

HISTORY – YR7

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Historical and enquiry skills 1066		
How did Medieval Kings keep control?		
The Black Death		
Case study: Tudor Monarchs		
Should Charles I be executed?		
Cromwell: Hero or villain?		

Main skills developed in Year 7:

Basic history skills such as how to put events into chronological order, how to find and use evidence to support our arguments and how to interpret different views on historical events.

We rehearse writing PEE paragraphs using historical sources and attempt to enhance basic literacy skills by reading extended texts and using more sophisticated connectives in order to write more detailed explanations.

How parents can help to support their son's/daughter's learning:

Encourage students to attempt all history homework tasks. Reading about and conducting research on additional historic events will further enhance each student's chronological understanding and allow them to apply context to the periods we study.

Wherever possible, taking students to historic sites will really engage them in a historic environment and promote an interest in the events we study. We are very fortunate to live in an area steeped in local history which often relate to some huge British and International events!

The following websites can help your son/daughter's learning:

- <http://www.english-heritage.org.uk/>
- <http://www.bbc.co.uk/education/subjects/zk26n39>

SMSC & British Values

- How did early English Monarchs rule the country and how did they use the church and a newly formed parliament to gain and keep control?
- Where does British democracy come from?
- Where does our heritage come from: invaders and settlers and how this combination of cultures created the modern Britain we live in today



What are British Values?

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs
- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour and to understand how they can contribute positively to society generally
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions
- encourage respect for other people and encourage respect for democracy, including respect for the basis on which the law is made and applied in England.

HISTORY – YR8

Units taught in Year 8

- **Slavery**
- **The causes and consequences of World War One**
- **Votes for Women**
- **The Atomic Bomb**
- **The Holocaust**

Main skills developed in Year 8:

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

Students will be set weekly short homework or longer projects which require work each week.

How parents can help to support their son's/daughter's learning:

Encourage students to attempt all history homework tasks. Reading about and conducting research on additional historic events will further enhance each student's chronological understanding and allow them to apply context to the periods we study.

Wherever possible, taking students to historic sites will really engage them in a historic environment and promote an interest in the events we study. We are very fortunate to live in an area steeped in local history which often relate to some huge British and International events!



HISTORY – YR8 – CONT

Useful Websites

<http://www.english-heritage.org.uk>

<http://www.bbc.co.uk/education/subjects/zk26n39>

www.ushmm.org

<https://www.hullcc.gov.uk> › Home › Hull Culture and Leisure ›
Museums and galleries

What are British Values?

- *Democracy*
- *The rule of law*
- *Individual liberty*
- *Mutual respect and tolerance of those with different faiths and beliefs*
- *enable students to **develop** their self-knowledge, self-esteem and self-confidence*
- *enable students to **distinguish** right from wrong and to respect the civil and criminal law of England*
- *encourage students to **accept responsibility** for their behaviour and to understand how they can contribute positively to society generally*
- *enable students to **acquire a broad general knowledge** of and respect for public institutions and services in England*
- *further **tolerance and harmony** between different cultural traditions*
- *encourage **respect for other people** and encourage respect for democracy, including respect for the basis on which the law is made and applied in England.*

SMSC & British Values

- Why we should respect and tolerate other culture's traditions.
- Learning from the errors of the past and applying this to how we judge what is right and what is wrong



GCSE TAUGHT OVER YEARS 9-11

Paper 1 International relations 1918-2001 with Germany depth study 1925-1955 worth 50% of GCSE. Examination 1 hour 45 minutes.

Paper 2 War and British society 790-2010 worth 25% of GCSE. Examination is 1 hour.

Paper 3: Personal rule to restoration 1629-1660 with Castles: Form and Function c.1000–1750 worth 25%. Examination 1 hour 15 minutes.

Main Skills Developed

GCSE History provides a sense of the past and an awareness of different values, systems and societies. It encourages students to learn lessons from the past and consider them in shaping the future.

Our History course allows students to take a closer look at important national and international events over the last Millennium! Going beyond the simple learning of dates and events, we look at how major events and the people of past societies have shaped our modern world. The new GCSE spec covers a wide range of historical enquiry questions and covers a much wider range of National and International events over the past 2000 years. The papers cover:

The papers cover:

- Using primary sources in order to establish how historic sites have adapted over time.
- Applying a well-established contextual understanding of how societies changed over time to make well established judgements and conclusions
- Formulating arguments which are balanced and consider a wide range of opinions and sources of evidence
- Engaging students in interpreting meaning from a variety of historical sources including national and local heritage sites



How can parents help to support learning?

Encourage students to attempt all history homework tasks.

Reading about and conducting research on additional historic events will further enhance each student's chronological understanding and allow them to apply context to the periods we study.

Wherever possible, taking students to historic sites will really engage them in a historic environment and promote an interest in the events we study. Studying local castles is a key part of understanding their form and function which will help with paper 3.

Useful Websites

<http://www.english-heritage.org.uk/>

<http://www.bbc.co.uk/education/subjects/zk26n39>

www.ushmm.org

www.johndclare.net

Extra-Curricular opportunities

Intervention sessions run two nights after school for all GCSE students.

What are British Values?

- Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect and tolerance of those with different faiths and beliefs
 - enable students to **develop** their self-knowledge, self-esteem and self-confidence
 - enable students to **distinguish** right from wrong and to respect the civil and criminal law of England
 - encourage students to **accept responsibility** for their behaviour and to understand how they can contribute positively to society generally
 - enable students to **acquire a broad general knowledge** of and respect for public institutions and services in England
 - further **tolerance and harmony** between different cultural traditions
- encourage **respect for other people** and encourage respect for democracy, including respect for the basis on which the law is made and applied in England

