



Curriculum Plan – History

*Called as God’s family,
we strive to achieve our personal best,
by living and learning in Christ.*

Department Mission Statement:
The History department is committed to delivering the History curriculum in an exciting, engaging manner that will make students confident, willing to learn and well prepared to understand and analyse historical events and controversies. The skills experienced by learners as part of our curriculum allow pupils to grow as independent, inquisitive learners equipped with the tools to succeed.

Key Stage 2

Knowledge Gained	Skills Developed
<p>Knowledge of some key events that have taken place in British History.</p> <p>Knowledge of some key events that have taken place in European History.</p> <p>Knowledge of some key events that have taken place in World History.</p>	<p>Pupils can:</p> <p>Demonstrate an understanding of chronological framework.</p> <p>Demonstrate an understanding of how our knowledge of the past is constructed from a range of sources.</p> <p>Recognise historically valid questions relating to change, cause, similarity and difference, and significance.</p>



Curriculum Plan – History

Key Stage 3 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p>Pupils in year 7 should develop:</p> <ul style="list-style-type: none">• A firm understanding of the word chronology.• A firm understanding of what archaeology is.• A firm understanding of how history is studied and researched.• A firm understanding of the difference between primary and secondary sources.• A knowledge of how history is displayed i.e. museums.• The chronology of kings and queens of England during the Middle Ages.• An understanding of the succession crisis in 1066, and the identities and motives of the various claimants to the throne of England.• An understanding of why the succession crisis was not clear cut.• An understanding of the word 'heir' in its historical context.• An understanding of the word 'conqueror' and the implications that come with it.• An understanding of why and how castles were built.• An understanding of the various types of castle: motte and bailey, stone keep, concentric.• An understanding of the feudal system and how it helped the monarchy keep control.• An understanding of what the Domesday Book was, why it was created and how it helped the monarchy keep control.• An understanding of the role of monks and nuns in the Middle Ages.	<p>Year 7:</p> <ul style="list-style-type: none">• Understanding of chronology as a concept.• The ability to place topics in chronological order.• Understanding of significance as a concept.• The ability to communicate about the past using paragraphs.• The ability to make a judgement on the significance of a topic or event.• The ability to use evidence (primary and secondary sources) to support a judgement.• Pupils will reflect upon and evaluate issues relating to the changing relationship between the monarch and 'the people'.• Pupils will investigate the changing nature of the term 'people' and consider the definition of what groups this refers to.• Pupils will place important events in chronological order.• Pupils will practice the correct use of historical vocabulary.• Pupils will practice their literacy skills in terms of constructing historical arguments in a paragraph structure.• Pupils will learn to use their historical knowledge to create stories and narratives communicating about the past.• Pupils will learn why different Historical interpretations occur and why different people have different points of view about the past.



Curriculum Plan – History

<ul style="list-style-type: none">• An understanding of the roles of various people in the Church i.e. Abbots• An understanding of the role of the monastery in everyday life during the Middle Ages.• An understanding of the term ‘Christendom’.• An understanding of the various ranks of people in villages during the Middle Ages.• An understanding of the cause, symptoms and treatment of the Black Death.• An understanding of what is meant by the term cause and consequence.• An understanding of the balance of power in the Middle Ages.• A knowledge of Wat Tyler – who he was and what his role was in the Peasants Revolt.• An understanding of medicine in the Middle Ages, including the Theory of the Four Humours and the importance of apothecaries.• An understanding of the chronology of the Roman empire.• An understanding of who Caesar was and why he is significant.• An understanding of primary and secondary sources, including their reliability.• An understanding of key features of Roman architecture, including aqueducts and the colosseum.• An understanding of the foundation story of Rome, and the importance of Romulus and Remus. <p>Pupils in Year 8 should develop:</p> <ul style="list-style-type: none">• An understanding of the term monarchy.• An understanding of the term Protestant, what it means and what these beliefs are.• An understanding of Catholicism and the huge changes to the Church in England during the Tudor period.	<p>Year 8 pupils will develop and extend their understanding and use of the following skills in History:</p> <ul style="list-style-type: none">• Chronology• Significance• Cause and consequence• Communicating about the past• Change and continuity
---	---



Curriculum Plan – History

- An understanding of the role of monasteries in the Tudor period.
- An understanding of why a lack of a male heir was such a problem for Henry VIII
- An understanding of Tudor methods of control, i.e. local government, torture, religion.
- An understanding of how the Spanish Armada were defeated.
- An understanding of the institution of monarchy during the Stuart period.
- An understanding of the causes, events and consequences of the Civil War.
- An understanding of the events and reasons for the Gunpowder plot.
- An understanding of the role of the Lord Protector.
- An understanding of the beliefs of Puritans and their role during the Stuart period.
- An understanding of the symptoms, treatment and beliefs surrounding the Great Plague, including how it is different to the Black Death.
- An understanding of the significance of the Great Fire of London.
- An understanding of how tribes journeyed to America.
- An understanding of the cultural importance of Totem Poles.
- An understanding of the cultural importance of potlatches.
- An understanding of the lifestyle of Native American tribes.

Year 9 Pupils should develop:

- An understanding of the causes, events and consequences of the First World War.
- An understanding of the short-term and long-term causes of the conflict.

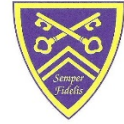
- Using evidence
- Interpretation
- Using evidence
- Source Analysis (NOP)
- Communicating about the past

Year 9 pupils will develop and extend their understanding and use of the following skills in History:

- Cause
- Consequence
- Using evidence
- Communicating about the past
- Interpretation

Key Skills Coding:

Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

- | | |
|---|--|
| <ul style="list-style-type: none">• An understanding of who was involved in the conflict, including the various alliance: Triple Entente, Triple Alliance.• An understanding of the various recruitment techniques employed by the British Government.• An understanding of what life was like in the trenches.• An understanding of the weapon developments during World War One.• An understanding of the British Empire, and its interactions with the continent of Africa.• An understanding of the trade triangle and how this reinforced appetite for the Trans-Atlantic Slave Trade.• An understanding of the mistreatment of enslaved Africans and the trauma experienced during the Middle Passage.• An understanding of slave auctions and the experience of enslaved people upon their arrival to the Americas.• An understanding of the abolitionary movement, including key individuals, the role of women and African agency in this.• An understanding of the causes, events and consequences of the sinking of Titanic.• An understanding of the facilities on board Titanic and how they differed between classes.• Knowledge of the key people responsible for the sinking of Titanic and an investigation into who was most to blame.• An understanding of living conditions during the 19th century and the various disease that affected people's lives.• An understanding of how to investigate local history using primary and secondary sources as evidence, using a case study of Kidderminster during the 19th century.• An understanding of working conditions during the 19th century.• An understanding of what an inference is and how to make them. | <ul style="list-style-type: none">• Source analysis (NOP)• Significance• Change and continuity |
|---|--|



Curriculum Plan – History

<ul style="list-style-type: none"> • An understanding of the context and enduring legacy of the Jack the Ripper murders. • An understanding of the terms and aims of the Treaty of Versailles. • An understanding of who Adolf Hitler was and how he came to power in Germany. • An understanding of the Nazi ideology and its negative impact on German people. • An understanding of the Holocaust – what happened and why. • An understanding of the term censorship. • An understanding of the term propaganda. • An understanding of the experience of life on the Home Front. 	
---	--

Key Stage 4 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p>Pupils in KS4 will use the knowledge and skills they developed in KS3 and extend their understanding of these to focus on the study of the Edexcel History 9-1 curriculum. In particular the pupils will focus on the topics of Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18, Weimar and Nazi Germany, 1918-1939, Early Elizabethan England, 1558-1588 and British America, 1713–83: empire and revolution. Looking at the following key points of knowledge:</p> <p>c1250–c1500: Medicine in Medieval England</p> <p>c1500–c1700: The Medical Renaissance in England</p>	<p>Paper 1: Thematic study and historic environment. Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)</p> <p>Assessment overview Section A: historic environment Students answer a question that assesses knowledge plus a two-part question based on two provided sources. Section B: thematic study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two. *This weighting relates to assessed content, before including marks for SPaG (Spelling, Punctuation and Grammar). Paper 2: Period study and British depth study (Paper codes: 1HI0/2A–2W) Written examination: 1 hour and 45 minutes 40%*</p>



Curriculum Plan – History

<p>c1700–c1900: Medicine in eighteenth and nineteenth century Britain</p> <p>c1900–present: Medicine in modern Britain</p> <p>The British sector of the Western Front, 1914–18: surgery and treatment</p> <p>The origins of the Republic, 1918–1919</p> <p>The early challenges to the Weimar Republic, 1919–23</p> <p>The recovery of the Republic, 1924–29</p> <p>Changes in society, 1924–29</p> <p>Early development of the Nazi Party, 1920–22</p> <p>The Munich Putsch and the lean years, 1923–29</p> <p>The growth in support for the Nazis, 1929–32</p> <p>How Hitler became Chancellor, 1932–33</p> <p>The creation of a dictatorship, 1933–34</p> <p>The police state</p> <p>Controlling and influencing attitudes</p> <p>Opposition, resistance and conformity</p> <p>Nazi policies towards women</p>	<p>of the qualification 64 marks (32 for the period study and 32 for the British depth study) of the following British depth study Assessment overview</p> <p>Booklet P: Period study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts. Booklet B: British depth study Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.</p> <p>Paper 3: Modern depth study (Paper codes: 1H10/30–33) Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks.</p> <p>Assessment overview</p> <p>Section A Students answer a question based on a provided source and a question that assesses their knowledge and understanding. Section B Students answer a single four-part question, based on two provided sources and two provided interpretations. *This weighting relates to assessed content, before including marks for SPaG.</p> <p>Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18</p> <p>Paper 1 focuses on the development of the following historical skills which are assessed during examination:</p> <ul style="list-style-type: none">• Structure an essay and reach a conclusion• Making and explaining connections• Making and justifying a sustained judgement• Counter arguing• Support argument with well selected, specific, factual detail• Inference from a range of sources• Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)• Place source in context• Evaluate the strength of sources by using specific historical knowledge• Chronology
---	---



Curriculum Plan – History

<p>Nazi policies towards the young</p> <p>Employment and living standards</p> <p>The persecution of minorities</p> <p>The situation on Elizabeth's accession</p> <p>The 'settlement' of religion</p> <p>Challenge to the religious settlement</p> <p>The problem of Mary, Queen of Scots</p> <p>Plots and revolts at home</p> <p>Relations with Spain</p> <p>The outbreak of war with Spain, 1585–88</p> <p>The Armada</p> <p>Education and leisure</p> <p>The problem of the poor</p> <p>Exploration and voyages of discovery</p> <p>Raleigh and Virginia</p> <p>Developments in colonial society</p> <p>Slavery in North America</p>	<ul style="list-style-type: none"> • Cause and consequence • Change and continuity <p>Weimar and Nazi Germany, 1918-1939</p> <p>Paper 3 focuses on the development of the following historical skills which are assessed during examination:</p> <ul style="list-style-type: none"> • Structure essay and reach a conclusion • Making and explaining connections • Making and justifying a sustained judgement • Counter arguing • Support argument with well selected, specific, factual detail • Inference from a range of sources • Assess the value of a source by considering the impact of its nature, origin and purpose (NOP) • Place source in context • Evaluate the strength of sources by using specific historical knowledge • Chronology • Cause and consequence • Change and continuity • Examine how and why different interpretations in history occur. <p>Early Elizabethan England, 1558-1588</p> <p>Paper 2a focuses on the development of the following historical skills most of which are assessed during examination:</p> <ul style="list-style-type: none"> • Structure essay and reach a conclusion • Making and explaining connections • Making and justifying a sustained judgement • Counter arguing • Support argument with well selected, specific, factual detail • Inference from a range of sources • Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)
--	--



Curriculum Plan – History

<p>Problems within the colonies</p> <p>The impact of cultural developments</p> <p>War</p> <p>The aftermath of the war</p> <p>British and American relations: the stirrings of rebellion, 1765-75</p> <p>The war of independence, 1775-83</p> <p>Key topic 3.3 Consequences of the war in America</p>	<ul style="list-style-type: none">• Place source in context• Evaluate the strength of sources by using specific historical knowledge• Chronology• Cause and consequence• Change and continuity <p>British America, 1713–83: empire and revolution</p> <p>Paper 2b focuses on the development of the following historical skills most of which are assessed during examination:</p> <ul style="list-style-type: none">• Structure an argument and reach a conclusion• Making and explaining connections• Making and justifying a sustained judgement• Counter arguing• Support argument with well selected, specific, factual detail• Inference from a range of sources• Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)• Place source in context• Evaluate the strength of sources by using specific historical knowledge• Chronology• Cause and consequence• Change and continuity• Writing a narrative account.
--	---



