



Year Group	Year 7					
Subject intent	To develop pupils' knowledge and understanding of Britain's past and that of the wider world. Through the exploration of different groups' culture and history, the content will address the diversity of societies with a particular focus on the UK. Given the rich diversity of students at St. Martin's, we also encourage students to question their own identity and their place in British society. As this will be the first time many pupils tackle the subject of History in detail, there will be a significant focus on skills as well as content, in particular: using sources, thinking critically, weighing evidence, producing arguments, and developing perspective and judgement.					
Subject Implementation	<u>See Geography CAFL</u>	Autumn 2 Historical skills Historical evidence Anglo-Saxons The Normans	<u>See Geography CAFL</u>	Spring 2 Medieval England British democracy and key ideas The role of Religion	<u>See Geography CAFL</u>	Summer 2 The Tudors The Reformation
Knowledge	<u>See Geography CAFL</u>	What is History? Using Historical evidence and weighing 'reliability' Britain before 1066; life in Anglo-Saxon communities Contenders for the English throne – how did we decide who	<u>See Geography CAFL</u>	Why was religion so important in Medieval England? Monarchy (and it's relationship with the Church) King John – exploring issues of leadership and what makes a good king.	<u>See Geography CAFL</u>	War of the Roses – what was hereditary rule? Exploring issues in the reign of Henry VII and Henry VIII Why did the role of religion change in the 16 th century? How was



		<p>would be the King of England?</p> <p>The build-up to 1066 and the Battles of Hastings/Stamford Bridge</p>		<p>Magna Carta and its significance – linking to its importance today.</p> <p>The formation and evolution of British democracy</p> <p>Black Death and it's consequences on society</p>		<p>this different to its role in the Medieval period (links to prior learning).</p> <p>Persecution in Tudor England – looking at issues of religious conflict and linking to values of respect and tolerance.</p>
Skills	<u>See Geography CAFL</u>	<p>The ability to critically analyse both primary and secondary sources</p> <p>Begin to master the skill of essay writing, with a focus on PEEL arguments</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion</p>	<u>See Geography CAFL</u>	<p>The ability to critically analyse both primary and secondary sources</p> <p>Gain an appreciation for democracy in the UK and its importance</p> <p>Focus on significance - what makes this period so important to British history and how do we measure significance?</p> <p>Develop the ability to appreciate other viewpoints, and to build on values of</p>	<u>See Geography CAFL</u>	<p>The ability to critically analyse both primary and secondary sources</p> <p>Gain an appreciation for religion in the UK and its importance</p> <p>Focus on similarity/difference - what makes this period different in British history and how do we measure this?</p> <p>Develop the ability to appreciate other viewpoints, and to</p>



				<p>respect for other cultures and religions.</p> <p>Develop critical thinking and discussion</p>		<p>build on values of respect for other cultures and religions.</p> <p>Develop critical thinking and discussion</p>
Subject Impact	<u>See Geography CAFL</u>	<p>Pupils have a secure understanding of:</p> <p>The key dates in British History</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p>	<u>See Geography CAFL</u>	<p>Pupils have a secure understanding of:</p> <p>The key dates in British History</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p>	<u>See Geography CAFL</u>	<p>Pupils have a secure understanding of:</p> <p>The key dates in British History</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p>



		They can analyse strengths and weakness' of arguments and form their own judgment		They can analyse strengths and weakness' of arguments and form their own judgment		They can analyse strengths and weakness' of arguments and form their own judgment
Assessment	<u>See Geography CAFL</u>	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks End of term formal assessment	<u>See Geography CAFL</u>	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks End of term formal assessment	<u>See Geography CAFL</u>	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks End of term formal assessment



Year Group	Year 8					
Subject intent	To develop pupils' knowledge and understanding of the past and that of the wider world. Builds on Year 7 by turning attention to global history and Britain's role within it, starting with the Slave Trade. Given the rich diversity of students at St. Martin's, we also encourage students to question their own identity and their place in British society. There will also be introduction of new topics, some delicate, such as slavery, warfare and genocide. The intent is to use these lessons of historical immorality to demonstrate the importance of tolerance and mutual respect in the modern era.					
Subject Implementation	<u>See Geography CAFL</u>	Autumn 2 Introduce the sphere of global history and Britain's interaction with it Focus on Africa Develop student understanding of historical conflicts.	<u>See Geography CAFL</u>	Spring 2 British democracy and its institutions Interpretations English Civil War	<u>See Geography CAFL</u>	Summer 2 Global History – a closer look at figures and peoples outside the British Isles. Charting the progress of Africa from ancient kings to modern revolution.
Knowledge	<u>See Geography CAFL</u>	Being able to know and explain how the triangular slave trade operated Cross-curricular geographical awareness of where slaves were captured	<u>See Geography CAFL</u>	Knowledge of the causes of the English Civil War, and being able to categorise these into short-term and long-term (thus working on chronology)	<u>See Geography CAFL</u>	Introduction to African history – with a focus on Mali and Egypt Looking at the Scramble for Africa, colonial treatment of Africa and the role



