

**CURRICULUM MAP**

<b>Subject</b>	<b>History</b>
<b>Head of Department</b>	<b>Mr H Davut/Mr Brogan</b>

**SCHOOL INTENT****Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

**The school aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

Our historians will gain a deep, well-rounded and chronologically coherent understanding of local, national and internationally significant periods, events and historical themes. The subject will fire pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. Pupils will be encouraged to develop a chronological framework of British and world history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We want pupils to realise that the past is gone and history is constructed and contested and build on their understanding of history as its own discipline, through development of substantive and conceptual knowledge and understanding. History's unique concepts will help pupils to construct arguments and support them to become analytical citizens who can question human motivation and society with skill and confidence.

**KEY STAGE 3 RATIONALE/ INTENT**

To build on the knowledge and skills acquired by pupils in Early Years, KS1 and 2. To acknowledge this knowledge and build upon it.  
 To identify areas of weakness, eg literacy, chronological understanding, and to introduce pupils to sources and historians' interpretations and to use these to develop their knowledge and understanding, analysis and evaluation skills.  
 To give students an awareness and curiosity for History outside of what we teach to inspire them to learn things outside of our curriculum.  
 Development and evolution of British life, culture and values. Global tolerance and understanding-our place in the world. How history shapes our understanding and view.  
 Confidence in literacy, extended writing, historical vocabulary, building our students' cultural capital and powerful knowledge.  
 An empathy and complexity of History and so therefore humanity, with a focus on marginalised communities.  
 To prepare them for the greater demands at both KS4 and KS5 both in terms of skills and, to some extent, knowledge that we build upon at both KS4 and KS5.

**KEY STAGE 4 RATIONALE/ INTENT**

As above.  
 A greater emphasis on the demands of examining boards and to build on the pupil's skills in the interpreting the demands of questions set.  
 To develop greater depth of understanding building on the breadth and thinking critically about the construct of History.  
 To fully understand that historians' interpretations are affected by their own experiences or intentions.







**KEY STAGE 5 RATIONALE/ INTENT**

As above. To build on the student's abilities and to foster the importance and the practice of independent learning.  
 For students to be more expansive in their learning and to enquire and read beyond the confines of topics studied for public examinations.  
 In Politics student develop their understanding of democracy, rule of law, citizenship, political ideology and wider political engagement.



YEAR 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b> How Roman was Roman Britain?	<b>UNIT OF WORK:</b> Why did William win the Battle of Hastings?  How did William and the Normans transform England?	<b>UNIT OF WORK:</b> Medieval Kingship How successful were the Medieval English Kings?	<b>UNIT OF WORK:</b> To what extent did the Black Death change England?	<b>UNIT OF WORK:</b> African Kingdoms	<b>UNIT OF WORK:</b> Revision and end of year exam  Local History-London through time
	KEY SKILLS Chronological Understanding Similarity and difference Change and continuity	Skills: Causation Change and Continuity	Skills: Making judgements and the use of Criteria Use of evidence	Skills: Change and Continuity	Significance and Evidence Similarity and Difference	Exam Skills Change and continuity
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	This is an interesting and engaging unit of work that builds on prior knowledge that some students have from primary school. It introduces students to key skills through familiar content. The students need to be aware of ancient civilisations that had a direct impact on the lives of Britons. The students need to know the significance of the Roman Empire. They need to be aware of the impact of the Roman Empire on Britain and the causes for its rise and decline. Students will also in this module be introduced to the discipline of history and begin to understand key skills and concepts associated with the subject.	The students need to know the significance of the Battle of Hastings and William's control of England in shaping the country as it is today. They need to be able to explain the importance of the features of William's control to determine the importance of the power of the Monarch. Students need to understand how William transformed England but to what extent it impacted all the peoples and classes of England. Students will use previous knowledge from the last unit to develop their understanding of British identity and use some of the key vocabulary and disciplinary knowledge to develop their substantive knowledge. Students need to be aware of the roots of British history and this unit explains this. There are again some familiar concepts. Sources are limited in this period, hence part of the reason why we have chosen this conceptual focus. It also builds chronologically on the previous scheme and gives a grounding of what life was like at the time which links to the next scheme of work.	The students need to know the differences between Medieval Britain and Britain today, including how significant events shaped our country. The students need to be aware of the conflict during this period and the roots of social unrest with events like the peasant's revolt and the end of feudalism, which builds on the knowledge from the previous module.	This module develops students understanding of the feudal system and the people in the hierarchy. This builds on student's awareness and understanding of how anger and resentment built towards the monarchy and hierarchy and assess how significant events were leading up to the peasants' revolt.	Students will begin with a study of African Kingdoms to develop a sense of what Africa was like before slavery; this taught with the intention of moving away from a traditional narrative focusing upon Africa only during the topic of slavery. Pupils will be able to recall what life was like within various kingdoms such as the Mali Empire, and will be able to discuss the significance of key individuals such as Mansa Musa.	The students will revise for end of year exams through 5 revision lessons which will focus on knowledge and historical skills.  The final module builds on knowledge and understanding of London in Roman and medieval period before delving into London in the early modern and 19 <sup>th</sup> and 20 <sup>th</sup> centuries. This will help students understand change and continuity as a historical concept but also concentrate on some key substantive themes addressed through the year. The module will also develop cultural capital and hopefully encourage students to see London as a fantastic historical resource, with suggested places to visit over the summer.









LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Immigration to England Identity Rule of law British values	Immigration to England Identity Development of language Class systems and hierarchy	Power Leadership and monarchy	Pandemics Hierarchy	Identity Race Colonisation Empire	Power Leadership and monarchy Change and continuity Historical memory Architecture
ASSESSMENTS Summative and Formative as applicable	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Essay writing <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Knowledge quiz, using criteria to make judgments, extended writing answer <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Essay writing <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Knowledge quiz, using criteria to make judgments, extended writing answer <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Essay writing <b>Guided feedback</b>
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
SPECIALIST VOCABULARY	Rome / Empire / Celt / Legion / Romanitas / Iron age / Villa / Collaboration / Resistance / Castrum / Britannia / Invasion / Artefact / Roundhouse / Indigenous / Province / (Roman) Citizenship /Co-hort Collapse / Raid / BC/AD	Anglo-Saxon / Pious /Heir / Contender /Successor /Witan / Battle / Turning Point /Crown / Feudalism /Feudal /Peasant / Lord / Baron / Knight / Castle / Bailey / Motte / Freemen / Serf / Domesday /Harrying (of the North)	Anarchy / Kingship / Peasant / Knight / Clergy /Merchant / Rome / Catholic /Pope / Priory / Magna Carta / Rights / Barons / Freemen / Jury /	Plague Peasant Lords Estate	Evidence Diversity Trade Subjugate	Period Tudor Civil War Succession Heir Battle
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b> Why did Henry want to reform the English Church?  Tudor England	<b>UNIT OF WORK:</b> What caused the English Civil War?  Experiences of the Civil War	<b>UNIT OF WORK:</b> The Slave Trade and Empire	<b>UNIT OF WORK:</b> The Industrial Revolution – How revolutionary was the Industrial Revolution?	<b>UNIT OF WORK:</b> Protest and Democracy: The Vote and British Society	<b>UNIT OF WORK:</b> Revision and end of year exam
	Change and Continuity Significance	Skills: Causation Diversity and experience Evidence	Skills: Interpretations and evidence	Skills: Change and continuity Significance Interpretation	Skills: Change and Continuity Significance	Exam skills Causation Interpretation
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	The students need to know the significance of the break from Rome, the extent to which interpretations differ over key individuals (Mary I and Edward VI). The students need to know how life contrasted in Tudor times with life today.	Students will understand the causes and consequences of the English Civil War and the impact of this. They will learn about the reign of James I, Charles I's problems, the rise of the Parliamentarians, the events of the Civil War, Cromwell's protectorship and the restoration of the monarchy. This also links to the GCSE topic on Restoration England taught in Year 11.	Pupils will then turn their attention towards slavery and its impact. Students will learn about the British Empire with a closer focus on India as a case study. Pupils will be introduced to a number of interpretations to identify why there is no single narrative about British rule in India. Interpretations studied are both Victorian and modern so pupils can build their understanding of why the same event can be seen in a different way by different people during different time periods.	Students will focus upon significance throughout this scheme of work identifying how revolutionary the Industrial Revolution actually was. Students will build a picture of what the Industrial Revolution was and the key problems surrounding this event such as the use of child labour. Students will also examine a number of interpretations to aid their answer to the enquiry question.	This scheme of work has been developed to give students an understanding of the world around them; many pupils will have heard of voting and parliament but this knowledge will be further developed by looking at how particular groups of people gained the vote in Britain, and how democracy was developed over time. This scheme of work links to citizenship and politics.	Pupils will bring together their understanding of all Year 8 topics to answer their end of year exam.
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Church Catholic Protestant Reformation	Monarchy Parliament Republic	Identity Colonisation Social class	Industry Population Development Social class Revolution	Democracy Parliament Government Suffrage Suffragettes	Independent Study