Curriculum Plan – History

Key Stage 5 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed																														
<p>A level History should encourage students to gain enjoyment, satisfaction and a sense of achievement as they develop their knowledge and understanding of the subject. It should inspire them to think critically about the world around them and how History shapes our lives.</p> <p>Students will be studying the A' Level OCR History A syllabus focussing on the following options:</p> <ul style="list-style-type: none"> • Anglo-Saxon and Norman England 1035-1107 • Russia 1894-1941 • The Origins and Growth of the British Empire 1558-1783 • Topic based essay (non-examination assessment) <p>Unit Y102: Anglo-Saxon England and the Norman Conquest 1035–1107</p> <p>The unit has two elements: a Period Study and an Enquiry. The Enquiry element either precedes or continues the Period Study element so as to provide increased coherence and coverage of the chosen period of British history.</p> <p>Period Study: England 1035–1087</p> <ul style="list-style-type: none"> • Anglo-Saxon England 1035–1066: Viking influence (Harold I, Harthacnut); Edward the Confessor; succession, consolidation, government and administration; religion, economy and society • Norman invasion and Battle of Hastings 1066: plans; course of events; impact • William I's consolidation of power: securing succession; methods of control; extent of opposition 	<p>A Level History is designed to build upon the skill set developed during a student's studies in KS3 and KS4 and develop a greater depth of understanding and engagement with these skills, shaping students as analytical and critical historians.</p> <p>There are three assessment objectives in OCR's A Level in History A. These are detailed in the table below. Learners are expected to demonstrate their ability to:</p> <p>Assessment Objectives</p> <p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</p> <p>AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p>AO weightings in A level in History A</p> <p>The relationship between the assessment objectives and the units/unit groups are shown in the following table:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Units</th> <th>A01 %</th> <th>A02 %</th> <th>A03 %</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Y102</td> <td>10%</td> <td>15%</td> <td></td> <td>25%</td> </tr> <tr> <td>Y219</td> <td>15%</td> <td></td> <td></td> <td>15%</td> </tr> <tr> <td>Y311</td> <td>25%</td> <td></td> <td>15%</td> <td>40%</td> </tr> <tr> <td>Y100</td> <td>10%</td> <td>5%</td> <td>5%</td> <td>20%</td> </tr> <tr> <td>TOTAL</td> <td>60%</td> <td>20%</td> <td>20%</td> <td>100%</td> </tr> </tbody> </table> <p>Unit Y102: Anglo-Saxon England and the Norman Conquest 1035–1107</p>	Units	A01 %	A02 %	A03 %	Total	Y102	10%	15%		25%	Y219	15%			15%	Y311	25%		15%	40%	Y100	10%	5%	5%	20%	TOTAL	60%	20%	20%	100%
Units	A01 %	A02 %	A03 %	Total																											
Y102	10%	15%		25%																											
Y219	15%			15%																											
Y311	25%		15%	40%																											
Y100	10%	5%	5%	20%																											
TOTAL	60%	20%	20%	100%																											



Curriculum Plan – History

- Norman government and administration 1066–1087: political structures; role of barons, earls, knights and bishops; the Church; impact on economy and society and the Domesday Book
- Enquiry: Norman England 1087–1107
- William II, 'Rufus', and his consolidation of power and government: succession, methods of control, opposition, personality, role of the Anglo-Norman elite, political structures, law and order
- William Rufus and the Church: development of the English Church and relations with the papacy, bishops and clergy
- Death of William Rufus and succession of Henry I: political challenges, circumstances of Rufus' death; issues of succession, Henry's consolidation of power and security of the throne by 1107.

The Period Study element of the unit is assessed by essays, which will allow learners to develop their use and understanding of historical terms, concepts and skills. The length of the periods studied will encourage learners to develop their interest in, and understanding of, important developments. The topics available in the units in this group will enable learners to ask significant questions about important issues. They are sufficiently broad and balanced to ensure both coherence and variety and have sufficient chronological range to provide for the study of continuity and change, which allows analysis of causes and consequences within the periods. The addition of the Enquiry element to either the beginning or end of the period will ensure that learners do not have a borehole approach to their study, but will be able to see change and developments, and make substantiated judgements, over a substantial length of time, so that they can see issues in a wider perspective. The Enquiry topic areas include the study of significant individuals, societies, events and issues. They also include a range of different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological. The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions relating to the Period Study element will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar questions set at AS Level. This is ensured by a more demanding top level to the generic mark scheme. In the Enquiry element, the focus will be on the critical use of evidence in investigating and assessing historical questions, problems and issues. The link with the Period Study will make it easier for teachers to provide the historical background, context and awareness of how their option is located within the longer term developments of the topic. The focus of the questions may be on depth of one Key topic or breadth, using parts of several key topics for the evaluation of a theme. Each

Curriculum Plan – History



Enquiry topic is of sufficient length to provide a coherent and worthwhile study within the overall period. Each provides a range of perspectives affecting individuals, societies and groups and will enable learners to analyse and evaluate different interpretations and representations of the past through contemporary perspectives. The critical evaluation of sources will be central to this element, with all marks awarded against AO2. The sources selected for examination will be a range of types of written sources, contemporary to the period. Learners will always have to analyse and evaluate four sources, answering one question which sets the sources in their historical context. The complexity of this task thus represents differentiation from AS, where fewer sources are analysed and shorter-answer questions are set. Sources will be fully attributed and only edited for accessibility. Learners' knowledge of the historical context will only be credited insofar as it is used to analyse and evaluate the sources in relation to the question set.

Students will develop and demonstrate the ability to:

- Structure essay and reach a conclusion
- Making and explaining connections
- Making and justifying a sustained judgement
- Counter arguing
- Support argument with well selected, specific, factual detail
- Inference from a range of sources
- Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)
- Place source in context
- Evaluate the strength of sources by using specific historical knowledge
- Chronology
- Cause and consequence
- Change and continuity

Key Skills Coding:

Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Unit Y219 Russia 1894-1941

For the assessment of this unit group, each unit will have two questions set and learners will answer both parts from one of the questions. Learners will be required to answer both a traditional 'Period Study' essay (as in a unit group 1) and a shorter question assessing the significance of two events, pertaining to a different key topic from within the option chosen. The nature of both questions ensures that learners will have to reach a supported judgement if they want to access the higher mark range. The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar question set at AS Level. This is ensured by a more demanding top level to the generic mark scheme.

The Rule of Tsar Nicholas II

- Character, attitude and abilities of Nicholas II
- Political, economic and social problems of Russia in 1894
- Opposition, liberals, populists and Marxists
- National minorities
- Pobedonostsev and Witte
- The Russo-Japanese War
- The causes, extent, nature and consequences of the 1905 Revolution
- Witte and the October Manifesto
- The Fundamental Law
- The Dumas

Unit Y219 Russia 1894-1941

For the assessment of this unit group, each unit will have two questions set and learners will answer both parts from one of the questions. Learners will be required to answer both a traditional 'Period Study' essay (as in a unit group 1) and a shorter question assessing the significance of two events, pertaining to a different key topic from within the option chosen. The nature of both questions ensures that learners will have to reach a supported judgement if they want to access the higher mark range.

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar question set at AS Level. This is ensured by a more demanding top level to the generic mark scheme.

- Structure essays and reach a conclusion (b).
- Assess the significance of key events in Russia 1894-1941 making connections and comparisons using evidence to reach conclusions (a)
- The ability to debate or argue and justify a point.
- Making and justifying a sustained judgement
- Counter arguing
- Support argument with well selected, specific, factual detail
- Chronology
- Cause and consequence
- Change and continuity
- Significance
- Analyse sources and historical interpretations to help support a viewpoint.

Key Skills Coding:

Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

<ul style="list-style-type: none">• Repression and reform under Stolypin.• The political social and economic situation in Russia in 1914. <p><u>The 1917 Revolutions</u></p> <ul style="list-style-type: none">• The impact of the First World War 1914–1917• Defeats, losses, economic dislocation, food shortages, transport problems, inflation• Nicholas’ leadership• Rasputin• Criticism in the Duma• The events of March 1917• Kerensky, the Provisional Government and Petrograd Soviet• Return of exiles and the April Theses• The July Days• The Kornilov Revolt• The events of November 191• The roles of Lenin and Trotsky <p><u>The Civil War and Lenin</u></p> <ul style="list-style-type: none">• The Constituent Assembly• Lenin decrees• Civil War• White forces, foreign intervention, Red Army, ‘war communism’, reasons for Bolshevik victory/White defeat• The murder of the Tsar• Red Terror• Kronstadt Rising• NEP• Constitution and government• Strengths and weaknesses of Lenin as leader <p><u>The rule of Stalin</u></p>	
---	--



Curriculum Plan – History

- Character and abilities of Stalin
- Rivalries and divisions in the Bolshevik party, Trotsky, Bukharin, Kamenev, Zinoviev
- Stalin’s tactics and victory, ‘socialism in one country’ v ‘permanent revolution’
- Consolidation of power, propaganda and ‘Cult of Personality’, growth of police state (OGPU, NKVD, purges and gulags)
- Economic policies in the 1930s, agriculture, kulaks, voluntary and forced collectivisation, mechanisation
- Industrialisation, Gosplan, first two Five Year Plans
- Economic, social and political effects of Collectivisation and Five Year Plans.

Unit Y311: The Origins and Growth of the British Empire 1558–1783

Depth Studies

- Elizabethan Privateers 1558-1603
- Britain and its American Colonies 1660-1713
- Clive and the East India Company: India c.1730-1773

Themes

- Drivers of Imperial Expansion
- Nature of Colonial Rule
- The Impact of Empire on Britain and its emerging colonies
- The British Empire and European Relations

Unit Y311: The Origins and Growth of the British Empire 1558–1783

There are two elements to the thematic study and historical interpretations unit group:

- the **thematic essay** which will require learners to consider developments over at least 100 years
- the **in-depth interpretation** element where learners will comprehend, analyse and evaluate the ways in which the past has been interpreted by historians, by using their knowledge of specific individuals, events or developments that are prominent within the theme.

Structure essay and reach a conclusion
 Making and explaining connections
 Making and justifying a sustained judgement
 Counter arguing
 Support argument with well selected, specific, factual detail
 Evaluate the strength of interpretation by using specific historical knowledge
 Chronology
 Cause and consequence
 Change and continuity



Curriculum Plan – History

Non exam assessment: Topic based essay (Unit Y100)
Overview The History A unit Y100 Topic based essay is an independently researched essay of 3000–4000 words in length. This unit is a non exam assessment. The work will be marked by centres and moderated by OCR. Choice of essay topic The essay should include an explanation and analysis of different perspectives on a clearly-stated historical issue, drawing on a range of primary and secondary material. It will therefore utilise the skills and understanding developed elsewhere in the course. As an independent enquiry using a range of sources and interpretations, the essay will require students to develop an understanding of how historians work. The essay must be based on the independent investigation of historical issue. The issue may arise from the study of a period or topic in unit groups 1–3, or it may be on a topic, or from a period, that the learner has not studied as part of the A level course. The topic for this essay cannot be the same as that chosen for the in-depth interpretation topics studied within Unit Group 3. Learners should choose their own essay title, but all titles must be checked by OCR.

Non exam assessment: Topic based essay (Unit Y100)
The unit assesses **AO1**, **AO2** and **AO3** through one piece of written work. Half of the marks will be awarded for **AO1**, and thus the essay should be driven by use of **knowledge and understanding** to reach substantiated judgements. A range of primary (**AO2**) and secondary (**AO3**) sources should be evident and analysed, but formal critical evaluation in itself is less important than the discerning use of evidence to support analysis. Further advice and exemplification is available in the Coursework Guidance booklet. The non exam assessment topics chosen can add coherence to the overall course in any of the following ways: Learners may extend their knowledge of aspects of the past already studied. Students may not complete non exam assessment on any of the three in-depth interpretations topics they study in unit group 3.

Selection of Sources and Interpretations
Candidates must use a range of both primary (sources) and secondary (interpretations) material. A ‘range’ is considered to be 10 to 15 in total; however, where appropriate candidates may use more. The balance between sources and interpretations will depend upon the topic studied, but candidates should choose a sufficient variety and quantity of each to allow them to explore their chosen topic in sufficient depth. The topic must be independently researched by the learner. Moderators will be checking the selections of sources and interpretations, and significant overlap in the material chosen will be considered potential evidence of collaboration.