		<p>and transported</p> <p>To understand what life was like for slaves on plantations.</p> <p>Chronology of slave rebellions</p> <p>To explain the reasons for the abolition of slavery.</p>		<p>What is a revolution?</p> <p>Begin to discuss military history – wars, battles, weapons.</p> <p>Finish by looking at interpretations in History, with a focus on Oliver Cromwell and how he is remembered by historians. Linking back to ‘What is History’ skills acquired in Year 7.</p>		<p>Britain played in the establishment of new countries.</p> <p>Study independence movements – the end of colonisation</p> <p>Look at genocide in Rwanda and the reasons why this was perpetrated</p> <p>What does decolonisation mean for Africa today?</p>
Skills	<u>See Geography CAFL</u>	<p>The ability to critically analyse both primary and secondary sources</p> <p>Continue to master the skill of essay writing, with a focus on PEEL arguments</p> <p>Develop confidence in debating</p>	<u>See Geography CAFL</u>	<p>The ability to critically analyse both primary and secondary sources</p> <p>Gain an appreciation for the historical significance of warfare</p> <p>Focus on significance - what makes this period so important to British history and</p>	<u>See Geography CAFL</u>	<p>The ability to critically analyse both primary and secondary sources</p> <p>Gain an appreciation for religion in the UK and its importance</p> <p>Focus on similarity/difference - what makes this period different in British history and</p>



		<p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion of global issues.</p>		<p>how do we measure significance?</p> <p>Develop the ability to appreciate other viewpoints, and to build on values of respect for other cultures and religions.</p> <p>Develop critical thinking and discussion of global issues</p>		<p>how do we measure this?</p> <p>Develop the ability to appreciate other viewpoints, and to build on values of respect for other cultures and religions.</p> <p>Develop critical thinking and discussion</p>
Subject Impact	<u>See Geography CAFL</u>	<p>Pupils have a secure understanding of:</p> <p>Key dates in global History</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning,</p>	<u>See Geography CAFL</u>	<p>Pupils have a secure understanding of:</p> <p>The key dates in British History</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning,</p>	<u>See Geography CAFL</u>	<p>Pupils have a secure understanding of:</p> <p>The key dates in African History</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning,</p>



		<p>are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p>		<p>are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p>		<p>are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p>
Assessment	<u>See Geography CAFL</u>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> <p>End of term formal assessment</p>	<u>See Geography CAFL</u>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> <p>End of term formal assessment</p>	<u>See Geography CAFL</u>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> <p>End of term formal assessment</p>



Year Group	Year 9					
Subject intent	<p>To build on Year 8 focus on global history by looking at the most important conflicts of the 20th century to ensure students are aware of the world around them and how it operates, and the importance of using History as a tool to ensure such events are not repeated. We will then use a heuristic approach to learning by setting the pupils a project where they are able to explore their local areas and ancestry and how these have featured in recent British History. This will help them understand the connections between local, regional, national and international History. There will also be a particular focus on preparing the students for GCSE History, with an incorporated focus on literacy, source analysis, and essay writing.</p>					
Subject Implementation	<p><u>See Geography CAFL</u></p>	<p>Autumn 2</p> <p>Focus on causation as a key second order concept and develop students ability to explain historical events</p> <p>The role of warfare in History and what it entails</p> <p>The role of WW1 within the context of empire.</p>	<p><u>See Geography CAFL</u></p>	<p>Spring 2</p> <p>Focus on German History and the rise of the Nazis</p> <p>The life of ordinary Germans (social and economic history)</p> <p>Issues of racism, specifically anti-Semitism and the treatment of minority groups.</p> <p>Potential for school trip to present pupils the terrible reality of concentration camps.</p>	<p><u>See Geography CAFL</u></p>	<p>Summer 2</p> <p>Global History – a closer look at figures and peoples outside the British Isles.</p> <p>Charting the progress of Africa from ancient kings to modern revolution.</p>



