

Curriculum planning map for **History** at Nunthorpe Academy.

The study of **History** develops...

The curriculum for History at Nunthorpe Academy aims to ensure that all pupils:	How?
Understand the present times that they live in through the context of the past	History lessons will draw explicit attention to links between topics being studied and their connections and impact to the present day
Develop skills of enquiry that allow them to challenge and question points of view, sources and information in a purposeful way	History lessons will focus on developing analytical skills to allow students to robustly challenge and interrogate points of view and sources. Analysis skills, such as assessing a source's Nature, Origin, Purpose and historical context, will be routinely practised
Understand how peoples and societies behave, across both different countries and time periods	History lessons will explore the similarities and differences in the attitudes and behaviours of societies across different countries and time periods.
Are exposed to the complexity of moral issues from world history	History lessons will seek to show that moral issues are rarely straight forward. As examples, amongst other topics we shall explore; was Hitler "good" for Germany/ the British role in the slave trade/ the treatment of American Plains Indians/ the use of British concentration camps in the Boer War
Become better citizens, with an understanding of British values	History lessons will allow students to understand how the concept of British values, as we understand it today, has developed over the course of the past thousand years. By understanding the foundations of these concepts they will be better equipped to become better citizens
Develop skills that will help them in their future life & studies	History lessons will develop skills that will support students in their future studies and life, including; the selection of appropriate resources, extended analytical reading, analysis and weighing of different opinions, constructing a balanced argument, appreciating alternate points of view, and reaching supported conclusions
Understand the value of History to their lives	History lessons will seek to highlight links between the topics studied and their connection and relevance to the lives of students today
Are better prepared for the world of work	History lessons will develop research skills, analytical skills, judgmental skills, extended writing skills; all of which are vital in many areas of the modern workplace

In History lessons at Nunthorpe Academy pupils will be taught to:	How?
Appreciate the "big picture" of the chronology of the British Isles, c1060-present	History lessons will follow the chronology of the history of the British Isles c1060 to the present day by focusing on some of the key events and individuals from this period in chronological order. Links will be made explicit between the time periods to build a "Big Picture" of key events
Understand how British values have developed and changed across the historical periods studied	History lessons will allow students to gain an understanding of the development of British values by comparing and contrasting them across different time periods. Key points in their development will be highlighted in lessons
Understand how cultural, social, spiritual and moral values have changed in the British Isles across the historical periods studied	History lessons will explore the development British cultural, social, spiritual and moral values by comparing and contrasting them across different time periods. Lessons will explore why some beliefs and actions which were acceptable in the past are not acceptable now
Appreciate similarities and differences between different cultures and historical periods	History lessons will encourage students to value the differences between different cultures and time periods
Identify and explain patterns and links within and between historical periods	History lessons will encourage students to identify and explain patterns and links within and between historical periods through reflecting on historical topics that they have previously studied
Understand causation (why events happen) and consequence (the impact of events)	History lessons will focus on the twin concepts of causation and consequence. These concepts will be explored across a range of historical studies and themes. They are also the basis of a number of exam questions, which will be practised across all year groups
Assess the reasons for, and significance of, change	History lessons will develop student understanding of the process of change (and its antithesis, continuity). The process of change will be explored through the concept of "Factors of Change", and students will develop the concept of weighing the relative importance of these factors
Appreciate the complexity of the past	History lessons will challenge students to see that the historical past is complex, and that there are usually numerous accounts, viewpoints and interpretations relating to a given historical event or person. None of these are necessarily "correct" or "the truth"
Make supported inferences from source materials	History lessons will use a variety of source materials, both written and pictorial, to allow students to draw inferences about a historical period or event, supported by their contextual knowledge of the historical period
Assess source evidence for value, reliability and usefulness	History lessons will train students to assess source materials, both written and pictorial, using the analytical tools of Nature, Origin and Purpose. They will learn that it is necessary when analysing a source to do so in its own historical context, and be able to reach supported judgements on the material
Assess conflicting interpretations of an event or the role of an individual	History lessons will develop the idea that different historians can hold different legitimate views over an historical individual, event or period. Students will explore how an historical interpretation is developed through the use of sources, and that different viewpoints do not necessarily mean that one of the views is "wrong"
Construct an analytical narrative account of an historical event or period	History lessons will focus on the process of constructing a historical narrative account by practising the correct sequencing of events (chronology). There will be a strong focus on the process of linking different events together to create a cohesive and logical "story" of an event or period
Create balanced arguments	History lessons will develop the skill of creating a balanced argument, with weighting given to different and conflicting viewpoints that the student may not personally agree with. Students will practise the skill of putting forward and supporting a viewpoint that they themselves might disagree with
Support balanced judgements with precisely selected evidence	History lessons will train students to support their judgements with precisely selected supporting evidence. Students will practise applying relative weightings to the different historical viewpoints and evidence, and reach a balanced and supported viewpoint on how far they agree with an historical argument
Produce pieces of extended analytical writing	History lessons will give repeated and frequent opportunities to practise extended analytical writing. Students will be trained to write in the P-E-E-L style (Point-Evidence-Explanation-Link) for all extended writing pieces. The vast majority of assessments and exam questions will rely on this writing technique

CEIAG, including Gatsby benchmark, further and higher education opportunities in **History.**

[These will be agreed at SLT as a whole academy and inserted here!](#)

Academy focused transferable skills taught in **History.**

These will be agreed at SLT as a whole academy and inserted here!

Academy 'aspects of Good Learning/non negotiables' will be evident in every lesson in subject.

All lessons will identify 'objectives or big questions' that are linked to the curriculum planning document.

All lessons will begin with a knowledge and/or skills retrieval task.

Differentiation will be evident, linked to students needs and will 'enable' progress.

Targeted high quality/challenging questioning will be evident in every lesson.

All lessons will end with a plenary that enables students to demonstrate what they have learnt.

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic title	1066: Contenders to the Throne + Battle of Hastings	Norman Control of England	Life in 1500s	Tudor Monarchs	The Stuarts	The Stuarts + Final Assessment
	Building on KS2 (Skills and content)	Content: At KS2, students should have learnt something of the history of the British Isles before 1066 (Roman Britain / Anglo Saxon England / Viking invasions). The latter 2 topics form the background to our first topic (1066 succession crisis & the Norman Conquest). Students should be able to apply their knowledge of Anglo Saxon life and kingship, and the impact of Viking raids, to their work. Skills: Students should at KS2 have developed an awareness of chronology, including the concepts of change and continuity over time, and creating a narrative account. This is developed throughout Y7. They should have an awareness of sources, and we will develop these skills by introducing the concept of source analysis through NOP in Y7.					
	Intent	Students need to know the reasons for the 1066 succession crisis/ details of the 3 main contenders / background to the Battle of Hastings / events of the Battle of Hastings / reasons for William's victory at Hastings. They need to develop their skills at writing an extended explanation using 3 different key reasons and precise supporting evidence.	Students need to know the impact of Normanistaion on England / feudal system / Domesday Book / castles / Harrying of the North / impacts for the English people and for the Normans. They need to develop their skills at explaining the consequences of an historical event. They also need to be able to identify and describe key features of a historic building type.	Students need to know the Tudor social hierarchy / the different roles and jobs within the hierarchy / reasons for, and types of, Tudor vagabonds and criminals / details of types of housing for Tudor rich and poor. They need to develop their skills at explaining the consequences of an historical social structure. They also need to be able to identify and describe key features of historical groups of people.	Students need to know the differences between Catholics & Protestants / reasons for the Reformation / impact of the closure of the monasteries / impact of Henry VIII's reign / Elizabeth I & the Spanish Armada / reasons for Elizabeth not marrying. They need to develop their skills at explaining a prioritised judgement using precise supporting evidence.	Students need to know the causes of the Gunpowder Plot, and its key events / reasons for the failure of the plot / extent to which it may have been a govt "set up" / the actions of King Charles I / the extent to which he could be considered a "bad king". They need to develop their skills at constructing an analytical narrative account.	Students need to know the extent to which Charles I could be considered a "bad king" / the reasons for the Civil War / features of the different sides in the war / methods of fighting, including the role of sieges. They need to develop their skills at writing an extended explanation using 3 different key reasons and precise supporting evidence.
Y7	Knowledge Skills Understanding	1) I can describe key features of the three contenders to the throne in 1066. 2) I can explain why the features of each contender would make them a good King in a PEEL paragraph. 3) I can explain and link a range of reasons for William's victory in a fully explained PEEL essay. 4) I can sequence the key events in chronological order.	1) I can describe key features of William's methods of control i.e. Feudal System, Harrying of the North. 2) I can explain the consequences of William's actions in a PEEL paragraph. 3) I can formulate a balanced argument taking into account various factors and viewpoints. 4) I can support my conclusions with precisely selected supporting evidence.	1) I can describe key features of life in 1500s i.e. social hierarchy, 2) I can explain the consequences of changes in the social hierarchy in a PEEL paragraph. 3) I can analyse the development of the Tudor hierarchy and assess the positives and negatives for each section of society. 4) I can support my conclusions with precisely selected supporting evidence.	1) I can describe key features of the reigns of several Tudor monarchs i.e. Henry VIII, Mary I and Elizabeth I. 2) I can infer from a range of sources. 3) I can categorise and prioritise a range of factors. 4) I can produce a balanced answer which explains two different viewpoints on Henry VIII.	1) I can describe key features of events occurring in the Stuart era i.e. The Gunpowder Plot. 2) I can infer from a range of sources. 3) I can use PEEL paragraphs to thoroughly explain my points. 4) I can prioritise factors in a fully explained conclusion.	1) I can describe key events that led to the outbreak of the British Civil War 2) I can sequence the events to create a historical narrative 3) I can prioritise the most important factor with supporting evidence 4) I can write a PEEL conclusion that balances all factors and supports a final judgement
	Knowledge and skills revisited	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson). Links to KS2 work on Anglo Saxon kings & Viking raids.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term). Builds on last term's content, and links to KS2 work on Anglo Saxon society.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Builds on Term 2 work on changes to society.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Builds on Term 1 work on English monarch's powers.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Develops from term 4 work on monarch's powers and limitations.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Develops the historical narrative from Term 5 (impact of Charles I's mistakes).
		Skills: Builds on KS2 skills of constructing a narrative account. Develops extended writing in PEEL paragraphs for an "explain" question.	Skills: Builds on KS2 skills of assessing change, continuity and the features of a historical period. KS2 source skills developed. Develops extended writing in PEEL paragraphs.	Skills: Develops the concept of change and continuity across different historical periods. Develops extended writing in PEEL paragraphs.	Skills: Builds on skills of selecting evidence to support an argument, and prioritising information. Develops extended writing in PEEL paragraphs for a "how far do you agree" question.	Skills: Develops skills of chronology, sequencing and linking events to form a narrative. Develops extended writing in PEEL paragraphs for a "narrative" question.	Skills: Builds on the skill of selecting precise evidence to support a point. Develops extended writing in PEEL paragraphs for an "explain" question.
	Assessment (for learning)	End of unit assessment: Explain why William won the Battle of Hastings. (12)	End of unit assessment: 1 Describe 2 features of a motte and bailey castle (4) 2 Explain 2 consequences of the Normanistaion of England (8)	End of unit assessment: 1 Describe 2 features of Tudor vagabonds and criminals (4) 2 Explain 2 consequences of the social hierarchy in Tudor England (8)	End of unit assessment: Henry VIII was a bad king. How far do you agree? (16)	End of unit assessment: Write a narrative account of the Gunpowder Plot (8)	End of unit assessment: Final End of Year Assessment, that covers content and skills from the full academic year
	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson. DC1 data entry	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC2 data entry	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC3 data entry	