<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Essay writing linking key factors. <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Questions testing understanding of period and longer questions based on interpretations. <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Essay writing. <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Essay writing. <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Source work and essay writing. <b>Guided feedback</b>
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
<b>SPECIALIST VOCABULARY</b>	Causation Civil War Royalist Roundhead Cavalier Tolerance Protestant(ism) Catholic Non-Conformist Puritan	Evidence Diversity Trade Subjugate	Interpretations and evidence Diversity	Change and continuity Suffrage Voting Trade Union Protest Chartists Absolute (Monarchy) Parliament Parliamentary Monarchy Passive Violent/Non-Violent (First) Women's Movement	Significance Change and continuity Interpretation Industrialisation Revolution Migration (internal) Famine Production Literacy, Immigrants Census Population Vaccination, Anaesthetic and antiseptic Entrepreneur	Independent Study
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b> African-American Civil Rights To what extent did life change for African Americans in the USA?  Black British Protest	<b>UNIT OF WORK:</b> The First World War and its consequences What caused WWI?  Russian Revolution What was the most important cause of the Russian Revolution?	<b>UNIT OF WORK:</b> The Second World War What was the most significant reason the Allies won WWII?	<b>UNIT OF WORK:</b> The Holocaust What is the legacy of the Holocaust?	<b>UNIT OF WORK:</b> Revision and end of year exam	<b>UNIT OF WORK:</b> The Cold War
	Change and continuity	Causation	Significance Interpretations	Significance Empathy	Exam Skills	Causation Change and continuity
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	The students need to know how African-Americans were discriminated against and segregated. The students need to know how key events like the Montgomery Bus Boycott and the actions of key individuals.	The students need to understand why there was a global conflict for the first time and the impact this had on the people of Britain through consideration of the Home Front and the Western Front. These modules will continue to build on students conceptual understanding of causation by improving their literacy and ability to make judgments and links between causes.	The students need to be aware of the causes of World War II, again with a consideration of the impact this war had on another generation. The students need to know why this war came to an end. This module will build on the students understanding of Europe post WWI.	The students need to be aware of the horror that minority groups and opposition in Germany faced at various stages of their experience. The students need to know how persecution escalated over time. The students will build on their understanding of persecution, use of scapegoating as a political tool, and WWII.	The students will build on their exam skills and literacy, understanding in greater depth the use of command words and what outstanding historical writing looks like.	The students will build on their understanding of communism and capitalism from the module on the Russian revolution and Europe post WWI and WWII from these modules. Students will build on their understanding of how to build arguments on the importance of causation.
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Equality Diversity Racism	Economic Theory International Relations	International Relations War	Religion Anti-Semitism Scapegoating Genocide	Independent Study	Capitalism Communism Geo-Politics International Relations









