



### How do assess history at Key Stage 3 at SMM?

**AO1 Understanding & Knowledge: The ability to demonstrates strong knowledge and understanding of features & characteristics of the period and enquiry.** In addition, it is important that student have knowledge of the narrative and have a chronological security – in every enquiry pupils will be tested on their ability to sequence events and to group these events in periodization. These tests are designed to be frequent and low-stakes – their primary purpose is diagnostic, to tell teachers where AO1 knowledge and chronological security is lacking. Typically, chronological and substantive revival activities have been built into the SoWs – i.e. around one per lesson. Pupils should be asked to place events from other enquiries studied onto timelines to build chronological security across periods studied and to be tested on the substantive knowledge. It is also important that students understand the historical significance of the knowledge; rather than seeing History as a list of facts or pieces of information. This is achieved by giving a narrative for the students to engage with.

**AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Using substantive concepts –** at the end of each enquiry, pupils will be given a test in which they are tested on the key substantive concepts such as 'peasant', 'empire', 'revolution' and so on. In defining these terms they should draw upon all of the knowledge they have gained over the previous year(s).

Following Riley (2000) each discrete scheme of work addresses a particular enquiry question. This question is historical in that it is based on a particular historical concept (causes, continuity) and each targets a particular period of history. Over the course of Key stage 3 the emphasis is on British history (meeting the requirements of the 2014 National Curriculum) but with significant components of wider European and world history. There is also a balance between political, economic, social and cultural history, and at the local, national and world scale. It is expected that teachers, in teaching each enquiry, will incorporate links to other enquiries studied.

**Engaging with Historical Second order concepts by engaging with an enquiry question–** following the advice of Burnham and Brown (2004), each enquiry question will be answered by a meaningful outcome activity (most frequently an essay) which will be marked using a task-specific mark scheme. The criteria for each mark scheme, has considered what would be an excellent answer to the question, and not attempt to divide the mark scheme into 'hoops' through which to jump. The enquiries are designed to embrace broad content areas so that pupils build and then are tested on secure knowledge by the ease, appropriateness and accuracy with which they deploy it to tackle the question. A good extended answer to the enquiry question will display knowledge of the deeper social, political and cultural structures of the period as well as apposite detail.

Our historical enquiries are:

Sequences of lessons, usually amounting to five or six hours of learning, based on a core historical puzzle that will take that length of time to be resolved. There is a single enquiry question that both embodies the puzzle and sustains interest and engagement for the learning journey. Students study a range of primary sources and historical interpretations to build an answer to the question. Each lesson would typically have its own key question to frame the learning. The best enquiries will involve a good deal of classroom dialogue, both in small groups and as a whole class, with the teacher engaged in that dialogue principally through questioning.



### How do we approach these historical enquiries?

Dialogue will be key as students explore ideas about sources and interpretations. We aim to develop talk in your classroom so that students usually begin their thinking about a puzzle or source by talking in a small group. The feedback from those groups can then be the springboard for a whole-class discussion about the subject. It's those discussions that help to build the framework of new knowledge that students will record in their books.

Questioning needs to encourage students to work out ideas for themselves, in a form of Socratic dialogue. We have thought about the questions we ask in relation to the key sources chosen for the enquiry. Each source will be the driving force for a lesson, but we also give students access to background contextual knowledge. This can often be done through a well-chosen video clip or a passage from a quality textbook.

**AO3- Analyse sources: Analyses source/s to identify relevant information (e.g. by using specific details, provenance, making inferences). Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the source/s in relation to the question.**

Students will be assessed on their ability to Intelligent and supported inferences are made from sources. A wide range of resources including both primary and secondary sources are used to conduct independent research. Analytical and critical analysis of sources are supported by extensive and thorough knowledge in order to answer the question. In each enquiry students are required to analyse and interpret a wide range of historical sources. Moreover, each term will focus on assessing a particular skill when analysing and interpreting sources.

**AO4 Explain, analyse and evaluate how different event have been Interpreted: Analyses interpretation/s to identify relevant information (e.g. by using specific details, provenance, making inferences). Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the interpretation/s in relation to the question.**

In order to engage students in Historical Interpretations students are introduced to Historical Interpretations through the process of Enquiry. In Year 7: How far do historians agree that the medieval period should be interpreted as the Dark Ages? In Year 8: students move from why interpretations agree and disagree with one another to more complex historical enquiry on: "How and why have interpretations of African History changed so much over time?" and in Year 9: How similar is X's interpretation of Trench War to Y's interpretations of Trench Warfare?

Each of the enquiries encourages students to set out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the interpretation/s in relation to the question. This is achieved through dialogue and questioning.

Highlight two places in the extract where X shows their approach to the topic.

What historiographical approach has X taken to the subject? Look for evidence in the interpretation.

Where does this interpretation sit in the wider historiography of the period?

**Curriculum Overview:**

**Subject: History**



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Is there any evidence which suggests that X has a particular thesis they are championing?

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End Point Assessment - Year 7				
Term	4 marks (A01)	6 marks (AO1, A03// A01 & A04 for Interpretations)	8 marks (AO1, A03// A01 & A04 for Interpretations)	12 marks (AO1, A02/ A04 for Interpretations Question)
A1	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge. Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Utility: How useful is source .... ? Explain using source .. and your own knowledge.	Variety of possible question stems e.g. Why...?, Why did...?, What was the impact of...?, What caused...?, Why do you think...? Always focused on some sort of explanation which will be based on a second order concept ( typically causation, consequence, significance)
A2	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge. Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Utility: How useful is source .... ? Explain using source .. and your own knowledge.	Variety of possible question stems e.g. Why...?, Why did...?, What was the impact of...?, What caused...?, Why do you think...? Always focused on some sort of explanation which will be based on a second order concept (

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				typically causation, consequence, significance)
Sp1	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Reliability: How reliable is source .... ? Explain using source .. and your own knowledge.	Always has the same stem: Write a clear and organised summary that analyses... The question will always say Support your summary with examples. Requires students to write a structured account using one or more second-order concepts.
Sp2	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Reliability: How reliable is source .... ? Explain using source .. and your own knowledge.	Always has the same stem: Write a clear and organised summary that analyses... The question will always say Support your summary with examples. Requires students to write a structured account using one or more second-order concepts.

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Su1	4 x closed recall 1 mark questions	In interpretation A the historian argues... Identify and explain two ways in which the Historian does this. Use details from the Interpretation to support your answer. You need to make inferences. Do not just describe the source	Interpretations: What is the purpose of Interpretation B ? Explain using Interpretation A and your own knowledge	How far does Interpretation A support Interpretation B? Explain
Su2	4 x closed recall 1 mark questions	Analyse source: In interpretation A the historian argues... Identify and explain two ways in which the Historian does this Use details from the Interpretation to support your answer. You need to make inferences. Do not just describe the source	Interpretations: What is the purpose of Interpretation B ? Explain using Interpretation A and your own knowledge	How far does Interpretation A support Interpretation B? Explain

End Point Assessment - Year 8				
Term	4 marks (A01)	6 marks (AO1, A03// A01 & A04 for Interpretations)	8 marks (AO1, A03// A01 & A04 for Interpretations)	12 marks (AO1, A02/ A04 for Interpretations Question)

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A1	4 x closed recall 1 mark questions	<p>Analyse source:                  What can you infer from source a about"..."? Explain using source A and your own knowledge.                  Use details from the source to support your answer. You need to make inferences. Do not just describe the source</p>	<p>Utility: How useful is source .... ? Explain using source .. and your own knowledge.</p>	<p>Variety of possible question stems e.g. Why...?, Why did...?, What was the impact of...?, What caused...?, Why do you think...? Always focused on some sort of explanation which will be based on a second order concept ( typically causation, consequence, significance)</p>
A2	4 x closed recall 1 mark questions	<p>Analyse source:                  What can you infer from source a about"..."? Explain using source A and your own knowledge.                  Use details from the source to support your answer. You need to make inferences. Do not just describe the source</p>	<p>Utility: How useful is source .... ? Explain using source .. and your own knowledge.</p>	<p>Variety of possible question stems e.g. Why...?, Why did...?, What was the impact of...?, What caused...?, Why do you think...? Always focused on some sort of explanation which will be based on a second order concept ( typically causation, consequence, significance)</p>

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## Subject: History

Sp1	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Reliability: How reliable is source .... ? Explain using source .. and your own knowledge.	Always has the same stem: Write a clear and organised summary that analyses... The question will always say Support your summary with examples. Requires students to write a structured account using one or more second-order concepts.
Sp2	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge Use details from the source to support your answer. You need to make inferences. Do not just describe the source	In interpretation A the historian argues... Identify and explain two ways in which the Historian does this. Use details from the Interpretation to support your answer. You need to make inferences. Do not just describe the source	How far does Interpretation A support Interpretation B of ... ? Explain
Su1	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge Use details from the source to support your answer. You need to make inferences. Do not just describe the source	In interpretation A the historian argues... Identify and explain two ways in which the Historian does this. Use details from the Interpretation to support your answer. You need to make inferences. Do not just describe the source	How far does Interpretation A support Interpretation B of....? Explain



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Su2	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Reliability: How reliable is source .... ? Explain using source .. and your own knowledge.	Always has the same stem: Write a clear and organised summary that analyses... The question will always say Support your summary with examples. Requires students to write a structured account using one or more second-order concepts.
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End Point Assessment - Year 9				
Term	4 marks (A01)	6 marks (AO1, A03// A01 & A04 for Interpretations)	8 marks (AO1, A03// A01 & A04 for Interpretations)	12 marks (AO1, A02/ A04 for Interpretations Question)
A1	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge. Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Utility: How useful is source .... ? Explain using source .. and your own knowledge.	How far does Interpretation A support Interpretation B? Explain
A2	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge. Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Utility: How useful is source .... ? Explain using source .. and your own knowledge.	How far does Interpretation A support Interpretation B? Explain
Sp1	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about"..."? Explain using source A and your own knowledge Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Reliability: How reliable is source .... ? Explain using source .. and your own knowledge.	"....." was the most important/change cause/ most significant impact/ the most .... On ".." How far do you agree with this statement?

