

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Topic</p>	<p>Who are the British? Thematic study: Examining pre 1066 Britain and those who invaded and settled in the British Isles.</p>	<p>How effectively did Monarchs maintain their control of Medieval England? An exploration into the power of medieval Kings after the battle of Hastings.</p>	<p>Was 1348 really the end of the world? A study of the bubonic plague epidemics of the 1300's and how the peasantry shifted the balance of power in the wake of all of the death</p>	<p>How does life in medieval London compare to cities around the world? A comparative study of medieval cities around the world, with a focus on development, equality and education.</p>	<p>Why was there a witch craze in the 16th and 17th century? An exploration into the witch hunts and how religion impacted the role of women</p>	<p>TBC - World History</p> <p>4 weeks (timetable roll over scheme)</p> <p>Discuss first meeting back</p>
<p>Assessment /Skills</p>	<p>Second-order concept: Change and continuity</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Interpretations</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative Assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Change and continuity</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative Assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Similarities and differences</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative Assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Cause and consequence</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Interpretations and sources</p> <p>1)Peer-assessed knowledge test Formative</p> <p>2)Assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<p>Why was the Tudor period so famous?</p> <p>Exploration of the Tudor monarchs and their impact on Britain</p>	<p>What is the lasting legacy of the Transatlantic slave trade?</p> <p>Understanding the origins, experiences and legacy of the Slave Trade, with links to modern day representations.</p>	<p>How did the industrial revolution lead to social change?</p> <p>A look at developments in all aspects of British life during the industrial revolution, including population, transport, culture and politics</p>	<p>How should we remember the British Empire in India?</p> <p>An exploration into why and how the British empire developed with a focus on India and independence</p>	<p>Why was it so difficult to catch Jack the Ripper?</p> <p>Examining all aspects of the Jack the Ripper case - the victims, policing, suspects and modern theories</p>	<p>Her-story: How the role of women has changed?</p> <p>A thematic study of the changing role of women from 1250-Present day</p>
Assessment/ Skills	<p>Second-order concept: Change and continuity</p> <p>1)Peer-assessed knowledge test Formative</p> <p>2)Assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Cause and consequence</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Change and continuity</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Interpretations and sources</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Sources</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Interpretations and sources</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<p>What was the nature of WW1? Trench conditions, battles and weaponry with added focus on other fronts and experiences of Empire soldiers.</p>	<p>How did the Russian Revolution come about? An indepth look at the socio-economic issues in Russia that lead to the revolution</p>	<p>To what extent did Britain fight a total war during ww2? Looking at the war both at home and abroad, and the effects that this had on Britain</p>	<p>The Holocaust: Was it really never again? Understanding why and how genocides occur.</p>	<p>Moments that changed the world A deep dive into 3 case studies that changed the world, focusing on the lasting impact on the world as a whole</p> <p>TBC - First meeting back</p>	<p>Paper 1: Section A GCSE Historical environment: Medicine on the Western Front</p>
Assessment/ Skills	<p>Second-order concept: Sources and interpretations</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Cause and consequence</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Cause and consequence</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Cause and consequence</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Change and continuity</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining 	<p>Second-order concept: Sources and interpretations</p> <p>1)Peer-assessed knowledge test</p> <p>2)Formative assessment: All key skills in history</p> <ul style="list-style-type: none"> - Utility of sources and interpretations - Chronology - Explaining