<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Change and continuity graph <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Essay writing linking key factors. <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Essay writing linking key factors. <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Questions testing understanding of period and longer questions based on interpretations. <b>Guided feedback</b>	<b>End of year exam</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> GCSE exam skills <b>Guided feedback</b>
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 
<b>SPECIALIST VOCABULARY</b>	Emancipation Confederacy Racism Union Civil War	Ideology Revolution Putsch Arms race	Bombing Warfare Genocide Blitzkrieg	Holocaust Anti-Semitism Genocide Nazi	<u>*See previous unit – to apply all vocabulary knowledge built.</u>	<u>*See previous unit – to apply all vocabulary knowledge built.</u>
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



YEAR 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>
	GCSE History Conflict in SE Asia: Part 2 Vietnam 1945-1975	Conflict in SE Asia: Vietnam 1945-1975 + Germany 1890-1945**	Germany 1890-1945	Germany 1890-1945	Paper 2: Depth Study: Restoration England 1660-1685	Revision and Exams
KEY SKILLS	<p>Literacy</p> <p>Chronological understanding</p> <p>Cause and Consequence</p> <p>Significance</p> <p>Development of interpretation skills (sources) and the sorting of relevant information</p> <p>Working out the question and answering the question "as set".</p> <p>The ability to work in timed conditions</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	All Year 9 Pupils are taught a unit on WWII followed by the study of the post war world and the development of the Cold War. This provide critical wider understanding of world events and their impact on unit on SE Asia in particular.		KS3 topics taught provide key knowledge that is built upon either directly (the study of Germany in KS3) or contextually (the English Civil war aka the English Revolution) when we then teach the unit on the Restoration.		Links with topics taught at KS3 And further development of skills such as source interpretations. This can be simply extracting information or better understanding how the interpretations of others are affected by their own circumstances, beliefs or for example social position.	











					These skills will be further developed by pupils at KS5.	
<b>LINKS TO THE WORLD</b> i.e. links to careers, equality; gender, class, ethnicity, etc.; different subjects	An understanding of the relationship between nations both historically and politically	An understanding of the relationship between nations both historically and politically	An understanding of the relationship between nations both historically and politically	An understanding of the relationship between nations both historically and politically	The development of our political system and an understanding of how the British political system has been exported" to other nations.	
<b>ASSESSMENTS</b> Summative and Formative as applicable	Both summative and Formative. Subject to the timings of Year End and Mock exams, however, pupils should expect to sit a mid-unit assessment in class and End of Unit assessments.	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period <b>Guided feedback</b>	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Low interim quizzes</b> <b>Self –reflection and peer assessment</b> to consolidate long-term memory <b>EoT assessment:</b> Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period <b>Guided feedback</b>	
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
<b>SPECIALIST VOCABULARY</b>	Nationalism / United Nations / Inchon Landings / Intervention / Veto / Stalemate / Colonial Rule / Guerrilla Tactics / Vietcong Tactics	See previous, then add: Vietnamisation Chemical warfare Watergate	Kaiser / Parliamentary / Government / Prussian / Industrialisation/ Social Reform/ Socialism / Reparations / Democracy / Spartacists/ Propaganda / Censorship / Repression / Resistance	Dawes Plan / Young Plan / Weimar Culture / Depression / Extremist / Chancellor / Dictatorship / Trade Union / Rearmament / Aryan Ideas / Persecution	Crown / Parliament / Monarchy / Succession / Royal Court / Restoration / Playwright / Mercantilism / Naval Warfare/ Anglican/ Catholic/	
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