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Sp2	4 x closed recall 1 mark questions	Analyse source: What can you infer from source a about "..."? Explain using source A and your own knowledge Use details from the source to support your answer. You need to make inferences. Do not just describe the source	Reliability: How reliable is source .... ? Explain using source .. and your own knowledge.	"....." was the most important/change cause/ most significant impact/ the most .... On ".." How far do you agree with this statement?
Su1	4 x closed recall 1 mark questions	In interpretation A the historian argues... Identify and explain two ways in which the Historian does this. Use details from the Interpretation to support your answer. You need to make inferences. Do not just describe the source	How reliable is source .... ? Explain using source .. and your own knowledge.	How far do source a and b agree with one another.... ? 12 marks
Su2	4 x closed recall 1 mark questions	Analyse source: In interpretation A the historian argues... Identify and explain two ways in which the Historian does this Use details from the Interpretation to support your answer. You need to make inferences. Do not just describe the source	How reliable is source .... ? Explain using source .. and your own knowledge.	How far do source a and b agree with one another.... ? 12 marks

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### National Curriculum Subject Content descriptors for History

History
Hlsc1 About the development of Church, state and society in Medieval Britain 1066-1509
Hlsc2 About the development of Church, state and society in Britain 1509-1745
Hlsc3 About ideas, political power, industry and empire: Britain, 1745-1901
Hlsc4 About challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust.
Hlsc5 About a local history study
Hlsc6 About the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.
Hlsc7 About at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

### National Curriculum Aims descriptors for History

History
Hla1 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
Hla2 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
Hla3 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
Hla4 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
Hla5 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

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Hla6

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History:

The History department prides itself on our diverse and engaging curriculum that reflects our local community and our multicultural society. We believe that History is a subject that helps us to orientate ourselves and that it is intimately connected to our lives. We aim to provide an intellectually stimulating learning experience for all students; developing their critical thinking, historical literacy and communication skills through the study of pertinent, engaging and thought-provoking historical enquiries.

Key Stage 3

The year 7 curriculum is designed to give students a foundation of history through studies of the ancient and medieval world. Students are introduced to the key features of the discipline of History in order to build an understanding of the skill and methods of historians. We explore how historians make histories through a study of the local History of Greenwich through Time. We study the historical significance of the Roman where students return to historical skills and concepts. Students explore the diversity of Roman Britain and the impact the Romans had on Britain. Students then explore how the Normans had fused themselves with Anglo-Saxon England. This introduces the student to the Medieval Period engaging with the enquiry question of "How Dark were the Dark Ages?" Exploring the contributions of Islam to Science before going on to learn about the different interpretations of the Crusades.

The focus for year 8 is injustice and activism. Students study these themes by looking at Interpretations of the British Empire and how these Interpretations have changed through time. Moving on to learn about the key historical episode of the English Reformation and the English Civil War students explore how Britain's relationship with the wider world changed. The looking at how Interpretations of African History have changed through time: students explore the hidden histories of the Kingdom of Benin; the Great Zimbabwe with a focus on Mapungubwe and the Zulu. Then, through the histories of The Transatlantic Slave Trade and its role in the construction of race and the nature of race after abolition.

The focus for year 9 is conceptual and contextual preparation for the GCSE units. The key historical topics studied are the Industrial Revolution. Students gain an understanding of how power in Britain shifts through the development of Parliamentary Authority as well as people power through The Match Women Strike. Students then explore the historical significance of First World War, Women's suffrage struggles, Hitler's Rise to Power; World War Two and The Holocaust.

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#### Year 7

##### Connected Curriculum Year 7:

###### A1: Who are we?

Topic has strong links with all subject as students are exploring the history of Greenwich and their local history, in doing so student are exploring their own identity. Clear link with Drama; Music and Georgraphy. Drama and Art student will be exploring their identity and the how local history has changed through time. Links to Geprgrpahy as students will look at the importance of the Thames in sahping and developing this identity.

###### A2: How civilized were the Romans?

Strong links to Drama and DT. Students will look at the impact of the Roman Empire on Britian by using different artefacts. Jewellery is one of the artefacts that allows students to explore the ideas of migration; people; empire and diversity in Roman Britain. There are strong links to drama as student explore the dailey lives of Roman Londoners (Londinium) and the ampitheatres. In addition, topic will help students in studying Greek theatre in year 8 (Drama) will look at the use of masks in theatre at that time.

###### Spring 1: How did the Normans change Anglo-Saxon Britain? How should we remember Matilda?

**Strong links to English. Medieval Texts and Feudalism.**

###### Spring 2 to Summer 2: How Dark were the Dark Ages? A selection od mini-Enquiries into Medieval Europe; Africa and Islam.

How Dark were the Dark Ages?

What was the Golden Age of Islam?

Why was there so much leanring at the end of the earth? Tibukthu

How Islamic was Medieval Muslim Science?

**Strong links to Georgraphy. Students look at the climate fot the Middle East and north Africa and the trade routes that developed. How the climate also influences and help to shape history.**

###### Crusades and Mughal India:

Strong links to Georgraphy. Students look at the climate fot the Middle East and north Africa and the trade routes that developed. How the climate also influences and help to shape history.

Strong links to RE.

##### Key content – knowledge and skills

Each term will focus on a key enquiry key

##### National Curriculum focus

**Subject content from the National Curriculum Framework Document September 2013:**

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<p>Autumn 1: How has Greenwich changed through time?</p> <p>What is History? How do historians need in order to learn about the past?</p> <p><b><u>Historical Concepts:</u></b></p> <ul style="list-style-type: none"><li>- Change and Continuity</li><li>- Historical Significance</li><li>- Chronology</li><li>- Sources &amp; Evidence</li><li>- Diversity</li></ul>	<p><b><u>Hla1; Hla3; Hla4; Hla5; Hla6</u></b> <b><u>Hlsc1; Hlsc3; Hlsc4; Hlsc5; Hlsc6</u></b></p>
<p>Autumn 2: How far were the Romans really a civilised Empire?</p> <p>What was the most important significant impact of the Roman Empire on Britons?</p> <p><b><u>Historical Concepts:</u></b></p> <ul style="list-style-type: none"><li>- Change and Continuity</li><li>- Historical Significance</li><li>- Chronology</li><li>- Sources &amp; Evidence</li><li>- Diversity</li></ul> <ul style="list-style-type: none"><li>• Know and understand Roman history as a coherent, chronological narrative and the connections between Life in the Roman Empire and its provinces (Britain).</li><li>• Deploy historically grounded language appropriately.</li><li>• Understand a wide range of historical concepts including continuity and change, cause and consequence and significance.</li><li>• Develop skills in conducting an enquiry, including discriminating between different arguments.</li><li>• Demonstrates strong knowledge and understanding of features &amp; characteristics of the period.</li><li>• Original explanation on overall change/continuity</li><li>• Analyses source/s to identify relevant information (e.g. by using specific details, provenance, making inferences).</li><li>• Sets out a sustained, consistently focused &amp; convincing evaluation reaching a well-substantiated judgement about the usefulness of the source/s in relation to the question.</li></ul>	<p><b><u>Hla2</u></b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Student will be engaging with the Enquiry Question: Were the Romans really a civilised society? Therefore, students will be examining the historical significance of the Roman Empire and looking at the impact of the Roman Empire. Moreover, the enquiry will allow student to bridge the gap between previous knowledge of Ancient Cultures and Civilisation at Primary History to Secondary History. The student will begin to engage with the substantive knowledge of Empire and the rise and fall of an Empire. This models the later Scheme of Work on the British Empire.</p> <p><b><u>Hla3</u></b> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation'.</p> <p><b><u>Hlsc7</u></b> About at least one study of a significant society or issue in world history and its interconnections with other world developments</p>

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- Analyses interpretation/s to identify relevant information (e.g. by using specific details, provenance, making inferences).

Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the interpretation/s in relation to the question

#### **Spring 1:**

How far did the Normans really change Anglo-Saxon England?

How far had the Normans become fused with Anglo-Saxon England?