<p>Knowledge</p>	<p><u>See Geography CAFL</u></p>	<p>Being able to know and explain how WW1 began (chronology focus with short and long term)</p> <p>To understand what life was like for soldiers in the trenches</p> <p>Issues of recruitment and how gender determined which roles were played by who.</p> <p>To explain the role of women and soldiers from the empire in the war effort.</p>	<p><u>See Geography CAFL</u></p>	<p>Exploring the Treaty of Versailles and how WW1 is linked to WW2 (continuation of Autumn 2)</p> <p>Democracy v dictatorship – (focus on difference concept)</p> <p>Charting the chronology and causation of the Nazis rise to power in the 1920s/1930s</p> <p>Final reflecting on the ‘Final Solution’ and the marginalisation of groups in German society – with links to modern discrimination.</p> <p>Auschwitz case study – deeper look at the conditions, features and results of concentration camps.</p>	<p><u>See Geography CAFL</u></p>	<p>Brixton History – focus on the local area from the 17th century through to the modern day.</p> <p>Windrush generation – who were they and why were they important? Why did they come to Brixton? With links to modern controversies around stripping of some citizenship rights for early immigrants.</p> <p>Leads on to a specific focus on early Caribbean immigration to Brixton and the effects of that.</p> <p>Brixton Riots 1981 – why they occurred and their place in the history of race relations in the UK.</p>
-------------------------	----------------------------------	---	----------------------------------	--	----------------------------------	--



<p>Skills</p>	<p><u>See Geography CAFL</u></p>	<p>Develop the ability to interpret and critically discuss sources</p> <p>Continue to master the skill of essay writing, with a focus on PEEL arguments</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion of global issues.</p>	<p><u>See Geography CAFL</u></p>	<p>Gain an appreciation for the historical significance of warfare</p> <p>Understand how the marginalisation and dehumanisation of certain groups occurs over the long-term</p> <p>Focus on significance - what makes this period so important to world history</p> <p>Develop the ability to interpret and critically discuss sources</p> <p>Develop the ability to appreciate other viewpoints, and to build on values of respect for other cultures and religions.</p> <p>Develop critical thinking and discussion of global issues</p>	<p><u>See Geography CAFL</u></p>	<p>Gain an appreciation for immigration and the positive role it plays in society.</p> <p>Understand the connections between local, regional, national and international history Develop the ability to appreciate other viewpoints, and to build on values of respect for other cultures and religions.</p> <p>Develop critical thinking and discussion</p>
----------------------	----------------------------------	---	----------------------------------	---	----------------------------------	---



<p>Subject Impact</p>	<p><u>See Geography CAFL</u></p>	<p>Pupils have a secure understanding of:</p> <p>Key conflicts in global History</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p>	<p><u>See Geography CAFL</u></p>	<p>Pupils have a secure understanding of:</p> <p>Key themes in European History (Germany, Italy, France & Britain)</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p>	<p><u>See Geography CAFL</u></p>	<p>Pupils have a secure understanding of:</p> <p>The key dates in the local History of British immigration and the Brixton area.</p> <p>Second order concepts and their role in the subject (cause, change, continuity, significance, chronology, consequence, similarity and difference)</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to analyse key events and issues within the curriculum</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p>
------------------------------	---	---	---	---	---	---



Assessment	<u>See Geography CAFL</u>	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks End of term formal assessment	<u>See Geography CAFL</u>	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks End of term formal assessment	<u>See Geography CAFL</u>	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks End of term formal assessment
-------------------	---------------------------	---	---------------------------	---	---------------------------	---



