

**CURRICULUM MAP**

Subject	History
Head of Department	Husseyin Davut

SCHOOL INTENT

Rutlish School Vision: Rutlish School is committed in providing the **highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”

We want students to:

succeed (we strive to provide pathways to support their success)

embrace challenge, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals

be aware of their responsibilities and feel confident to participate and contribute to society. (Curriculum Intent)

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

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

DEPARTMENT INTENT

History fires pupils’ curiosity to ask questions and know more about Britain’s past and that of the wider world. Pupils should be encouraged to develop a chronological framework of British and world history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived ‘here’ and help them to make sense of the present. We want pupils to realise that the past is gone and history is constructed and contested. History’s unique concepts help pupils to construct arguments and support them to become analytical citizens who can question human motivation and society with skill and confidence.

KEY STAGE 3 RATIONALE/ INTENT

To build on the knowledge and skills acquired by pupils in Early Years, KS1 and 2. To acknowledge this knowledge and build upon it.

To identify areas of weakness, eg literacy, chronological understanding, and to introduce pupils to sources and historians’ interpretations and to use these to develop their knowledge and understanding, analysis and evaluation skills.

To give students an awareness and curiosity for History outside of what we teach to inspire them to learn things outside of our curriculum.

Development and evolution of British life, culture and values. Global tolerance and understanding-our place in the world. How history shapes our understanding and view.

Confidence in literacy, extended writing, historical vocabulary, building our students’ cultural capital and powerful knowledge.

An empathy and complexity of History and so therefore humanity, with a focus on marginalised communities.

To prepare them for the greater demands at both KS4 and KS5 both in terms of skills and, to some extent, knowledge that we build upon at both KS4 and KS5.

KEY STAGE 4 RATIONALE/ INTENT

As above.

A greater emphasis on the demands of examining boards and to build on the pupil’s skills in the interpreting the demands of questions set.

To develop greater depth of understanding building on the breadth and thinking critically about the construct of History.

To fully understand that historians’ interpretations are affected by their own experiences or intentions.

KEY STAGE 5 RATIONALE/ INTENT

As above. To build on the student’s abilities and to foster the importance and the practice of independent learning.

For students to be more expansive in their learning and to enquire and read beyond the confines of topics studied for public examinations.

In Politics student develop their understanding of democracy, rule of law, citizenship, political ideology and wider political engagement.



YEAR 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: How Roman was Roman Britain? Roman Britain	UNIT OF WORK: Why did William win the Battle of Hastings? How did William and the Normans transform England?	UNIT OF WORK: Medieval Kingship How successful were the Medieval English Kings?	UNIT OF WORK: To what extent did the Black Death change England?	UNIT OF WORK: Who won the war of the Roses and why?	UNIT OF WORK: Revision and end of year exam Why did Henry want to reform the English Church?
	KEY SKILLS Chronological Understanding Similarity and difference Change and continuity	Skills: Causation Change and Continuity	Skills: Making judgements and the use of Criteria Use of evidence	Skills: Change and Continuity	Causation	Exam Skills Change and continuity
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	This is an interesting and engaging unit of work that builds on prior knowledge that some students have from primary school. It introduces students to key skills through familiar content. The students need to be aware of ancient civilisations that had a direct impact on the lives of Britons. The students need to know the significance of the Roman Empire. They need to be aware of the impact of the Roman Empire on Britain and the causes for its rise and decline. Students will also in this module be introduced to the discipline of history and begin to understand key skills and concepts associated with the subject.	The students need to know the significance of the Battle of Hastings and William's control of England in shaping the country as it is today. They need to be able to explain the importance of the features of William's control to determine the importance of the power of the Monarch. Students need to understand how William transformed England but to what extent it impacted all the peoples and classes of England. Students will use previous knowledge from the last unit to develop their understanding of British identity and use some of the key vocabulary and disciplinary knowledge to develop their substantive knowledge. Students need to be aware of the roots of British history and this unit explains this. There are again some familiar concepts. Sources are limited in this period, hence part of the reason why we have chosen this conceptual focus. It also	The students need to know the differences between Medieval Britain and Britain today, including how significant events shaped our country. The students need to be aware of the conflict during this period and the roots of social unrest with events like the peasant's revolt and the end of feudalism, which builds on the knowledge from the previous module.	This module develops students understanding of the feudal system and the people in the hierarchy. This builds on student's awareness and understanding of how anger and resentment built towards the monarchy and hierarchy and assess how significant events were leading up to the peasants' revolt.	This builds on knowledge and understanding of how weak leadership and Kings led to revolt and moments of crisis in English society.	The students need to know the significance of the break from Rome, the extent to which interpretations differ over key individuals (Mary I and Edward VI). The students need to know how life contrasted in Tudor times with life today.