#### **Historical Concepts:**

- Change and Continuity
  - Historical Significance
  - Chronology
  - Sources & Evidence
  - Diversity
  - Cause and Consequence
- Know and understand the history of the Norman conquest as a coherent, chronological narrative.
  - Deploy historically grounded language appropriately.
  - Understand a wide range of historical concepts including continuity and change, cause and consequence and significance.
  - Develop skills in conducting an enquiry, including discriminating between different arguments.
  - Demonstrates strong knowledge and understanding of features & characteristics of the period.
  - Original explanation on overall change/continuity
  - Analyses source/s to identify relevant information (e.g. by using specific details, provenance, making inferences).
  - Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the source/s in relation to the question.
  - Analyses interpretation/s to identify relevant information (e.g. by using specific details, provenance, making inferences).

Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about

***H1a1; H1a3; H1a4; H1a5; H1a6  
H1sc1; H1sc3; H1sc4; H1sc5***

***The development of Church, state and society in Medieval Britain 1066-1509 inc Local Study & World Studies.***

#### **H1sc1**

About the development of Church, state and society in Medieval Britain 1066-1509. Students will engage with the enquiry on "How far the Normans changed English Society?" In order to do so, students will look at the changes and continuities from Anglo-Saxon England to Norman England. In addition, students will look at the question on "how far the Normans had fused themselves with Anglo-Saxons?" Therefore, looking at migration and people.



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the usefulness of the interpretation/s in relation to the question

**Spring 2:** How Dark was the Dark Ages?:  
Was it just death and disease in medieval Europe?

- Historical Significance
- Sources & Evidence
- Cause and Consequence
- Interpretations

- Know and understand Medieval history as a coherent, chronological narrative and the connections between Medieval England, The Islamic Empire and Africa.
- Deploy historically grounded language appropriately.
- Understand a wide range of historical concepts including continuity and change, cause and consequence and significance.
- Develop skills in conducting an enquiry, including discriminating between different arguments.
- Demonstrates strong knowledge and understanding of features & characteristics of the period.
- Original explanation on overall change/continuity
- Analyses source/s to identify relevant information (e.g. by using specific details, provenance, making inferences).
- Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the source/s in relation to the question.
- Analyses interpretation/s to identify relevant information (e.g. by using specific details, provenance, making inferences).

Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the interpretation/s in relation to the question

**H1a1; H1a3; H1a4; H1a5; H1a6**  
**H1sc1; H1sc3; H1sc4; H1sc5**

#### **H1sc1**

About the development of Church, state and society in Medieval Britain 1066-1509. Students will engage with the enquiry on "How far the Normans changed English Society?" In order to do so, students will look at the changes and continuities from Anglo-Saxon England to Norman England. In addition, students will look at the historical significance of the Black Death and what was life really like in the Medieval period.

Summer 1 How Dark was the Dark Ages?  
What was the Golden Age of Islam?  
Why was there so much learning at the end of the earth?  
Tibukthu  
How Islamic was Medieval Muslim Science?

- Historical Significance
- Sources & Evidence
- Cause and Consequence
- Interpretations

**H1a1; H1a3; H1a4; H1a5; H1a6**  
**H1sc1; H1sc3; H1sc4; H1sc5; H1sc7**

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- Know and understand Medieval history as a coherent, chronological narrative and the connections between Medieval England, The Islamic Empire and Africa.
- Deploy historically grounded language appropriately.
- Understand a wide range of historical concepts including continuity and change, cause and consequence and significance.
- Develop skills in conducting an enquiry, including discriminating between different arguments.
- Demonstrates strong knowledge and understanding of features & characteristics of the period.
- Original explanation on overall change/continuity
- Analyses source/s to identify relevant information (e.g. by using specific details, provenance, making inferences).
- Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the source/s in relation to the question.
- Analyses interpretation/s to identify relevant information (e.g. by using specific details, provenance, making inferences).

Sets out a sustained, consistently focused & convincing evaluation reaching a well-substantiated judgement about the usefulness of the interpretation/s in relation to the question

Summer 2: How far do Historias agree that the Crusades should be interpreted as a just a Holy War?

- Historical Significance
- Sources & Evidence
- Cause and Consequence
- Interpretations

**H1a1; H1a3; H1a4; H1a5; H1a6**  
**H1sc1; H1sc3; H1sc4; H1sc5**

### Key assessment points

At the end of each half-term pupils will sit an assessment that will look to test their knowledge and understanding of the historical content and key historical skills covered. Questions in the assessments will be designed in line with the GCSE History exam format, to enable students to familiarize themselves with this. Pupils will also be assessed on an ongoing basis through classwork and regular homework. Please note that pupils will be graded in line with GCSE mark schemes to help prepare them for Years 10 & 11. As part of the GCSE mark scheme, students are assessed according to their SPAG and this will therefore be core to our teaching and internal assessments.

### Christian ethos

The Year 7 curriculum will provide an introduction to understanding the morality of the different historical periods and cultures/ Students will look at the role of human endeavor and spirit during the troubling times we are focusing on and be encouraged to consider the following:

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- As Christians what lessons we can take from these moments in history?

The students will be developing a greater understanding of human equality, no matter people's origins, race, gender or religion, and encouraging empathy. We will also be equipping students with knowledge of world affairs and historical atrocities that further their personal development and encourage them to become better citizens in their local and world communities.

The events of the Bible encompass the histories of nations, kingdoms and empires. However, History is too often the narrative of people doing wrong in God's name. As Christians trying to live by Jesus' example, we must learn about the violence in the Holy Land to this day; the religious conflict in the Medieval Period and so many more situations, to understand how things have gone so wrong. Part of Christian life is to repent for our sins, knowing that Jesus died for us to save us from our sins. Understanding the past, even our sometimes small part in it, is key to accounting for our previous actions and making wise decisions in future.

#### **British values**

Students will continue to develop their understanding of democracy and the rule of law. They will also be encouraged to develop mutual respect and tolerance of different faiths and beliefs. The modules will also stress the importance of individual liberty and safeguarding this for all in the future.

British values will be inherently upheld and explored through the themes presented in our studied texts, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students in English will be encouraged to make connections between the texts, our society, and their own lives, and demonstrate British values as they discuss and write about Literature. As students study texts from different centuries, there will be opportunities to reflect on what it has meant- and still means- to be a British writer, reader and member of society.



**Year 8**

**The Connected Curriculum:**

**British Empire through Time:**

There are strong links to Geography. Students explore the importance of Trade and the rise of a globalised world. the rise and fall of the British Empire also link to Art. By looking at this new globalised world through art and textiles- the themes of migration; empire and people are explored. There are strong links to art and drama. Students will be looking at art and artefacts (textiles included) and using these sources as a way in which to explore the British Empire and a Globalised world.

**Reformation:**

There are strong links to English and Drama. Students look at the role of theatre in Tudor and Stuart England. Students look at Merry England and the Dailey lives of people living through the Reformation and English Civil War. Student conduct their own drama based activity in history. Tudor Play.

**English Civil War:**

There are strong links to drama. Students look at the role of theatre in Tudor and Stuart England. Students look at Merry England and the Dailey lives of people living through the Reformation and English Civil War. Student conduct their own drama based activity in history. Tudor Play.

**African Civilisations:** There are strong links to music. Students explore different African Civilisations and African Cultures. Compare these different Cultures with European Cultures and the time and explore the relation between the two. How these civilisations have changed over time and the cultural achievements of African History. There are also strong links to Geography - African Climate and how this climate has shaped and influenced different African Cultures and Civilisations.

**Transatlantic Slave Trade:** Strong links to Geography. Provides context and understanding of the impact of the Transatlantic Slave trade on Africa.

**African American Civil Rights in America: Provides context and understanding of the impact of the Transatlantic Slave trade on Africa.**

Year 8: Mini-Enquiry on the Docklands that will have strong links with Geography. Summer 2 after exams.

**Key content – knowledge and skills**

Each term will focus on an individual or two individual enquiry questions.

**National Curriculum focus**

**Subject content from the National Curriculum Framework Document September 2013:**

**Autumn 1: How far did tea and sugar change the face of London?**

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#### Historical Concepts:

- Change and Continuity
  - Historical Significance
  - Chronology
  - Evidence
  - Diversity
  - Interpretations
- Identify and explain the history of London and the River Thames as a chronological narrative, most notably in the period 1745 to 1901, and identify the impacts on, and of, the wider world.
  - Gain historical perspective with an excellent understanding the wider context of developments in London and Britain during the period studied, notably the impact of Britain on the Empire and international economic, political and social developments.
  - Begins/Effectively explores relevant historiography, contextualising judgements and drawing conclusions. Own knowledge is applied effectively to answers and class learning.
  - Make developed and substantiated judgements about the significance of the British Empire, the causes of its expansion and dissolution, and the effects of Empire on countries, across the world including India.
  - Can analyse the views given by different interpretations on the British Empire by examining its content and style. Can confidently compare different interpretation and explain why an interpretation gives certain view considering: nature, origin and purpose. Reaches a substantiated conclusion on the utility and purpose of the interpretation analysing the content and own knowledge throughout.