		Command words: Explain	Command words: Describe / features / explain / consequences	Command words: Describe / features / explain / consequences	Command words: How far do you agree?	Command words: Narrative account / analysing	Command words: Explain / analyse
	Literacy focus	Other literacy foci: succession crisis / monarch / heir / earl / duke / Norman / Anglo-Saxon / knight / cavalry / feigned retreat	Other literacy foci: castle / feudal Domesday Book / Harrying / peasant / hierarchy	Other literacy foci: social hierarchy / gentry / citizens / merchants / yeoman / labourers / vagabonds	Other literacy foci: Catholic / Protestant / purgatory / monastery / Reformation / Pope / heretic / martyr / Armada	Other literacy foci: Parliament / terrorist / framed / divine right of kings / ship money / compromise / puritan	Other literacy foci: Cavalier / Roundhead / Puritan / Royalist / Parliamentarian / siege / execute
	Numeracy focus	Sequencing events/ chronology	Sequencing events/ chronology/ casualty numbers	Sequencing events/ chronology	Sequencing events/ chronology	Sequencing events/ chronology	Sequencing events/ chronology / casualty numbers

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
	Topic title	Industrial Revolution - Businesses	Industrial Revolution - Transport & Towns	Jack the Ripper Investigation + Slavery	Slavery	Suffragettes	Causes of WWI-Franz Ferdinand & Sarajevo + Final Assessment	
	Building on Year 7 (Skills and content)	Content: In Y7, students continued to develop their knowledge of the development of the British Isles over the last millennium by tracing the development of England through the medieval and Tudor periods up to the Civil War in the Stuart period. This provides the historical context for the key focus in Y8, Britain in the 18 th and 19 th centuries. Students will be able to apply their knowledge of previous historical periods to assess what has changed, and what stayed the same, during the Industrial Revolution, urbanisation of Britain and the development of the British Empire. Skills: Many skills that were developed in Y7 are returned to and built upon in Y8. Source work is developed by students using NOP and their contextual knowledge to assess a source in a formal assessment for the first time. Skills that they practiced in Y7, such as supporting an explanation, writing a historical narrative and explaining the consequences of an event are all revisited in lessons and assessments to allow for development. Much focus remains on supporting students to write developed and supported PEEL paragraphs.						
	Intent	Students need to know the key features of the Industrial Revolution / the rules for a successful business / the work of Wedgewood / conditions in the mills / the use of child labour. They need to develop their skills at describing 2 historical features and explaining the consequences of an historical event. They also need to support inferences drawn from source materials.	Students need to know the stages in the development of transport – turnpikes – canals – railways/ assess the advantages and disadvantages of each / explain problems of urbanisation / conditions in workhouses. They need to be able to identify a key difference between 2 historical periods. They need to use NOP (Nature / Origin / Purpose) and their own contextual knowledge to assess the usefulness of sources.	Students need to know the events of the Jack the Ripper murders / make links between the victims and crimes / explain events through their historical context / explain the reasons for the failure of the police investigation / explain the workings of the triangular slave trade/ describe conditions on the Middle Passage. They need to be able to describe the features of, and give a supported explanation of, an historical event.	Students need to know the sequence of the slave trade / slave auctions / life on a plantation / slave punishments / reasons for campaigns to end the slave trade / actions of anti-slavery campaigns / reasons for the abolition of slavery. They need to be able to give a supported explanation of an historical event, and draw supported inference from a source.	Students need to know the attitudes towards women c1900, and the reasons for this/ the differences between suffragists & suffragettes/ key actions of the 2 groups/ impact of individual actions for the movement/ role of women in WWI/ reasons for women getting the vote/ features of life in Edwardian Britain. They need to practice writing a PEEL essay with a range of factors and a supported conclusion	Students need to know the background to the assassination of Franz Ferdinand / why he was a target / reasons for opposition to him / events of the assassination / why the assassination was a trigger cause for WWI. They need to be able to construct a narrative account, correctly sequencing events in chronological order and explaining their significance.	
	Knowledge Skills Understanding	1) Describe conditions faced by Elizabeth Bentley 2) Make inferences from the sources to support opinion 3) Explain extracts from the source 4) Evaluate a range of dangers that children faced in the factories	1) Define and explain different types of transport 2) Explain different features of a turnpike road 3) Explain a range of transport improvements in Britain between 1750-1900 4) Support judgements on source usefulness with precisely deployed contextual knowledge	1) Add evidence/examples to support your explanation of the suspects 2) Explain two features of the victims of Jack the Ripper 3) Develop a range of reasons why Jack was never caught 4) Develop a supported opinion with historical evidence	1) Describe the workings of the slave trade 2) Add detail from the sources to support your ideas (“quotes”) 3) Explain a range of reasons for the abolition of slavery 4) Use PEE paragraphs (Point Evidence Explanation) in your extended writing	1) Describe attitudes towards women c1900, and the reasons for this. 2) Explain the role and impact of Suffragettes vs Suffragists 3) Evaluate the actions of Emily Davison: was she a brave martyr or rash fool? 4) Evaluate in PEEL paragraphs a balanced argument assessing the reasons for women securing the vote.	1) Effectively use a range of historical key terms 2) Explain the motives behind Gavrilo Princip and the Black Hand Gang’s actions 3) Explain how and why the assassination plot failed 4) Evaluate the significance of the assassination of Franz Ferdinand	
Y8	Knowledge and skills revisited	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Builds on Y7 Term 3 work on Tudor social hierarchy – opportunity to assess changes over time.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Develops Term 1 Ind Rev work by applying knowledge of changes to the specific area of transport.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Develops themes of living in poverty and technological developments already explored in Terms 1+2.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Builds on the development of business (from Term 1) by exploring the impact of the slave trade on the wider British Empire.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Builds on previous Y8 Industrial Revolution work (context). Develops on Term 4 by focusing on another group in society who were disadvantaged during the Industrial Revolution.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Links to Term 5’s exploration of Edwardian values to set the context for the outbreak of WWI.	
		Skills: Develops the skills of describing features of a historical event, as well as explaining the consequences of an event. Students practice the skill of making inferences from sources. Develops extended writing in PEEL paragraphs.	Skills: Students practice comparing one time period with another to explain a key difference. They develop their ability to assess source usefulness using NOP (Nature/ Origin/ Purpose) and their own contextual knowledge. Develops extended writing in PEEL paragraphs.	Skills: Builds on the skill of describing features of an historical event. Develops the skill of selecting precise evidence to support a point. Develops extended writing in PEEL paragraphs for an “explain” question.	Skills: Builds on the skills of making a supported inference from a source. A chance to revisit the skill of selecting precise evidence to support a point. Develops extended writing in PEEL paragraphs for an “explain” question.	Skills: Develops skills of selecting evidence to support an argument, and prioritising information. Develops extended writing in PEEL paragraphs for a “how far do you agree” question.	Skills: Develops skills of chronology, sequencing and linking events to form a narrative. Develops extended writing in PEEL paragraphs for a “narrative” question.	
	Assessment (for learning)	End of unit assessment: * Describe 2 features of the conditions E Bentley faced (4) * Give 2 things that you can infer from the source about attitudes to children in factories (4) * Explain 2 consequences of the poor working conditions for children in the factories (8)	End of unit assessment: * Explain one way in which transport in Britain was different in 1750 from transport in 1900. (4) * How useful 2 Source for investigation into impact of railways (8)	End of unit assessment: * Describe 2 features of the Ripper killings (4) * Explain why Jack the Ripper was never caught (12)	End of unit assessment: * Give 2 things you can infer from the source about conditions on slave ships (4) * Explain why slavery was abolished in 1807 (12)	End of unit assessment: The militant actions of the Suffragettes was the most important factor in women securing the right to vote in 1918. How far do you agree? (16)	End of unit assessment: Final End of Year Assessment, that covers content and skills from the full academic year	

		Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC1 data entry	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC2 data entry	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC2 data entry	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC3 data entry
Literacy focus		Command words: Describe 2 features / inference / explain consequences	Command words: Explain / different / how useful / sources	Command words: Describe 2 features / explain why	Command words: Infer / Explain why	Command words: How far do you agree?	Command words: Write a narrative account / Analysing
		Other literacy foci: Industrial Revolution / Profit / Investment / Entrepreneur / Mills / Working conditions	Other literacy foci: Transport / Turnpike / Canals / Railways / Workhouse / Urban	Other literacy foci: Slum housing / Poverty / Investigation / Evidence / Suspects / Motive / Triangular Trade / Slavery / Middle Passage	Other literacy foci: Auction / Plantation / Work Crew / Punishment / Protestor / Abolition	Other literacy foci: Obedient/ Possession/ Suffrage/ Suffragette/ Suffragist/ Martyr/ Militant/ Munitionette	Other literacy foci: Empire / Heir/ Sarajevo / Assassination / Motive/ Nationalism / Terrorist
Numeracy focus		Calculate profits as well how and where money should be spent to improve a business	Timelines/ sequencing of years Rate of turnpike/ rail expansion in Britian	Number of victims and suspects	Financial Benefits of Slavery vs Cost of Slavery Different Costs of Slaves Daily routine of the slaves	Timeline / Records of numbers of protestors & arrests	Dates of Events Chronology & timelines

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic title	Other WWI Causes WWI Trench Life	WW1: Warfare & the Somme	Hitler's Rise + Life in Nazi Germany	Life in Nazi Germany	Holocaust + Final End of Year Assessment	Start of GCSE course (American West – Indian Life)
	Building on Year 8 (Skills and content)	Content: We conclude the chronological journey through the last millennium, which has been the theme of Y7 and Y8, by bringing the story into the 20 th century and focusing on the WWI and Nazi Germany. Students should be able to link and develop their Y8 knowledge around the Industrial Revolution with the mechanisation of warfare in WWI. There are also sections building on Y8 work on the development of women's rights, life in Edwardian England, and the causes of WWI. Skills: We continue to develop many of the skills that were utilised in Y8. Source work is developed by students using NOP and their contextual knowledge to assess a source in 2 further assessments, and the idea of sources having different opinions, and the possible reasons for that, are introduced. Skills that they practiced in Y8, such as supporting an explanation, writing a historical narrative and explaining the consequences of an event are all revisited in lessons and assessments to allow for development. Much focus remains on supporting students to write developed and supported PEEL paragraphs, and using precisely selected supporting evidence.					
	Intent	Students need to know impact of propaganda/ reasons men joined the army/ trench layout and conditions/ food/ disease and injuries. They need to develop their skills at analysing source usefulness using NOP & their contextual knowledge. They also need to practice writing a PEEL essay with a range of factors and a supported conclusion	Students need to know the events of the Battle of the Somme, including the pre-battle preparations/ reasons for British failure on the 1 st day/ impact of technology on WWI, including poison gas, tanks & planes/ reasons for the Armistice. They need to be able to identify a difference in opinions between 2 sources, and suggest reasons as to why the opinions may differ. They also need to give a supported explanation for an historical event	Students need to know the key features of the Treaty of Versailles/ key events in Hitler's early life, including his schooling, family & role in WWI/ beliefs of Hitler & the Nazi Party/ early development of the Nazi Party. Students need to be able to construct a narrative account, correctly sequencing events in chronological order and explaining their significance.	Students need to know the key features of life in Nazi Germany/ who the "winners" and "losers" were under Nazi rule/ development of anti-Semitism in Nazi Germany/ development of the Holocaust/ key actions against the Jews in the Holocaust. They need to develop their skills at analysing source usefulness using NOP & their contextual knowledge. They also need to describe 2 features of a historical period.	Students need to know the aggressive actions taken by Hitler in the 1930s/ the chronology of steps towards WW2/ British actions to try and appease Hitler/ reasons for the failure of appeasement/ British preparations for WW2/ life on the Home Front in Britain. They need to practice writing a PEEL essay with a range of factors and a supported conclusion	Students need to know the key features of the American West (Great Plains & Rockies)/ structure of Indian tribes/ importance of hunting & buffalo / Indian beliefs on nature/ religion/ warfare/ impact of early US govt policy on traditional Indian life. Students need to give a supported explanation for an historical event
	Knowledge Skills Understanding	1) Describe features of trench life 2) Link together different problems & dangers facing soldiers in the trenches 3) Evaluate the biggest threat to soldiers in the trenches 4) Write in PEE paragraphs, using precise supporting information	1) Describe key events of the Battle of the Somme 2) Explain a range of historical reasons as to why the Somme at first was a failure 3) Prioritise the most important reason why the Somme was a disaster 4) Link and evaluate how different causes interlink together	1) Select and use a range of researched biographical details about Adolf Hitler 2) Prioritise and explain which events had the biggest impact on Hitler 3) Analyse how childhood/early life events can have a lifelong impact on Hitler 4) Write PEEL paragraphs explaining in chronological order events in Hitler's life	1) Describe key features of life in Nazi Germany 2) Explain and link the steps towards the Holocaust 3) Evaluate a range of reactions to the Holocaust 4) Make valid supported inferences from sources	1) Describe the events leading to the outbreak of WW2 2) Explain and link the steps that led to WW2 3) Evaluate the effectiveness of British preparations for WW2 4) Write a balanced view evaluating how Hitler could be good/bad or both for Germany.	1) Describe key features of traditional Plains Indian life 2) Explain how the Indians were able to successfully live on the Great Plains 3) Evaluate the most features of traditional Indian life 4) Write in PEEL paragraphs to explain the impact of US govt policy on Indian life
	Knowledge and skills revisited	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). This term clearly builds on and develops the knowledge that students gained in Y8 Term 6 regarding the outbreak of WWI. Skills: Develops the skill of analysing source usefulness using NOP (Nature/ Origin/ Purpose) and contextual knowledge. Builds on skills of selecting evidence to support an argument, and prioritising information. Develops extended writing in PEEL paragraphs for a "how far do you agree" question.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Develops Term 1 knowledge of life in the trenches by examining the fighting in WWI. Students can apply knowledge of soldiers' experiences Skills: Builds on source analysis skills by identifying different viewpoints and explaining reasons for those differing views. Develops extended writing skills with explanatory PEEL paragraphs utilising selected supporting evidence.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Builds on student knowledge of the nature of the end of WWI to link to how Treaty of Versailles facilitated Hitler's rise in Germany. Skills: Develops skills of chronology, sequencing and linking events to form a narrative. Develops extended writing in PEEL paragraphs for a "narrative" question.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Develops Term 3 knowledge of Hitler's beliefs to see how he applied them in practice in Nazi Germany Skills: Builds on skill of describing features of an historical period. Develops the skill of analysing source usefulness using NOP (Nature/ Origin/ Purpose) and contextual knowledge.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ term/ year). Develops Term 3+4s work on Hitler and Nazi Germany to assess his role in starting WW2 and Britain's attempts to contain Germany Skills: Develops skills of selecting evidence to support an argument, and prioritising information. Develops extended writing in PEEL paragraphs for a "how far do you agree" question.	Knowledge: Each lesson starts with an interleaved knowledge test (what can you recall from last lesson/ this term). However, this is a brand new topic & no explicit links with other KS3 content Skills: Develops extended writing skills with explanatory PEEL paragraphs utilising selected supporting evidence.
	Assessment (for learning)	End of unit assessment: * How useful is source A for explaining the trench conditions for soldiers? (8) * "A soldier's biggest problem in the trenches was attacks from the Germans". How far do you agree? (16)	End of unit assessment: What is the main difference in views between the sources? (4) Why might the views be different? (4) Explain why the Battle of the Somme was a disaster for the British Army (12)	End of unit assessment: Write a narrative account analysing Hitler's early life (8)	End of unit assessment: Was Hitler good for Germany? (16)	End of unit assessment:) Final End of Year Assessment, that covers content and skills from the full academic year	End of unit assessment: Indian life assessment

	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC1 data entry	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC2 data entry	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC2 data entry	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year	Cumulative assessment: Each lesson's interleaved starter challenges students to recall key details from last lesson/ term/ year. DC3 data entry
Literacy focus	Command words: How useful / source / How far do you agree?	Command words: Main difference / sources / Why might views differ? / Explain why	Command words: Narrative account / analysing	Command words: Describe features / How useful / source	Command words: How far do you agree?	Command words: Explain why
	Other literacy foci: recruitment/ trench/ artillery/ trench foot/ shellshock/ maconochie/ morning hate/ Lee Enfield rifle/ barbed wire/ grenade	Other literacy foci: creeping barrage/ tank/ poison gas/ offensive/ stalemate/ Armistice/ war of attrition	Other literacy foci: Nazi/ fascist/ socialist/ communist/ SA/ putsch/ racist/ anti-Semitism/ Treaty of Versailles/ depression	Other literacy foci: Persecution/ discrimination/ anti-Semitism/ propaganda/ rearmament/ motorways/ employment	Other literacy foci: Lebensraum/ appeasement/ Rhineland/ Sudetenland/ home front/ Blitz/ evacuation/ blackout	Other literacy foci: Plains Indian/ Great Plains/ buffalo/ hunting/ tipi/ tribe/ band
Numeracy focus	Figures/Data on size of alliances/empire's	Dates of historical events as well as death and casualty rates	Evidence of the impact of the Wall Street Crash of 1929 and how it impacted on Germany. German election and NSDAP polling	Unemployment figures decreasing from 1933-1939. Dates and statistics behind the persecution of different groups by the Nazi's	Chronology of events. Figures for size of German & British army/ air force/ navy	Statistical evidence/ facts/ figures and statistics on Indian life

