

History Scheme of Work Year 7-11 (LIVE DOCUMENT)

	FOCUS OF TOPIC	Links to prior learning	EXEMPLAR TASKS	HOMEWORK	ASSESSMENTS
T o p i c 1 - Y e a r 7	<p>Introduction What is History?</p> <ul style="list-style-type: none"> □ Understanding what History is; what we will study; the skills we will develop. □ Cause/consequence; change/continuity; similarity/difference; significance; knowledge; chronology; interpretation; representation; source skills □ History in a local, national, European and global context. <p>Key Concepts:</p> <ul style="list-style-type: none"> Knowledge Understanding Cause Consequence Continuity Change Sources Significance Interpretation 	<p>Discuss what has been studied in KS2</p>	<p>For any topic – note making, key points; timelines showing key dates – annotated to show links or explain relevance; information recorded in table form; mind maps; timeline graphs showing impact of events; keywords with definitions</p> <p>For any topic – source/interpretations question stems</p> <ul style="list-style-type: none"> ● “Tweet” max 15 words definition in books ● Discussion of skills - concepts and processes to understand what they are in context ● Use RJ’s assessment preparation sheet to allow students to ‘revise’ content from KS2? ● Baseline assessment of understanding of skills 	<p>ework tasks in Year 7/8 will be:</p> <p>hwhile, elsewhere: looking at another part of the world and what was happening there during the time period being studied</p> <p>words: ords relevant to the topic in Year 7/8 increasing quantity as relevant in Year 9-11</p> <p>wledge learning: ledge organiser sharing information chosen by the department as foundation information for all on a given topic</p> <p>rpretations reading: from historians on the topics being studied for students to read and work on comprehension</p>	<p>Assessment Point 1: Baseline assessment (15)</p>