#### H1a1; H1a3; H1a4; H1a6 H1sc2

This study should enable learners to understand changes and continuities in migration, empire and identity in Britain from c.1550 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history. Learners should be able to identify and describe events, situations and developments in the history of the movement, the impact of the British Empire and creation and change in the British Identity. They should understand similarities and differences within and between the key themes that will be in every lesson.

#### **Autumn 2: How far did the reformation really reform Tudor England?**

- Demonstrate a thorough knowledge and understanding of the changes that took place in British history between 1509 and 1660. As such, show confidence in applying historical concepts to the period studied, including change and causation.
- Make independent and extended judgements about the reasons for events during the period including the causes of the Civil War and the execution of the King, demonstrating this through independent written work at length.
- Starts to/Effectively explore/explores relevant historiography, contextualising judgements and drawing conclusions. Own knowledge is applied effectively to answers and class learning.

#### **History: H1a1; H1a3; H1a4; H1a6** **H1sc2**

Students will learn about Britain in the period 1509-1603 and, in doing so, study the key steps of the English Reformation through the turbulent reigns of the Tudor Monarchs. As well as producing high quality written work on the Tudors, the students will analyse famous portraits of the time to

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- Can make clear inferences from a source, supported with well-selected evidence. Refers to the overall impression. Analyses strengths and limitations of a source to evaluate its utility, considering content and provenance (nature, origin or purpose). Confidently asks questions of sources and justifies their choice of details & sources for further investigation. Effectively uses own knowledge to evaluate a source and reaches a substantiated conclusion when evaluating evidence.
- Can analyse the views given by different interpretations on the Dissolution of the Monasteries and the English Civil War by examining its content and style. Can confidently compare different interpretation and explain why an interpretation gives certain view considering: nature, origin and purpose. Reaches a substantiated conclusion on the utility and purpose of the interpretation analysing the content and own knowledge throughout.

help formulate an understanding of how portraits were a key part of the Tudor monarchy. The aim is also to provide a chronology of events that will feed into the next module which is the Stuarts, culminated with the English Civil War and the execution of Charles I.  
Knowledge of the changes that took place in British history between 1509-1660, requiring a focus on change, cause and consequence and using evidence amongst other skills. The students will also start tackling historians' interpretations and evaluate how interpretations are formed and influenced.

#### **Spring part 1: How far was religion the most important cause for the English Civil War?**

#### **Spring 1 part 2: How far was the biggest consequence of the English Civil War?**

##### **Historical Concepts:**

- Cause and Consequence
- Historical Significance
- Chronology
- Evidence
- Demonstrate a thorough knowledge and understanding of the changes that took place in British history between 1509 and 1660. As such, show confidence in applying historical concepts to the period studied, including change and causation.
- Make independent and extended judgements about the reasons for events during the period including the causes of the Civil War and the execution of the King, demonstrating this through independent written work at length.
- Starts to/Effectively explore/explores relevant historiography, contextualising judgements and drawing conclusions. Own knowledge is applied effectively to answers and class learning.
- Can make clear inferences from a source, supported with well-selected evidence. Refers to the overall impression. Analyses strengths and limitations of a source to evaluate its utility, considering content and provenance (nature, origin or purpose). Confidently asks questions of sources and justifies their choice of details & sources for further investigation. Effectively uses own

#### **History: H1a1; H1a3; H1a4; H1a6 H1sc2**

Students will learn about Britain in the period 1603 - 1661 and, in doing so, study the key events that would lead to the English Civil War and the rule of Oliver Cromwell. As well as producing high quality written work on the Stuarts, the students will focus on evaluating how historians formulate their interpretations on particular events. The aim is also to provide a chronology of events that provides a key link from the Stuarts previous learning on the Tudors. Overall, the students will understand the significance of the English Civil War and why the rule of Oliver



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knowledge to evaluate a source and reaches a substantiated conclusion when evaluating evidence.

- Can analyse the views given by different interpretations on the Dissolution of the Monasteries and the English Civil War by examining its content and style. Can confidently compare different interpretation and explain why an interpretation gives certain view considering: nature, origin and purpose. Reaches a substantiated conclusion on the utility and purpose of the interpretation analysing the content and own knowledge throughout.

Spring 2: How far have interpretations of African History changed through time?

#### **Historical Concepts:**

- Interpretations
- Change and Continuity
- Historical Significance
- Chronology
- Evidence
- Diversity

#### **Substantive Concepts:**

Historians' interpretations of African history through the centuries, particularly Western historians and the ideas of the 19th century 'Dark Continent' theories. The enquiry focuses particularly on the ancient civilisations of Southern Africa at Mapungubwe and Zimbabwe.

***Hla1; Hla3; Hla4; Hla5; Hla6  
Hlsc1; Hlsc3; Hlsc4; Hlsc5***

Hla2

Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Hlsc7

About at least one study of a significant society or issue in world history and its interconnections with other world developments.

Summer 1: How far did the Transatlantic Slave Trade turn men into chattel property?

How far did abolition change chattel slaves into brothers?

#### **Historical Concepts:**

- Interpretations
- Change and Continuity
- Historical Significance
- Chronology
- Evidence
- Diversity

***History: Hla2 and 3; Hlsc2; Hlsc 5  
Hlsc6***

The Slave Trade – What was the Slave Trade and how has this significant moment shaped British and World history? The module on the Slave Trade will explore a key aspect of Britain's colonial past, shedding light on Britain's influence on the wider world as

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#### **Substantive Concepts:**

The module on the Slave Trade will explore a key aspect of Britain's colonial past, shedding light on Britain's influence on the wider world as well as towns such as Liverpool which were influenced by this trade. Students will be developing their analytical and source work skills (AO2 & AO3).

well as towns such as Liverpool which were influenced by this trade. Students will be developing their analytical and source work skills (AO2 & AO3).

Summer 2: How far had African Americans achieved Civil Rights in the passing of the 1965 Civil Rights Act?

#### **Historical Concepts:**

- Interpretations
- Change and Continuity
- Historical Significance
- Chronology
- Evidence
- Diversity
- Cause and Consequence

**H1a1; H1a3; H1a4; H1a5; H1a6  
H1sc1; H1sc3; H1sc4; H1sc5, H1sc 6.**

#### **Key assessment points**

At the end of each half-term pupils will sit an assessment that will look to test their knowledge and understanding of the historical content and key historical skills covered. Questions in the assessments will be designed in line with the GCSE History exam format, to enable students to familiarize themselves with this. Pupils will also be assessed on an ongoing basis through classwork and regular homework. Please note that pupils will be graded in line with GCSE mark schemes to help prepare them for Years 10 & 11. As part of the GCSE mark scheme, students are assessed according to their SPAG and this will therefore be core to our teaching and internal assessments.

#### **Christian ethos**

The Year 8 curriculum will provide an introduction to understanding the morality of the different historical periods and cultures/ Students will look at the role of human endeavor and spirit during the troubling times we are focusing on and be encouraged to consider the following:

- As Christians what lessons we can take from these moments in history?

The students will be developing a greater understanding of human equality, no matter people's origins, race, gender or religion, and encouraging empathy. We will also be equipping students with knowledge of world affairs and historical atrocities that further their personal development and encourage them to become better citizens in their local and world communities.

The events of the Bible encompass the histories of nations, kingdoms and empires. However, History is too often the narrative of people doing wrong in God's name. As Christians trying to live by Jesus' example, we must learn about the religious conflict during the Tudor and Stuart Period – the conflict and sin committed in the name of Jesus; the wrongs committed during the Transatlantic Slave Trade and so



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many more situations, to understand how things have gone so wrong. Part of Christian life is to repent for our sins, knowing that Jesus died for us to save us from our sins. Understanding the past, even our sometimes small part in it, is key to accounting for our previous actions and making wise decisions in future.

#### **British values**

Students will continue to develop their understanding of democracy and the rule of law. They will also be encouraged to develop mutual respect and tolerance of different faiths and beliefs. The modules will also stress the importance of individual liberty and safeguarding this for all in the future.

Year 8: So much of the rich history of diverse peoples of Britain and other nations has been hidden from view for centuries; the history of peoples of Africa and its Diaspora being the most neglected. Many of our historical enquiries introduce young people to neglected histories, like those of the craftsmen of Benin; the African Romans such as Septimus Severus; the African Tudors who travelled and lived in Tudor England dispelling the myth that migration was a recent phenomena; and of the Muslim scientists of Medieval Baghdad who confound the prejudices of sceptics who claim that religion and science do not thrive together. At SMM we see the serious dangers of a single version of 'national power and glory' in school history, so we want to restore justice to history where stories have been consciously or unwittingly ignored.

Young people at SMM are at the heart of our mission and seeking their engagement and agency in their learning drives us to work on the way in which history is learned in classrooms as well as the content that they are learning

British values will be inherently upheld and explored through the themes presented in our studied texts, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students in English will be encouraged to make connections between the texts, our society, and their own lives, and demonstrate British values as they discuss and write about Literature. As students study texts from different centuries, there will be opportunities to reflect on what it has meant- and still means- to be a British writer, reader and member of society.