Curriculum Plan – History



Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
7	1.Introduction to History.	<p>Understanding of the word chronology.</p> <p>Key words and definitions in history. Primary and secondary sources. Archaeology Museums Research</p> <p>Kings of England in the Middle Ages Reign of Edward I Campaigns subduing Wales and Scotland ‘Hammer of the Scots’ Expulsion of Jews Significance of Edward I’s reign</p> <p>Chronology of kings and queens of England Reign of King John</p>	<ul style="list-style-type: none"> Chronology- <p>Communicating about the past.</p> <p>Change and continuity in England under the monarchs of the Middle Ages</p> <p>Significance- Pupils consider the significance of the monarchs of the medieval period /Middle Ages.</p> <p>Chronology and significance assessed on the KS3 baseline assessment.</p>	<p>KS3 Baseline Assessment</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	The Normans	<p>Claims to the throne in 1066: Godwinson Hardrada William of Normandy</p> <p>The events of the Battle of Hastings: Shield Wall, Senlac Hill, Feigned Retreat, Death of Harold Reasons why William won the Battle of Hastings</p> <p>Assessment Part a) Why did William win the Battle of Hastings? Cause</p> <p>William of Normandy's problems upon taking the throne of England.</p> <p>The events of the Harrying of the North.</p>	<p>Cause and consequence</p> <p>Cause and consequence Communicating about the past Using evidence Significance</p> <p>Cause and Consequence Communicating about the past</p> <p>Cause and consequence Communicating about the past</p> <p>Chronology Consequence Change and continuity</p>	<p>ASSESSMENT a) Explain why was William able to defeat Harold Godwinson in 1066? CAUSE, COMMUNICATING ABOUT THE PAST</p> <p>Letter to William (assessment)</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>The different types of castles and their introduction to England.</p> <p>Features of a Motte and Bailey castle.</p> <p>Assess the effectiveness of motte and bailey castles.</p> <p>The strategic importance of castles and why their locations were chosen.</p> <p>Attacking and defending castles</p> <p>What life was like living in castles for people of various rank?</p> <p>Why the Domesday survey was created and what it detailed.</p> <p>What the Feudal System was and what it meant for people of different rank.</p>	<p>Communicating about the past</p> <p>Significance</p> <p>Communicating about the past</p> <p>Communicating with the past</p> <p>Using evidence</p> <p>Consequence</p>	<p>ASSESSMENT</p> <p>Part b) What were the consequences of William’s victory? – KEY SKILL – Consequence</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	Life in the Middle Ages	<p>Assessment Part b) What were the consequences of William’s victory? – KEY SKILL – Consequence</p> <p>Roles and hierarchy of the Church</p> <p>The wider roles of a priest during the Middle Ages</p> <p>Doom paintings and what they can tell us about the past.</p> <p>The beliefs, experiences and roles of monks and nuns during the Middle Ages.</p> <p>The relationship between Thomas Becket and Henry II</p> <p>Why and how did Thomas Becket die?</p> <p>What were the consequences of his death?</p> <p>Who was responsible for the death of Thomas becket? (Assessment)</p> <p>The Crusades.</p> <p>Why people went on crusade.</p> <p>The character of Richard the Lionheart</p>	<p>Using evidence,</p> <p>Communicating about the past</p> <p>Communicating about the past, Significance</p> <p>Using evidence,</p> <p>Interpretation</p> <p>Cause and consequence, Communicating about the past</p> <p>Using evidence, Interpretation</p>	<p>ASSESSMENT - Pupils complete the Becket task-</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Evaluate reasons why the Church was so powerful.</p> <p>Features of towns. Life for various groups in towns.</p> <p>Compare towns in the Middle Ages with towns today. Examine what life was like in a town during the Middle Ages. The changes in towns during the Middle Ages, and the reasons for this.</p> <p>Medieval pastimes and how they differ from those of today.</p> <p>How were the different people tried and punished during the Middle Ages?</p> <p>Investigating the life of villeins and what their experiences were. Organisation of a village.</p>	<p>Change and continuity, synthesis Change and continuity, synthesis</p> <p>Communicating about the past Chronology, cause and consequence significance</p> <p>Communicating about the past, Change and Continuity</p> <p>Change and continuity</p> <p>Communicating about the past</p>	<p>Towns during the Middle Ages Assessment ASSESSMENT – Towns During The Middle Ages Change and Continuity</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Investigate what people thought caused the Black Death and how people in the Middle Ages treated the illness. The impact of the Black Death on the medieval psyche</p> <p>Assessment: Create a story that describes what happened when the Black Death arrived in your village.</p> <p>Investigate what people believed caused illness during the Middle Ages and what treatments they used</p> <p>The causes, events and impact of the Peasants Revolt. Outline the key events of the Peasants Revolt. Assess the causes and consequences of the Peasants Revolt. Peasants Revolt Assessment</p> <p>Assessment: Middle Ages Overview task</p>	<p>Chronology, cause and consequence</p> <p>Cause, consequence, significance</p> <p>Cause and consequence Chronology Communicating about the past</p> <p>Communicating about the past Cause and consequence</p> <p>Chronology</p> <p>Change and continuity Cause and consequence</p>	<p>Assessment: Black death story Key Skill: Communicating about the past</p> <p>Assessment: Narrative account/Chronology of the events of the Peasants Revolt</p> <p>Assessment: Middle Ages Overview Task</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	The Romans	<p>Describe how Rome was founded.</p> <p>Assess how accurate the story of how Rome was founded is.</p> <p>Create a guide or a map that shows what Rome was like during the Empire.</p> <p>Examine different historical sources about Roman blood sports.</p> <p>Why did the Romans invade Britain?</p>	<p>Using evidence</p> <p>Chronology</p> <p>Using evidence</p> <p>Communicating about the past, Significance</p> <p>Using evidence</p>	<ul style="list-style-type: none"> •Produce the pages of a magazine looking at Life During the Middle Ages •Your readership is secondary school children in the 21st century •The magazine will need a front cover and different sections of interest for the readers: <ol style="list-style-type: none"> 1.Crimes and Punishment 2.Entertainment 3. Life in a Town 4. Life in a Village 5. Church Life 6. Role of Women

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		What have the Romans done for us?	Cause and Consequence, Using Evidence Significance	Assessment: KEY SKILL Significance, What have the Romans done for us?
8	1. The Tudors	Identify ways that Britain had changed by 1750. Assess why these changes took place. Judge how these changes might be linked together.	Chronology Change and continuity	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Discover how Henry VII came to the throne. Develop a list of problems with solutions that Henry VII faced when coming to the throne. Write an obituary of Henry VII stating his achievements</p> <p>Present the picture we have already of Henry VIII. Investigate who Henry VIII was and what he enjoyed doing.</p> <p>Discover key information about the wives of Henry VIII. Connect Henrys' wives together in a timeline and identify turning points in his life.</p> <p>Investigate the different reasons why Henry VIII fell out with the Pope and closed the monasteries. Assess the different reactions to the monasteries closing.</p>	<p>Cause and consequence Communicating about the past</p> <p>Communicating about the past</p> <p>Chronology Using evidence</p> <p>Communicating about the past Cause and consequence</p>	<p>ASSESSMENT - The Monasteries Assessment KEY SKILL - Cause and consequence.</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Identify the different beliefs that Catholics and Protestants had during the Tudor period.</p> <p>Investigate the different changes that Edward made to the Church when he became king.</p> <p>Assess the different reactions to these changes by Protestants and Catholics</p> <p>Discover the changes that Mary made to the Church.</p> <p>Examine why these changes were made.</p> <p>Investigate what Elizabeth I was like and highlight key features of her reign.</p> <p>Examine the short and long term causes of the Spanish Armada.</p>	<p>Change and continuity</p> <p>Interpretation</p> <p>Change and continuity Cause and consequence</p> <p>Communicating about the past Cause</p> <p>Significance</p> <p>Chronology</p>	<p>ASSESSMENT - Complete the Changes to the Tudor Church under Edward assessment – KEY SKILL change and continuity, interpretation</p> <p>ASSESSMENT - Pupils then complete the Spanish Armada assessment – Significance, Communicating about the past.</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	The Stuarts	<p>Highlight the key events of the Spanish Armada.</p> <p>Crime and Punishment. 1) What different tortures and punishments were used during the Tudor period? 2) What were the problems with this? 3) What does this tell us about Tudor Society?</p> <p>Investigate what the lives were like of ordinary people during the Tudor period.</p> <p>Summarise the events of the Tudor period. Identify who James I was and how he became king. How was the Union created?</p> <p>What was the Gunpowder Plot? What caused the Gunpowder Plot? What were consequences of the plot?</p>	<p>Communicating about the past</p> <p>Communicating about the past</p> <p>Chronology</p> <p>Chronology Cause and Consequence</p>	<p>ASSESSMENT - Complete Tudor Life Magazine Assessment – KEY SKILL Communicating about the past</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Assessment: Were the plotters framed?</p> <p>Why did the Civil War start? Which was the most important reason? Who was to blame for the Civil War beginning?</p> <p>The key events of the Civil War. Why was Charles I defeated</p> <p>The trial and execution of Charles I</p> <p>Oliver Cromwell and the changes he made when he was Lord Protector. How successful was Cromwell? Assessment: Was Cromwell a hero or villain?</p>	<p>Using evidence</p> <p>Chronology Cause Consequence</p> <p>Chronology Cause</p> <p>Communicating about the past</p> <p>Consequence Communicating about the past</p> <p>Interpretation Cause and Consequence</p>	<p>ASSESSMENT- Were the plotters framed? Key Skill- Using evidence</p> <p>Success or failure graph (Preparation task) ASSESSMENT – Cromwell KEY SKILL Interpretation</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Review what people thought caused the Black Death and the treatments that they used Investigate what people thought caused the Great Plague and identify treatments that they used. Assess if there these beliefs were similar or different and explain why.</p> <p>The Great Fire of London. •Assess the causes and consequences of the Great Fire of London. •ways that the fire could have been avoided.</p> <p>To what extent did Britain change between 1500 and 1750?</p> <p>Overview 1750 – 1750 assessment task</p> <p>Who were the Native Americans?</p>	<p>Chronology Cause and Consequence Change and continuity</p> <p>Cause and Consequence</p> <p>Communicating about the past</p>	<p>The Great Fire of London and The Great Plague Assessment – KEY SKILL Chronology Cause and Consequence</p>

Key Skills Coding: **Chronology** **Change and continuity** **Cause and Consequence** **Significance** **Interpretation** **Using Evidence** **Communicating about the past**



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	Native American Indians	<p>How did Native Americans arrive in America?</p> <p>What were totem poles and how did they work?</p> <p>What happened at a Potlach?</p> <p>How did the Native Americans live?</p> <p>How does it compare to our lives?</p>	<p>Communicating about the past</p> <p>Chronology</p> <p>Communicating about the past</p> <p>Communicating about the past</p> <p>Communicating about the past</p> <p>Significance</p>	
9	The First World War	<p>The reasons for and consequences of World War One.</p> <p>Identify how the people who died in the war are remembered.</p> <p>The triple alliance and triple entente.</p> <p>The short and long term causes of WW1.</p>	<p>Chronology</p> <p>Cause and consequence</p> <p>Cause</p> <p>Communicating about the past</p>	<p>ASSESSMENT: Execution of Archduke Franz Ferdinand. KEY SKILL- Communicating about the past, cause and consequence</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	Slavery	<p>The assassination of Archduke Franz Ferdinand.</p> <p>Recruitment in WW1</p> <p>Investigate what conditions in a trench were like. Assess what it was like to live in a trench during WW1.</p> <p>Identify the different weapons that were used during WW1. Assess the effectiveness of each weapon that was used during WW1.</p> <p>Investigate how World War One ended. Assess the reaction of different countries to the Treaty of Versailles.</p> <p>What was The British Empire? Why did Britain want an empire?</p>	<p>Communicating about the past Interpretation</p> <p>Using evidence Communicating about the past</p> <p>Communicating about the past</p> <p>Consequence Change and continuity Significance</p> <p>Significance Cause and Consequence</p>	<p>ASSESSMENT– Pupils complete WW1 Trench assessment – KEY SKILL: Using evidence</p> <p>Terms of the treaty described</p> <p>ASSESSMENT: The Treaty of Versailles (Group-work). KEY SKILL: Significance</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	Titanic	<p>Investigate different scenes from the slave trade.</p> <p>Place the events of the slave trade in the correct order.</p> <p>What emotions were present on board a slave ship?</p> <p>How did a slave sale work? What would happen to the slaves before they were sold?</p> <p>Describe the day in a life of a slave. Establish why slavery was abolished.</p> <p>Titanic: The facilities, types of people on board and the importance of Titanic.</p> <p>The events leading to the sinking of Titanic. Who was to blame for the disaster?</p>	<p>Communicating about the past Chronology Communicating about the past Interpretation</p> <p>Communicating about the past Cause and Consequence</p> <p>Communicating about the past Consequence Using evidence</p> <p>Communicating about the past</p> <p>Chronology</p> <p>Communicating about the past, using evidence</p>	<p>ASSESSMENT – Slavery, KEY SKILL Interpretation, Using Evidence</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past