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y10	Topic title	American West 1	American West 2 / Anglo Saxon & Norman England 1	Anglo Saxon & Norman England 2	Anglo Saxon & Norman England 3 / Medicine 1	Medicine 2	Medicine 3
	Building on Key Stage 3 (Skills and content)	Skills: The main exam question types for these courses have been attempted several times in KS3 assessments. There has been a particular focus on "Explain" 12 mark questions. Content: Clear topic links to Y7 (Battle of Hastings & build up to) in Anglo Saxon & Norman England. Y7 (Reformation) & Y8 (Industrial Revolution) provides some contextual knowledge for sections of the Medicine course					
	Intent	Students need to know developments in early white settlement of the Plains / causes, events and consequences of early Indian vs settler conflicts / law & order issues / development of homesteads & beef bonanza. They need to develop their skills at writing a narrative account, as well as analysing consequences and importance.	Students need to know the developments in later white settlement of the Plains / causes, events and consequences of the later Indian Wars and the destruction of traditional Indian life/ the changes in homesteading & cattle industry. They also need to know the key features of Anglo Saxon life/ reasons for the 1066 succession crisis/ contenders for the throne. They need to consolidate their skills at writing a narrative account, as well as analysing consequences and importance.	Students need to know the key features of Anglo Saxon life / reasons for 1066 succession crisis / events at 3x 1066 battles / William's steps to control England / A-S rebellions against William & his methods of crushing them / steps taken to Normanise England, including the feudal system and the Church / Forests and sheriffs. They need to develop their skills at describing 2 historical features, as well writing an analytical answer to an "explain" and "how far" question.	Students need to know the Domesday Book / Norman aristocracy / William's family issues & events of 1088 succession crisis / Medicine "Big Picture" / Medieval ideas of causes, treatments & preventions of disease / The Black Death. They need to consolidate their skills at writing an analytical answer to an "explain" and "how far" question, and develop skills of explaining difference/ similarity between 2 periods.	Students need to know the key Renaissance ideas regarding causes, preventions and treatments of disease / work of Vesalius / Great Plague 1665 / Key 18 th + 19 th century ideas of causes, preventions & treatments of disease / work of Jenner / Pasteur & Germ Theory / problems of surgery. They need to consolidate their skills at explaining a difference/ similarity between 2 periods, as well as writing an analytical answer to an "explain" and "how far" question.	Students need to know 19 th century public health measures / the key 20 th century ideas regarding causes, preventions and treatments of disease / development of genetics & high-tech medicine & surgery / steps to tackle lung cancer. They need to consolidate their skills at explaining a difference/ similarity between 2 periods, as well as writing an analytical answer to an "explain" and "how far" question.
	Knowledge Skills Understanding	<ol style="list-style-type: none"> Describe the great Plains and the beliefs and actions of the Plains Indians. Explain the hardships of the Great Plains and the purpose of the beliefs and actions of the Plains Indians. Analyse and prioritise the problems of the Great Plains as well as the reasons for survival of the Plains Indians. Develop two clear supported consequences of an event <ol style="list-style-type: none"> Describe reasons for tension between whites and Indians and the actions of the pioneers. Explain problems of the 1851 Fort Laramie Treaty and the differences between Mormon survival and Donner Party failure. Evaluate the significance of the 1851 Fort Laramie Treaty and of the Mormon and Donner Party for settlers. Develop two clear supported consequences of an event 	<ol style="list-style-type: none"> Describe key features of development of the West, the cattle industry and changes for Indian life. Explain the impact of the railways, role of entrepreneurs and the changes made to Indian life Evaluate significant factors in the development of the West, development of the cattle industry and changes made to Indian life Organise, structure and link the stages of a narrative answer <ol style="list-style-type: none"> Describe key features of Anglo Saxon society and of the claimants for the throne. Explain the positives and negatives of Anglo Saxon society as well as the claimants for the throne. Evaluate the significance of features of Anglo Saxon society, powers of the king and claimants for the throne. Identify and describe two clear features of a nominated feature 	<ol style="list-style-type: none"> Describe the key events of the Battle of Hastings, William's control and Anglo Saxon revolts Explain the positives and negatives of William and Harold, William's actions to take control and reasons for Anglo Saxon revolts. Evaluate William's successes at Hastings and in controlling England as well as the failures of the Anglo Saxon revolts. Apply detailed subject knowledge and key words in three PEE paragraphs in the format of "2+1" <ol style="list-style-type: none"> Describe the process of Normanising England Explain the different elements of Normanisation (feudal system / Church / forest / buildings etc) Evaluate the extent of Normanisation – how much changed, and for who? Develop and organise a full and detailed balanced answer, with clear focussed conclusion. 	<ol style="list-style-type: none"> Describe the key features of William's kingship and Norman revolts against him. Explain the outcomes of William's kingship, including leading to Norman revolts. Evaluate the long term significance of William's kingship, including Norman opposition. Apply detailed subject knowledge and key words to a balanced "2+1" judgement question <ol style="list-style-type: none"> Describe medieval ideas about the causes of disease Explain strengths and weaknesses of medieval treatments and preventatives Evaluate effectiveness of medieval responses to the Black Death Apply detailed subject knowledge and key words in 3 PEE paragraphs in the format of "2+1" 	<ol style="list-style-type: none"> Describe Renaissance preventions and treatments Link Renaissance preventions and treatments to types of healer Evaluate the impact of new Renaissance ideas on everyday medicine Develop an explanation of one precise change or similarity across 2 different time periods <ol style="list-style-type: none"> Describe 18th & 19th century ideas about the causes of disease (development of Germ Theory) Explain the slow acceptance of Germ Theory in GB Evaluate the impact of Germ Theory on medical science Apply detailed subject knowledge and key words to a balanced "2+1" judgement question 	<ol style="list-style-type: none"> Describe 18th- 20th century preventions & treatments Explain the steps to creating modern treatments Evaluate the impact of the NHS, penicillin & DNA Apply detailed subject knowledge and key words in three PEE paragraphs in the format of "2+1" <ol style="list-style-type: none"> Describe 20th century ideas about the causes of disease (DNA/ genetics) Explain how DNA discovery led to new preventions and treatments Evaluate the role of different factors in the changing nature of medicine Apply detailed subject knowledge across 2 time periods and key words to a balanced "2+1" judgement question
Knowledge and skills revisited	Knowledge: Each lesson starts with a knowledge test (on Am West topic).	Knowledge: Each lesson starts with a knowledge test (on Am West topic). This term builds on and concludes the students' understanding of the American West narrative.	Knowledge: Each lesson starts with a knowledge test (on Normans topic) and an Interleaved knowledge check (on Am West). This term allows students to apply their knowledge of Anglo Saxon England to evaluate the changes brought by the Normans.	Knowledge: Each lesson starts with a knowledge test (on Normans/ Medicine topic) and an Interleaved knowledge check (on Am West). This term builds on and concludes the students' understanding of the Normanisation of England narrative.	Knowledge: Each lesson starts with a knowledge test (on Medicine topic) and an Interleaved knowledge check (on Normans). This term allows students to apply their knowledge of medieval medicine to evaluate the changes that took place in the 16 th -19 th centuries.	Knowledge: Each lesson starts with a knowledge test (on Medicine topic) and an Interleaved knowledge check (on Normans). This term builds on and concludes the students' understanding of the development of medicine c1250-present day.	

	Skills: Review of Narrative Account & Consequence question types (both previously attempted in KS3). Extended writing/ PEEL paragraph techniques	Skills: Review of Narrative Account & Consequence question types (both previously attempted in KS3). Extended writing/ PEEL paragraph techniques	Skills: Weekly Interleaved homework – American West exam question. Review of 2 Features / Explain / How Far question types (all previously attempted in KS3).	Skills: Weekly Interleaved homework – American West exam question. Review of 2 Features / Explain / How Far question types (all previously attempted in KS3).	Skills: Weekly Interleaved homework – Normans exam question. Review of Explain / How Far question types (both previously attempted in KS3).	Skills: Weekly Interleaved homework – Normans exam question. Review of Explain / How Far question types (both previously attempted in KS3).
Assessment (for learning)	End of unit assessment: 1) Explain two consequences of the Indians using horses. 2) Explain the importance of the development of new mining towns for law and order in the early West	End of unit assessment: 1) Explain two consequence of the Dawes Act (1887) for traditional Indian life 2) Write a narrative account analysing the key stages in the growth of cattle ranching, 1861-1872.	End of unit assessment: 1) Explain why William won the Battle of Hastings. 2) The main consequence of the Harrying of the North was starvation for the peasants. Do you agree?	End of unit assessment: 1) "The main significance of the Domesday Book was financial". How far do you agree? 2) "Hospital treatment in England in the period from 1250 to 1500 was very rare". How far do you agree with this statement?	End of unit assessment: 1) Explain one way in which ideas about the treatment of diseases were different in the 17th century from ideas in the 13th century 2) "There was rapid change in ideas about the causes of illness and disease in the period c1700-c1900." How far do you agree with this statement?	End of unit assessment: 1) Explain why there was rapid progress in disease prevention after c1900 2) "Treatment of diseases and care of the sick completely changed after c1800". How far do you agree with this statement?
	Cumulative assessment: DC1 entry	Cumulative assessment: American West Mock Exam	Cumulative assessment: Weekly interleaved homework (on American West). DC2 entry	Cumulative assessment: Anglo Saxon & Norman England Mock Exam Weekly interleaved homework (on American West)	Cumulative assessment: Weekly interleaved homework (on Normans)	Cumulative assessment: Full Paper 2 Mock Exam (American West + Normans) Weekly interleaved homework (on Normans). DC3 entry
Literacy focus	Command words: Explain / Consequences / Importance of / Narrative account / Analysing / Changes / Causes	Command words: Explain / Consequences / Importance of / Narrative account/ Analysing / Changes / Causes	Command words: Explain / Consequences / Significance / Do you agree / Changes / Causes / Features	Command words: How far do you agree? / Explain / Changes / Causes / Features	Command words: Explain / Difference / Similarity / Explain why / How far do you agree? / Changes / Causes	Command words: Explain / Difference / Similarity / Explain why / How far do you agree? / Changes / Causes
	Other literacy foci: Migration / Manifest Destiny / Pioneer/ Homesteader / Vigilante	Other literacy foci: Exodusters / Treaty / Danelaw / Fyrd/ Burh / Wergild / Succession	Other literacy foci: Embassy / Knight / Submission / Motte + Bailey / Forfeiture / Harrying / Feudal / Forest	Other literacy foci: Homage / Aristocracy / Supernatural / Rational / Humours / Astrology / Miasma	Other literacy foci: Treatment / Prevention / plague / physician / apothecary / vaccine / anaesthetic/ antiseptic / aseptic	Other literacy foci: Genetic / Lifestyle / Magic Bullets / NHS / Antibiotic / Cancer
Numeracy focus	Timelines, decades and periods of time. Ordering of events.	Sequencing and ordering. Profit and demand.	Sequencing and ordering, changes over time	Timelines, centuries and years, changes over time	Timelines, centuries and years, changes over time	Timelines, centuries and years, changes over time