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Synopsis	
<p><b>How far did African American achieve Civil Rights from Reconstruction to Civil Rights Act of 1965?</b> <b>Students will</b> begin by studying the position of African American in 1865, Reconstruction, white reaction and discrimination. The Scheme of work will then explore the role of African Americans had in gaining civil rights;; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1965.</p>	
Key content – knowledge and skills	National Curriculum focus
<p><b>Historical Concepts:</b></p> <ul style="list-style-type: none"><li>- Empathy -Ethical Dimension</li><li>- Interpretations</li><li>- Change and Continuity</li><li>- Historical Significance</li><li>- Chronology</li><li>- Evidence</li><li>- Diversity</li></ul> <p><b>Substantive Concepts:</b></p> <ul style="list-style-type: none"><li>- Race and Racism</li><li>- Politics and Rights</li><li>- Jim Crow</li><li>-</li></ul>	<p>Hla1, Hla4, Hla6,</p> <p>Hlsc4 About challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust.</p>
Links to GCSE	
<p>This is an incredibly fascinating module and introduces and give students an overview into the Civil Rights Movement in American. By exploring the legacy and impact of slavery student will touch upon, although not cover in depth, the impact of Reconstruction and Jim Crow. Students will be able to build on this knowledge in their GCSE Unit “The Making of America.” In addition, the</p>	
Key assessment points	
<p><b>Mid Point Assessment and End Point Assessment. See Assessment Outline.</b></p>	
Out of Class Learning	
Christian ethos	

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The Year 9 curriculum will provide an introduction to understanding the morality of the different historical periods. Students will look at the role of human endeavor and spirit during the troubling times we are focusing on and be encouraged to consider the following:

- As Christians what lessons we can take from these moments in history?
- How can the different faiths of the world come together to combat and prevent the rise of dictators?

The students will be developing a greater understanding of human equality, no matter people's origins, race or religion, and encouraging empathy. We will also be equipping students with knowledge of world affairs and historical atrocities that further their personal development and encourage them to become better citizens in their local and world communities.

The events of the Bible encompass the histories of nations, kingdoms and empires. However, History is too often the narrative of people doing wrong in God's name. As Christians trying to live by Jesus' example, we must learn about the religious conflict during the Tudor and Stuart Period – the conflict and sin committed in the name of Jesus; the wrongs committed during the Transatlantic Slave Trade and Civil Rights Movement in America. To understand how things have gone so wrong. Part of Christian life is to repent for our sins, knowing that Jesus died for us to save us from our sins. Understanding the past, even our sometimes small part in it, is key to accounting for our previous actions and making wise decisions in future.

#### British values

The enquiry studies an important period in the development of British democracy, with debates around the role of the religion and politics in the abolition movement. In addition students will explore the abolitionist vs pro-slavery individuals and plantations; therefore, exploring the nature of democracy and the rule of law. Our present rights and liberties depend in large part on events that occurred in this period and there are plentiful opportunities for talking about this and what these mean to us today.

History aims to widen the student's experience and develop qualities of perception and judgement, while fostering intellectual independence, sharpness and maturity. History is about time and the evidence that has survived. Historians need to work with this evidence and ask questions of it in order to develop substantive knowledge. In so doing they construct meaning through identifying change and continuity, causes and consequences, and the significance of past events. This process is on going and dynamic and results in the continued evolution and emergence of interpretations of the past. This allows students to become Historians.

History teachers have a duty to unravel this process for young developing minds so that they may begin to understand and engage with developing the mantle of the expert. The skills of a Historian (The Second Order Concepts) help promote British Values through the process of Enquiry. Students are reflecting and reassessing their beliefs and knowledge about the world.

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British values are regularly promoted through high quality History teaching and by a positive behaviour policy which allows students to develop and demonstrate skills and attributes that will allow them to contribute in a positive manner in Modern Britain. These values and attitudes are promoted and reinforced by all staff and used to provide a model of behaviour for all our students.

British values will be inherently upheld and explored through the themes presented in our studied texts, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students in English will be encouraged to make connections between the texts, our society, and their own lives, and demonstrate British values as they discuss and write about Literature. As students study texts from different centuries, there will be opportunities to reflect on what it has meant- and still means- to be a British writer, reader and member of society.



Year 9

**Connected Curriculum:**

**Industrial Revolution:** Strong Links with English. Providing Context of living conditions; reform and revolution and the role of government.

**First World War:** Strong links with Geography on the impact of conflict through resources. Look at the Scramble of Africa as a significant cause for the First World.

**Womens Suffrage:** Strong links with English. Looking at the positions and roles of Women in Society. Tess of the d'Urbervilles - adaptation

**Hitler's Rise to Power:** Strong links to Social Science. Students explore what is meant by a Dictatorship and how dictator rise to power.

**Second World War: Strong links with Geography. Looking at the importance of natural resources. There are also strong link in studying Operation Barbarossa and Geography studying the environment and climate of Russia.**

**Holocaust:** Strong links with RS. Students are able to use their knowledge of Judaism and are able to explore the history of Anti-Semitism through the Holocaust. Strong links to English: Novel Study: 'Trash' by Andy Mulligan or 'Once' by Morris Gleitzman.

**Key content – knowledge and skills**

Each term will focus on:

**Autumn 1: How did the Industrial Revolution impact the lives of women from 1750-1900?**

- Make independent substantiated judgements about the significance of the Qing Dynasty, the most important social reform movement of the 19<sup>th</sup> century and the impact of the Industrial Revolution on public health. Can confidently define key features to analyse characteristics of period, with detailed examples thereby, selecting, organising and using a wide range of accurate knowledge effectively in order to support their analyses and arguments.
- Begins/Effectively explores relevant historiography, contextualising judgements and drawing conclusions. Own knowledge is applied effectively to answers and class learning.

**National Curriculum focus**

**Subject content from the National Curriculum Framework Document September 2013:**

**H1a1; H1a2; H1a3; H1a4; H1a5  
H1sc3; H1sc5; H1sc7**

How Britain changed during the Industrial Revolution, with a focus on public health problems including the Great Stink (sewage, cholera) and the pea souper (fog, air pollution). Students will investigate how these came about, and what was done to control them. Students will examine what it took for Britain to become the workshop of the world. How the exploitation of the workforce led to the creation of a WC, solidarity with

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- Demonstrate an excellent understanding of a range of historical concepts – especially significance and cause and consequence – in a variety of contexts.
- Effectively and independently apply methods of historical enquiry, especially the interrogation of evidence, making independent judgements, articulated with clarity and depth. Demonstrate an excellent understanding of the societies studied as well as an awareness of their context within the past more generally.

slaves and ultimately the demands for greater working and voting rights.

**Autumn 2: The First World War** – What was life like on the Home Front and fighting in the trenches?  
How

During the studies of the First World War, Students will explain and analyse the historical events using second-order historical concepts such as cause and consequences and significance through the analysis of contemporary sources (AO2 & AO3).

**H1a1; H1a3; H1a4; H1a5; H1a6**

**Hisc 6**

**Spring 1: The change in position of women in early 20<sup>th</sup> Century Society**

How far did the position of women change in the early 20<sup>th</sup> century? Explain

During the studies of the change in the role of women in 20<sup>th</sup> Century Britain. Students will explain and analyse the historical events using second-order historical concepts such as cause and consequences and significance through the analysis of contemporary sources (AO2 & AO3).

**H1a1; H1a3; H1a4; H1a5; H1a6**

**Hisc 6**

**Spring 2:** How far was the Wall Street Crash the most important cause for Hitler's rise to power?

During the half term on Fascism student will engage with the enquiry on what was the most important cause for Hitler's rise to power. This will link to previous learning on the impact of the First World War beginning by looking at the Treaty of Versailles and then explore the sequence of events that result in Hitler's rise to power. (AO2).

**H1a1; H1a3; H1a4; H1a5; H1a6**

**Hisc 6**

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**Summer 1: The Second World War** – What were the turning points of World War II? How far did Hitler bite off more than he could chew?

With the study of the Second World War, students will be asked to draw contrasts with the First World War in regards to causation but also look to evaluate the similarities and differences in terms of military tactics and technology that shaped the fighting in World War Two (AO2). Finally, they will be asked to consider whether this was the most immoral war in history? Student will also look at the causes for Hitler's defeat and whether this defeat was inevitable.

**H1a1; H1a3; H1a4; H1a5; H1a6**

**Hisc 6**

**Summer 2: The Holocaust** – What was the 'Final Solution'? Is Anne Frank the voice of a lost generation? Have we learnt from the Holocaust?

With the analysis of the Holocaust, students will be asked to understand the significance of the Holocaust through the evaluation and analysis of contemporary sources and asked to make substantiated judgments on responsibility for this atrocity (AO2 & AO3). They will also be asked to interpret whether we have learnt anything from the Holocaust through the examination of the Rwandan genocide (AO4).