Curriculum Plan – History



Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	The 19 th Century/Jack the Ripper	Titanic assessment – KEY SKILL Interpretation	<p>Communicating about the past Using evidence Interpretation</p> <p>Cause Consequence</p>	<p>ASSESSMENT: Who was to blame for the sinking of Titanic? Key Skill: Interpretation</p>
		<p>Kidderminster from 1750-1900. The ways that Kidderminster changed and two ways it stayed the same. Why did Kidderminster change between 1750 – 1900? What were the consequences of these changes?</p> <p>ASSESSMENT – How Much Did Kidderminster Change? KEY SKILL Change and Continuity</p> <p>Child employment:</p>	<p>Communicating about the past Change and continuity</p> <p>Communicating about the past</p>	<p>Assessment – How Much Did Kidderminster Change? KEY SKILL Change and Continuity</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	Hitler/WW2	<ul style="list-style-type: none"> •Identify how children who worked in factories were treated. •Describe the different jobs that they completed. •Analyse why children were employed. <p>Investigate the Jack the Ripper murders. Judge the evidence that was received by the police</p> <p>The key events in the early life of Adolf Hitler. Key turning points in the life of Adolf Hitler.</p> <p>How Hitler was able to come to power. The different reasons why Hitler and the Nazi Party were popular.</p>	<p>Using evidence Chronology</p> <p>Chronology</p> <p>Chronology Cause</p>	<p>ASSESSMENT: Jack the Ripper – KEY SKILL Using evidence</p> <p>ASSESSMENT: Part a Why was Hitler able to come to power by 1933? KEY SKILL- Cause and Consequence</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>What was it like to live in Nazi Germany as a child?</p> <p>How did Hitler try to influence people? How successful were these methods?</p> <p>What was life like in Nazi Germany?</p> <p>Explain what we mean by the Holocaust. Identify different reasons for the Holocaust.</p> <p>The liberation of concentration camps.</p> <p>The reaction of the world to the discovery of concentration camps.</p> <p>How Significant Was The Leadership of Winston Churchill?</p>	<p>Communicating about the past Interpretation</p> <p>Communicating about the past Cause and Consequence</p> <p>Significance</p> <p>Significance</p> <p>Communicating about the past</p> <p>Interpretation Significance</p> <p>Significance Consequence Chronology</p>	<p>Assessment Part b) What were the consequences for the people of Germany of Hitler coming to power in 1933?-KEY SKILL-Cause and Consequence</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
10	Medicine/British sector of the Western Front	<p>Investigate the different events of the Second World War by examining different sources of information.</p> <p>Dunkirk</p> <p>The key events of WW2</p>	<p>Chronology</p> <p>Chronology Communicating about the past</p>	<p>ASSESSMENT: Write a narrative account of the Dunkirk evacuations (1940) KEY SKILL: Chronology</p> <p>Assessment – World War Two Events KEY SKILL Chronology and Communicating with the Past</p>
		<p>c1250–c1500: Medicine in medieval England. Medicine Supernatural and religious explanations of the cause of disease. Rational explanations: the Theory of the Four Humours and the miasma theory; the</p>	<p>Change and continuity Chronology</p>	

Key Skills Coding: **Chronology** **Change and continuity** **Cause and Consequence** **Significance** **Interpretation** **Using Evidence** **Communicating about the past**



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>continuing influence of Hippocrates and Galen.</p> <p>Prevention and treatment: Religious actions, bloodletting and purging, purifying the air, and the use of remedies. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.</p> <p>The Black Death, 1348–49; approaches to treatment and attempts to prevent its spread. Summary of the influence of key factors on change and continuity in the year’s c1250–c1500.</p> <p>1500-1700 The Renaissance: Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the</p>	<p>Change and continuity Chronology</p> <p>Change and continuity Chronology Source analysis (NOP) Structuring an Essay Forming an argument and supporting it with evidence</p>	<p>Explain why there was continuity in ideas about the cause of disease during the period c1250-c1500. You may use the following information in your answer:</p> <p>The Church Galen You must also use information of your own knowledge. 12 marks.</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>printing press and the work of the Royal Society on the transmission of ideas.</p> <p>Continuity in approaches to prevention, treatment and care in the community and in hospitals.</p> <p>Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.</p> <p>Key individual: William Harvey and the discovery of the circulation of the blood.</p> <p>Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.</p> <p>How much changed in the 'medical renaissance' in understanding of the cause of disease and illness, and in</p>	<p>Change and continuity Chronology</p> <p>Change and continuity Chronology</p>	<p>Medical beliefs changed a lot during the Renaissance'</p> <p>How far do you agree with this statement? (16 marks)</p> <p>You could include the following in your answer;</p> <p>The work of Vesalius and Harvey or the Royal Society.</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>approaches to prevention, treatment and care?</p> <p>How much changed in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care c1250-1700?</p> <p>Summary of the influence of key factors on change and continuity in the years c1500-1700</p> <p>Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes.</p> <p>The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale..</p>	<p>Change and continuity Chronology</p> <p>Change and continuity Chronology</p> <p>Cause and consequence Chronology</p>	<p>Essay writing skills and planning essays task. ‘Nightingale’s work was the major reason for the improvement in hospitals during the 19th century.’ How far do you agree? (16 marks)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Key individual: Jenner and the development of vaccination. Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street Pump. How much did ideas about the causes of disease and illness change between 1700 and 1900?</p> <p>New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875</p> <p>The impact of anaesthetics and antiseptics on surgery. How much did ideas about approaches to prevention and treatment change between 1700 and 1900?</p> <p>How much changed in understanding of the cause of disease and illness, and in approaches to prevention,</p>	<p>Cause and Consequence Change and continuity Significance Source work Exam technique</p> <p>Chronology Cause and Consequence Change and continuity Significance</p> <p>Chronology Cause and Consequence Change and continuity Significance</p>	<p>Explain one way in which ideas about preventing the Plague were different in the 14th and 17th centuries (4 MARKS)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>treatment and care c1250-1900?</p> <p>Summary of the influence of key factors on change and continuity in the years c1700-c1900</p> <p>Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</p> <p>Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</p> <p>The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.</p> <p>New approaches to prevention: mass vaccinations and government lifestyle campaigns.</p>	<p>Chronology</p> <p>Cause and Consequence</p> <p>Change and continuity</p> <p>Chronology</p>	<p>How far were magic bullets a turning Point in Medicine? (12)</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Key Individuals: Fleming, Florey and Chain’s development of penicillin.</p> <p>The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</p> <p>How much have ideas about the causes of disease and illness changed between 1900 and the present?</p> <p>How much have ideas about approaches to prevention and treatment changed between 1900 the present? How much has changed in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care c1250-present?</p> <p>Summary of the influence of key factors on change and continuity in the years c1900-present day</p>	<p>Cause and Consequence</p> <p>Change and continuity</p> <p>Chronology</p> <p>Cause and Consequence</p> <p>Change and continuity</p> <p>Significance</p>	<p>Essay-</p> <p>‘There was a rapid change in ideas about the causes of disease and illness in the period c1700-c1900’. How far do you agree with this statement? You may use the following in your answer:</p> <p>Spontaneous generation</p> <p>Louis Pasteur</p> <p>You must also use information of your own.</p> <p>16 marks</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	The British Sector of the Western Front	<p>The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai.</p> <p>The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.</p> <p>Types of source relevant to this option.</p> <p>The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood</p>	<p>Source analysis NOP Chronology</p> <p>Cause and Consequence Change and continuity Significance</p> <p>Source analysis NOP Chronology Cause and Consequence Change and continuity Significance</p>	<p>Source analysis task One detail to follow up? Question I would ask? What type of source would you use? How might this help answer my question?</p> <p>Describe two features of the support trench system on the Western Front. (4 marks)</p> <p>Describe two features of poison gas attacks during WW1. (4 marks)</p> <p>How useful are source C and D for an enquiry into the treatment of the wounded at ADS's on the Western Front? (8 marks)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>transfusions and developments in the storage of blood</p> <p>Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks. Source utility</p> <p>The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras. Following up a source</p> <p>The significance of the Western Front for experiments in surgery</p>	<p>Source analysis NOP Chronology Cause and Consequence Change and continuity Significance</p> <p>Source analysis NOP Chronology Cause and Consequence Change and continuity Significance</p> <p>Source analysis NOP Change and continuity</p>	<p>Study Source A. How could you follow up Source A to find out more about the system for dealing with injured soldiers on the Western Front? In your answer, you must give the question you would ask and the type of source you could use. Detail I would follow up: Question I would ask: What type of source I could use: How this might help answer my question.</p> <p>How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context.(4 marks)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	Weimar and Nazi Germany	<p>and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.</p> <p>Source utility Exam technique practise</p> <p>The Treaty of Versailles. The Social Democrats and Weimar government. The Weimar Constitution.</p> <p>Making inferences from a source Analysis of interpretations on Germany and the legacy of the First World War Left and Right: Spartacists, Freikorps, Kapp Putsch.</p>	<p>Chronology Using Sources Cause and Consequence Making and explaining connections. Change and continuity</p> <p>Chronology Source analysis (NOP) Making and explaining connections. Interpretation Cause and Consequence</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr</p> <p>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p>Changes in the standard of living, including wages, housing, and unemployment insurance. Changes in the position of women in work, politics and leisure.</p> <p>Developments in architecture, art, literature and the cinema. Developments for Women.</p>	<p>Change and continuity Cause and Consequence Chronology Source analysis (NOP) Making and explaining connections.</p> <p>Change and Continuity Cause and Consequence Chronology NOP/Source analysis. Making and explaining connections.</p> <p>Change and continuity Chronology Cause and Consequence Significance Communicating about the past Making and explaining connections. Justifying a conclusion. Change and continuity</p>	<p>Explain why there were economic problems in the Weimar Republic from 1919 to 1923. (12 marks) You may use the following information in your answer: REPARATIONS THE FRENCH OCCUPATION OF THE RUHR You must also use information of your own.</p> <p>How much did German society change between 1924 – 29? YOU MUST INCLUDE: Areas of change, Areas that stayed the same, The Arts, Women and Living Standards (12 mark style essay plan)</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Joining the German Workers' Party and setting up the Nazi Party, 1919–20.</p> <p>The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28.</p> <p>Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</p> <p>The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</p> <p>The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of</p>	<p>Chronology Cause and Consequence Change and continuity Significance Source analysis Communicating about the past Exam technique</p> <p>Chronology Cause and Consequence Change and continuity Significance Making and explaining connections</p>	<p>Explain why the Munich Putsch 1923 failed. You may include the following in your answer: -The German Army The Bavarian Leaders You must also use information of your own. 12 marks.</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>propaganda and the work of the SA. The Wall Street Crash.</p> <p>Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</p> <p>The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</p> <p>The Nazi Police State: The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. Nazi policies towards the Catholic and Protestant</p>	<p>Source analysis NOP /Inference Chronology Cause and Consequence Change and continuity Significance Making and explaining connections.</p> <p>Chronology Cause and Consequence Change and continuity Significance Making and explaining connections.</p>	<p>Explain why the Nazi party grew in support between 1929 and 1933. (12 marks)</p>

Key Skills Coding: **Chronology** **Change and continuity** **Cause and Consequence** **Significance** **Interpretation** **Using Evidence** **Communicating about the past**



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Churches, including the Reich Church and the Concordat</p> <p>Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</p> <p>Nazi control of culture and the arts, including art, architecture, literature and film.</p> <p>The extent of support for the Nazi regime.</p> <p>Opposition from the young, including the Swing Youth and the Edelweiss pirates.</p> <p>The extent of support for the Nazi regime.</p> <p>Opposition from the young, including the Swing Youth and the Edelweiss pirates.</p> <p>Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance.</p>	<p>Source analysis NOP Chronology</p> <p>Cause and Consequence Change and continuity Significance Source analysis Interpretation Making and explaining connections.</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Nazi aims and policies towards the young. The Hitler Youth and the League of Maidens. Nazi control of the young through education, including the curriculum and teachers. Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</p> <p>Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</p> <p>Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.</p> <p>The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</p> <p>Knowledge review Exam technique</p>	<p>Source analysis NOP Chronology Cause and Consequence Change and continuity Significance Interpretation Making and explaining connections. Forming an argument. Essay writing.</p>	<p>Suggest one reason why interpretation 1 and 2 give different views. (4 marks)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>What was the role of key individuals during this unit?</p> <p>How do you answer questions 3c and 3d on the Germany paper?</p>	<p>Source analysis NOP Chronology Cause and Consequence Change and continuity Significance Interpretation Making and explaining connections. Forming an argument. Essay writing.</p>	<p>How useful are sources A and B for an enquiry into....(8 marks)</p> <p>Study interpretations 1 and 2. They give different views about....What is the main difference? (4 marks)</p> <p>Suggest one reason why interpretation 1 and 2 give different views. (4 marks)</p> <p>How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement? Explain your answer, using both interpretations and your knowledge of the historical context.</p>
11	Elizabethan England	<p>Elizabethan England in 1558: society and government.</p> <p>The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</p> <p>Challenges at home and from abroad: the French threat, financial weaknesses.</p>	<p>Change and continuity Chronology NOP/Source analysis Forming/supporting arguments with evidence</p>	