<p>T o p i c 2 - Y e a r 7</p>	<p>How did the Normans change England?</p> <ul style="list-style-type: none"> □ England in 1065 – Anglo-Saxon England, overview □ 1066 – a fight for the throne □ Conquest: Did William bring a 'truckload of trouble' to England in 1066? Domesday Book; Castles; Feudal System □ How did life change in England 1000-1500? <p>Key Concepts:</p> <ul style="list-style-type: none"> authority power leadership law & order warfare society economy 	<p>KS2: Stone Age to Anglo-Saxons should have been covered.</p>	<ul style="list-style-type: none"> ● A3 Knowledge Organiser – 1000-1500: Social, Political, Religious changes, timeline ● Double page spread showing key elements of life in Anglo-Saxon England 11th C. ● 'Top Trumps' cards – who should have the throne ● News report about 1066 ● Source work on Bayeux Tapestry ● Source work using Anglo-Saxon Chronicle/Textbook ● Double page spread showing key elements of life in Norman England ● Odd one out activity – anachronisms for different time periods 1065-1485 ● How did life change? Opportunity for research and presentations from students on different aspects of daily life/major historical events e.g. Wars of the Roses etc. 	<ul style="list-style-type: none"> ● Meanwhile, elsewhere: China ● st Africa ● Keywords: 1066 Norman England ● Knowledge learning: England 1065 Norman Conquest ● Interpretations reading: ris – The Normans 	<ul style="list-style-type: none"> ● Assessment Point 2: Describe two features of Anglo-Saxon England (4) ● Assessment Point 3: Explain two consequences of the Norman Conquest (8) ● Keyword test (10) 1066 Norman England ● Knowledge quiz (15) England 1065 Norman Conquest
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<p>T o p i c 3 – Y e a r 7</p>	<p>Who held power in England?</p> <ul style="list-style-type: none"> □ The Church: influence on daily life; church courts; arguments between the Church and the monarchy – Henry II & Becket, John & the Pope, Henry VIII & the Break with Rome □ The Barons: extent of power and influence (role, land ownership); challenges to the monarchy – John; outcome – the Magna Carta, extent of change □ The Peasants: daily life; impact of the Black Death; challenges to the monarchy – Peasant’s Revolt 1381 □ Parliament: extent of power and influence by 1645; challenge to the monarchy – Charles I and the Civil War (causes/consequences) □ What was England like in 1642, 1655, 1666? <p>Key Concepts: authority power leadership warfare society economy revolution</p>	<p>arold then William gained control of England topic builds on the last for similarities/differences ay have studied an aspect of history in this time period.</p>	<ul style="list-style-type: none"> ● A3 Knowledge Organiser – 1500-1700: Social, Political, Religious changes, timeline ● Double page spread of notes showing key events, people, words ● Topic specific timelines annotated to show impact of various key events ● SOLO taxonomy tasks to discuss links between causes and hierarchies of causes ● Tarsia puzzles to check knowledge ● Source work focus on church using SHP ● Source work on the Peasant’s Revolt ● Comparison chart looking at key aspects of life to show changes 	<ul style="list-style-type: none"> ● Meanwhile, elsewhere: Ottoman Empire ● uania ● Keyword spellings ● The Church Black Death/Revolt ● Knowledge learning ● The Church Power ● Interpretations reading ● cher – The Black Death ● royd – Tudors ● Job Skills 	<ul style="list-style-type: none"> ● Assessment Point 4: King John sources & interpretations – inference (4); how do they differ (4); why do they differ (4) ● Assessment Point 5: Write an account which explains the key events of the start of the Civil War 1642 (8) ● Assessment Point 6: Describe two features
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	ideology dictatorship				<p>of the New Model Army (4)</p> <ul style="list-style-type: none">● Assessment Point 7: End of year assessment (??)● Keyword test (10) The Church Black Death/Revolt● Knowledge test (15) The Church power
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<p>T o p i c 4 – Y e a r 8</p>	<p>Why were there revolutions and protests 1750-1900?</p> <p>French Revolution</p> <ul style="list-style-type: none"> □ What was France like in 1789? Population; industry; power (Parliament, who could vote); extent of influence (colonies) □ Why was there a revolution in 1789? □ How did the Revolution impact on France? <p>Industrial Revolution</p> <ul style="list-style-type: none"> □ What was England like in the 1700s? Population; industry; transport, power (Parliament, who could vote); extent of influence (colonies) □ What was Britain like in 1900? Population; industry; transport, power; extent of influence □ Protests e.g. chartist movement <p>Key Concepts: revolution power authority leadership economy ideology</p>	<p>civil war in England 1642-9 social systems 1000-1750</p>	<ul style="list-style-type: none"> ● A3 Knowledge Organiser – 1700-1900: Social, Political, Religious changes, timeline ● Comparison chart looking at key aspects of life to identify changes 1750-1900 ● Advice leaflet – how to survive Industrial Britain ● SOLO taxonomy task identifying causes, links between them and hierarchies ● Tarsia puzzles to check knowledge ● Source work as identified ● Diary – day in the life of a member from each class/Estate ● Topic specific timeline annotated to show links and impact of events ● Source/interpretations work on an aspect of the Industrial Revolution – working conditions, Patience Kershaw, slavery. 	<ul style="list-style-type: none"> ● Year 7 Review ● Meanwhile, elsewhere: <ul style="list-style-type: none"> ● Keyword spellings ● France 1789 Revolutionary France Industrial Revolution ● Knowledge learning ● France 1780-1800 Industrial Revolution 1700-1900 ● Interpretations reading ● Book – The French Revolution & What Went Wrong ● Book – Britain: A Nation Transformed 1851-2010 	<ul style="list-style-type: none"> ● Assessment Point 8: Explain one way in which the French Revolution was similar to the English Civil War (4) ● Assessment Point 9: Give two things you can infer from Source A about the actions of the Sans Culottes in the September Massacres (Gilray;
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democracy
society
empire

**Un petit
souper;
1792)
(4)**

- **Assessm
ent
Point
10:
Explain
one way
in which
the
French
Revoluti
on was
different
to the
Industri
al
Revoluti
on (4)**