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic title	Medicine & Historic Environment	Historic Environment & Civil Rights	Civil Rights & Vietnam War	Vietnam War	Vietnam War + Revision	
	Building on Key Stage 3 and Year 10 (Skills and content)	Skills: All exam question types for these courses have been attempted at least once in KS3 assessments. A large number of question types have been repeatedly completed in Year 10, with particular emphasis on “explain” and “how far” question types. Source skills were practised throughout KS3 and referenced through Y10. Content: Y9 work on WWI (trench conditions/ Battle of the Somme/ weapons of war) provides background for Historic Environment. Y10 Medicine topic, particularly 19 th century surgery, also supports Historic Environment topic. Y8 (Slavery) provides some contextual knowledge for the Civil Rights unit. Y9 (Cold War) provides the contextual background for the Vietnam War					
	Intent	Students need to know public health in the 20 th century/ treatments for lung cancer/ WWI trench conditions/ impact on health & injury / transport & communication problems / nature of WWI injuries/ evacuation procedures. They need to develop their source skills, including usage of NOP and historical knowledge to assess source usefulness, as well as identifying different source types and how to plan an historical enquiry	Students need to know new techniques to treat wounds / the impact of segregation on black people’s lives / the nature of opposition to civil rights (including Dixiecrats & KKK) / steps taken to progress in education & transport / role of CORE, NAACP & MLK. They need to develop interpretation skills, including analysis of different opinions and assessing a historian’s viewpoint. They need to consolidate their skills at writing an explain & source usefulness question.	Students need to know the significance of Civil Rights laws / impact of Black Power / Progress in civil rights to 1975 / Causes of the Vietnam War, including Cold War background & increased US involvement in Vietnam / VC vs US tactics / Impact of Tet Offensive. They need to consolidate interpretation skills, including analysis of different opinions and assessing a historian’s viewpoint, and writing an explain & source usefulness question.	Students need to know the impact of Nixon’s Vietnam policies / Reasons for US protest for and against the war / Types of protestors and protest / Impact of media on public opinion / Peace Talks / Reasons for US failure in Vietnam. They need to consolidate interpretation skills, including analysis of different opinions and assessing a historian’s viewpoint, and writing an explain & source usefulness question.	Students need to complete Vietnam War course/ revisit key topic themes and content from papers 1-3. They need to practise a wide variety of question types across the 3 papers. Mock exam results and classroom performance need to guide class teachers into what the precise focus should be	
Y11	Knowledge Skills Understanding	<ol style="list-style-type: none"> Describe key features of the fighting on the Western Front Link the conditions in WWI with medical problems and challenges Explain the strengths and limitations of different source types Evaluate the usefulness of sources for a given enquiry using NOP, content & own knowledge <ol style="list-style-type: none"> Describe developments in blood transfusions, treatment of injuries & infection Evaluate the success of attempts to improve medical care in WWI Select elements of a source’s NOP appropriate for a specific historical investigation Develop an independent follow-up enquiry to a source detail 	<ol style="list-style-type: none"> Describe problems for black Americans in the Deep South Explain why challenging the problems for black Americans was difficult Link & explain the 1st steps to civil rights: Brown / Little Rock / Montgomery Bus Boycott Evaluate the usefulness of sources for a given enquiry using NOP, content & own knowledge <ol style="list-style-type: none"> Describe the actions of opponents of civil rights Explain the importance of the Emmett Till murder Select information from sources to support relevant inferences Evaluate the success of the civil rights movement by the early 1960s 	<ol style="list-style-type: none"> Describe actions of MLK/ Kennedy/ Johnson in furthering civil rights Explain the rise of Black Power in the 1960s Supporting inferences from sources using precisely selected details Evaluating reasons for different views expressed in interpretations <ol style="list-style-type: none"> Describe background to the Vietnam War Explain reasons for increasing American involvement 1950-65 Evaluate VC strengths vs American weaknesses in Vietnam Apply skills of inferring to analyse the differing views contained in 2 interpretations 	<ol style="list-style-type: none"> Describe the changing nature of the US approach to the Vietnam War under Nixon Explain why there are different interpretations of the significance of the Tet Offensive Evaluate the impact of the Tet Offensive on support for the war Evaluate the usefulness of sources for a given enquiry using NOP, content & own knowledge <ol style="list-style-type: none"> Describe a range of US public reactions to the Vietnam War (for and against) Explain a range of reasons to be either for or against the war Evaluate the impact of US public opinion on the outcome of the Vietnam War Evaluate the viewpoint of an interpretation to reach a balanced, supported judgement 	<p>A review of key areas of knowledge/ skills for each class.</p> <p>Class teacher is responsible for identifying key areas specific to their class’ needs.</p> <p>A suite of revision resources, tools and sample Qs/ answers have been produced by the department to use as appropriate</p>	
	Knowledge and skills revisited	<p>Knowledge: Each lesson starts with a knowledge test (on Historic Environment topic) and an Interleaved knowledge check (on Medicine). Students apply their knowledge of early 20th century medicine, and also Y9 WWI trench work, to its application in the WWI trenches.</p> <p>Skills: Weekly Interleaved homework – Medicine exam question. Review of Source Usefulness question type (previously attempted in KS3).</p>	<p>Knowledge: Each lesson starts with a knowledge test (on Civil Rights topic) and an Interleaved knowledge check (on Medicine). Students can link back to Y8 Slavery topic to provide historical context for the Civil Rights topic.</p> <p>Skills: Weekly Interleaved homework – Medicine exam question. Review of Explain / Source Comparison / How far question types (all</p>	<p>Knowledge: Each lesson starts with a knowledge test (on Civil Rights/ Vietnam topic) and an Interleaved knowledge check (on Am West). This term builds on and concludes the students’ understanding of the development of the US Civil Rights movement</p> <p>Skills: Weekly Interleaved homework – American West exam question. Review of Explain / Source Comparison / How far question</p>	<p>Knowledge: Each lesson starts with a knowledge test (on Vietnam topic) and an Interleaved knowledge check (on Normans). This term builds on and concludes the students’ understanding of the development of the Vietnam War and its impact on the USA.</p> <p>Skills: Weekly Interleaved homework – Normans exam question. Review of Explain / Source Comparison / How far question types (all</p>	<p>Knowledge: Knowledge gaps/ weaknesses identified by individual class teacher to be addressed through department bank of structured revision activities</p> <p>Skills: Skills gaps/ weaknesses identified by individual class teacher to be addressed through department</p>	<p>Knowledge:</p> <p>Skills:</p>

	Extended writing/ PEEL paragraph techniques	previously attempted in KS3+ Y10).	types (all previously attempted in KS3+ Y10).	previously attempted in KS3+ Y10).	bank of structured revision activities	
Assessment (for learning)	End of unit assessment: 1) Describe 2 features of aseptic surgery in the early 20th century 2) How useful are Sources A and C for an enquiry into the use of new medical techniques on the Western Front?	End of unit assessment: 1) How useful are Sources E & F for an enquiry into attitudes to integration in the Deep South? 2) Explain why the death of Emmett Till was important for the civil rights movement	End of unit assessment: 1) Give 2 things that you can infer from the source about the Watts riots in 1965 2) What is the main difference in views on the reason for the Strategic Hamlet Program?	End of unit assessment: 1) How useful are Sources A & B for an enquiry into reasons for opposition to the Vietnam War? 2) A full Q3 (4 parts), including: How far do you agree with Interpretation 2 about the impact of TV and media coverage of the Vietnam War on the American people?	End of unit assessment: At least one full exam question to be completed in lesson each week (at teacher discretion). Focus on higher mark Qs (8-16 markers)	End of unit assessment:
	Cumulative assessment: Whole-school mock exam (Medicine). Weekly interleaved homework (on Medicine). DC1 entry	Cumulative assessment: Mock exam (Historic Environment). Weekly interleaved homework (on Medicine)	Cumulative assessment: Whole-school mock exam (Full paper 1 + Paper 2). Weekly interleaved homework (on American West). DC2 entry	Cumulative assessment: Weekly interleaved homework (on Normans). DC3 entry	Cumulative assessment: Mock exam (Civil Rights & Vietnam). Weekly interleaved homework (at teacher discretion).	Cumulative assessment:
Literacy focus	Command words: Describe / Features / How useful / Historical context	Command words: Infer / Explain / How useful / Difference / Different views / How far do you agree/ Historical context	Command words: Infer / Explain / How useful / Difference / Different views / How far do you agree/ Historical context	Command words: Infer / Explain / How useful / Difference / Different views / How far do you agree/ Historical context	Command words:	Command words:
	Other literacy foci: Nature/ Origin / Purpose / transfusion/ trench / transport / communication / wound / shrapnel infection / CCS / FANY / x-ray	Other literacy foci: Nature/ Origin / Purpose / segregation / discrimination / racism / Dixiecrat / non-violent protest / sit-in / civil rights	Other literacy foci: Nature/ Origin / Purpose / Black Power / Black Panthers / Communist / Capitalist / Cold War / Domino Theory / Containment	Other literacy foci: Nature/ Origin / Purpose / Guerrilla/ Search & Destroy / Tet / Doctrine / Vietnamisation / Draft / Media / Protest / Veteran	Other literacy foci:	Other literacy foci:
Numeracy focus	Timelines: Sequencing of years and events	Timelines: Sequencing of years and events, changes over time	Timelines: Sequencing of years and events, changes over time	Using data related to casualties/ number of protesters		