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Religious divisions in England in 1558. Elizabeth’s religious Settlement (1559): its features and impact. The Church of England: its role in society.</p> <p>The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. The threats that Elizabeth faced to her religious settlement.</p> <p>The key events in the life of Mary Queen of Scots between 1559 – 1569. Why did the Catholic threat to Elizabeth increase after 1566? What threats did Elizabeth face at home and abroad between 1569 – 88?</p>	<p>Change and continuity Chronology NOP/Source analysis Forming arguments using evidence. Communicating about the past. Consequence</p> <p>Change and continuity Chronology Source analysis (NOP) Structuring an Essay Forming an argument and supporting it with evidence Communicating about the past. Cause and Consequence Change and continuity Chronology Significance Cause and Consequence Forming and argument Structuring an essay. Communicating about the past.</p>	<p>Describe two features of the Elizabethan religious settlement. (4 marks)</p> <p>Explain why the challenges to Elizabeth’s religious settlement failed. (12 marks) One point/paragraph planned by the pupils.</p> <p>Explain why the Catholic threat to Elizabeth I increased after 1569. 12 marks. You may use the following in your answer: The Dutch Revolt, Mary Queen of Scots and any own knowledge.</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Which threat was the most severe and why? How did Elizabeth react to each plot?</p> <p>Political and religious rivalry Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</p> <p>English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</p>	<p>Change and continuity Chronology Significance Communicating about the past Cause and consequence</p> <p>Change and continuity Chronology Significance Communicating about the past Structuring an essay/Constructing an argument</p> <p>Change and continuity Chronology Significance Communicating about the past Structuring an essay/ Constructing an argument Cause/ consequence</p>	<p>'The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I'. How far do you agree? (16 marks)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for and consequences of the English victory.</p> <p>Education in the home, schools and universities. Sport, pastimes and the theatre.</p> <p>The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor.</p> <p>Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.</p>	<p>Change and continuity Chronology Cause and consequence Communicating about the past. Exam technique: Essay writing (Forming and structuring an argument)</p> <p>Chronology Cause and Consequence Change and continuity Significance Exam technique NOP of sources</p> <p>Chronology Cause and Consequence Change and continuity Significance Communication about the past.</p> <p>Chronology Cause and Consequence Change and continuity Significance</p>	<p>EXAM PREP TASK: What points would you make for the question ‘Explain the reasons why Philip launched the Spanish Armada.’ Write the introduction and one middle paragraph to this question. Annotate in red pen where you have made a judgement in your introduction Compare your answer to the one on page 106. Add improvements in red pen</p> <p>Explain why the attempt to colonise Virginia in 1585-86 was a failure. You may use the following in your answer: The colonists Wingina You must also use information of your own. 12 marks</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	British America	<p>The reasons for and significance of Drake’s circumnavigation of the globe</p> <p>The significance of Raleigh and the attempted colonisation of Virginia.</p> <p>Reasons for the failure of Virginia.</p> <p>Review and assessment of Early Elizabethan England 1558-88</p> <p>The impact of expansion and immigration on society: the pattern of settlement and tensions among social groups</p> <p>Economic developments: trade with Britain and the West Indies, the importance of tobacco, the introduction of tea.</p> <p>The impact of piracy, including the activities of ‘Black Sam’ Bellamy and Edward Teach (‘Blackbeard’). The suppression of piracy in American waters:</p>	<p>Chronology</p> <p>Cause and Consequence</p> <p>Change and continuity</p> <p>Significance</p> <p>Communicating about the past.</p> <p>Change and continuity</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Communicating about the past.</p> <p>Change and continuity</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Communicating about the past</p>	<p>Explain two consequences of methods to suppress piracy between 1717 and 1718 (8 marks)</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>King George I’s Proclamation and the Piracy Act (1717), the work of Governor Spotswood.</p> <p>The slave trade and ‘Atlantic triangle’; British monopoly on supplying slaves to Spanish colonies.</p> <p>The impact of slavery on the development of tobacco and rice plantations.</p> <p>The impact of slavery on colonial society: the position of slaves within society and the treatment of fugitive slaves within the colonies; the significance of Spain’s decision to protect runaway slaves in Florida.</p> <p>Slave revolts in the Carolinas: the Stono Rebellion, 1739.</p> <p>The New York Conspiracy, 1741.</p> <p>The problem of smuggling, attempts to collect customs revenue and to control the fur trade.</p>	<p>Change and continuity Chronology Forming an argument and supporting it with evidence</p> <p>Change and continuity Chronology Cause and Consequence Communicating about the past/Narrative account Significance</p>	<p>Newspaper report task: Pairs write reports for the Stono Rebellion and the New York Conspiracy. (one per pupil) including: Why it happened? (including background), The main events, Consequences of the event.Exam technique: How to write a narrative account.</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Religious revivals in the Middle Colonies and New England. The Enlightenment: the emphasis on education; the growth of newspapers and public libraries.</p> <p>The significance of Benjamin Franklin as a writer, philanthropist and intellectual.</p> <p>Relations with the French and with Native Americans during and after King George’s War 1744–48.</p> <p>The French and Indian War (1754–63) in North America and the role of Wolfe in Canada.</p>	<p>Change and continuity Chronology Cause and Consequence Communicating about the past/Narrative account Significance</p> <p>Change and continuity Chronology Cause and Consequence Communicating about the past/Narrative account Significance</p> <p>Change and continuity Chronology Significance</p>	<p>Write a narrative account analysing the key events in the years 1739-40 leading to the suppression of slave rights in South Carolina You may use the following in your answer: Stono Rebellion 1739 Negro Act 1740 You must also use information of your own. 8 marks</p> <p>Explain two consequences for the American colonists of Benjamin Franklin’s work as a writer. (8 marks)</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>The significance of the Treaty of Paris 1763 and the Proclamation Act 1763.</p> <p>The impact of the war on relations with Britain. Opposition to the Sugar Act 1763. Relations with the Native Americans, including Pontiac’s Rebellion, 1763–64. The Paxton Boys: their actions and impact.</p> <p>The significance of British policies. American opposition to the Stamp Act. The Sons of Liberty and the Boston Massacre.</p> <p>British and American relations: the Boston Tea Party and the Intolerable Acts. The significance of the First and Second Continental Congresses, 1774–75.</p>	<p>Cause and Consequence Communicating about the past</p> <p>Change and continuity Chronology Cause and consequence Significance Communicating about the past.</p> <p>Change and continuity Chronology Cause and consequence Significance Communicating about the past.</p> <p>Chronology Cause and Consequence Change and continuity Significance Source work</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>The influence of Thomas Paine's 'Common Sense'. The significance of the Declaration of Independence. The role of Thomas Jefferson</p> <p>Key American victories: Saratoga (1777) and Yorktown (1781). The significance of Washington's role, British mistakes and French and Spanish involvement in the war.</p> <p>The Peace of Paris, 1783, including the role of Franklin.</p> <p>The significance of the Declaration of Independence for slavery.</p> <p>The consequences of the war for the Native Americans.</p> <p>The impact of the war on Loyalists: their resettlement in Nova Scotia and Niagara.</p> <p>Review and assessment of British America, 1713–83: empire and revolution</p>	<p>Chronology Cause and Consequence Change and continuity Significance Communicating about the past</p> <p>Chronology Cause and Consequence Change and continuity Significance</p>	<p>Explain two of the following:</p> <p>The importance of Washington's victory in the War of Independence (1783).</p> <p>The importance of the Boston massacre (1770) for worsening relations between Britain and the colonists.</p> <p>The importance of the treaty of Aix-la-Chapelle (1748) for relations between British colonists and the French in the years 1748-53.(16 marks)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
12-13	<p>All modules to run parallel over two years.</p> <p>Anglo-Saxon and Norman England 1035-1107</p>	<p>England by 1035</p> <ul style="list-style-type: none"> •impact of Cnut’s death and the extent of Viking influence on society •Anglo-Saxon heritage and the legacy of Aethelred the ‘Unready’: nature of the four kingdoms of East Anglia, Mercia, Northumberland and Wessex •social groups: slaves, ceorls, thegns and earls •the role of Godwin, Leofric and Siward •religious belief, the condition of the Church and the significance of Cnut’s burial at Winchester •nature of claims to succession: Edward, Harthacnut, Swein, Harold •instability, compromise and the assembly at Oxford <p>Anglo-Saxon rule</p> <ul style="list-style-type: none"> •social groups and the three ‘orders’: those who fight, pray or work 	<p>Structure essay and reach a conclusion</p> <p>Making and justifying a sustained judgement</p> <p>Support argument with well selected, specific, factual detail</p> <p>Change and continuity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Using evidence</p> <p>Support argument with well selected, specific, factual detail</p>	<p>ASSESSMENT TASK – “How Stable was England in 1035?”</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •effect of local government, taxation and law on: <ul style="list-style-type: none"> onature of crime and methods of punishment osimilarities and differences between rural communities and urban centres odistribution of wealth and competition in trade orole of the monasteries in literacy and education, medicine and health •extent of Saxon, Viking, Norman, French and Flemish influence •royal and noble patronage of Benedictine monasticism and religious houses •purpose and significance of late Anglo-Saxon art, architecture and culture •extent to which pre-Conquest England was civilised, cultured and sophisticated •nature of contemporary records: the Rectitudines, Anglo-Saxon Chronicle, foundation charters 		

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>1035 -66</p> <ul style="list-style-type: none"> •the continuation of Viking influence <p>Aelfgifu’s return from Norway, the role and impact of Harold I ‘Harefoot’ 1035–1040</p> <p>The absence of Harthacnut and return from 1040–1042</p> <p>The threat from Swein Estrithson and Magnus of Norway</p> <ul style="list-style-type: none"> •the role of Emma, Queen of England and the Encomium •Edward’s succession as King of England: <p>The reasons for his return to England in 1040</p> <p>The election and coronation in 1043</p> <p>Consolidation and establishment of power</p> <ul style="list-style-type: none"> •nature and extent of opposition and challenges to the crown such as: <p>Internal threats: Godwins, Swein’s murder of Beorn, events at Dover and Count Eustace of Boulogne</p>	<p>Making and explaining connections</p> <p>Support argument with well selected, specific, factual detail</p> <p>Cause and Consequence</p> <p>Change and continuity</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>relations with the Scots, death of Duncan and role of Macbeth</p> <p>odefeat of the Welsh 1063</p> <ul style="list-style-type: none"> •continuity, change, similarity and difference in methods of government and the nature of kingship between 1035 and 1066: o role of the crown in Church appointments o relations with the papacy, archbishops and bishops o methods of warfare and dealing with opposition o role of the earls, thegns and bishops o diplomacy, alliances and marriage ties o importance of Winchester and the 'Domus Dei' o law and order o taxation o writs, records and the development of the chancery o role of the bishops and significance of Leofric, Wulfwig and Regenbald 		



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> o relationship between features of central and local government, the role of Wessex o military organisation •appointment of Robert of Jumièges as Archbishop of Canterbury and the extent of pre-Conquest Norman appointments •the role of Stigand •importance of the Godwin family: <ul style="list-style-type: none"> oEdward’s marriage to Edith oEarl Godwin and the fall from power 1051-2 odeath of Godwin and promotion of Harold, Tostig, Gyrth and Leofwine oconflict between the Godwins in 1065 •reasons for and the nature of the succession crisis by 1066: <ul style="list-style-type: none"> othe issue of succession in England oEdward’s policy and approach ovisit of William of Normandy 1051-2 othe claim of Harald Hardrada 		

