessing use of language to build a convincing argument about causation. • Knowledge test on work in Y9, as well as chronology from Y7 & Y8. • Paragraphs on changes from the Communist Revolution and the outbreak of World War Two, assessing explanation of change & use of language. • Low-stakes quizzes throughout term to consolidate key knowledge.	Assessment: • Mini-knowledge test on World War Two. • Source assessment on World War Two, assessing students' ability to pick out and explain the usefulness of a range of sources. • Low-stakes quizzes throughout term to consolidate key knowledge.	Assessment: • Essay on the Holocaust, assessing student explanation of causation and construction of a 'clinching' argument. • Knowledge & timeline test on work from Year 9, also testing chronological understanding from Years 7 & 8. • Low-stakes quizzes throughout term to consolidate key knowledge.	

Year 10

Living Under Nazi Rule, 1933-45. This world depth study focuses on a short period of German history which saw great conflict between different cultures and ideologies. Students cover the rise of the Nazis and the experiences and responses of people across Europe. This topic encourages students to engage with many rich, contemporary sources. This will allow students to develop their understanding of the nature of historical evidence and how history in constructed. It builds on much of the work on the 20th century that students covered in Year 9, particularly World War Two and the Holocaust, which is why we begin with this topic.	The Making of America, 1789-1900. This world period study focuses on wider world society and the unfolding of the story of American history. It explores the relationship between different cultures at a time of great upheaval and considers the experiences and perspectives of different individuals and groups. Students will assess reasons for the expansion of American territory as well as the relationship between this expansion and the cultures of Native Americans, African Americans, and white Americans. They will need to be able to identify, describe and explain events and developments relating to these three cultures and the conflicts between them in these years.	The Elizabethans, 1580-1603. The British depth study focuses on a time when the nation was under severe pressure and faced the possibility of invasion. The point of this study is to understand the complexity of society and the interplay of different forces within it. Students will look at how society, daily life and popular culture had both vastly different and similar features to life today. They will address the power of the Queen and the challenging relationship between church and state. Through this, they will address the underlying issue of how and why late Elizabethan England has been interpreted as a 'golden age.' Students will also learn how and why historians and others have interpreted the same events and developments in different ways.	
Assessment: Across the term, over 3 main assessments, students practise the source-based exam questions that could come up in this unit: • 7-mark question – making strong inferences from sources • 15-mark question analysing the utility of a source	Assessment: Across the term students practise each of the exam questions that could come up in this unit, as well as applying the second-order concepts of impact, change & continuity, causation, and similarity & difference to the styles of question. • 10-mark questions on causation & similarity & difference • 18-mark judgement questions x2 Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term. At the end of the unit, they undertake an 'end of unit test' in which they are assessed on 1-mark knowledge questions, a 9-mark question & an 18-mark judgement question.	Assessment: Across the term students practise each of the exam questions that could come up in this unit, many of which are focused on analysing different interpretations of the past: • 3 & 5-mark questions on a single interpretation • 12-mark questions comparing interpretations • 20-mark judgement question Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term.	

Year 11

<i>Complete Elizabethans topic in early September.</i> Migrants to Britain, 1250-present day. This British thematic study traces how the attitudes and impact of migration have changed between 1250 and the present day. This allows students to study the characteristics of life in Britain across all these centuries and strengthens their understanding of how and why things change or perhaps, stay the same. The three main issues students will address consistently across these periods are: the reasons for migration to Britain, the experiences of migrants and the impact of migrants on Britain. Their chronological and contextual understanding draws on much of their knowledge from KS3 and introduces some key concepts that are tracked throughout each time period, such as Britain's connections to the wider world, beliefs, attitudes and values, government, economic forces and communications.	<i>Complete Migrants to Britain topic in early January.</i> History Around Us: a study of the historic environment. This topic forms the local history element to the GCSE. Students examine the site of Castle Hill in Cambridge and explore the changing uses of this site through time and what this can reveal about the significance of the local area and how attitudes and values have changed over time. This topic provides students with something they can relate to, such as the local streets, houses, and churches they may have walked past in Cambridge but draws upon major historical events that Cambridge has been affected by, such as the Norman Conquest, English Civil War, Victorian prison reform and Cold War. Students will use both archaeological evidence and written archives to explore the history of their local area.	Before students go on study leave, the summer term will be spent revising.	Optional trip to Munich and Nuremberg to look at the rise of the Nazi party, and recall many of the key themes and concepts from Year 10. Students must sign up for this trip in Year 10. We also hope to reinstate a trip to the Castle Hill archives which are unfortunately not open for viewing at the moment.
Across the term students practise exam questions that could come up in this unit (9-mark, 10-mark & 18-mark questions), as well as applying the second-order concepts of impact, change & continuity, causation and similarity & difference to the styles of question. Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term. Year 11 interims – complete Paper 3 (Nazi Germany & Making of America)	Assessment: Students are assessed in 20-mark judgements questions, using both on their knowledge of the Castle Hill site, and their ability to use evidence of reveal key changes to the site in its' past. This includes reference to key criterion points which are covered throughout the unit. Students' knowledge is also assessed by a mixture of lower and higher-stakes knowledge quizzes throughout the term. Year 11 mocks – complete Paper 1 (Migrants to Britain & the Elizabethans)	Assessment: Left deliberately flexible so that teachers can prioritise the needs of their groups – likely that Paper 2 (History Around Us) will be practised.	