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic title	USSR: Power & Govt / Establishing Mao's Rule 1949-56	USSR: Economic Development / Mao's Economic Reform 1949-65	USSR: Control of the People / Cultural Revolution 1966-76	USSR: Social Development / China: Social & Cultural Reforms 1949-76	USSR: Fall of the Soviet Union / China: Revision	Warfare: French Wars 1790-1815 AI: Introduction to Arab Israeli Coursework
	Building on Key Stage 4 (Skills and content)	Skills: The course builds on a number of exam question skills from KS4: "How far do you agree?" / Source usefulness / Analysis of Interpretations. GCSE source analysis skills are developed (use of NOP/ historical context knowledge to support a judgement). GCSE Interpretations analysis developed (analysis of historians views/ support or challenge using own knowledge) Content: These are 2 entirely new topics for our students. The students have covered some background to the ideas of communism through their Vietnam War GCSE topic.					
	Intent	USSR: Students need to know the problems in creating a one party state under Lenin, the development of political repression under Stalin and the changes in policy from 1956 under Khrushchev and Brezhnev. They need to develop analytical essay writing with an argument and counter argument structure. China: Students need to know the significance of China's problems in 1949/ Structure of Mao's govt/ Impact of Korean War/ Impact of terror campaigns, including 100 Flowers. They need to develop source skills, using NOP & knowledge to assess value and weighting of a source, and write an extended analytical explanation with a judgement.	USSR: Students need to know the problems in creating a working economy under Lenin, the development of the command economy under Stalin and the changes in economic emphasis from 1956 under Khrushchev and Brezhnev. They need to develop analytical essay writing with an argument and counter argument structure: with clear examples of economic data as evidence. China: Students need to know the significance of Mao's agricultural & industrial reforms/ impact of collectivisation & GLF/ Reasons for the Great Famine. They need to consolidate source skills, using NOP & knowledge to assess value and weighting of a source, and write an extended analytical explanation with a judgement.	USSR: Students need to know the methods of repression and control under Lenin, the development of the Terror State under Stalin and the changes in freedom and punishment from 1956 under Khrushchev and Brezhnev. They need to develop analytical essay writing with an argument and counter argument structure: with clear examples of comparison over time periods. China: Students need to know the reasons for launching the Cultural Revolution/ actions of Red Guards & PLA/ impact of CR on Chinese life & culture/ reasons for CR winding down. They need to consolidate source skills, using NOP & knowledge to assess value and weighting of a source, and write an extended analytical explanation with a judgement.	USSR: Students need to know the limited social benefits under Lenin, the varied benefits under Stalin and the increase in social benefits from 1956 under Khrushchev and Brezhnev. They need to develop analytical essay writing with an argument and counter argument structure: with clear examples of relative judgment. China: Students need to know the significance of Mao's reforms to women, education, health, culture and religion/ Assess relative successes & failures. They need to consolidate source skills, using NOP & knowledge to assess value and weighting of a source, and write an extended analytical explanation with a judgement.	USSR: Students need to know the varied reasons for the fall of the USSR including, economic, political, nationalism of the Republics and personality factors. They need to be able to identify, explain and account for various historical interpretations. China: Students need to consolidate their knowledge and skills of the China course. They need to make links between different topics, and identify patterns and trends. They need to consolidate source skills, using NOP & knowledge to assess value and weighting of a source, and write an extended analytical explanation with a judgement.	Warfare: Students need to know the "Big Picture" of warfare 1790-1918 / Nelson, the navy & Trafalgar / Wellington, the army & Peninsular War / Battle of Waterloo. They need to develop source skills, using NOP & knowledge to assess value of a source for 2 separate, but linked, enquiries, and write an extended analytical explanation with a judgement. AI: Students to be taught skills to help them transition from Y12-Y13 to help them with coursework. Students are to be taught a general overview of the conflict and how to plan/structure and organise a historiography. Look at the NOP of sources- why and how sources may have different perspectives
Y12	Knowledge Skills Understanding	USSR: 1 Accurate and relevant knowledge is used to explain the one party state 2 Selected knowledge from a range and depth is used to explain changes in the one party state 3 Simple judgement on the key concepts of authoritarianism and totalitarianism 4 Criteria led, whole picture judgement is given on the motivations and actions of specific leaders over time 5 Written essays show understanding of the key content and organisation into paragraphs China: 1 Describe range of problems at the start of CCP rule 2 Explain the theory vs reality of communist system of govt 3 Evaluate the methods used by Mao to secure CCP rule 4 Select precise source evidence to support a judgement 5 Written essays show understanding of the key content and organisation into paragraphs	USSR: 1 Accurate and relevant knowledge is used to explain the workings of the control economy 2 Selected knowledge from a range and depth is used to explain the successes and failures of the command economy 3 Simple judgement on the key concepts industrialisation and collectivisation 4 Criteria led, whole picture judgement is given on the reforms, actions and successes of Soviet leaders over time 5 Written essays show understanding of key concepts and show organisation into argument and counter argument China: 1 Describe actions to improve agriculture & industry 2 Explain the steps to collectivise farming and modernise industry 3 Compare & contrast the CCP's approaches to agricultural & industrial policy 4 Evaluate reasons for the successes & failures of the communist economy	USSR: 1 Accurate and relevant knowledge is used to explain the varied methods of controlling the people 2 Selected knowledge from a range and depth is used to analyse the different successes of methods to control the people 3 Simple judgement on the key concepts of propaganda, police state and culture 4 Criteria led, whole picture judgement is given on the relative impacts of methods to control the people and changes over time 5 Written essays show understanding of second order concepts and links between paragraphs China: 1 Describe key events of the Cultural Revolution 2 Explain a range of reasons for launching the C.R. 3 Evaluate the impact of the C.R. on China, the CCP & Mao 4 Use aspects of source NOP, content & knowledge to evaluate a source's usefulness	USSR: 1 Accurate and relevant knowledge is used to explain the different areas of social development 2 Selected knowledge from a range and depth is used to analyse the impact of varied areas of social development on the Soviet people 3 Simple judgement on the key concepts of education, equality and social services 4 Criteria led, whole picture judgement is given on the significance and change in importance of 5 Written essays show understanding of relative weight within the structured and maintained analysis. China: 1 Describe steps taken to improve health, education & women's lives 2 Explain reasons for the attacks on culture & religion 3 Evaluate the impact of Mao's social & cultural reforms for China 4 Use aspects of source NOP, content & knowledge to evaluate a source's usefulness	USSR: 1 Interpretations are used and selections given to example the debate on the Fall of the Soviet Union 2 Interpretations are used to compare and account for the different views on the Fall of the Soviet Union 3 Precise and selected knowledge is used to account for and analyse the views and interpretation on the Fall of the Soviet Union 4 A balanced judgment on the interpretations is supported 5 Written answers show application of planning strategy, combination and comparison of extracts and knowledge China: A review of key areas of knowledge/ skills. Class teacher is responsible for identifying key areas specific to the class' needs. A suite of revision resources, tools and sample Qs/ answers have been produced to use as appropriate	Warfare: 1 Describe key events of naval and land warfare, 1793-1815 2 Explain early 19th century weapons & tactics in warfare 3 Evaluate the role of Nelson & Wellington in establishing victory over the French 4 Use aspects of NOP, content & knowledge to assess source value for different enquiries 5 Written essays show application of planning strategy when supporting a balanced judgement Arab Israeli: 1. Identification of, selection from, and deployment of material relevant to an aspect of historical debate 2. Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context 3. Analysis and explanation of differences in historians' views 4. Evaluation of, and judgement on, historians' arguments 5. Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.