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



YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: What caused the English Civil War? Experiences of the Civil War	UNIT OF WORK: African Kingdoms Slavery	UNIT OF WORK: India and Empire	UNIT OF WORK: The Industrial Revolution – How revolutionary was the Industrial Revolution?	UNIT OF WORK: Protest and Democracy: The Vote and British Society	UNIT OF WORK: Revision and end of year exam Decline of Empire - Why did Britain's lose its Empire?
	Skills: Causation Diversity of experience	Skills: Diversity and experience Evidence	Skills: Interpretations and evidence	Skills: Significance Change and continuity Interpretation	Skills: Change and continuity	Exam skills Causation Interpretation
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Students will understand the causes and consequences of the English Civil War and the impact of this. They will learn about the reign of James I, Charles I's problems, the rise of the Parliamentarians, the events of the Civil War, Cromwell's protectorship and the restoration of the monarchy. This also links to the GCSE topic on Restoration England taught in Year 11.	Students will begin with a study of African Kingdoms to develop a sense of what Africa was like before slavery; this taught with the intention of moving away from a traditional narrative focusing upon Africa only during the topic of slavery. Pupils will be able to recall what life was like within various kingdoms such as the Mali Empire, and will be able to discuss the significance of key individuals such as Mansa Musa. Pupils will then turn their attention towards slavery and its impact.	Students will learn about the British Empire with a closer focus on India as a case study. Pupils will be introduced to a number of interpretations to identify why there is no single narrative about British rule in India. Interpretations studied are both Victorian and modern so pupils can build their understanding of why the same event can be seen in a different way by different people during different time periods.	Students will focus upon significance throughout this scheme of work identifying how revolutionary the Industrial Revolution actually was. Students will build a picture of what the Industrial Revolution was and the key problems surrounding this event such as the use of child labour. Students will also examine a number of interpretations to aid their answer to the enquiry question.	This scheme of work has been developed to give students an understanding of the world around them; many pupils will have heard of voting and parliament but this knowledge will be further developed by looking at how particular groups of people gained the vote in Britain, and how democracy was developed over time. This scheme of work links to citizenship and politics.	Pupils will bring together their understanding of all Year 8 topics to answer their end of year exam. Pupils will then develop their understanding of Empire by focusing on why Britain lost its Empire, and the various independence movements in a number of former colonies.
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Monarchy Parliament Republic	Identity	Identity Colonisation Social class	Industry Population Development Social class Revolution	Democracy Parliament Government Suffrage Suffragettes	De-colonisation Independence









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



YEAR 9

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









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



YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	<u>GCSE History</u> <u>Conflict in SE Asia:</u> <u>Part 2 Vietnam 1945-1975</u>	<u>Conflict in SE Asia:</u> <u>Vietnam 1945-1975</u> <u>+ Germany 1890-1945**</u>	<u>Germany 1890-1945</u>	<u>Germany 1890-1945</u>	<u>Paper 2: Breadth Study:</u> <u>Britain, Power and the</u> <u>People</u>	<u>Revision and Exams</u>
KEY SKILLS	Literacy Chronological understanding Cause and Consequence Significance Development of interpretation skills (sources) and the sorting of relevant information Working out the question and answering the question "as set". The ability to work in timed conditions	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.



HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	All Year 9 Pupils are taught a unit on WWII followed by the study of the post war world and the development of the Cold War. This provide critical wider understanding of world events and their impact on unit on SE Asia in particular.		KS3 topics taught provide key knowledge that is built upon either directly (the study of Germany in KS3) or contextually (the English Civil war aka the English Revolution) when we then teach the unit on the Restoration.		KS3 Units on Challenges to the Monarchy and Protest and Democracy provide key knowledge that builds and provides an overarching arc to the development of Britain from autocracy to democracy.	
LINKS TO THE WORLD <i>i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</i>	_An understanding of the relationship between nations both historically and politically	An understanding of the relationship between nations both historically and politically	An understanding of the relationship between nations both historically and politically	An understanding of the relationship between nations both historically and politically	The development of our political system and an understanding of how the British political system has been "exported" to other nations.	
ASSESSMENTS Summative and Formative as applicable	Both summative and Formative. Subject to the timings of Year End and Mock exams, however, pupils should expect to sit a mid-unit assessment in class and End of Unit assessments.	AfL strategies each and every lesson: starter & plenary Low interim quizzes Self –reflection and peer assessment to consolidate long-term memory EoT assessment: Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period Guided feedback	AfL strategies each and every lesson: starter & plenary Low interim quizzes Self –reflection and peer assessment to consolidate long-term memory EoT assessment: Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period Guided feedback	AfL strategies each and every lesson: starter & plenary Low interim quizzes Self –reflection and peer assessment to consolidate long-term memory EoT assessment: Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period Guided feedback	AfL strategies each and every lesson: starter & plenary Low interim quizzes Self –reflection and peer assessment to consolidate long-term memory EoT assessment: Knowledge based quiz, comprehension activities (literacy) and questions testing understanding of the period Guided feedback	
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
SPECIALIST VOCABULARY	Nationalism / United Nations / Inchon Landings / Intervention / Veto / Stalemate / Colonial Rule / Guerrilla Tactics / Vietcong Tactics	See previous, then add: Vietnamisation Chemical warfare Watergate	Kaiser / Parliamentary / Government / Prussian / Industrialisation/ Social Reform/ Socialism / Reparations / Democracy / Spartacists/ Propaganda / Censorship / Repression / Resistance	Dawes Plan / Young Plan / Weimar Culture / Depression / Extremist / Chancellor / Dictatorship / Trade Union / Rearmament / Aryan Ideas / Persecution	Kingship / Barons / Magna Carta / Parliament/ Revolt / Social / Economic / Political / Peasants Revolt / Uprisings / Pilgrimage / Divine Right / Revolution / Radicalism / Protest / Reform /	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	<u>Paper 2: Breadth Study: Britain, Power and the People</u>	<u>Revision for December Mock Exams:</u> Germany SE Asia Britain Power and the People	<u>Paper 2: Depth study: Restoration England 1660-1685</u>	<u>Paper 2: Depth study: Restoration England 1660-1685</u> + Revision	<u>Revision</u>	<u>Revision and Exams</u>
KEY SKILLS	<u>Literacy and chronological understanding</u> <u>Cause and Consequence</u> <u>Significance</u> <u>Development of interpretation skills (sources) and the sorting of relevant information</u> <u>Working out the question and answering the question "as set".</u> <u>The ability to work in timed conditions</u>	<u>See year 10</u>	<u>See Year 10</u>			
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Contextual knowledge on the English Civil war and its impact and consequences.	Links with topics taught at KS3 And further development of skills such as source interpretations. This can be simply extracting information or better understanding how the interpretations of others are affected by their own circumstances, beliefs or for example social position. This skills will be further developed by pupils at KS5.	As a Depth Study the pupils will need a more finite understanding and knowledge of key events, or individuals than in some of the wider arc of knowledge.			



LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<u>See Year 10</u>					
ASSESSMENTS Summative and Formative as applicable						
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>
SPECIALIST VOCABULARY	<u>SEE YEAR 10</u>	<u>SEE YEAR 10</u>	Crown / Parliament / Monarchy / Succession / Royal Court / Restoration / Playwright / Mercantilism / Naval Warfare	<u>SEE Year 10</u>	<u>SEE Year 10</u>	<u>SEE Year 10</u>
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					




YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	<u>Russia 1890-1942</u> Unit 2: Non-British period study Y219: Russia 1894-1941	Unit 2: Non-British period study Y219: Russia 1894-1941 <u>Russia 1890-1942 + Revision</u>	<u>Exams + complete</u> Unit 2: Non-British period study Y219: Russia 1894-1941	BB Unit 1: British Period Study Y107: England: 1547-1603, The Later Tudors	Unit 1: British Period Study Y107: England: 1547-1603, The Later Tudors <u>+ Revision and Exams</u>	<u>Revision and Mocks</u> <u>Students set Summer tasks in preparation for Coursework</u>
	<u>Middle East</u> Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	Unit 3: Thematic Study & Historical Interpretations Y321: The Middle East, 1908-2011-Ottomans to Arab Spring	<u>Exams</u>
KEY SKILLS	<ul style="list-style-type: none"> recall, select and deploy accurate, relevant and precise historical knowledge appropriately with arguments that are well organised and communicated with clarity show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features/characteristics of the historical period analyse and evaluate source material in its historical context with insight and 	<ul style="list-style-type: none"> recall, select and deploy accurate, relevant and precise historical knowledge appropriately with arguments that are well organised and communicated with clarity show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features/characteristics of the historical period analyse and evaluate source material in its historical context with insight and 	<ul style="list-style-type: none"> recall, select and deploy accurate, relevant and precise historical knowledge appropriately with arguments that are well organised and communicated with clarity show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features/characteristics of the historical period analyse and evaluate source material in its historical context with insight and 	<ul style="list-style-type: none"> recall, select and deploy accurate, relevant and precise historical knowledge appropriately with arguments that are well organised and communicated with clarity show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features/characteristics of the historical period analyse and evaluate source material in its historical context with insight and 	Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques;	Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques;



	<p>discrimination</p> <ul style="list-style-type: none"> analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted in different ways. Use interpretations appropriately to substantiate arguments. 	<p>discrimination</p> <ul style="list-style-type: none"> analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted in different ways. Use interpretations appropriately to substantiate arguments. 	<p>discrimination</p> <ul style="list-style-type: none"> analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted in different ways. Use interpretations appropriately to substantiate arguments. 	<p>discrimination</p> <ul style="list-style-type: none"> analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted in different ways. Use interpretations appropriately to substantiate arguments. 		
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	The History Curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding. The Key Stage Five Curriculum builds upon a solid foundation laid at KS3 and 4 where critical knowledge and skills were routinely embedded. Throughout the course lessons provide opportunities for students to problematize the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity.	The History Curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding. The Key Stage Five Curriculum builds upon a solid foundation laid at KS3 and 4 where critical knowledge and skills were routinely embedded. Throughout the course lessons provide opportunities for students to problematize the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity.	The History Curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding. The Key Stage Five Curriculum builds upon a solid foundation laid at KS3 and 4 where critical knowledge and skills were routinely embedded. Throughout the course lessons provide opportunities for students to problematize the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity.	The History Curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding. The Key Stage Five Curriculum builds upon a solid foundation laid at KS3 and 4 where critical knowledge and skills were routinely embedded. Throughout the course lessons provide opportunities for students to problematize the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity.		
LINKS TO THE WORLD <small>i.e. links to careers; equality, gender, class, ethnicity, etc.; different subjects</small>	<ul style="list-style-type: none"> Current geo-political understanding of Russia and the Middle East An ability to interpret and understand sources of information and assess its validity and usefulness Understanding of the religious, ethnic and national diversity in Russia and the Middle East By the end of Key Stage Five we expect students to understand the significance of studying history, its relevance for understanding the world today and its importance in 	<ul style="list-style-type: none"> Current geo-political understanding of Russia and the Middle East An ability to interpret and understand sources of information and assess its validity and usefulness Understanding of the religious, ethnic and national diversity in Russia and the Middle East By the end of Key Stage Five we expect students to understand the significance of studying history, its relevance for understanding the world today and its importance in 	<ul style="list-style-type: none"> Current geo-political understanding of Russia and the Middle East An ability to interpret and understand sources of information and assess its validity and usefulness Understanding of the religious, ethnic and national diversity in Russia and the Middle East By the end of Key Stage Five we expect students to understand the significance of studying history, its relevance for understanding the world today and its importance in 	<ul style="list-style-type: none"> Current geo-political understanding of the Middle East Understanding of Tudor society and its role in the development of modern British society An ability to interpret and understand sources of information and assess its validity and usefulness Understanding of the religious, ethnic and national diversity in Russia and the Middle East By the end of Key Stage Five we expect students to 		