Year Group	Year 10					
Subject intent	This curriculum is an exciting and varied History course that will foster learners' enthusiasm for studying History. It will allow pupils to develop wide and deep knowledge, engage in historical enquiry, and use both sources and interpretations to create and explain points of view.					
Subject Implementation	Autumn 1 Crime and Punishment in the Medieval Period	Autumn 2 Crime and Punishment in the Early Modern Period	Spring 1 Crime and Punishment in the Industrial and Modern periods	Spring 2 The Norman Conquest	Summer 1 The Norman Conquest	Summer 2 The Making of America
Knowledge	<p>The characteristic features of medieval Britain: an overview</p> <ul style="list-style-type: none"> • Crimes and criminals in medieval Britain • Enforcing law and order including policing and different types of court • Punishing offenders: capital punishment, fines, whipping, public humiliation 	<p>Major religious, political and social changes: an overview</p> <ul style="list-style-type: none"> • The changing nature of crime including vagrancy, moral crime and witchcraft • Enforcing law and order including secular and church courts and the roles of different law enforcers • Changes in 	<p>The enlightenment, urbanisation and political change: an overview</p> <ul style="list-style-type: none"> • Crimes and criminals in industrial Britain including the increase in crime in the first half of the nineteenth century • The introduction and development of the police force 	<p>The nature, structure and diversity of late Anglo-Saxon society</p> <ul style="list-style-type: none"> • Religion in late Anglo-Saxon England • Anglo-Saxon culture: buildings, art and literature • Norman society, culture and warfare pre-1066 • The succession crisis of 1066 • The battles of Fulford, Stamford 	<p>First uprisings against Norman rule including resistance in the west and in Mercia</p> <ul style="list-style-type: none"> • Northern resistance and William's 'Harrying of the North' • The rebellion of Hereward in the east and the end of English resistance • Pre-conquest 	<p>How and why the USA expanded, from 1789 to 1838</p> <ul style="list-style-type: none"> • The expansion of southern cotton plantations and of slavery, 1793–1838 • The removal of indigenous people from the east, 1830–1838 <p>The culture of the Plains Indians including a case study</p>



	and imprisonment	punishment including the introduction of the 'Bloody Code'	<ul style="list-style-type: none"> • Changes in punishment including the growth of prisons, transportation to Australia and prison reform 	Bridge and Hastings	fortifications and the first Norman castles in England <ul style="list-style-type: none"> • The distribution and design of Norman castles in England to 1087 • The purpose of Norman castles in England including their military and economic functions 	of the Lakota Sioux <ul style="list-style-type: none"> • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah • The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859)
Skills	Source and interpretation skills (being able to critically analyse and evaluate the views of historians) Being able to summarise historical events in a clear and coherent manner The ability to explain an historical theme or issue.	Source and interpretation skills (being able to critically analyse and evaluate the views of historians) Being able to summarise historical events in a clear and coherent manner The ability to explain an historical theme or issue.	Source and interpretation skills (being able to critically analyse and evaluate the views of historians) Being able to summarise historical events in a clear and coherent manner The ability to explain an historical theme or issue.	Source and interpretation skills (being able to critically analyse and evaluate the views of historians) Being able to summarise historical events in a clear and coherent manner The ability to explain an historical theme or issue.	Source and interpretation skills (being able to critically analyse and evaluate the views of historians) Being able to summarise historical events in a clear and coherent manner The ability to explain an historical theme or issue.	Source and interpretation skills (being able to critically analyse and evaluate the views of historians) Being able to summarise historical events in a clear and coherent manner The ability to explain an historical theme or issue.



	<p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>
Subject Impact	<p>Students are able to confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p>	<p>Students are able to confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p>	<p>Students are able to confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p>	<p>Students are able to confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p>	<p>Students are able to confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p>	<p>Students are able to confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p>



	<p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for improved life chances in a variety of career sectors – (e.g. law, journalism, academia).</p>	<p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for improved life chances in a variety of career sectors – (e.g. law, journalism, academia).</p>	<p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for improved life chances in a variety of career sectors – (e.g. law, journalism, academia).</p>	<p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for improved life chances in a variety of career sectors – (e.g. law, journalism, academia).</p>	<p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for improved life chances in a variety of career sectors – (e.g. law, journalism, academia).</p>	<p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for improved life chances in a variety of career sectors – (e.g. law, journalism, academia).</p>
<p>Assessment</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>



Year Group	Year 11					
Subject intent	This curriculum is an exciting and varied History course that will foster learners' enthusiasm for studying history. It will allow pupils to develop wide and deep knowledge, engage in historical enquiry, and use both sources and interpretations to create and explain points of view					
Subject Implementation	Autumn 1 Making of America – depth study	Autumn 2 History Around Us (Site-based research for essay exam)	Spring 1 Life in Nazi Germany	Spring 2 Life in Nazi Germany	Summer 1 Revision	Summer 2 N/A
Knowledge	Divisions over slavery and the causes of the Civil War The African American experience of the Civil War, 1861–1865 Reconstruction and continuing limitations to African American liberty The causes and nature of white American	Students will take a day trip to the Tower of London to examine the reasons for the building of Norman castles after the Battle of Hastings. The reasons for the location of the site within its surroundings	Hitler and the Nazi Party in January 1933 Establishing the dictatorship, January 1933 to July 1933 Achieving total power, July 1933 to August 1934 The machinery of terror including the SS, the law courts, concentration camps	Work and home: the impact of Nazi policies on men and women The lives of young people in Nazi Germany including education and youth movements Nazi racial policy: the growing persecution of Jews	Life in Nazi Germany History Around Us (Site-based research for essay exam) Making of America – depth study Crime and Punishment in the Medieval Period	N/A