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> oHarold Godwinsson’s claim and Edward’s death ocomparative strength of the claims •attitude of the Anglo-Saxon nobility and role of the witangemot in Harold’s •Edward’s upbringing, education and exile in Normandy •personal beliefs, character and religious piety •dynastic links, the Godwins and marriage to Edith •personal connections and relations with Normandy: previous support of Duke Robert, communication with William ‘the Bastard’ •methods in dealing with the problems he faced and leadership qualities •his effectiveness as monarch: strength and diplomacy versus weakness and indecision •personal involvement in the development of the Church 	<p>Making and justifying a sustained judgement Counter arguing Structure essay and reach a conclusion Support argument with well selected, specific, factual detail Cause and Consequence Change and continuity Chronology</p>	<p>Middle paragraph on the effectiveness of Edward</p> <p>ASSESSMENT TASK – “To what extent do you agree that Edward was an effective king?”</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> royal patronage and the rebuilding of Westminster Abbey <p>William and the Battle of Hastings 1066: William of Normandy's invasion plans and preparations:</p> <ul style="list-style-type: none"> security of his position and reputation by 1066: military experience, the conquest of Maine, timely deaths of major rivals (Henry of France and Fulk of Anjou) preparations of the fleet and positioning at the mouth of the Somme Hardrada's invasion: <ul style="list-style-type: none"> reputation and experience in Scandinavia, Russia and Byzantium support of Tostig advance up the Humber and attacks on York, Scarborough, Cleveland and Holderness English reactions: 	<p>Making links between factors</p> <p>Making and justifying a sustained judgement</p> <p>Inference from a range of sources</p> <p>Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)</p> <p>Cause and Consequence</p> <p>Chronology</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> o reasons for Harold’s disbanding of the army and nature of the Anglo-Saxon fyrd o comparative seriousness of the Viking and Norman threats o recall of the southern army and forced march o Battle at Fulford Gate and the role of Edwin and Morcar o the course and outcome of the Battle of Stamford Bridge o the timing and nature of the Norman landings at Pevensey and Harold’s response <ul style="list-style-type: none"> •comparative strength and skill of the opposing armies: <ul style="list-style-type: none"> o the English fyrd, thegns, housecarls, weaponry o Norman knights, cavalry, archers •location and positioning of armies, preparation and timing of the battle •reasons for William’s victory: leadership skills, strategy, 	<p>Making links between factors</p> <p>Making and justifying a sustained judgement</p> <p>Chronology</p> <p>Structure essay and reach a conclusion</p> <p>Cause and consequence</p> <p>Counter arguing</p>	<p>ASSESSMENT TASK – “Harold’s mistakes was the biggest reason why William won at Hastings in 1066.” How far do you agree?</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>tactics, resources, logistics, chance</p> <ul style="list-style-type: none"> casualties and the nature of Harold’s death <p>Norman control: William’s methods in establishing control of the local area:</p> <ul style="list-style-type: none"> March through the south and events at Dover and Rochester arrival in London significance of symbolism, religious references, anointment and coronation at Westminster Abbey (Christmas Day 1066) contemporary records and interpretations of the events such as the Bayeux tapestry the foundation of Battle Abbey interpretations of the significance of 1066 to the government of England nature of the ‘conquest’ and imposition of Norman rule 	<p>Making and justifying a sustained judgement Support argument with well selected, specific, factual detail Using evidence</p> <p>Making and justifying a sustained judgement</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> • similarities and difference in short- and long-term goals: extension of power beyond the south, consolidation and maintenance • the nature of William’s kingship and control of England: role of the Norman barons and individuals such as William fitz Osbern, Odo of Bayeux, Robert of Mortmain o removal or submission of Anglo-Saxon earls o brutality dealing with rebellions o bribing the Danes o feudal ties , loyalty and obligations o castles o taxation and land grants o diplomacy and treaty with Scotland at Abernethy (1072) o the Domesday inquest o extent to which control was gained through ‘Normanisation’ o the maintenance of Anglo-Saxon systems: shires, sheriffs, earldoms, laws and taxes 	<p>Support argument with well selected, specific, factual detail</p>	



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •the role, development and significance of castle building: motives, timing and location o techniques in building, style and strengthening of existing fortifications o effectiveness in maintaining authority o whether they represent oppression or security o the importance of specific locations such as London, Durham, York, Dover, Rochester, Exeter, Shrewsbury, Chepstow •impact of rebellions on William’s policy towards the earls •extent to which William used diplomacy and conciliation or brutality and violence •extent to which security was only truly achieved after 1075 <ul style="list-style-type: none"> •significance and impact of William’s departure to Normandy in 1067 	<p>Making and justifying a sustained judgement</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •reasons for rebellion and opposition, the nature of the threat to power and the effectiveness of William’s actions in relation to events such as: Edric ‘the Wild’ and the Welsh revolt (1067) o siege of Exeter (1067) and submission of Bristol and Gloucester o Edwin and Morcar (1068) o the North (1069–1070) o Swein Estrithson o Hereward the Wake othe Harrying of the North orebellion of Norman earls led by Ralph de Grael oalliance of Malcolm of Scotland with Edgar Atheling oKing Philip of France’s support for Edgar Atheling •comparative seriousness of internal, border and overseas threats •the effectiveness of William’s methods of control 	<p>Support argument with well selected, specific, factual detail</p> <p>Ranking and making links</p> <p>Chronology</p> <p>Inference from a range of sources</p> <p>Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Structure of Government:</p> <ul style="list-style-type: none"> •personality and the power of the king •itinerant nature of kingship and the role of deputies and regents •the royal household (curia regis) •writs, charters, seals, pipe rolls and instruments of government •development of the position of chancellor and the role of Regenbald, Herfast, Osmund, Maurice and Gerard •Ranulf Flambard as keeper of the Great Seal •functions of the sheriffs, royal judges, shire and hundred courts •enlargement of the royal palace at Winchester and building of the new cathedral •relationship between features of temporal and religious government such as the role of the Bishops of Durham 	<p>Change and continuity</p> <p>Making and justifying a sustained judgement</p> <p>Support argument with well selected, specific, factual detail</p> <p>Counter arguing</p>	<p>Introduction and middle paragraph</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •manipulation of vacant earldoms and creation of new titles •comparative extent of Normanisation or continuation of Anglo-Saxon administration at central, regional and local levels •the fate of Anglo-Saxon earls •role and attitudes of Norman barons, knights and castellans: first and second generation, primogeniture •marriage, loyalty and feudal obligations •development of the Anglo-Norman élite •nature and development of ‘manorial land’ (demesne), baronial households, eigniorial rights, power and influence •role of individuals and families such as William de Warenne, William fitzOsbern, Roger Bigod, Hugh d’lvry, Roger de Montgomery, William de Briouze, Hugh de Montfort 	<p>Structure essay and reach a conclusion Making and explaining connection Making and justifying a sustained judgement Support argument with well selected, specific, factual detail</p>	



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •relations between the crown, nobility and the Church: <ul style="list-style-type: none"> the appointment of archbishops , bishops, abbots and priors o effect of overlapping religious titles and earldoms on noble relations, feudal ties and administration o patronage of monasteries, religious houses and churches: foundations, endowments, feudal dues o cathedral-building and development: significance of Durham, York, Canterbury, Winchester, Exeter, Westminster o canon law, ecclesiastical courts and synods •monastic libraries, scribes and the preservation of records: <ul style="list-style-type: none"> o purpose of foundation charters and histories o chronicles and continuations 	<p>Change and continuity</p> <p>Support argument with well selected, specific, factual detail</p>	



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> • role of Walcher, Walkelin, Gundulf, William de St. Calais, Ingulf, Lanfranc • the deposition of Stigand, appointment of Lanfranc and the primacy of Canterbury: religious role as Archbishop of Canterbury <ul style="list-style-type: none"> o personal involvement in government o extent to which he created stability between Church and state • relations with the papacy and Rome • military recruitment and organisation • extent to which feudalism reflected change, continuity or development • Forest Law and creation of the New Forest • royal mint and significance of coinage • trade with Sweden, the Rhineland, Normandy and Flanders 	<p>Change and continuity</p> <p>Support argument with well selected, specific, factual detail</p> <p>Making and justifying a sustained judgement</p> <p>Counter arguing</p>	<p>ASSESSMENT TASK –</p> <p>“William changed little in the area of courts and administration.” – How far do you agree?</p> <p>Summary diagram – change and continuity</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •continuation of Anglo-Saxon and Viking beliefs, practices and familial connections; Danelaw customs in the north and east •free tenants, cottars and villeins •crime and punishment, seignorial courts, new laws •The Domesday Inquest and Book: <ul style="list-style-type: none"> o naming, ‘descriptio’ and the Book of Winchester o purpose o architects of the Inquiry: bishops, royal clerks, land pleas, commissioners •Anglo-Norman assimilation and adaptation •similarity and difference between regional, geographic, urban and rural areas •comparative impact of Norman rule on social groups: barons, earls, tenant farmers, peasants, slaves, monastic communities 	<p>Change and continuity Support argument with well selected, specific, factual detail</p> <p>Inference from a range of sources</p> <p>Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> the pace of change, turning-points and personal role of William contemporary opinion and the writing of chronicles the succession: <ul style="list-style-type: none"> dispute over the Conqueror's inheritance role of Lanfranc and William I's letter inspection of the royal treasury and decisions over coinage and seal William's relationship with Robert role of Odo of Bayeaux and his rivalry with William de St Calais and Lanfranc causes, nature and effect of the rebellion of the Norman barons (1088): <ul style="list-style-type: none"> sieges at Tonbridge, Rochester and Pevensey desertion and trial of William de St Calais 	<p>Chronology</p> <p>Inference from a range of sources Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •William’s reaction to the rebels and reasons for magnanimity •reasons for opposition and extent of threats: <ul style="list-style-type: none"> the issue of Normandy and desire for unity o nature of Anglo-Norman priorities and support for Robert Curthose o Edgar Atheling o the Northumbrian campaigns (1092 and 1094) o rebellion in 1095 and Robert de Mowbray o aims, needs and methods of securing or extending the frontiers: Scotland and Wales • continuity and change in methods of control: <ul style="list-style-type: none"> increase and development of castles o completion of the Tower of London 	<p>Place source in context Evaluate the strength of sources by using specific historical knowledge Cause and consequence</p> <p>Assess the value of a source by considering the impact of its nature, origin and purpose (NOP) Place source in context Evaluate the strength of sources by using specific historical knowledge Cause and consequence</p>	<p>ASSESSMENT TASK–</p> <p>“Using the sources in their historical context, how far do they agree that the greatest challenge to Rufus came from his brother Robert?”</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> o development of scutage and use of mercenaries o conciliation, leniency, privileges, ruthlessness o marriage, fealty and diplomacy •William’s relationship with Robert and the issue of Normandy: <ul style="list-style-type: none"> insurrection at Rouen (1090) o siege at Courcy (1091) o role of Odo of Bayeaux and Henry o Robert’s departure on crusade and temporary peace o William’s recognition as ruler of Normandy 1096-1100 o recovery of Maine and Vexin by 1099 o impact of unity with Normandy on English government •William’s diplomacy in Scotland: <ul style="list-style-type: none"> King Malcolm, homage, the treaty of 1091 construction of the castle at Carlisle 		

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> o Malcolm’s death at Alnwick (1093) and support for Duncan o support of Edgar’s claim to the throne (1097) •William and Wales: extent to which William built upon previous campaigns of Harold o significance of Welsh disunity o Gruffudd ap Cynan o Battle at Brecon 1093 and role of Roger of Montgomery o revolt after 1094 and William’s invasion of Wales (1095 and 1097) •role of Hugh d’Avranches and Robert of Rhuddlan •political and social implications of Henry’s coronation charter • continuity, development and impact of Norman rule: <ul style="list-style-type: none"> o royal household – legal, military and private functions o writs, charters, pipe rolls, the Exchequer and taxation 	<ul style="list-style-type: none"> Support argument with well selected, specific, factual detail Inference from a range of sources Assess the value of a source by considering the impact of its nature, 	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> o military strategy, organisation, recruitment o building of the Great Hall at Westminster o role of earls, barons and bishops o local government: shire, hundred and seignorial courts, forest laws, criminal law, landholding and disputes o the Liber Regius •role of Ranulf Flambard: regency council, collection of taxes, reputation •role of William, Bishop of Durham, Walkelin, Roger Bigod and Urse d’Abitot •William’s style of kingship: personality, model ruler versus extravagance •church appointments and the issue of lay investiture •William’s personal attitude towards the Church: plundering wealth, 	<ul style="list-style-type: none"> origin and purpose (NOP) Place source in context Evaluate the strength of sources by using specific historical knowledge Chronology Support argument with well selected, specific, factual detail Inference from a range of sources 	