YEAR 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	<u>Paper 2: Depth Study: Restoration England 1660-1685</u>	<u>Revision for December Mock Exams:</u> Germany SE Asia Britain Power and the People	<u>Paper 2: Breadth study: Britain, Power and the People</u>	<u>Paper 2: Breadth study: Britain, Power and the People</u> + Revision	<u>Revision</u>	<u>Revision and Exams</u>
KEY SKILLS	<u>Literacy and chronological understanding</u>  <u>Cause and Consequence</u>  <u>Significance</u>  <u>Development of interpretation skills (sources) and the sorting of relevant information</u>  <u>Working out the question and answering the question "as set".</u>  <u>The ability to work in timed conditions</u>	<u>See year 10</u>				
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Contextual knowledge on the English Civil war and its impact and consequences.	KS3 Units on Challenges to the Monarchy and Protest and Democracy provide key knowledge that builds and provides an overarching arc to the development of Britain from autocracy to democracy.	As a Depth Study the pupils will need a more finite understanding and knowledge of key events, or individuals than in some of the wider arc of knowledge.			



<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>See Year 10</b>					
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
<b>SPECIALIST VOCABULARY</b>	<u>SEE YEAR 10</u>	<u>SEE YEAR 10</u>  Kingship / Barons / Magna Carta / Parliament/ Revolt / Social / Economic / Political / Peasants Revolt / Uprisings / Pilgrimage / Divine Right / Revolution / Radicalism / Protest / Reform /		<u>SEE Year 10</u>	<u>SEE Year 10</u>	<u>SEE Year 10</u>
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



YEAR 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b> Russia 1890-1942 Unit 2: Non-British period study Y219: Russia 1894-1941	<b>UNIT OF WORK:</b> Unit 2: Non-British period study Y219: Russia 1894-1941 <u>Russia 1890-1942 + Revision</u>	<b>UNIT OF WORK:</b> <u>Exams + complete</u> Unit 2: Non-British period study Y219: Russia 1894-1941	<b>UNIT OF WORK:</b> BB Unit 1: British Period Study Y107: England: 1547-1603, The Later Tudors	<b>UNIT OF WORK:</b> Unit 1: British Period Study Y107: England: 1547-1603, The Later Tudors + Revision and <u>Exams</u>	<b>UNIT OF WORK:</b> <u>Revision and Mocks</u>  <u>Students set Summer tasks in preparation for Coursework</u>
	<u>Middle East</u> Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring
KEY SKILLS	<ul style="list-style-type: none"> <li>recall, select and deploy accurate, relevant and precise historical knowledge appropriately with arguments that are well organised and communicated with clarity</li> <li>show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts</li> <li>show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features/characteristics of the historical period</li> <li>analyse and evaluate source material in its historical context with insight and discrimination</li> <li>analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted in different ways. Use interpretations appropriately to substantiate arguments.</li> </ul>				Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques;	
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	The History Curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding. The Key Stage Five Curriculum builds upon a solid foundation laid at KS3 and 4 where critical knowledge and skills were routinely embedded. Throughout the course lessons provide opportunities for students to problematize the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity.					



LINKS TO THE WORLD

i.e. links to careers; equality; gender; class, ethnicity, etc.; different subjects

- Current geo-political understanding of Russia and the Middle East
- An ability to interpret and understand sources of information and assess its validity and usefulness
- Understanding of the religious, ethnic and national diversity in Russia and the Middle East
- By the end of Key Stage Five we expect students to understand the significance of studying history, its relevance for understanding the world today and its importance in key areas such as developing tolerance, respect and understanding towards others as well as the cultural capital enhanced through the acquisition of powerful knowledge and the ability to communicate and argue effectively.

