

# HISTORY – YR7

## Units taught in Year 7

AUTUMN	SPRING	SUMMER
<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 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 16<sup>th</sup>-19<sup>th</sup> Centuries and how has that shaped our society today?

## Careers:

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

Journalism  
Uniformed Services  
Tour Guide  
Advertising  
Media Careers

Teaching  
Recruitment  
Law  
Government Careers



# HISTORY – YR8

## Units taught in Year 8

AUTUMN	SPRING	SUMMER
<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> Native American Indians

## 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. 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 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

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

## 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 attempted genocide of the Native Americans allowed to happen?

## Careers:

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

Journalism  
Uniformed Services  
Tour Guide  
Advertising  
Media Careers

Teaching  
Recruitment  
Law  
Government Careers



# HISTORY – YR9

## Units taught in Year 9

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

## Main skills developed in Year 9:

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 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

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

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

## SMSC & British Values

- How did Jack the Ripper shape our attitudes towards crime and punishment?
- How has the Troubles in Northern Ireland shaped our national identity?
- Why were people not concerned about the poor in Victorian London?
- How and why was the Holocaust allowed to happen?

## Careers:

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

Journalism  
Uniformed Services  
Tour Guide  
Advertising  
Media Careers

Teaching  
Recruitment  
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# HISTORY – GCSE PAPER 1

## Units taught in Paper 1

AUTUMN	SPRING	SUMMER
Medicine in Britain, c1250–present (Thematic Study)		
The British sector of the Western Front 1914–18: injuries, 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 at GCSE:

- 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:

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.pearsonschoolsandfecolleges.co.uk>)

## Careers:

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# HISTORY – GCSE PAPER 2

## Units taught:

AUTUMN	SPRING	SUMMER
	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	

**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 at GCSE:

- 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 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: MEDICINE IN BRITAIN, C1250-PRESENT AND THE BRITISH SECTOR OF THE WESTERN FRONT, 1914-18 - **SAM SLATER**
- Pearson also do a number of revision guides, along with work books for different target grades. See their website for more details (<https://www.pearsonschoolsandfecolleges.co.uk>).

## Careers:

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# HISTORY – GCSE PAPER 3

## Units taught in Paper 3

AUTUMN	SPRING	SUMMER
Weimar and Nazi Germany, 1918–39		

**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 at GCSE:

- 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:

- <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: WEIMAR AND NAZI GERMANY, 1918-39- **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.pearsonschoolsandfecolleges.co.uk>)

## Careers:

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

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# HISTORY – A LEVEL

## Units taught at A Level:

COMPONENT 1	COMPONENT 2	COMPONENT 3
<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>- The era of Reconstruction 1865-1890</li> <li>- Progressivism &amp; Imperialism 1890-1920</li> <li>- Identity crisis 1920-1945</li> <li>- Superpower 1945-1975</li> </ul>	<ul style="list-style-type: none"> <li>- Affluent Society 1951-1964</li> <li>The Sixties 1964-1970</li> <li>- The end of post-war consensus 1970-1979</li> <li>-Impact of Thatcherism 1979-1987</li> <li>-A New Consensus 1987-1997</li> <li>Era of New Labour 1997-2007</li> </ul>	<ul style="list-style-type: none"> <li>- The Norman Conquest OR</li> <li>- The Tudors OR</li> <li>- Crime &amp; Punishment</li> </ul>

**Component 1:** This unit allows students to study in breadth issues of change, continuity, cause and consequence through the following key questions:

- How did government, political authority and political parties change and develop?
- In what ways did the economy and society of the USA change and develop?
- How did the role of the USA in world affairs change?
- How important were ideas and ideology?
- How united was the USA during this period?
- How important was the role of key individuals and groups and how were they affected by developments?

**Component 2:** This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments, and political survival.

**Component 3:** In this unit you will undertake research through independent study, handling both primary sources and secondary sources to communicate your knowledge and understanding in a piece of sustained writing.

## Main skills developed at A Level:

- 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

## SMSC & British Values:

- What was the impact of politics on our society post-WW2?
- How far are we a multi-cultural society?
- Are there still class divisions in Britain today?

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

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

- <https://www.hoddereducation.co.uk/free-resources-alevel>

## Useful revision guides:

- MY REVISION NOTES: AQA AS/A-LEVEL HISTORY: THE MAKING OF A SUPERPOWER: USA 1865-1975 - **PETER CLEMENTS**
- My Revision Notes: AQA AS/A-level History: The Making of Modern Britain, 1951–2007 – **PETER CLEMENTS**

## Careers:

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

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Uniformed Services  
Tour Guide  
Advertising  
Media Careers

Teaching  
Recruitment  
Law  
Government Careers