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •leaving vacant sees, effect of illness in 1093, unwillingness to hold synods •role of Lanfranc at the trial of William de St Calais (1088) •the political role of bishops and royal administration •the primacy of Canterbury •death of Lanfranc and role of Richard of York •the appointment of and relationship with Anselm as Archbishop of Canterbury (1093) •relations with Urban II and the Council of Rockingham (1095) •impact of Anselm’s departure to Rome •continental influence, Gothic architecture and cathedral-building •the spread of monasticism, including the Augustinians •role and influence of Rufus and the English Church in Wales and Scotland 	<p>Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)</p> <p>Place source in context</p> <p>Evaluate the strength of sources by using specific historical knowledge</p> <p>Support argument with well selected, specific, factual detail</p> <p>Inference from a range of sources</p> <p>Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)</p> <p>Place source in context</p>	<p>ASSESSMENT TASK -</p> <p>“Using the sources in their historical context, how far do they agree that Rufus had no interest in the Church apart from profit?”</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •extent to which the Church had been reformed •William’s return to England in 1099 •negotiations with Duke William IX of Aquitaine •Robert’s return from crusade •circumstances of William’s death in the New Forest •nature of issues of succession and Henry’s relations with Robert Curthose: <ul style="list-style-type: none"> o actions of Robert and support from Philip of France o pawning of Normandy to William II in 1096 •Henry I as the beneficiary of William’s death and consecration at Westminster 	<ul style="list-style-type: none"> Evaluate the strength of sources by using specific historical knowledge Support argument with well selected, specific, factual detail Inference from a range of sources Assess the value of a source by considering the impact of its nature, origin and purpose (NOP) Place source in context Evaluate the strength of sources by using specific historical knowledge 	



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> Henry’s coronation charter, concessions and grants of favour reorganisation of defences Henry’s marriage to Edith and adoption of the name Mathilda imprisonment of Ranulf Flambard, his escape from the Tower and flight to Normandy nature, extent and effect of the crisis of 1101: reasons for support for either Robert or Henry <ul style="list-style-type: none"> Robert’s invasion and landing at Portsmouth role of individuals and groups such as Robert of Belleme, Robert of Meulan, Arnulf of Pembroke, the court circle and the English Church Treaty of Alton, negotiation and pension payment to Robert reasons for the reinstatement of Flambard and significance of his role relations with Anselm 	<p>Support argument with well selected, specific, factual detail</p> <p>Inference from a range of sources</p> <p>Assess the value of a source by considering the impact of its nature, origin and purpose (NOP)</p> <p>Place source in context</p> <p>Evaluate the strength of sources by using specific historical knowledge</p> <p>Chronology</p> <p>Support argument with well selected, specific, factual detail</p> <p>Inference from a range of sources</p>	



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> •significance of the marriage of Count Eustace of Boulogne •extent to which Henry achieved his aims: <ul style="list-style-type: none"> o the House of Montgomery o the issue of Normandy o the investiture dispute o stability in England •significance and impact of the Battle of Tinchebray (1106): <ul style="list-style-type: none"> o surrender of Falaise o imprisonment of Robert at Devizes o William Clito •extent to which Henry’s position was secure by 1107 	<ul style="list-style-type: none"> Assess the value of a source by considering the impact of its nature, origin and purpose (NOP) Place source in context Evaluate the strength of sources by using specific historical knowledge Chronology 	<p>Mock Exam</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	Russia 1894-1941	<p>The Rule of Nicholas II The situation in 1894</p> <ul style="list-style-type: none"> • Growth in industry, railways. • Government finances • Attempts to become a modern industrial state • Growth of urban poor • Growth in intelligentsia and the middle class • Poverty and Anger amongst peasants. <p>Personality</p> <ul style="list-style-type: none"> • Views on monarchy and divine right to rule • How he worked (mostly without close personal advisors) • Attitudes <p>Russification and its consequences</p> <ul style="list-style-type: none"> • Impact on minorities and the role of Pobedonostsev and Witte. <p>Growth of populism</p>	<p>Cause and consequence Change and continuity Structure of the exam questions. Developing and argument with supporting evidence. Constructing a debate. Chronology</p> <p>Chronology Cause and consequence</p>	<p>Politics test (18 marks)</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> • Marxism, Russian Marxists and Bolsheviks and Mensheviks • Opposition from intellectuals, including the journal Liberation. • Social Revolutionaries • Liberal group, including Kadets • Rise in popular violence. <ul style="list-style-type: none"> • Reasons for war in 1905 (Bad harvests, depression in world economy, protests from minorities, Zemstvo Congress meeting of 1904) • Events of the war and consequences of defeat. <p>How to answer part (b) questions in the exam</p>	<p>Change and continuity Structuring an argument.</p> <p>Cause and consequence Change and continuity Structure of the exam questions. Developing and argument with supporting evidence. Constructing a debate.</p> <p>Chronology Structure of the exam questions. Developing and argument with supporting evidence. Constructing a debate.</p>	<p>Essay structure and planning</p> <p>How successfully did Nicholas II deal with the threats that faced the tsarist regime before January 1905? (20 marks)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Events of Bloody Sunday and their consequences. Increasing strikes</p> <ul style="list-style-type: none"> • Establishment of Union of unions • Rising peasant violence • Uniting of Tsarist opponents <p>Leading to installation of cabinet government.</p> <p>Contents of the Oct Manifesto and their consequences</p> <ul style="list-style-type: none"> • National reactions • Government relationships with the Duma • Role of Witte in government <p>Publication, contents and impact of the Fundamental law.</p> <p>Operation and organisation of the Dumas</p> <ul style="list-style-type: none"> • Successes and failures • Closure of first Dumas and election of second and third. 	<p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity Constructing a debate.</p> <p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity</p>	<p>Planning: How stable was Russia in the period from 1906 to the outbreak of the First World War? [20]</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Stolypin’s views</p> <ul style="list-style-type: none"> • Land reforms • Educational reforms • Legal reforms • Death of Stolypin and reactions <p>Industry and economics before WW1</p> <ul style="list-style-type: none"> • Increased production and economy • Boom economy • Rising middle class size and importance • Moves towards greater democracy • Improving working conditions <p>Essay structure, planning, constructing an argument under time constraints.</p> <p>WW1</p> <ul style="list-style-type: none"> • Public reaction • Military problems • Performance in war • Growing political resistance 	<p>Cause and consequence Change and continuity Chronology</p> <p>Structuring an argument/essay. Constructing a debate. Change and continuity</p> <p>Structuring an argument/essay. Constructing a debate.</p> <p>Cause and consequence Change and continuity Chronology</p>	<p>How stable was Russia in the period from 1906 to the outbreak of the First World War? [20]</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> • Economic Discontent • Inflation, shortages • Role of Nicholas during the war • Nicholas' refusal to make concessions • Nicholas and Alexandra • Who was Rasputin? • Influence on the Royal family • Reaction to him • Death • February 1917 and the outbreak of revolution • Leaders of the revolution • Role of the army • Role of peasants • Role of workers • Role of ruling class • Abdication of Nicholas II • The role of Kerensky in the aftermath of abdication • The Provisional G Government and its leaders 	<p>Cause and consequence Change and continuity Chronology Source analysis</p> <p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity Chronology Constructing a debate.</p> <p>Cause and consequence Change and continuity Chronology Constructing a debate.</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> • The programme of the Provisional Government • The atmosphere in Petrograd • The Petrograd Soviet • The return of political exiles in spring 1917 • April Theses • Key political issues (provisional government lack of authority, land question, urban discontent, the war. • The First coalition government of May 1917 • The Kerensky Offensive, June 1917 • First all-Russian congress of Soviets <p>Part a questions in the exam</p> <ul style="list-style-type: none"> •Structure •Content •Markscheme <p>Problems for the PG and the July days</p>	<p>Cause and consequence</p> <p>Change and continuity</p> <p>Chronology</p> <p>Constructing a debate.</p> <p>Structuring and exam question.</p> <p>Cause and consequence</p> <p>Change and continuity</p>	<p>Which of the following factors was a greater threat to Tsardom in the period 1914–1917?</p> <p>(i)The influence of Rasputin</p> <p>(ii) The impact of the First World War</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>10 marks</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> Resignation of Kadet Ministers Rise of Bolshevik and growing influence Strikes and demands to take control. Response by the government. Kerensky becoming PM. The Kornilov coup Growing turmoil in Russia. October Revolution 23rd-25th Second All Russian Congress of Soviets Declining support for Provisional Government The role of Lenin and Trotsky in the revolution Historical opinion regarding the October revolution. Decree on Peace Decree on land Decree on nationalities Other decrees, including housing, marriage and diverse, titles, protection of Mother and 	<p>Chronology</p> <p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity Chronology</p>	<p>Year 12 Mock Exam</p>

Key Skills Coding: **Chronology** **Change and continuity** **Cause and Consequence** **Significance** **Interpretation** **Using Evidence** **Communicating about the past**



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Children’s, nationalisation of some factories.</p> <p>Bolshevik Control</p> <ul style="list-style-type: none"> • State capitalism • Sovnarkom • The army • Cheka • End of Constituent Assembly • Suppression of opposition • Treaty of Brest-Litovsk <ul style="list-style-type: none"> • Breakdown of law and order • Food requisitioning • The events of the civil war • War with SRs • War with Whites • War with the Greens • Reasons for Bolshevik victory and White defeat, including the Red Army, Munitions and Manpower, commitment to the cause, the red terror, control of railway centres, Trotsky’ leaderships, Allied help, white divisions, lack of co-operation, lack of commitment • War communism 	<p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity Chronology</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> Foreign intervention; Britain, Japan, USA Why did the West get involved? Red Terror Kronstadt Mutiny, 1921 <p>Lenin's control; War communism, Tambov Rising,</p> <ul style="list-style-type: none"> Tenth Party Congress Lenin's speech Composition of the NEP Decree on party unity <p>How successful was Lenin?</p> <ul style="list-style-type: none"> Role of Lenin in the October Revolution Attributes Death and Legacy <ul style="list-style-type: none"> Character and abilities of Stalin 	<p>Cause and consequence Change and continuity Chronology Constructing a debate. Forming an argument/Essay structure.</p> <p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity Chronology</p> <p>Cause and consequence Change and continuity Chronology Constructing a debate Forming conclusions. Significance</p> <p>Cause and consequence Change and continuity</p>	<p>Essay: 'The Bolsheviks were able to win the civil war due to the failure of foreign intervention.' How far do you agree with this statement?(20)</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Rivalries in the party</p> <ul style="list-style-type: none"> • Lenin’s funeral • Nature of rule in Russia in 1924 <p>-contenders for power</p> <ul style="list-style-type: none"> • Left and Right Communists • Defeat of Trotsky • Defeat of the left • Defeat of the right <ul style="list-style-type: none"> • Building socialism in the countryside • Economic policies • Kulaks • Achievement of collectivisation and the process by which it was achieved • Mechanisation • Plans for industrial Russia 	<p>Structure of the exam questions. Developing and argument with supporting evidence. Constructing a debate.</p> <p>Chronology</p> <p>Chronology Cause and consequence Change and continuity Structuring an argument.</p> <p>Chronology Cause and consequence Change and continuity Structuring an argument.</p>	

Key Skills Coding: **Chronology** **Change and continuity** **Cause and Consequence** **Significance** **Interpretation** **Using Evidence** **Communicating about the past**



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> • The First Five year plans and its results • Ways of achieving them • The Second Five Year plan and its results <ul style="list-style-type: none"> • How successful were the 5 year plans. • Were people better off in the 1930s? <p>The Cult of personality:</p> <ul style="list-style-type: none"> • Methods of maintaining power • The terror • Purges of membership • Opposition to Stalin and his responses • Kirov • Yezhovschina and Growth of police state Life in the gulags 	<p>Chronology Cause and consequence Change and continuity</p> <p>Cause and consequence Change and continuity Structure of the exam questions. Developing and argument with supporting evidence. Constructing a debate. Chronology</p> <p>Structure of the exam questions. Developing and argument with supporting evidence. Constructing a debate.</p>	<p>Which of the following had the greater consequence for the Soviet people? Collectivisation. Industrialisation. Explain your answer with reference to both i) and ii) (10 Marks)</p>