**H1a1; H1a3; H1a4; H1a5; H1a6**

**Hisc 6**

### Key assessment points

At the end of each half-term pupils will sit an assessment that will look to test their knowledge and understanding of the historical content and key historical skills covered. Questions in the assessments will be designed in line with the GCSE History exam format, to enable students to familiarize themselves with this. Pupils will also be assessed on an ongoing basis through classwork and regular homework. Please note that pupils will be graded in line with GCSE mark schemes to help prepare them for Years 10 & 11. As part of the GCSE mark scheme, students are assessed according to their SPAG and this will therefore be core to our teaching and internal assessments.

### Christian ethos

The Year 9 curriculum will provide an introduction to understanding the morality of the different historical periods. Students will look at the role of human endeavor and spirit during the troubling times we are focusing on and be encouraged to consider the following:

- As Christians what lessons we can take from these moments in history?

The students will be developing a greater understanding of human equality, no matter people's origins, race, gender or religion, and encouraging empathy. We will also be equipping students with knowledge



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of world affairs and historical atrocities that further their personal development and encourage them to become better citizens in their local and world communities.

The events of the Bible encompass the histories of nations, kingdoms and empires. However, History is too often the narrative of people doing wrong in God's name. As Christians trying to live by Jesus' example, we must learn about the Holocaust, the violence towards women and the destruction in the total wars and so many more situations. To understand how things have gone so wrong. Part of Christian life is to repent for our sins, knowing that Jesus died for us to save us from our sins. Understanding the past, even our sometimes small part in it, is key to accounting for our previous actions and making wise decisions in future.

#### **British values**

Students will continue to develop their understanding of democracy and the rule of law. They will also be encouraged to develop mutual respect and tolerance of different faiths and beliefs. The modules will also stress the importance of individual liberty and safeguarding this for all in the future.

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## Subject: History



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Year 7		
Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	Local History through Time: Greenwich park through time.
Aut1-2		Romans and Roman Londinium
Aut1-3		/Anglo Saxons and Artefacts/
Aut1-4		
Aut1-5	October	Normans- change and continuity/
Aut1-6		Medieval/ Early Modern/
Aut1-7		Industrial
<b>Half term holiday</b>		
Aut2-1	November	<b><u>Learning Intentions/Key Questions: How far were the Romans really a civilized Empire?</u></b>
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	<ul style="list-style-type: none"> <li>i) What was life really like in Ancient Rome?</li> <li>ii) How useful are primary and secondary sources for an enquiry into life into Roman Briton?</li> <li>iii) How significant was the Roman Empire?</li> <li>iv) Roman CSI: Why was there a murder in Rome?</li> <li>v) Why did Boudicca fail in her resistance of the Romans?</li> <li>vi) How useful is Tacitus reports as a source about Boudicca's revolt?</li> <li>vii) What do sources tell us about the life as a Gladiators in the Roman Empire?</li> <li>viii) How far was Roman Briton ethnically diverse?</li> <li>ix) What was the position of Women in Ancient Rome?</li> <li>x) What was the main reason for the success of the Roman Army?</li> <li>xi) Roman Recap and Revision</li> <li>xii) Assessment</li> <li>xiii) Feedback</li> <li>xiv) Documentary and Roman Play</li> </ul>
Aut2-7		
<b>Christmas holiday</b>		
Spr1-1	January	<b><u>Learning Intentions/Key Questions: How far did the Normans change Anglo-Saxon Society?</u></b>
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	<ul style="list-style-type: none"> <li>I. Why was there an ascension crisis in 1066?</li> <li>II. Who had the best claim to the English Throne?</li> <li>III. What was the most important cause for William's victory at the battle of Hastings?</li> <li>IV. What can we learn from the Bayeux Tapestry about the Norman Conquest and how useful is the Bayeux Tapestry?</li> </ul>

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		<p>V. What was the Harrying of the North and why would it give William Control?</p> <p>VI. In what ways did Castle's change over time?</p> <p>VII. How did the introduction of the Feudal System help William keep control?</p> <p>VIII. How effective was the Domesbook in helping William to gain control over Anglo-Saxon England?</p> <p>IX. How did the introduction of Norman Crime and Punshment help William keep control?</p> <p>X. Overview: How did William the Conqueror keep control of England?</p> <p>XI. How far did the Norman change Anglo Saxon Society?</p> <p>XII. Is the Bayeux Tapestry or the Anglo-Saxon Chronicle a more convincing interpretation?</p> <p>XIII. Revision</p> <p>XIV. Assessment</p> <p>XV. Feedback</p>
		<b>Half term holiday</b>
Spr2-1		<p><b><u>Learning Intentions/Key Questions: How Dark were the Dark Ages?</u></b></p> <p>Was it really just death and disease in Medieval Europe?</p> <p>1How should we interpret the past?</p> <p>2What was life like in a medieval village?</p> <p>3What was life like in a Medieval Town?</p> <p>4Why were so many Cathedrals build in the Dark Ages?</p> <p>5MIDPOINT</p> <p>6Was it just death and disease that came down the silk road?</p> <p>7How was the Black Death Spread?</p> <p>8How did people try to cure the black death?</p> <p>9What role did the church have to play in medieval medicine?</p> <p>10What were the consequences of the black death?</p> <p>11. Why did the people revolt in 1381?</p> <p>12. End of Unit assessment.</p>
Spr2-2		
Spr2-3	March	
Spr2-4		
Spr2-5		
Spr2-6		
	April	<b>Easter holiday</b>
Sum1-1		<p><b><u>Learning Intentions/Key Questions: How Dark were the Dark Ages?</u></b></p> <p>Wat was the Golden Age of Islam?</p> <p>Why was there so much learning at the end of the earth? Tibukthu</p> <p>1 What is a Golden Age, why is it important to student the Golden Age of Islam?</p> <p>2Why did the Islamic Empire spread so fast?</p> <p>3What did the Caliph's round city look like?</p> <p>4What was life like in an Islamic City?</p>
Sum1-2		
Sum1-3	May	
Sum1-4		
Sum1-5		

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Sum1-6		<p>5 What does Ibn Battuta's life tell us about trade and travel in the Islamic Golden Age?</p> <p>6 Midpoint</p> <p>7 Mini-enquiry (Timbuktu) How was there so much learning at the end of the world?</p> <p>8 Why was there so much learning at the end of the earth?</p> <p>9 What did Europe Learn from the Muslim world? (Islamic science)</p> <p>10 How Islamic was Muslim medicine?</p> <p>11 How different was Islamic Medicine to Christian medicine?</p> <p>12 Assessment</p>
	June	<b>Half term holiday</b>
Sum2-1		<p><b><u>Learning Intention/ Key Enquiry Question: How far do Historians agree that the Crusades should be interpreted as a just a Holy War?</u></b></p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	<p>Week Learning Intentions/Key Questions</p> <p>1 Why was the medieval Church so powerful?</p> <p>2 Why did the First Crusade erupt in 1095?</p> <p>3 The rise of culture in the East.</p> <p>4 Why did people go on Crusade?</p> <p>5 The road to Jerusalem – Was this really God's Work?</p> <p>6 Mid-term Assessment and the sacking of Jerusalem</p> <p>7 Soldiers of Christ – Who were the Knights Templar</p> <p>8 Why was the Second Crusade such a failure?</p> <p>9 The rise of Saladin</p> <p>10 The Lionheart and the Third Crusade</p>
Sum2-6		
Sum2-7		

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Year 8		
Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<b><u>Learning Intentions/Key Questions: How far did tea and sugar change the face of London?</u></b>
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	Week Learning Intentions/Key Questions
Aut1-6		1 Looking west: Britain and the Atlantic world
Aut1-7		2 The Virginia Company and the Jamestown colony
		3 Changing work on Barbados: The impact of sugar and slavery
		4 Growth of Empire
		5 The East India Company
		6 Mid-Point and life in Mughal India
		7 The Great Rebellion, 1857
		8 How has the Great Rebellion been interpreted throughout history?
		9+10 How did British demand for tea lead to war with China? What were the short-term and long-term consequences of the Opium Wars?
	11 Settlement in Australia	
	12 Should the British Empire be a source of national pride?	
	13 Assessment	
	14 Feedback Lesson	
<b>Half term holiday</b>		
Aut2-1	November	<b><u>Learning Intentions/Key Questions: How far did the Reformation really reform England?</u></b>
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	i. What was life like in Tudor England?
Aut2-7		ii. What do the African Tudors reveal to us about Tudor England?
		iii. Why were the African Tudors so remarkable?-Letter lesson
		iv. Who was the wild boar in the rose garden?
		v. Did Henry VIII live up to his public image?
		vi. Why did Henry VIII change the Church of England?
		vii. What was the main reason Henry wanted to reform the Church?
		viii. How is the Dissolution of the Monasteries interpreted differently on screen?
		ix. Did the reign of a fifteen-year-old boy throw Tudor England into chaos?
	x. How Bloody was Bloody Mary?	
	xi. How did Elizabeth solve the Catholic Problem?	
	xii. Revision	
	xiii. Assessment	
	xiv. Feedback	
<b>Christmas holiday</b>		
Spr1-1	January	<b><u>Learning Intentions/Key Enquiries: what was the most important cause for the English Civil War? What was the biggest consequence of the English Civil War?</u></b>
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		