ASSESSMENTS  
Summative and Formative as applicable

**Assessment Fortnight**

**AfL strategies** each and every lesson: starter & plenary

**Folder check**

**Self -reflection** to consolidate long-term memory

**Guided feedback**

**Homework** assignments which will include at least one formal exam style question or task per week.

**AfL strategies** each and every lesson: starter & plenary

**Folder check**

**Self -reflection** to consolidate long-term memory

**Guided feedback**

**Homework** assignments which will include at least one formal exam style question or task per week.

**Mock Exam**

**AfL strategies** each and every lesson: starter & plenary

**Folder check**

**Self -reflection** to consolidate long-term memory

**Guided feedback**

**Homework** assignments which will include at least one formal exam style question or task per week.

**AfL strategies** each and every lesson: starter & plenary

**Folder check**

**Self -reflection** to consolidate long-term memory

**Guided feedback**

**Homework** assignments which will include at least one formal exam style question or task per week.

**AfL strategies** each and every lesson: starter & plenary

**Folder check**

**Self -reflection** to consolidate long-term memory

**Guided feedback**

**Homework** assignments which will include at least one formal exam style question or task per week.

**Mock Exam AfL strategies** each and every lesson: starter & plenary

**Folder check**

**Self -reflection** to consolidate long-term memory

**Guided feedback**

**Homework** assignments which will include at least one formal exam style question or task per week.

FEEDBACK SUPPORTS LEARNING

✓ Opportunity for students to reflect on learning, respond to feedback, improve work, etc.

QUALITY FIRST TEACHING

- ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.
- ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.
- ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading
- ✓ Opportunities to apply key concepts and address misconceptions



**YEAR 13 KS5 GCE History**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KNOWLEDGE</b>	<b>UNIT OF WORK:</b> Unit 4: Topic Based Essay Y100: 3000-4000) word essay	<b>UNIT OF WORK:</b> Unit 4: Topic Based Essay Y100: 3000-4000-word essay	<b>UNIT OF WORK:</b> Unit 4: Topic Based Essay Y100: 3000-4000 word essay	<b>UNIT OF WORK:</b> <u>Revision</u>	<b>UNIT OF WORK:</b> <u>Revision</u>	<b>UNIT OF WORK:</b> <u>Exams</u>
	<ul style="list-style-type: none"> <li>Detailed, accurate and fully relevant knowledge and understanding is used to effectively analyse and evaluate key features of the period studied in order to produce a clear and well-supported argument which reaches a convincing and substantiated judgement.</li> <li>Evaluation of a fully appropriate range of different primary sources. The candidate will demonstrate engagement, using detailed and accurate knowledge in order to produce a well-supported analysis of them within their historical context.</li> <li>Evaluation of a range of different historical interpretations of the historical issue chosen, using detailed and accurate knowledge of the historical context in order to produce a well-supported analysis of the interpretations and to locate them effectively within the wider historical debate on the issue.</li> </ul>		Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques;			
<b>KEY SKILLS</b>						
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	The History Curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding. The Key Stage Five Curriculum builds upon a solid foundation laid at KS3 and 4 where critical knowledge and skills were routinely embedded. Throughout the course lessons provide opportunities for students to problematize the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity.					
<b>LINKS TO THE WORLD</b> <small>i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</small>	Research skills University led learning Independent led study					
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>Assessment Fortnight</b>  <b>AfL strategies</b> each and every lesson: starter & plenary  <b>Folder check</b>  <b>Self -reflection</b> to consolidate long-term memory  <b>Guided feedback</b>  <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>Mock Exams</b>  <b>AfL strategies</b> each and every lesson: starter & plenary  <b>Folder check</b>  <b>Self -reflection</b> to consolidate long-term memory  <b>Guided feedback</b>  <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>AfL strategies</b> each and every lesson: starter & plenary  <b>Folder check</b>  <b>Self -reflection</b> to consolidate long-term memory  <b>Guided feedback</b>  <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>Mock Exams</b> <b>AfL strategies</b> each and every lesson: starter & plenary  <b>Folder check</b>  <b>Self -reflection</b> to consolidate long-term memory  <b>Guided feedback</b>  <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>AfL strategies</b> each and every lesson: starter & plenary  <b>Folder check</b>  <b>Self -reflection</b> to consolidate long-term memory  <b>Guided feedback</b>  <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>FINAL EXAM</b>



<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					