

# HISTORY – YR7

## Units taught in Year 7

| AUTUMN                        | SPRING                     | SUMMER                              |
|-------------------------------|----------------------------|-------------------------------------|
| Historical and Enquiry Skills | Medieval Kings and Control | Tudor Monarchs                      |
| 1066 and All That             | The Black Death            | Charles I and the English Civil War |
|                               |                            | The Slave Trade                     |

## 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 write 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>
- <https://www.historytoday.com/>

## 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?
- Why was slavery acceptable in the 19<sup>th</sup> Century and how has that shaped our society today?



# HISTORY – YR8

## Units taught in Year 8

| AUTUMN          | SPRING          | SUMMER                      |
|-----------------|-----------------|-----------------------------|
| Jack the Ripper | WW1             | The Holocaust               |
| Causes of WW1   | Votes for Women | The A Bomb and the Cold War |

## Main skills developed in Year 8:

Developing the skills already embedded in Year 7, we continue to investigate historical events through chronology, enquiry and understanding.

A range of historical sources are tested and interpreted for students to reach their own independent judgements, culminating in structured written pieces using the PEE approach.

Students are encouraged to research and read for homework, some of which are expanded into homework projects, for example, a police cold case report on Jack the Ripper.

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

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- <https://www.historytoday.com/>
- <https://www.casebook.org/>

## SMSC & British Values

- Why were people not concerned about the poor in Victorian London?
- Why was the world willing to go to war in 1914?
- How did WW1 affect life for different people in different countries?
- Why were women not allowed the vote?
- How and why was the Holocaust allowed to happen?
- How was the dropping of the A Bomb justified?



# HISTORY – YR9

## Units taught in Year 9

| AUTUMN  | SPRING | SUMMER |
|---|--------|--------|
| Edexcel GCSE Paper 2:<br>Anglo-Saxon England and the Norman Conquest c1060-88 (British Depth Study)<br>Superpower Relations and the Cold War 1941-91 (Period Study) |        |        |

**British Depth Study:** The Medieval depth study offers an insight into key moments in our history. Students have the opportunity to study, in depth, some of the key individuals, events and situations that have helped shape Britain and the way we live today.

**Period Study:** With the Period Study, students have the chance to study ideologies and civilisations that have shaped the world we live in today. Topics reflect the wide diversity of human experience and provide students with an opportunity to explore societies and cultures different from their own.

## Main skills developed in Year 9:

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

Students will be set homework based on exam content or exam skill and require work each week.

## SMSC & British Values

- How did Anglo-Saxon and Medieval monarchs rule and control?
- Where did British democracy come from?
- How and why close was the world to nuclear destruction?
- How were ordinary people's lives affected by the Cold War?

## 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 events we study. Specific understanding of our key events are vital in progressing successfully.

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

- <https://www.bbc.com/bitesize/examspecs/zw4bv4j>
- <https://www.hoddereducation.co.uk/free-resources-gcse>

## Useful revision guides:

- MY REVISION NOTES: EDEXCEL GCSE (9-1) HISTORY: ANGLO-SAXON AND NORMAN ENGLAND, C1060-88 - **JOHN WRIGHT**
- MY REVISION NOTES: EDEXCEL GCSE (9-1) HISTORY: SUPERPOWER RELATIONS AND THE COLD WAR, 1941-91 - **STEVE WAUGH**
- Pearson also do a number of revision guides, along with work books for different target grades. See their website for more details (<https://www.pearsonschooolsandfecolleges.co.uk>).



# HISTORY – YR10

## Units taught in Year 10

| AUTUMN  | SPRING | SUMMER |
|---|--------|--------|
| Edexcel GCSE Paper 1:<br>Medicine in Britain, c1250–present (Thematic Study)<br>the British sector of the Western Front 1914–18: injuries,<br>treatment and the trenches (Historic Environment) |        |        |

**Thematic study:** students understand change and continuity across a long sweep of history, including how ideas about causes of illness changed and how treatments for illness changed, from the medieval to modern periods. They include people, events and developments that helped these changes and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

**Historic Environment:** This is linked to the thematic study and examines treatments of wounds and medical care on the front lines of WW1 through sources.

## Main skills developed in Year 10:

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

Students will be set homework based on exam content or exam skill and require work each week.

## SMSC & British Values

- Whose responsibility should it be for healthcare?
- How and why did attitudes towards illness change?

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

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# HISTORY – YR11

## Units taught in Year 10

| AUTUMN  | SPRING | SUMMER |
|---|--------|--------|
| Edexcel GCSE Paper 3:<br>Weimar and Nazi Germany, 1918–39<br>Revision |        |        |

**Modern Depth Study:** Students focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. The origins of the Weimar government, and the reasons for its downfall are evaluated, along with the rise of the Nazi party, and what it was like to live under Hitler's rule.

## Main skills developed in Year 11:

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

Students will be set homework based on exam content or exam skill and require work each week.

## SMSC & British Values

- What is a dictatorship and how does it happen in countries?
- How are lives affected by political upheaval?
- Why was the persecution of minorities accepted?

## 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 events we study. Specific understanding of our key events are vital in progressing successfully.

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

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## Useful revision guides:

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