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Spr1-6	February	<ul style="list-style-type: none"> <li>i. Who was the Scruffy Tudor?</li> <li>ii. Gunpowder, treason and plot – what was the government doing in 1605?</li> <li>iii. What were the long-term causes of the English Civil War?</li> <li>iv. Who was the man destined to lose his head?</li> <li>v. Was Parliament responsible for starting the Civil War?</li> <li>vi. Naseby – A battle that changed everything?</li> <li>vii. Living through England's bloodiest conflict</li> <li>viii. Was the New Model Army the main reason why Parliament won the English Civil War?</li> <li>ix. Did Charles I get a fair trial?</li> <li>x. Oliver Cromwell, National Hero or Ultimate Villain?</li> <li>xi. Why in 2020 is Oliver Cromwell called a 'Curse'?</li> </ul>
		<b>Half term holiday</b>
Spr2-1		
Spr2-2		
Spr2-3	March	<p><b><u>Learning Intentions/Key Questions: How have interpretations of African History changed through time? Explain</u></b></p> <ul style="list-style-type: none"> <li>i. Why was the Kingdom of Benin such a Remarkable Civilisation?</li> <li>ii. Who should have the Benin Bronzes?</li> <li>iii. How have Interpretations of the Kingdom of Benin change through time?</li> <li>iv. Why was the Great Zimbabwe so historically significant?</li> <li>v. What does the discovery of the Greater Zimbabwe tell us about how Interpretations towards African History have changed through time? Explain</li> <li>vi. Why was Shaka Zulu such a remarkable individual?</li> <li>vii. Option to have lesson on the Zulu War.</li> <li>viii. Why are there different historical interpretations of Shaka Zulu?</li> <li>ix. Revision</li> <li>x. Assessment</li> <li>xi. Feedback</li> </ul>
Spr2-4		
Spr2-5		
Spr2-6		
	April	<b>Easter holiday</b>
Sum1-1		
Sum1-2		<p><b><u>Learning Intention//Key Question Slavery: How far did Transatlantic Slavery turn men into the chattle property?</u></b></p> <p><b><u>Slavery: How far did Transatlantic Slavery turn me from chattle property into brothers?</u></b></p>
Sum1-3	May	
Sum1-4		<ul style="list-style-type: none"> <li>i. What is Freedom? Introduction to Slavery.</li> </ul>

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Sum1-5		ii. What was life like in Africa before 1700? Was it really a 'dark continent'?
Sum1-6		iii. What was the Triangular Trade? iv. How were African's initially enslaved? v. What was the 'Middle Passage'? vi. Sold – The Auction process vii. Interpretations A and B are both illustrations of life on plantations. How far do they differ and what might explain any differences? (12) – What was life like on plantations? viii. How did slaves resist? ix. Was Slavery the main reason for the American Civil War? x. Why did it take so long to end the slave trade in the UK? xi. What brought about the abolition of the Slave Trade in the United Kingdom? xii. To what extent are we still feeling the impact of slavery today? xiii. Assessment
	June	<b>Half term holiday</b>
Sum2-1		<p><b>Learning Intention// Key Enquiry Question: How far did African Americans really achieve equality in the passing the of the Civil Rights Act in 1965? Explain</b></p> <p>Lesson Question Were African Americans really free and equal after the abolition of slavery? Reconstruction Was "separate but equal" really a reality (Jim Crow Laws and the KKK) ? What does the story of Jesse Owen reveal to us about the position of African Americans? How far did the position of African American change as a result of the Second World War? How far did the position of African American change as a result of the Brown vs the Board of Education? Segregation in Education How far did the position of African American change as a result of the Montgomery us Boycott? Segregation in Transportation How far did the position of African American change as a result of the Little Rock High? Segregation in Education What was the impact of the Freedom Riders? Segregation in Transportation What was the impact of the Greensboro Sit Ins?</p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		

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		Segregation in Dailey Lives Why was the March on Washington such a significant event in history?
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<b>Week</b>	<b>Month</b>	<b>Learning Intentions and/or Key Questions</b>
Aut1-1	September	How did the Industrial Revolution impact lives of women in Britain from 1750-1900?  1 What was the industrial revolution? 2 What does Patience Kershaw's life reveal to us about the industrial revolution? 3 How did the railway change Britain during the industrial revolution? 4 Spinning a yarn – What can primary sources tell us about the workshop of the world? (Lancashire Cotton Famine/Slavery Civil War) 5 How useful are sources to understand life in t'mill? 6 How were the lives of British workers improved in the 19th century? 7 Midpoint
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	8 Why had living conditions become so unhealthy? 9 How did John Snow fight the cholera epidemic? 10 How far did Joseph Bazalgette meet the wants and needs of London? 11 How far were the politics of the 19th century fair for all? 12 Assessment
Aut1-6		
Aut1-7		





		Half term holiday
Aut2-1	November	<p><b>Question: Key Enquiry Question: What was the significance of World War I?</b></p> <p><b>Week 1:</b>  <u>Lesson 1</u>- Why was Europe on the brink of war by 1914? The Great Powers of Europe and the alliances of 1914. Students will learn about the relative strengths and weaknesses, their key concerns and main rivals. From this students will develop an understanding of the situation of Europe of 1914.  <u>Lesson 2</u> - The steps to war from the assassination of Archduke Franz Ferdinand to the declaration of war by Germany on Britain. Students will therefore develop an understanding of the key causes and the importance of the alliance system in leading to a major conflict.</p> <p><b>Week 2:</b>  <u>Lesson 1</u>- Would you volunteer to join the army? The methods and messages used by the British government to encourage recruitment to the armed forces in 1914 and 1915. From this students will develop an understanding of the social pressure of young men to join the army and the importance of propaganda to the war effort.  <u>Lesson 2</u>- What was life like in the trenches? Pupils will evaluate the changing conditions of trench warfare. Pupils will analyse sources and investigate whether this really was the 'great war'.</p> <p><b>Week 3:</b>  <u>Lesson 1</u>- How much did life in Britain change during the war? The range of ways in which life in Britain was affected by WWI. Students will also consider the importance of the impact and which may have had a long-term effect on Britain.  <u>Lesson 2</u> – The Battle of the Somme – Was it really 'Lions led by Donkeys?'. Students will investigate the</p> <p><b>Week 4:</b>  <u>Lesson 1</u> - Was it right to censor letters from British soldiers? The reasons that censorship is used in general and particularly during WWI. Students gain an understanding of the use of censorship in maintaining morale during WWI, and why it was so important to the government to control the flow of information.  <u>Lesson 2</u> - Why were Conchies treated so harshly? Reasons for conscientious objection, the way that conchies were portrayed and treated, and the work of Military Tribunals.</p> <p><b>Week 5:</b>  <u>Lesson 1</u> – What was the role of women in World War I? Students will analyse a series of sources and investigate the different roles played in World War I. Students will gain an understanding of the important role played by women in helping Britain at home and also the men on the front line.</p>
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	
Aut2-7		



		<p><u>Lesson 2</u> – Students will create a piece of propaganda in line with what was produced in World War I.</p> <p><b>Week 6:</b>  <u>Lesson 1</u> - Assessment - How useful are the two sources to historians studying life on the home front during WWI? A skills-based lesson using some of the material covered in the topic so far. Students are expected to use their source analysis and evaluation skills with two sources on the theme of the home front in WWI.  <u>Lesson 2</u> - What should happen to Germany after the war? The aims of the Big 3 at the Paris Peace Conference and the circumstances surrounding treaty negotiations.                  Through their own negotiation of the Treaty students will develop knowledge and understanding of the issues covered in the Treaty and the questions they had to answer.  <b>Possible other lessons:</b>  <u>Lesson 1</u> – Why did the War grind to a halt – Analyse of the Schlieffen Plan  <u>Lesson 2</u> - Blackadder – TV and film analysis - interpretations</p>
		<b>Christmas holiday</b>
Spr1-1	January	<p><b><u>Key Enquiry Question: Suffragettes: How far did the role of really change as a result of the Suffragette Movement?</u></b></p> <p>1 Student will begin by looking at the substantive concept of rights and feminism by exploring the question of what is equality and what is feminism. Starting with the centenary of the Women Rights: Suffrage Movement. How is this significant? How women achieved equality? Start with the difficulty of the statue in Parliament Square- yet still only 3% of statues in the UK are of actual women. What were the similarities and differences between the different feminist movements?</p> <p>2 Student will then look at a range of sources and what we can infer about the historical significance of Emily Davidson and the Cat and Mouse Act .</p> <p>3 Students will look at the significance of the First World War and how the First World War impacted the lives of women in British Society.</p> <p>4 Students will look at the significance of the Second World War and how the Second World War impacted the lives of women in British Society. Student will look at the feminist movements in Britain and in America during the 1950-70s. The significance of these movements and what these movements reveal to historians about the position of women in 20th Century Societies- USA and Britain. Student will then engage with the debate on how far women's position changed and what was the biggest event that brought about that change and was change inevitable?</p>
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	