- Keyword
test (10)
**France
1789
Revolution
ary France
Industrial
Revolution**

- Knowled
ge test
(15)
**Year 7
Review
quiz**

**France
1789
France
changes
Industrial
Revolution**

<p>T o p i c 5 - Y e a r 8</p>	<p>Was the world 'dissolved in flames' in the Twentieth Century?</p> <ul style="list-style-type: none"> ❑ The causes of the Great War ❑ The experience of soldiers ❑ The Treaty of Versailles ❑ The causes of World War II ❑ The experience of different groups; the Home Front, Hiroshima, Russia ❑ The Holocaust <p>Key Concepts:</p> <p>warfare leadership ideology dictatorship power economy society empire</p>	<p>revolutions in the previous two centuries impact of revolution on society comparisons of leadership and authority across time comparison of causes of conflict</p> <p>KS2 may have studied an aspect of history in this time period.</p>	<ul style="list-style-type: none"> ● A3 Knowledge Organiser – 1900-present: Social, Political, Religious changes, timeline ● Double page spread of notes including key events, words, people etc. ● Diary/letters from soldier/home front ● Tarsia puzzles to check knowledge acquisition ● SOLO taxonomy to identify links between/hierarchies of causes ● Timeline annotated to show key events and impact 	<p>Meanwhile, elsewhere: Russia</p> <ul style="list-style-type: none"> ● Keyword spellings Causes of the Great War The Trenches Causes of World War II The Holocaust ● Knowledge learning Causes of the Great War The Great War Causes of World War II The Holocaust ● Interpretations reading ● Comparing Interpretations Evans/Rees ● Paxman – Great Britain's Great War & Middlebrook – The First Day on the Somme ● Comparing Bullock/Taylor on Causes of WWII ● Applebaum – end of World War II 	<ul style="list-style-type: none"> ● Assessment Point 11: Write an account which explains the key events of the June-September 1914. <i>Assassination of Franz Ferdinand; Germany invades Belgium (8)</i> ● Assessment Point 12: Source inference and follow
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					<p>up question on joining up (4)</p> <ul style="list-style-type: none">● Assessment Point 13: Explain two consequences of the Treaty of Versailles (8)● Assessment Point 14: End of year assessment (??)● Keyword test (10) Causes of the Great War The Trenches Causes of World War II
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**The
Holocaust**

- Knowledge test (15)

**Causes of
the Great
War**

**The Great
War**

**Causes of
World War
II**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Topic 6 – Year 9</p>	<p>Anglo-Saxon and Norman England 1060-88 Anglo-Saxon Society</p> <p>The last years of Edward the Confessor and the succession crisis</p> <p>The rival claimants for the throne</p> <p>The Norman Invasion</p> <p>Establishing control</p> <p>The causes and outcomes of Anglo-Saxon resistance, 1068–71</p> <p>The legacy of resistance to 1087</p> <p>Revolt of the Earls, 1075</p> <p>The feudal system and the Church</p> <p>Norman government</p> <p>The Norman aristocracy</p> <p>William and his sons</p> <p>Key Concepts: authority power monarchy law & order leadership society warfare</p>	<p>Year 7 Anglo-Saxon and Norman England The Norman Conquest</p>	<ul style="list-style-type: none"> ● A3 Knowledge Organisers – ● Double page spread of notes including key events, words, people etc. ● Tarsia puzzles to check knowledge acquisition ● Timeline annotated to show key events and impact 	<ul style="list-style-type: none"> ● Meanwhile, elsewhere: ● Keyword spellings: ● Knowledge learning: ● Interpretations reading: ● Job Skills: 	<ul style="list-style-type: none"> ● Assessment Point 15: Describe two features (4) ● Assessment Point 16: Explain why (12) ● Assessment Point 17: Describe two features (4) ● Assessment Point 18: Explain why (12) ● Assessment Point
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ideology
economy

**19:
How far
(16)**

• **Assess
ment
Point
20:
How far
(16)**

• **Assess
ment
Point
21: End
of unit
quiz**

• Keyword
test (10)

• Knowled
ge test
(15)