		5 Written essays support a balanced judgement with precise evidence	5 Written essays explain and link points together to reach a balanced judgement	5 Written essays show application of planning strategy when supporting a balanced judgement		
Knowledge and skills revisited	Knowledge: Regular class and homework knowledge tests to assess prior learning.	Knowledge: Russia: This term sees the development of essay writing skills and knowledge links between the political and economic units. China: This term builds on previous work on Mao's land reform & suppression of opposition. Regular class and homework knowledge tests to assess prior learning.	Knowledge: Russia: This term sees the development of essay writing skills and knowledge links between ruling the USSR and controlling the USSR. China: This term develops on Mao's failures (GLF), as covered last term. It continues the escalation of suppressing opposition Regular class and homework knowledge tests to assess prior learning.	Knowledge: Russia: This term sees the development of essay writing skills and knowledge links between the impact of rulers and changes over time. China: This re-examines all previous terms' work on Mao thematically (impact on women / health/ education/ culture/ religion) Regular class and homework knowledge tests to assess prior learning.	Knowledge: All subject content covered to date in both Russia and China courses are revisited for revision purposes (preparation for AS exams, both real & mock). Knowledge gaps/ weaknesses identified by individual class teacher to be addressed through department bank of structured revision activities	Knowledge: Regular class and homework knowledge tests to assess prior learning. AI: Independent research into specific subject matter after being taught a general overview of the Arab-Israeli Conflict. Students then need to independently consult journal articles and other academic texts to select and use relevant material.
	Skills: Regular exam question homework. Focus on source value skills & question. Extended writing/ PEEL paragraph techniques	Skills: Regular exam question homework. Focus on source weighting skills & question. Extended writing/ PEEL paragraph techniques	Skills: Regular exam question homework. Focus on source value & weighting skills. Extended writing/ PEEL paragraph techniques	Skills: Regular exam question homework. Focus on source value & weighting skills. Extended writing/ PEEL paragraph techniques	Skills: Regular exam question homework. Focus on source value & weighting skills. Extended writing/ PEEL paragraph techniques	Skills: Skills gaps/ weaknesses identified by individual class teacher to be addressed through department bank of structured revision activities
Assessment (for learning)	End of unit assessment: USSR: Was Stalin's personality the main reason for the purges of the 1930s in the Soviet Union? China: How far do you agree that the Hundred Flowers Campaign was a trick designed by Mao to trap his opponents?	End of unit assessment: USSR: Was the failure of central planning the main reason for the decline of the Soviet economy in the years 1964-85? China: How much weight do you give the evidence in Source 7 for an enquiry into the backyard furnace scheme?	End of unit assessment: USSR: How far was government control over Soviet culture maintained in the years 1953-1985? China: "Mao launched the Cultural Revolution in order to remove his political rivals". How far do you agree with this statement?	End of unit assessment: USSR: How accurate is it to say that the most significant Soviet social development in the years 1924 -1985 was the provision of social security? China: Why is Source 5 valuable to the historian for an enquiry into the changes in healthcare in China during Mao's rule?	End of unit assessment: USSR: How far do you agree with the view that the collapse of the Soviet Union came about because of the USSR's economic weaknesses? China: "How much weight do you give the evidence of Source 5 for an enquiry into the success of the Great Leap Forward in 1958?"	End of unit assessment: Warfare: Assess the value of Source 1 for revealing the nature of the warfare in Portugal in October 1810 and for explaining the reasons for Wellington's success not just in 1810 but throughout the Peninsular War. AI: Students to write a mock Historiography and bibliography of sources based around 9/11
	Cumulative assessment: DC1 entry	Cumulative assessment: USSR: AO1 essay writing continues with Level 4 skills drawing on prior knowledge from unit 1 China source exam Q based on term 1 content	Cumulative assessment: Soviet Union mock exam China mock exam DC2 entry	Cumulative assessment: USSR: Timed essays on this and prior units China source exam Q based on term 2 content	Cumulative assessment: Full Soviet Union mock exam Full China mock exam (AS Students: 2x final exams)	Cumulative assessment: China Sec B exam Q based on term 3 content DC3 entry AI: Students to write a mock Historiography and bibliography of sources based around 9/11
Literacy focus	Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree?	Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree?	Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree?	Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree?	Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree?	Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree? AI: Opinion / Viewpoint / A form of analysis / A suggestion / Point of View / Perspective
	Other literacy foci: USSR: Sovnarkom / Politburo / authoritarian / totalitarian / de-Stalinisation / CPSU	Other literacy foci: USSR: NEP / kolkhoz / top down management / Heavy industry / consumer goods	Other literacy foci: USSR: avant – garde / genre / psychiatry / Gulag / repressive / purge / reform	Other literacy foci: USSR: Benefit / development / sexism / emancipation / conservative / kindergarten	Other literacy foci: USSR: marketization / democratisation / nationalism / inflation / doctrine	Other literacy foci: navy/ broadside/ blockade/ infantry lines + squares/ cavalry/ supply lines/ artillery

		China: communist/ CCP / PRC / PLA / democratic centralism/ constitution/ purge / rectification	China: land reform/ collectivisation/ commune/ famine/ GLF/ mass mobilisation/ capitalist roader/ economic	China: ideologue/ pragmatist/ permanent revolution/ bureaucracy/ rustication/ red and black elements	China: foot binding/ pinyin/ barefoot doctors/ Buddhism/ ancestor worship/ culture		
	Numeracy focus	Timelines, decades and changes over a span of time	Economic data, graphs and percentage increases	Judgement of data for significance. Supporting statistics, changes over time	Sequencing and comparisons over time. Supporting statistics, changes over time (across decades)	Economic data, graphs and percentage increases	Timelines, sequencing, changes over time, casualty figures & statistics. Analysis of figures showing increases in support of Arab Nationalism. Evaluation of election data

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic title	Warfare : Crimean War & Boer War AI:	Warfare : WWI (Trenches) & WWI Aerial AI:	Warfare : WWI Aerial & Breadth Study AI:	Warfare : Breadth Study AI:	Revision: Russia, China & Warfare	
Building on Key Stage 4 and Year 12 (Skills and content)	Skills: The course builds on all of the skills developed in Y12, including "How far do you agree?" / Source usefulness / Analysis of Interpretations. Y12 source analysis skills are further developed (use of NOP/ historical context knowledge to support a judgement). GCSE & y12 Interpretations analysis developed through course work (analysis of historians views/ support or challenge using own knowledge) Content: These are 2 entirely new topics for our students. The students have covered some background to WWI trench fighting in both Y9 (World War I topic) and Y11 (Historic Environment - medical care in the trenches)					
Intent	Warfare: Students need to know the areas of strength & weakness for the British Army in both the Crimean & Boer Wars. Crimea: They need to understand problems of supply line, medical care & reportage. Boer: They need to understand initial setbacks vs later successes, and the impact on public opinion. They need to develop source skills, using NOP & knowledge to assess value and weighting of a source in relation to 2 separate, but linked, enquiries. They need to write an extended analytical explanation with a judgement. AI: Students will investigate the root causes of the Arab Israeli conflict from the perspective of the Jewish/ Arab and British sides. Students will look at why different sides felt entitled to land in the Middle East and how historical events helped to create conflict in the region. Students will look at the rise of Arab Nationalism and how this would be nurtured by Nasser as President of Egypt. Students will complete a mock piece of coursework which will be based around the rise in Arab Nationalism between 1900-1920.	Warfare: Students need to know the areas of strength & weakness for the British Army in WWI trench warfare / nature of trench warfare / events of fighting at the Somme, Ypres & the 100 Days Offensive / impact of new weapons & tactics / impact of reportage on the public / the formation of the RFC. They need to develop source skills, using NOP & knowledge to assess value and weighting of a source in relation to 2 separate, but linked, enquiries. They need to write an extended analytical explanation with a judgement. AI: Exam Question framework based on the question; 'Historians have disagreed about the reasons for the growth of Arab nationalism in the years 1914-58. What is your view about the reasons for the growth of Arab nationalism in the years 1914-58? Students need to organise and plan their enquiry independently under the supervision of the classroom teacher. Enquiry needs to be between 3000-4000 words and will amount to 20% of the total qualification	Warfare: Students need to know the development of the RFC from a reconnaissance to a fighting force / aerial technology developments / impact of German bombing on Britain/ key army and navy reforms 1790-1918. They need to develop source skills, using NOP & knowledge to assess value and weighting of a source in relation to 2 separate, but linked, enquiries. They need to write an extended analytical explanation with a judgement. AI: Students to continue to independently plan and research their coursework. This is to be based around Arab Nationalism between 1914-58. Students are provided with the exam specification and the five strands of knowledge and skills that they need to demonstrate. Students have a series of intervention sessions with the classroom teacher and their progress is monitored as well as the direction of their essay. Students who are observed to be failing to make satisfactory progress and look as though they will not meet final deadline will be intervened with further via tutor/parental contact	Warfare: Students need to know key changes in warfare 1790-1918, including: methods of recruitment / developments in weaponry / financing wars / role of the civilian population / impact of reportage. They need to develop source skills, using NOP & knowledge to assess value and weighting of a source in relation to 2 separate, but linked, enquiries. They need to write an extended analytical explanation with a judgement. AI: As students approach the final submission date they are directed further to check their work closely against the examination board criteria to make sure that they are meeting all specifications. Reading records, bibliographies and other evidence is checked and all work is aligned with formatting standards that have been laid out by the teacher. Students submit final essay, bibliography, resource record sheet and student declaration form which states that they have committed no acts of plagiarism.	Students need to consolidate their knowledge and skills across the 3 papers (Russia, China & Warfare). They need to make links between different topics within each unit, and identify patterns and trends. They need to identify areas of knowledge and skills weakness, and through revision and exam practice plug those gaps. They need to consolidate source skills, using NOP & knowledge to assess value and weighting of a source, and write an extended analytical explanation with a judgement.	
Knowledge Skills Understanding	Warfare: 1 Describe key events of Crimean & Second Boer Wars 2 Explain problems and solutions for the army in both wars 3 Evaluate strengths and limitations of the British Army in both wars 4 Clearly separate a source into different stands of evidence 5 Written essays support a balanced judgement with precise evidence AI: 1. Identification of, selection from, and deployment of material relevant to an aspect of historical debate 2. Ability to reach and sustain an overall judgement about a matter	Warfare: 1 Describe key stages of WWI, including development of aerial warfare 2 Explain range of reasons for the ongoing WWI stalemate & attempts to break it 3 Evaluate the reasons for Britain's victory in WWI 4 Use NOP, content and knowledge to assess a source's value for 2 separate enquiries 5 Written essays explain and link points when reaching a balanced judgement AI: 1. Identification of, selection from, and deployment of material relevant to an aspect of historical debate	Warfare: 1 Describe the structure of both the British Army & navy 2 Explain & link key improvements in the development of aerial warfare 3 Evaluate the role of aerial warfare in the outcome of WW1 4 Use NOP, content and knowledge to assess a source's value for 2 separate enquiries 5 Written essays explain and link points when reaching a balanced judgement (with precise evidence) AI: 1. Identification of, selection from, and deployment of material relevant to an aspect of historical debate	Warfare: 1 Describe developments in weapons, recruitment and financing of wars 2 Explain steps towards the "professionalization" of the armed services 3 Evaluate the changing role of civilians in warfare Use NOP, content and knowledge to assess a source's value for 2 separate enquiries 5 Written essays show application of planning strategy when supporting a balanced judgement AI: 1. Identification of, selection from, and deployment of material relevant to an aspect of historical debate	A review of key areas of knowledge/ skills. Class teacher is responsible for identifying key areas specific to the class' needs. (Coursework (AI) teacher will support with Paper 1 (Russia) revision). A suite of revision resources, tools and sample Qs/ answers have been produced to use as appropriate	