	key areas such as developing tolerance, respect and understanding towards others as well as the cultural capital enhanced through the acquisition of powerful knowledge and the ability to communicate and argue effectively.	key areas such as developing tolerance, respect and understanding towards others as well as the cultural capital enhanced through the acquisition of powerful knowledge and the ability to communicate and argue effectively.	key areas such as developing tolerance, respect and understanding towards others as well as the cultural capital enhanced through the acquisition of powerful knowledge and the ability to communicate and argue effectively.	understand the significance of studying history, its relevance for understanding the world today and its importance in key areas such as developing tolerance, respect and understanding towards others as well as the cultural capital enhanced through the acquisition of powerful knowledge and the ability to communicate and argue effectively.		
ASSESSMENTS Summative and Formative as applicable	<p>Assessment Fortnight</p> <p>AfL strategies each and every lesson: starter & plenary</p> <p>Folder check</p> <p>Self -reflection to consolidate long-term memory</p> <p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>AfL strategies each and every lesson: starter & plenary</p> <p>Folder check</p> <p>Self -reflection to consolidate long-term memory</p> <p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>Mock Exam</p> <p>AfL strategies each and every lesson: starter & plenary</p> <p>Folder check</p> <p>Self -reflection to consolidate long-term memory</p> <p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>AfL strategies each and every lesson: starter & plenary</p> <p>Folder check</p> <p>Self -reflection to consolidate long-term memory</p> <p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>AfL strategies each and every lesson: starter & plenary</p> <p>Folder check</p> <p>Self -reflection to consolidate long-term memory</p> <p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>Mock Exam</p> <p>AfL strategies each and every lesson: starter & plenary</p> <p>Folder check</p> <p>Self -reflection to consolidate long-term memory</p> <p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 					
SPECIALIST VOCABULARY						
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 13 KS5 GCE History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	Unit 4: Topic Based Essay Y100: 3000-4000) word essay	Unit 4: Topic Based Essay Y100: 3000-4000 word essay	Unit 4: Topic Based Essay Y100: 3000-4000 word essay	<u>Revision</u>	<u>Revision</u>	<u>Exams</u>
KEY SKILLS	<ul style="list-style-type: none"> Detailed, accurate and fully relevant knowledge and understanding is used to effectively analyse and evaluate key features of the period studied in order to produce a clear and well-supported argument which reaches a convincing and substantiated judgement. Evaluation of a fully appropriate range of different primary sources. The candidate will demonstrate engagement, using detailed and accurate knowledge in order to produce a well-supported analysis of them within their historical context. Evaluation of a range of different historical interpretations of the historical issue chosen, using detailed and accurate knowledge of the historical context in order to produce a well-supported analysis of the interpretations and to locate them effectively within the wider historical debate on the issue. 		<ul style="list-style-type: none"> Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques; 			
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	The History Curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding. The Key Stage Five Curriculum builds upon a solid foundation laid at KS3 and 4 where critical knowledge and skills were routinely embedded. Throughout the course lessons provide opportunities for students to problematize the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity.					
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Research skills University led learning Independent led study	Research skills University led learning Independent led study	Research skills University led learning Independent led study			
ASSESSMENTS Summative and Formative as applicable	Assessment Fortnight AfL strategies each and every lesson: starter & plenary Folder check Self -reflection to consolidate long-term memory	Mock Exams AfL strategies each and every lesson: starter & plenary Folder check Self -reflection to consolidate long-term memory	AfL strategies each and every lesson: starter & plenary Folder check Self -reflection to consolidate long-term memory Guided feedback	Mock Exams AfL strategies each and every lesson: starter & plenary Folder check Self -reflection to consolidate long-term memory	AfL strategies each and every lesson: starter & plenary Folder check Self -reflection to consolidate long-term memory Guided feedback	



	<p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>Guided feedback</p> <p>Homework assignments which will include at least one formal exam style question or task per week.</p>	<p>Homework assignments which will include at least one formal exam style question or task per week.</p>	
<p>FEEDBACK SUPPORTS LEARNING</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>
<p>SPECIALIST VOCABULARY</p>						
<p>QUALITY FIRST TEACHING</p>	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					