

# HISTORY YEAR 7

## Units taught:

Autumn Term	Spring Term	Summer Term
<b>Religion &amp; Beliefs:</b> Prehistoric Empires	<b>Government &amp; Control:</b> Medieval Control	<b>Crime &amp; Punishment:</b> Medieval Law & Order
<b>Conflict &amp; Co-operation:</b> the Battle of Hastings	<b>People &amp; Living:</b> Medieval Villages & Towns	<b>Crimes Against Humanity:</b> Slavery

## Main skills developed:

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 child'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 child's learning:

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

## Extra-Curricular opportunities:

### 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?

### Career Opportunities:

Examples of careers which past history students have gone into include:

Journalism	Teaching	Uniformed Services
Recruitment	Tour Guide	Government Careers
Law	Advertising	Media Careers

# HISTORY YEAR 8

## Units taught:

Autumn Term	Spring Term	Summer Term
<b>Religion &amp; Beliefs:</b> Tudors & Stuarts	<b>Government &amp; Control:</b> English Civil War & the Commonwealth	<b>People &amp; Living:</b> The Industrial Revolution
<b>Crime &amp; Punishment:</b> Witchcrazes	<b>Conflict &amp; Co-operation:</b> the Napoleonic Wars	<b>Crimes Against Humanity:</b> the Holocaust

## Main skills developed:

Developing the skills already embedded in Year 7, we continue to investigate historical events through chronology, enquiry and understanding. We now also examine change & continuity through our 6 key themes.

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 to develop their understanding for example, the Boy in the Striped Pyjamas.

## How parents can help to support their child'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!

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

## Extra-Curricular opportunities:

### 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?

### Career Opportunities:

Examples of careers which past history students have gone into include:

Journalism	Teaching	Uniformed Services
Recruitment	Tour Guide	Government Careers
Law	Advertising	Media Careers

# HISTORY YEAR 9

## Units taught:

Autumn Term	Spring Term	Summer Term
<b>Crimes Against Humanity:</b> Native American Indians	<b>People &amp; Living:</b> Suffrage & Rights in the 19 <sup>th</sup> & 20 <sup>th</sup> Centuries	<b>Religion &amp; Beliefs:</b> the Irish Troubles
<b>Crime &amp; Punishment:</b> Jack the Ripper	<b>Conflict &amp; Co-operation:</b> WW1 & WW2	<b>Government &amp; Control:</b> End of the Russian Tsars & the early Communists

## Main skills developed:

Developing the skills already embedded in Years 7 & 8, we continue to investigate historical events through chronology, enquiry and understanding, and thoroughly investigate change & continuity across our 6 key themes.

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 to develop their understanding for example, War Horse.

## How parents can help to support their child'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 child's learning:

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

## Extra-Curricular opportunities:

### SMSC & British Values:

- How did the Tudors leave a legacy on our religion today?
- Why did we go to war against ourselves to shape our government today?
- Why were people not concerned about the poor in Victorian London?
- How and why was the Holocaust allowed to happen?

## Career Opportunities:

Examples of careers which past history students have gone into include:

Journalism	Teaching	Uniformed Services
Recruitment	Tour Guide	Government Careers
Law	Advertising	Media Careers

# HISTORY YEAR 10 & 11

## Units taught:

Autumn Term	Spring Term	Summer Term
Medicine in Britain, c1250–present (Thematic Study)		
The British sector of the Western Front 1914–18: injuries, treatment and the trenches (Historic Environment)		

## Main skills developed:

- 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.

## How parents can help to support their child'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 child's learning:

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

## Extra-Curricular opportunities:

### SMSC & British Values:

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

### Career Opportunities:

Examples of careers which past history students have gone into include:

Journalism	Teaching	Uniformed Services
Recruitment	Tour Guide	Government Careers
Law	Advertising	Media Careers

# HISTORY YEAR 10 & 11

## Units taught:

Autumn Term	Spring Term	Summer Term
	Anglo-Saxon England & 1066 How William the Conqueror secured the country Norman England – how far did things change by 1087?	
	Origins of the Cold War Crises of the Cold War The End of the Cold War	

## Main skills developed:

- 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.

## How parents can help to support their child'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.

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## Extra-Curricular opportunities:

### SMSC & British Values:

- How did Anglo-Saxon and Medieval monarchs rule and control?
- Where did British democracy come from?

### Career Opportunities:

Examples of careers which past history students have gone into include:

Journalism	Teaching	Uniformed Services
Recruitment	Tour Guide	Government Careers
Law	Advertising	Media Careers

# HISTORY YEAR 10 & 11

## Units taught:

Autumn Term	Spring Term	Summer Term
Weimar and Nazi Germany, 1918–39		

## Main skills developed:

- 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.

## How parents can help to support their child'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 child's learning:

- <https://www.bbc.com/bitesize/examspecs/zw4bv4j>
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## Extra-Curricular opportunities:

### 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?

### Career Opportunities:

Examples of careers which past history students have gone into include:

Journalism	Teaching	Uniformed Services
Recruitment	Tour Guide	Government Careers
Law	Advertising	Media Careers

# HISTORY YEAR 12 & 13

## Extra-Curricular opportunities:

### Units taught:

COMPONENT 1	COMPONENT 2	COMPONENT 3	SMSC & British Values:											
<b>The Making of a Superpower: USA 1865-1975</b>	<b>2S The Making of Modern Britain 1951-2007</b>	<b>NEA</b>	<ul style="list-style-type: none"> <li>• What was the impact of politics on our society post-WW2?</li> <li>• How far are we a multi-cultural society?</li> <li>• Are there still class divisions in Britain today?</li> </ul>											
- The era of Reconstruction 1865-1890 - Progressivism & Imperialism 1890-1920 - Identity crisis 1920-1945 - Superpower 1945-1975	- Affluent Society 1951-1964 The Sixties 1964-1970 - The end of post-war consensus 1970-1979 -Impact of Thatcherism 1979-1987 -A New Consensus 1987-1997 Era of New Labour 1997-2007	- The Norman Conquest OR - The Tudors OR - Crime & Punishment	<b>Career Opportunities:</b> Examples of careers which past history students have gone into include: <table border="1" data-bbox="1115 475 1865 695"> <thead> <tr> <th>Journalism</th> <th>Teaching</th> <th>Uniformed Services</th> </tr> </thead> <tbody> <tr> <td>Recruitment</td> <td>Tour Guide</td> <td>Government Careers</td> </tr> <tr> <td>Law</td> <td>Advertising</td> <td>Media Careers</td> </tr> </tbody> </table>			Journalism	Teaching	Uniformed Services	Recruitment	Tour Guide	Government Careers	Law	Advertising	Media Careers
Journalism	Teaching	Uniformed Services												
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### Main skills developed:

- Independent thinkers
- Disciplined and able to meet deadlines
- Good communicators both verbally and written
- Presentation skills-the ability to sell themselves or an idea
- Able to analyse issues and problems
- Able to put together logical arguments

### How parents can help to support their child's learning:

A Level students are expected to read around their topic independently. 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.