		<p>5 Students will look at the significance of the Second World War and how the Second World War impact the lives of women in British Society. Student will look at the feminist movements in Britain and in America during the 1950-70s. The significance of these movement and what these movement reveal to historians about the position of women in 20th Century Societies- USA and Britain. Student will then engage with the debate on how far women's position changed and what was the biggest event that brought about that change and was change inevitable?</p> <p>6 Revision and Assessment.</p>
		<b>Half term holiday</b>
Spr2-1	March	<p><b>Enquiry Question: How far was the Wall Street Crash the most important casue for Hitler's rise to power?</b></p> <p>Lesson</p> <p>1 How far was the Treaty of Versailles an underlying cause for Hitler's rise to power?</p> <p>2 How did the Hyperinflation and Occupation of the Ruhr lay the foundation for Hitler's rise to power?</p> <p>3. To what extent did the Munich Putsch the beginning of Hitler's Rise to Power?</p> <p>4 How far did Stresemann impede/hinder Hitler's rise to power?</p> <p>5. How far did the Wall Street Crash exacerbate Hitler's rise to power?</p> <p>6. How far did the electoral weakness of the Weimar Government compel people to vote for Hitler?</p> <p>7. Fear or Convinced: How important was the use Nazi's use of propaganda and violence in bringing about Hitler's Rise to Power?</p> <p>8. How far did the events of 1932-1933 trigger Hitler's rise to power?</p> <p>9. How important was the Night of the Long Knives for Hitler's Rise to Power?</p> <p>10. Assessment Preparation: Was it really the straw that broke the camel's back?</p>
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		
	April	<b>Easter holiday</b>
Sum1-1	May	<p style="text-align: center;"><b>Was the Second World War the most immoral war in history?</b></p> <p><b>Week 1:</b> <u>Lesson 1</u>- Was the Treaty of Versailles fair? Students recap the aims of the Big 3 at the Paris Peace Conference. The actual terms of the Treaty and the likely impact on Germany. Students will develop an understanding of the German reaction to the Treaty. <u>Lesson 2</u> – What were the causes of World War II? Studenst will evaluate whether France/Britain were to blame (Treaty of Versailles, Failure of the League of Nations, Depression, Appeasement which is</p>
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		



<p>Sum1-6</p>	<p>linked to guilt about Versailles so allowed Hitler to break the treaty, economic problems caused by the Depression, Munich crisis. Or was it Hitler (Aggressive from the start. Breaks Treaty of Versailles with rearmament, remilitarisation of the Rhineland, Anschluss. Planning for war with practising of weapons in Spanish Civil War, invasion of Czechoslovakia and the Nazi-Soviet Pact).</p> <p><b>Week 2:</b> <u>Lesson 1</u>- Dunkirk triumph or defeat? What happened at Dunkirk? Students will examine the different interpretations of Dunkirk and judge which interpretation they agree with. <u>Lesson 2</u>- Battle of Britain – Students will evaluate just how close was Britain to losing the Second World War? What was Operation Sealion? What was the role of the Spitfire and Hurricane? Class discussion about the importance of the Battle of Britain - Hitler was not invincible.</p> <p><b>Week 3:</b> <u>Lesson 1</u>- The Blitz – What was the Blitz? Who was actually targeted and why? Debate about whether 'Blitz Spirit' was fact or fiction? i.e stories of people supporting each other, suicides reduced but looting did take place e.g 10,000 prosecutions. <u>Lesson 2</u> - Pearl Harbour: a military masterpiece or a fatal mistake? Students will assess the reasons Japan attacked Pearl Harbour. Evaluate the causes and consequences of the attack on Pearl Harbour. Students will be able to judge whether Japan had made a good decision or a mistake in attacking the USA.</p> <p><b>Week 4:</b> <u>Lesson 1</u>- What was the role of women in the Second World War? Look at particular examples such as in 1941 unmarried women aged between 20-30 were conscripted to work in auxiliary armed forces or industry. Later extended in 1943 to women aged 19-43. Women joined the Land Army, WVS and the government set up 1,450 nurseries by 1944. Women earned about 75% of a man's wage in the war. <u>Lesson 2</u>- How useful are the sources for studying the impact of the bombing of Germany? The effects of the bombing campaigns on Germany. Students will analyse and evaluate contrasting sources and infer what they can learn about this event. Finally, they will be able to judge which sources are most useful and reliable.</p> <p><b>Week 5:</b> <u>Lesson 1</u> – The Battle of Stalingrad – Hitler's greatest lost? Students will examine a series of picture sources to infer what they can about the battle. Pupils will discuss whether Hitler was mistaken to invade Russia and open up a fight on two fronts. <u>Lesson 2</u>- Why was Germany defeated in the Second World War? Look at the significance of D-Day 6<sup>th</sup> June 1944 largely a success</p>
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		<p>although heavy American losses at Omaha Beach. Operation Market Garden not a success to gain Rhine bridges. Failure of Battle of the Bulge 1944-1945. Debate – was it Germany's mistakes or Allied operations that secured victory over Germany?</p> <p><b>Week 6:</b>  <u>Lesson 1</u>- Was the dropping of the Atom Bomb justified? What the atomic bomb was and why it was dropped? What were the different arguments for and against dropping the atomic bomb. Students will reach a judgement as to whether the dropping of the atomic bomb was justified.  <u>Lesson 2</u> - Was the Second World War the most immoral war in history? Students will examine the consequences of the Second World War - the war resulted in both positive and negative consequences. Students will be able to judge whether it was the most immoral war in history.</p>
	June	<p><b>Half term holiday</b></p> <p><b>The Holocaust</b></p>
Sum2-1		<p><b>Week 1:</b>  <u>Lesson 1</u>- How have the Jews been seen throughout History? Students will know what Anti-Semitism means and know that it was not unique to Nazi Germany.                      Explain the reasons why Jews have been persecuted through history.  <u>Lesson 2</u>- Escalation of Anti-Semitism in Germany. How was Hitler the catalyst for Anti-Semitism? Explain how indoctrination increased Anti-Semitism in Germany.                      Students will evaluate the reliability of different sources about Kristallnacht. Finally they will make a judgement about how the German people reacted to Kristallnacht. What was life like for Jewish people in Germany as anti-semitism increased? Anne Frank's diary.</p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	<p><b>Week 2:</b>  <u>Lesson 1</u>- What was the Holocaust? Describe what life in the Ghetto's was like. Explain why the Nazi's forced the Jews into the Ghetto. Clearly explain the purpose of the Nazi's filming the Jew's in the Ghetto, using both real and fake footage.  <u>Lesson 2</u>- How could the Holocaust happen? How did Britain help the Jews? Students will analyse and explain the outcome of the Evian conference. Evaluate the importance of the lack of global response within the wider context.</p> <p><b>Week 3:</b>  <u>Lesson 1</u>- Final Solution- What was the 'Final Solution'? Students will be able to describe different people's experiences of Auschwitz . To explain how the Final Solution can be placed into the context of Anti-Semitism.</p>
Sum2-6		
Sum2-7		



		<p><u>Lesson 2-</u> Jewish Resistance - How did the Jewish people try to halt the persecution? Jews resisted the Nazi's in variety of different ways. Students will evaluate the different methods of resistance.</p> <p><b>Week 4:</b>  <u>Lesson 1-</u> The Long-term effects of Nazi Indoctrination. How should we judge the children of Nazi Germany? Recall what is meant by indoctrination and explain the consequences of Nazi indoctrination. Make a judgement as to how the children of Nazi Germany should be judged. Explain how far reaching the effects of Nazi indoctrination were.  <u>Lesson 2-</u> What was the role of Batallion 101? – The men who pulled the triggers. Students will evaluate the stories of Batallion 101 and judge whether they believe the claim that people who played their part in the Holocaust had no choice to follow orders. Historians and German prosecutors have failed to find a single case of any person being threatened with death or imprisonment for refusing to take part.</p> <p><b>Week 5:</b>  <u>Lesson 1-</u> Do you think the Holocaust could happen? – Case Study – The Rwandan Genocide. Students will be able to explain the similarities and differences between the causes of the holocaust and the Rwandan Genocide. Make a judgement, as to whether or not the Rwandan genocide could be considered a repeat of the Holocaust. Students could also consider whether the events of Rwanda are often overlooked in favour of European disasters.  <u>Lesson 2-</u> Lessons we can learn from the Holocaust and the Rwandan Genocides. world's response to the Rwandan genocide and the Holocaust. Link the inaction of the UN in Rwanda to the global reaction to Anti-Semitism. Explain what the UN should have done in Rwanda.</p> <p><b>Week 6:</b>  <u>Lesson 1-</u> Preparation for the Assessment - "The Holocaust happened because Europe had a thousand year history of persecuting the Jews" To what extent do you agree with the statement?  Plan out assessment - describing how the different factors caused the Holocaust. Explain how different factors caused towards the Holocaust. Make a judgment about importance. Explain the links between the different causes of the Holocaust.  <u>Lesson 2-</u> Assessment</p>
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