<p>T o p i c 7</p>	<p>Crime and Punishment in Britain 1000-present</p> <p>How and why have the nature and definitions of criminal activity and the nature of law enforcement and punishment changed over time?</p> <p>Nature and changing definitions of criminal activity</p> <p>The nature of law enforcement (policing) and punishment</p> <p>Case studies</p> <p>Key Concepts: authority power monarchy revolution law & order leadership society ideology economy</p>	<p>All Year 7 and some Yr8 curriculum Anglo Saxon & Norman England 1060-88</p> <p>KS2 may have studied an aspect of history in this time period.</p>	<ul style="list-style-type: none"> ● A3 Knowledge Organisers – ● Double page spread of notes including key events, words, people etc. ● Tarsia puzzles to check knowledge acquisition ● Timeline annotated to show key events and impact 	<ul style="list-style-type: none"> ● Meanwhile, elsewhere: ● Keyword spellings: ● Knowledge learning: ● Interpretations reading: ● Job Skills: 	<ul style="list-style-type: none"> ● Assessment Point 22: Similarity/difference (4) ● Assessment Point 23: Explain changes (8) ● Assessment Point 24: Similarity/difference (4) ● Assessment Point 25: Explain changes (8) ● Assessment Point
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					<p>26: How far (16+4)</p> <ul style="list-style-type: none">● Assessment Point 27: How far (16+4)● Assessment Point 28: End of unit quiz
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Whitechapel 1870-1900

Crime and Policing

Key Concepts:

authority
law & order
society
economy

Crime and punishment

- **A3 Knowledge Organisers –**
- Double page spread of notes including key events, words, people etc.
- Tarsia puzzles to check knowledge acquisition
- Timeline annotated to show key events and impact

- Meanwhile, elsewhere:
- Keyword spellings:
- Knowledge learning:
- Interpretations reading:
- Job Skills:

- **Assessment Point 29: Follow-up source (4)**
- **Assessment Point 30: Follow-up source (4)**
- **Assessment Point 31: Utility (8)**
- **Assessment Point 32: Utility (8)**
- **Assessment Point 33: End**

<p>T O P i c 9</p>	<p>Weimar and Nazi Germany 1918-39</p> <p>The origins of the Republic, 1918–19 The early challenges to the Weimar Republic, 1919–23 Early development of the Nazi Party, 1920–22 The Munich Putsch and the lean years, 1923–29 The recovery of the Republic, 1924–29 Changes in society, 1924–29 The Munich Putsch and the lean years, 1923–29 The growth in support for the Nazis, 1929–32 How Hitler became Chancellor, 1932–33 The creation of a dictatorship, 1933–34 The police state Controlling and influencing attitudes Opposition, resistance and conformity Nazi policies towards women Nazi policies towards the young Employment and living standards The persecution of minorities</p> <p>Key Concepts: authority monarchy power revolution law & order leadership society democracy dictatorship</p>	<p>armistice systems of government Cause of WWII Treaty of Versailles</p>	<ul style="list-style-type: none"> ● A3 Knowledge Organisers – ● Double page spread of notes including key events, words, people etc. ● Tarsia puzzles to check knowledge acquisition ● Timeline annotated to show key events and impact 	<ul style="list-style-type: none"> ● Meanwhile, elsewhere: ● Keyword spellings: ● Knowledge learning: ● Interpretations reading: ● Job Skills: 	<ul style="list-style-type: none"> ● Assessment Point 34: Inference (4) ● Assessment Point 35: Utility (8) ● Assessment Point 36: Interpretations differ – how/why (4+4) ● Assessment Point 37: Interpretations differ – how/why (4+4)
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ideology
economy

- **Assessment Point 38: Interpretations How far (16+4)**
- **Assessment Point 39: Interpretations How far (16+4)**
- **Assessment Point 40: End of unit quiz**

Superpower Relations and the Cold War 1941-91

The Origins of the Cold War 1941-58

Cold War Crises 1958-70

The End of the Cold War 1970-91

Key Concepts:

- authority
- power
- monarchy
- revolution
- leadership
- society
- democracy
- dictatorship
- warfare
- ideology
- economy

WWI and WWII causes and consequences
Revolutions

- **A3 Knowledge Organisers –**
- Double page spread of notes including key events, words, people etc.
- Tarsia puzzles to check knowledge acquisition
- Timeline annotated to show key events and impact

- Meanwhile, elsewhere:
- Keyword spellings:
- Knowledge learning:
- Interpretations reading:
- Job Skills:

- **Assessment Point 41: Explain consequences (8)**
- **Assessment Point 42: Importance of, for (8)**
- **Assessment Point 43: Narrative (8)**
- **Assessment Point 44: Explain consequences (8)**
- **Assessment Point 45:**

					<p>Importance of, for (8)</p> <ul style="list-style-type: none">● Assessment Point 46: Narrative (8)● Assessment Point 47: End of unit quiz● Assessment Point 48: All knowledge assessment
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