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Foreign Policy: The deals made with China, China, Japan, Germany, Spain, Britain, France and Italy.</p>	<p>Cause and consequence Change and continuity Chronology</p>	<p>Test on Stalin</p> <p>Year 13 Mock Exam</p>
	<p>Origins and Growth of the British Empire 1558-1783</p>	<p>Elizabethan Privateers: Attitudes and ambitions of Elizabeth, Court and Parliament as regards colonial development and privateering; Nature and extent of privateering in the Elizabethan era and relationship between privateering and imperial development; Individuals including:</p> <ul style="list-style-type: none"> Sir Francis Drake 	<p>Structure essay and reach a conclusion Making and explaining connections Making and justifying a sustained judgement Counter arguing Support argument with well selected, specific, factual detail Evaluate the strength of interpretation by using</p>	<p>What contribution did Drake and Raleigh make to Empire</p> <p>Two assessments (Section A) on Drake and Raleigh</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> Sir Walter Raleigh Sir Martin Frobisher Sir Richard Hawkins Sir Humphrey Gilbert Sir Richard Grenville Sir John Hawkins <p>economic, political, military and personal consequences of privateering; importance of the actions of privateers in relations with foreign powers and impact on European relations, including with Spain.</p> <p>How important were individual Privateers in the development of the Empire? How successful were the privateers? How important was privateering in imperial development? What was the impact of privateering on the economic, political and military development of Britain? How far did privateering impact on the Elizabethan court? How important were the actions of privateers in the</p>	<p>specific historical knowledge Chronology</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>development of relations with foreign powers? Assess the impact of privateers on relations with Spain.</p> <p>Early days of the East India Company Amboyna Massacre State of the Stuart Navy The colonisation of the Americas during the reign of the Stuarts Early trade with the Empire Cromwell and Western Design The growth of the military under Cromwell</p> <p>Britain and the American colonies: Attitudes of Crown and Parliament towards American colonies and impact of developments in Britain (Restoration, Glorious Revolution, religious tension over James II) on American colonies;</p>	<p>Making and explaining connections Chronology Cause and consequence Change and continuity</p> <p>Structure essay and reach a conclusion Making and justifying a sustained judgement Counter arguing Support argument with well selected, specific, factual detail Evaluate the strength of interpretation by using</p>	<p>How successful was colonial expansion in the Americas</p> <p>How far did the Navigation Acts impact the Colonies?</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>form of rule and relationship between American colonies and Britain;</p> <p>economic developments e.g. Navigation Acts;</p> <p>Growing opposition movements and the varying causes and consequences including taxation in the American colonies,</p> <p>Importance of American colonies in European power relations.</p> <p>impact of European wars on American colonies;</p> <p>How important were the Restoration and Glorious Revolution in the development of the American Colonies? What was the attitude of Crown and Parliament towards the American colonies?</p> <p>How effectively were the American colonies ruled in this period? Why were there colonial rebellions in this period?</p>	<p>specific historical knowledge</p> <p>Chronology</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>How far did economic developments affect the relations between Britain and the colonies? How far did the Navigation Acts affect the relations between Britain and America?</p> <p>What was the impact of European wars on the American colonies? How important were the colonies in European power relations?</p> <p>The Georgians: A new House and a new direction? Salutary neglect The South Sea Bubble The continued growth of slavery and the impact on British society and economy The Wars of Ausirian Succession The Seven Years War and the subsequent growth of Empire The personalities of George I and George II The Enlightenment The Great Awakening</p>	<p>Making and explaining connections Chronology Cause and consequence Change and continuity</p>	<p>“The role played by war was more significant than the role played by government in the expansion of the British Empire 1558-1783” HFDYA</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Clive and the East India company: Attitude and ambitions of the British Crown and Parliament towards India; character, motives, actions and importance of Robert Clive; extent of success in achieving British aims in India at this time; Consequences of Company rule for India.</p> <p>military successes and failures in India and reasons for these; relations with foreign powers regarding India, including France, the Dutch, the Mughal Empire;</p> <p>Assess the attitude and ambitions of the British Crown and Parliament towards India. How important was Robert Clive in the development of India? Why was Clive successful in expanding British influence in India? How successful was Clive in achieving British aims in India? How far did economic and political developments affect</p>	<p>Structure essay and reach a conclusion</p> <p>Making and explaining connections</p> <p>Making and justifying a sustained judgement</p> <p>Counter arguing</p> <p>Support argument with well selected, specific, factual detail</p> <p>Evaluate the strength of interpretation by using specific historical knowledge</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Change and continuity</p>	<p>Two Section A questions:</p> <p>Clive</p> <p>Warring Indian Princes</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>relations between Britain and India? What was the impact of company rule on India? To what extent did British rule impact on the Mughal empire? How far did developments in India impact on relations with the French and the Dutch?</p> <p>The effects of the French Indian War including Treaty of Paris 1763</p> <p>The growth of political awareness in the North American colonies</p> <p>American War of Independence</p> <p>The Treaty of Paris 1783 and its significance for the British Empire</p> <p>Reasons and attitudes towards expansion</p> <p>Differing role of the crown, court and parliament throughout the period</p> <p>attitudes and ambitions of Elizabeth, Court and Parliament</p>	<p>Making and explaining connections</p> <p>Making and justifying a sustained judgement</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Change and continuity</p> <p>Structure essay and reach a conclusion</p> <p>Making and explaining connections</p> <p>Making and justifying a sustained judgement</p> <p>Counter arguing</p>	<p>How far did the Treaty of Paris 1783 mark an end to British ambitions in North America?</p> <p>Assessment Tasks</p> <p>How significant was the role of war in the territorial expansion of the British Empire in the years 1588–1783?</p> <p>To what extent did the role of trading companies in imperial expansion change in the years 1588–1783?</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>as regards colonial development and privateering; Attitudes of Crown and Parliament towards American colonies and impact of developments in Britain (Restoration, Glorious Revolution, religious tension over James II) on American colonies; Attitude and ambitions of the British Crown and Parliament towards India;</p> <p>Nature and extent of privateering in the Elizabethan era and relationship between privateering and imperial development; the role individuals played in driving forward expansion and growth of the Empire. Reasons for Drakes circumnavigation (1577-1580) – events and successes (in relation to Empire) Reasons for Rayleigh’s explorations and</p>	<p>Support argument with well selected, specific, factual detail</p> <p>Chronology</p> <p>Change and continuity</p>	<p>ASSESSMENT TASK –</p> <p>To what extent do you agree that the nature of colonial opposition to British rule remained consistent in the period 1588–1783?</p> <p>How far did British rule of her colonies change significantly in the period 1588 to 1783?</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>events / successes (in relation to Empire) character, motives, actions and importance of Robert Clive;</p> <p>Reasons for imperial priorities Importance of passages, trade, spices and the West Indies Impact of religious developments in overseas expansion Impact of civil war and Cromwell on empire.</p> <p>Changing economic position and growing importance of trade Changing political backdrop in England e.g. changes in the monarchy, growth of parliament. Role of the Royal Navy, growth and examples of use. Changes in bureaucracy and admin.</p> <p>Impact of new ideas and technology of overseas</p>	<p>Cause and consequence</p> <p>Change and Continuity</p> <p>Cause and consequence</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>expansion in relation to the British Empire.</p> <p>Successes and failures in achieving imperial aims. extent of success in achieving British aims in India at this time;</p> <p>The nature of colonial rule: How the various colonies were governed, including similarities and differences between them and the role of companies. form of rule and relationship between American colonies and Britain; Differing models of trade and economics, including trading goods, free trade, farming, slavery, growth and use of ports and trading posts, role of banking, use of indentured servants Economic theory and practice of mercantilism, origins, policies and criticisms economic developments e.g. Navigation Acts;</p>	<p>Structure essay and reach a conclusion Making and explaining connections Making and justifying a sustained judgement Counter arguing Support argument with well selected, specific, factual detail Chronology Cause and consequence Change and continuity</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Usage and terms of the Navigation Acts, including effects on Britain and the colonies</p> <p>Role and impact of religion on the colonies.</p> <p>Nature and extent of privateering in the Elizabethan era and relationship between privateering and imperial development</p> <p>Success and failures.</p> <p>Differing relationship in the period between the England and her colonies.</p> <p>Relationships with local rulers, including the Mughals and African rulers.</p> <p>Role of taxation and impact of colonial rule, including examples of positives and negative results (in colony and in England).</p> <p>Nature and impact of laws applied in the colonies and how they were made and enforced.</p>		

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>economic, political, military and personal consequences of privateering; Political impact of empire, including prestige for the crown, key political figures and individuals. impact of new trade routes on Britain, growth of trade, establishment of Council of Trade and Foreign Plantations Establishment of chartered companies and their impact Growth, distribution and economic returns of new products, including spices, sugar and tobacco. Establishment of banks in England, including the Bank of England, merchant banks supporting trade growth, price increases due to speculation, accumulation of capital for investment and speculation. Economic and political developments in India</p>	<p>Structure essay and reach a conclusion Making and explaining connections Making and justifying a sustained judgement Counter arguing Support argument with well selected, specific, factual detail Chronology Cause and consequence Change and continuity</p>	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Development and growth of the Royal Navy as a response to imperialism.</p> <p>Advances in technology as a result of empire.</p> <p>Social and cultural impact of empire in Britain, including population changes.</p> <p>military successes and failures in India and reasons for these;</p> <p>Impact of taxation and trade on the colonies.</p> <p>Economic and social developments and changes in the colonies as a result of British rule.</p> <p>Economic and political developments in India</p> <p>Nature and impact of British rule, political structures and internal power relationships, including the crown (royal) colony system and company rule.</p> <p>Consequences of Company rule for India.</p>		<p>Assessment Tasks</p> <p>How far do you agree that the British Empire’s expansion significantly changed its colonies in the period 1588 to 1783?</p> <p>“North America experienced the most significant social change within the British colonies.” How far do you agree with this view of the period from 1588 to 1783?</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Consequences of British imperialism for Native Americans, including loss of land, unequal trading and conflicts.</p> <p>slavery,</p> <p>Growth and nature of slavery, impact on empire and economy.</p> <p>Development of opposition and reasons for it e.g. American colonies, Jamaican Maroons, Mughals in India.</p> <p>Growing opposition movements and the varying causes and consequences including taxation in the American colonies,</p> <p>growth and establishment of Jamaican Maroons and subsequent Maroon Wars.</p> <p>Revolts in Mughal India, impact on Britain and growth of opposition to British rule in the period, including Puli Thevar and the decline the Mughal empire.</p> <p>military successes and failures in India and reasons for these;</p>		

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Nature of European alliances in this period.</p> <p>importance of the actions of privateers in relations with foreign powers and impact on European relations, including with Spain.</p> <p>English (later British) alliances with Portugal, Ottomans, Netherlands and their impact on Empire.</p> <p>Growing rivalries in the empires.</p> <p>Impact of wars on alliances and subsequent growth of British power</p> <p>The concepts of stately quadrille</p> <p>Significance of major trading ports, bases and posts and their importance in British / European relations, including in Gibraltar, Africa and the Pacific.</p> <p>Importance of American colonies in European power relations.</p> <p>relations with foreign powers regarding India, including</p>	<p>Structure essay and reach a conclusion</p> <p>Making and explaining connections</p> <p>Making and justifying a sustained judgement</p> <p>Counter arguing</p> <p>Support argument with well selected, specific, factual detail</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Change and continuity</p>	<p>Rivalry with France was the most important international influence on Britain’s Empire.’ To what extent do you agree with this view of the period 1588-1783?</p> <p>“The Caribbean was the main cause of imperial rivalry between Britain and the Dutch.” To what extent do you agree with this view of the period 1558-1783?</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>France, the Dutch, the Mughal Empire;</p> <p>Anglo-Spanish Wars: Impact of religion Role of individuals, including Sir John Hawkins and Sir Francis Drake. Signing of Treaty of Joinville (Spain and France), signing of Treaty of Nonsuch (England and Dutch rebels). Consequences, including Treaty of London (1604), impact on empire, including establishment of East India Company and growth of empire Anglo-Dutch Wars Impact of growth of Dutch power, particularly in trading posts in the East Indies and control of spice trade. Impact of English Civil War Decline of Portugal and Spain Cromwell’s role Introduction and impact of Navigation Acts</p>		

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p>Treaty of Westminster (1654)</p> <p>Act of Seclusion</p> <p>Second Dutch War and the anti-Dutch policies of Charles II</p> <p>Impact of second Dutch war and damage to English commerce</p> <p>Impact of third Dutch war, including the Treaty of Westminster and the gaining of New York.</p> <p>Impact of the fourth Dutch War, including significant gains made in Empire for Britain.</p> <p>Wars of Spanish Succession, Wars of Austrian Succession, Imperial causes of the conflict – growth of empires and growing tensions</p> <p>Consequences for empire</p> <p>Seven Years War, Outline of main causes, including growth of tensions in North America</p> <p>Impact of war in North America, India, West Africa, the Caribbean, the Philippines</p>		

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<p>Non exam assessment: Topic based essay (Unit Y100)</p>	<p>Outcomes of the war, including Treaty of Paris (1763) and territorial gains. War of American Independence; Causes of the war, including taxations/duties and the “intolerable acts” Consequences of the war for Empire, including loss of the American colonies and financial implications. impact of European wars on American colonies;</p> <p>Research based essay on a topic of the students choosing.</p>	<p>Chronology Cause and Consequence Change and Continuity Structure essay and reach a conclusion Making and explaining connections Making and justifying a sustained judgement Counter arguing Support argument with well selected, specific, factual detail.</p>	<p>Mock exam</p> <p>Topic based Essay</p>

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
			Interpretation Significance Source analysis (NOP)	

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past



Curriculum Plan – History

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills

Key Skills Coding: Chronology Change and continuity Cause and Consequence Significance Interpretation Using Evidence Communicating about the past