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	<p>of historical debate in its historical context</p> <p>3. Analysis and explanation of differences in historians' views</p> <p>4. Evaluation of, and judgement on, historians' arguments</p> <p>5. Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.</p>	<p>2. Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context</p> <p>3. Analysis and explanation of differences in historians' views</p> <p>4. Evaluation of, and judgement on, historians' arguments</p> <p>5. Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.</p>	<p>2. Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context</p> <p>3. Analysis and explanation of differences in historians' views</p> <p>4. Evaluation of, and judgement on, historians' arguments</p> <p>5. Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.</p>	<p>2. Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context</p> <p>3. Analysis and explanation of differences in historians' views</p> <p>4. Evaluation of, and judgement on, historians' arguments</p> <p>5. Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.</p>		
Knowledge and skills revisited	<p>Knowledge:</p> <p>Warfare: This term builds on previous work on British military strengths & weaknesses. Focus on change & continuity from previous term. Regular class and homework knowledge tests to assess prior learning.</p> <p>AI:</p> <ul style="list-style-type: none"> An introduction to Arab Israeli conflict in the Middle East Religion – an introduction to Judaism and Islam and their significance in the Middle East The British Mandate Conflict arising out of the create of the State of Israel 5 1948 War/ An uneasy peace 1949 -55 	<p>Knowledge:</p> <p>Warfare: This term builds on last term's work on army developments after the Boer War, and increasing mechanisation of warfare. Regular class and homework knowledge tests to assess prior learning.</p> <p>AI:</p> <ul style="list-style-type: none"> 1956 Suez War Social, political and economic impact of the period 1948 – 1967 on the Palestinians and Israeli's. Similarities and differences between conflicts Arab Nationalism – overview Introduction to Mock question 	<p>Knowledge:</p> <p>Warfare: This term links WWI trench warfare with developments in aerial combat. Breadth unit revisits all prior Warfare knowledge. Regular class and homework knowledge tests to assess prior learning.</p> <p>AI:</p> <p>Students to focus on main essay question with reference to three chosen works:</p> <ul style="list-style-type: none"> analyse the ways in which interpretations of the question, problem or issue differ explain the differences you have identified evaluate the arguments, indicating most persuasive and explain judgments they found 	<p>Knowledge:</p> <p>Warfare: Breadth unit revisits all prior Warfare knowledge to link previous depth units into a "big picture". Regular class and homework knowledge tests to assess prior learning.</p> <p>AI:</p> <p>Students to focus on main essay question with reference to three chosen works:</p> <ul style="list-style-type: none"> analyse the ways in which interpretations of the question, problem or issue differ explain the differences you have identified evaluate the arguments, indicating most persuasive and explain judgments. which they found 	<p>Knowledge:</p> <p>All subject content for Papers 1-3 (Russia / China / Warfare) are revisited for final revision in preparation for A Level exams. Knowledge gaps/ weaknesses identified by individual class teacher to be addressed through department bank of structured revision activities</p>	<p>Knowledge:</p>
	<p>Skills:</p> <p>Regular exam question homework. Focus on source value for 2 different enquiry skills. Extended writing/ PEEL paragraph techniques</p> <p>AI- analysis of interpretations and comparisons, explanation of source differences, evaluation of the arguments, Persuasive Judgement</p>	<p>Skills:</p> <p>Regular exam question homework. Focus on source value for 2 different enquiry skills. Extended writing/ PEEL paragraph techniques</p> <p>AI- analysis of interpretations and comparisons, explanation of source differences, evaluation of the arguments, Persuasive Judgement</p>	<p>Skills:</p> <p>Regular exam question homework. Focus on source value for 2 different enquiry skills. Extended writing/ PEEL paragraph techniques</p> <p>AI- analysis of interpretations and comparisons, explanation of source differences, evaluation of the arguments, Persuasive Judgement</p>	<p>Skills:</p> <p>Regular exam question homework. Focus on source value for 2 different enquiry skills. Extended writing/ PEEL paragraph techniques</p> <p>AI- analysis of interpretations and comparisons, explanation of source differences, evaluation of the arguments, Persuasive Judgement</p>	<p>Skills:</p> <p>Skills gaps/ weaknesses identified by individual class teacher to be addressed through department bank of structured revision activities</p> <p>AI- analysis of interpretations and comparisons, explanation of source differences, evaluation of the arguments, Persuasive Judgement</p>	<p>Skills:</p>
Assessment (for learning)	<p>End of unit assessment:</p> <p>To what extent do you agree with the view that Florence Nightingale did more useful work in the Crimea than Mary Seacole?</p> <p>AI: Mock Essay-Historians have disagreed on the origins of Arab Nationalism in the years 1900-1920.What is your view on the origins of Arab Nationalism? Essay is 1000 words long and only needs the use of two historians. Will develop historical enquiry skills as well as referencing technique</p>	<p>End of unit assessment:</p> <p>Assess the value of Source 1 for revealing the nature of the First World War and the attitudes of officers to the conflict.</p> <p>AI: Students are to work independently to complete their coursework. This work cannot be marked by me until the final submission. However-teacher will complete bi-monthly one to one intervention session with students to check on progress as well as general help throughout each session to help monitor progress</p>	<p>End of unit assessment:</p> <p>To what extent did aerial warfare affect the outcome of the First World War?</p> <p>AI: Students are to work independently to complete their coursework. This work cannot be marked by me until the final submission. However-teacher will complete bi-monthly one to one intervention session with students to check on progress as well as general help throughout each session to help monitor progress. Teacher will liaise and share progress with leader teacher.</p>	<p>End of unit assessment:</p> <p>"The civilian population was far more important during the First World War than previous wars". How far do you agree with this statement?</p> <p>AI: Students are to work independently to complete their coursework. This work cannot be marked by me until the final submission. However-teacher will complete bi-monthly one to one intervention session with students to check on progress as well as general help throughout each session to help monitor progress</p>	<p>End of unit assessment:</p>	<p>End of unit assessment:</p>

	<p>Cumulative assessment: China Sec B exam Q based on term 4 content DC1 entry Intervention and progress sessions with each student to check on progress of course</p>	<p>Cumulative assessment: China Sec B exam Q based on term 1 content Intervention and progress sessions with each student to check on progress of course</p>	<p>Cumulative assessment: Mock: Paper 3 (Sec A+B only) DC2 entry Intervention and progress sessions with each student to check on progress of course</p>	<p>Cumulative assessment: Full A Level Paper 3 Coursework: final submission & marking DC3 entry Intervention and progress sessions with each student to check on progress of course</p>	<p>Cumulative assessment: 3x final exams (Russia / China / Warfare)</p>	<p>Cumulative assessment:</p>
	<p>Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree? AI- Opinion / Viewpoint / A form of analysis / A suggestion / Point of View / Perspective</p>	<p>Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree? AI- Opinion / Viewpoint / A form of analysis / A suggestion / Point of View / Perspective</p>	<p>Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree? AI- Opinion / Viewpoint / A form of analysis / A suggestion / Point of View / Perspective</p>	<p>Command words: Analyse / Evaluate / Why is ...valuable / How much weight / How far do you agree? AI- Opinion / Viewpoint / A form of analysis / A suggestion / Point of View / Perspective</p>	<p>Command words:</p>	<p>Command words:</p>
Literacy focus	<p>Other literacy foci: supply chain / reportage / siege / redoubt / concentration camp / guerrilla war / scorched earth AI: Correct use of referencing styles (footnotes, bibliographies and record sheets) Diaspora, Arab League. Focus is on understanding the nature and purpose of the work of the historian. Students will be required to analyse, explain and evaluate the interpretations of three historians.</p>	<p>Other literacy foci: stalemate / entrenchment / mobilisation / BEF / attrition / creeping barrage / propaganda / censorship / RFC AI-: Anti-Semitism, Haganah, Mandate, Koran, Nakbah, 'Right to return', Zionists, United Arab Republic, Nationalism</p>	<p>Other literacy foci: Range / reconnaissance / observation/ ace/ aerial bombardment / morale / reform/ regimental / ironclad AI: Students to select and use relevant terminology dependent upon the particular perspective of their argument regarding the rise and impact of Arab Nationalism on the Middle East between 1920-1958</p>	<p>Other literacy foci: Impressment / conscription / windage / breech & muzzle / direct & indirect taxation / bonds & gilts/ camp follower / nationalisation AI: Students to select and use relevant terminology dependent upon the particular perspective of their argument regarding the rise and impact of Arab Nationalism on the Middle East between 1920-1958</p>	<p>Other literacy foci:</p>	<p>Other literacy foci:</p>
Numeracy focus	<p>Timelines, sequencing, changes over time, casualty figures & battle statistics Timelines, sequencing, changes over time, casualty figures & statistics. Analysis of figures showing increases in support of Arab Nationalism. Evaluation of election data</p>	<p>Timelines, sequencing, changes over time, casualty figures & battle statistics Timelines, sequencing, changes over time, casualty figures & statistics. Analysis of figures showing increases in support of Arab Nationalism. Evaluation of election data</p>	<p>Timelines, sequencing, changes over time, casualty figures & battle statistics Timelines, sequencing, changes over time, casualty figures & statistics. Analysis of figures showing increases in support of Arab Nationalism. Evaluation of election data</p>	<p>Timelines, sequencing, changes over time, casualty figures & statistics, financing of war Timelines, sequencing, changes over time, casualty figures & statistics. Analysis of figures showing increases in support of Arab Nationalism. Evaluation of election data</p>		