	<p>exploitation of the Plains:</p> <p>railroads, ranches and cow towns</p> <p>Homesteaders: living and farming on the Plains</p> <p>The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865–1868) and the Great Sioux War (1876–1877)</p> <p>Changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo</p> <p>The impact of economic, social and political change on the lives of African</p>	<p>Why and when people first created the site</p> <p>The ways in which the site has changed over time</p> <p>How the site has been used throughout its history</p> <p>The diversity of activities and people associated with the site</p> <p>The reasons for changes to the site and to the way it was used</p> <p>Significant times in the site's past: peak activity, major developments, turning points</p> <p>The significance of specific features in the physical remains of the site</p> <p>The importance of the</p>	<p>and the Gestapo</p> <p>The range and effectiveness of Nazi propaganda</p> <p>Opposition to Nazi rule including the Left, church leaders and youth groups</p>	<p>The move to a war economy and its impact on the German people, 1939–1942</p> <p>Growing opposition from the German people including from elements within the army</p> <p>The impact of total war on the German people, 1943–1945</p> <p>The contrasting nature of Nazi rule in eastern and western Europe</p> <p>The Holocaust, including the Einsatzgruppen, ghettos and the death camps</p> <p>Responses to Nazi rule: collaboration, accommodation and resistance</p>	<p>The Norman Conquest</p>	
--	--	--	---	---	----------------------------	--



	<p>Americans</p> <p>The growth of big business, cities and mass migration</p>	<p>whole site either locally or nationally, as appropriate</p> <p>The typicality of the site based on a comparison with other similar sites</p> <p>What the site reveals about everyday life, attitudes and values in particular periods of history</p> <p>How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries</p> <p>How the physical remains can inform artistic reconstructions and other interpretations of the site</p> <p>The challenges and benefits of studying the historic</p>				
--	---	--	--	--	--	--



<p>Skills</p>	<p>Source and interpretation skills (being able to critically analyse and evaluate the views of historians)</p> <p>Being able to summarise historical events in a clear and coherent manner</p> <p>The ability to explain an historical theme or issue.</p> <p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Source and interpretation skills (being able to critically analyse and evaluate the views of historians)</p> <p>Being able to summarise historical events in a clear and coherent manner</p> <p>The ability to explain an historical theme or issue.</p> <p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Source and interpretation skills (being able to critically analyse and evaluate the views of historians)</p> <p>Being able to summarise historical events in a clear and coherent manner</p> <p>The ability to explain an historical theme or issue.</p> <p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Source and interpretation skills (being able to critically analyse and evaluate the views of historians)</p> <p>Being able to summarise historical events in a clear and coherent manner</p> <p>The ability to explain an historical theme or issue.</p> <p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>Source and interpretation skills (being able to critically analyse and evaluate the views of historians)</p> <p>Being able to summarise historical events in a clear and coherent manner</p> <p>The ability to explain an historical theme or issue.</p> <p>Essay writing skills – how to argue persuasively through the use of PEEL</p> <p>To have a mastery of the second order concepts of History on which they are examined – causation, change, continuity, consequence, significance, chronology, similarity/difference</p>	<p>N/A</p>
<p>Subject Impact</p>	<p>Students are able to</p>	<p>N/A</p>				



	<p>confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p> <p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for</p>	<p>confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p> <p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for</p>	<p>confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p> <p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for</p>	<p>confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p> <p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for</p>	<p>confidently discuss different issues in History and provide personal judgements on controversial issues.</p> <p>Students are able to provide persuasive and well-evidenced arguments</p> <p>Students are able to think critically about any new information they may encounter.</p> <p>A new found awareness of the troubled relationships in History which have impacts on modern society.</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>Competence shown within the History curriculum allows for</p>	
--	--	--	--	--	--	--



	improved life chances in a variety of careers	improved life chances in a variety of careers	improved life chances in a variety of careers	improved life chances in a variety of careers	improved life chances in a variety of careers	
Assessment	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	N/A