



Formal Assessment	<p>1 – KO Test 15 questions from this half term.</p> <p>2 - Which migration had the biggest impact on Britain? <b>Skill Focus – change and continuity</b></p>	<p>Norman Conquest DIRT activity</p> <p>1 - Knowledge Test 14 questions from this half term and questions from previous learning.</p> <p>2 – Explain ONE way in which the Normans kept control over England after their invasion. <b>Skill Focus – cause and consequence</b></p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – What do the interpretations suggest about how successful John was as a King? <b>Skill Focus – interpretations</b></p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – Explain what the consequences of the Black Death were. <b>Skill Focus – Cause &amp; consequence</b></p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – Create a timeline that explains how much change has taken place in Great Yarmouth over time. <b>Skill Focus – change and continuity</b></p>	<p>1 - End of year exam 50 MCQ questions</p> <p>2 – Explain who you believe was the most significant Mughal Emperor. <b>Skill Focus – significance</b></p>
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## Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Focus	<p><b>8.1- Did people face persecution under James I's rule?</b></p> <ul style="list-style-type: none"> <li>Persecution of different social groups</li> </ul> <p><b>Skills focus- Source Analysis</b></p> <p><b>8.2 – Why did the English Civil War break out?</b></p> <ul style="list-style-type: none"> <li>Long/short term causes of the war</li> <li>Features of the war</li> </ul> <p><b>Skill Focus – Cause and Consequence</b></p>	<p><b>8.3 – Did the Civil war turn the world upside down?</b></p> <ul style="list-style-type: none"> <li>Execution of King</li> <li>Features of the Cromwell &amp; his rule</li> <li>Restoration</li> </ul> <p><b>Skill Focus – Cause and Consequence</b></p>	<p><b>8.4 – Did the West African kingdoms experience a 'boom' in the fifteenth century?</b></p> <p><b>Skill Focus – historical evidence &amp; significance interpretations</b></p> <p><b>8.5 – How much impact did the Slave Trade have?</b></p> <ul style="list-style-type: none"> <li>Lessons on Maritime curriculum</li> </ul> <p><b>Skill Focus – change and continuity &amp; interpretations</b></p>	<p><b>8.6 – What impact did the British Empire have on the World?</b></p> <p><b>Skill Focus – change &amp; continuity and interpretations</b></p>	<p><b>8.7– How much did the Industrial Revolution change peoples lives?</b></p> <p><b>Skill Focus – change and continuity &amp; significance</b></p>	<p><b>8.8 – Revolution! Why did people revolt?</b></p> <p><b>Skill Focus – Cause and consequence</b></p>
Sequencing	<p>After the introductory unit, Year 7, 8 and 9 take a chronological approach. Where this is not the case, justification will be provided, and some important thematic references are given below.</p>					

Homework	Senecca learning	Senecca learning	Senecca learning	Senecca learning	Senecca learning	Senecca learning
Formal Assessment	James I DIRT activity 12 Knowledge based questions <b>Skill Focus – 1 skills-based question in which the student form a judgement as to the cause of Richard Whiting's death</b>	12 Knowledge based questions <b>Skill Focus – 2 skill based questions in which the students form a judgement using factors they have studied throughout the topic</b>	Benin DIRT activity Extended writing- The Benin Bronzes: Should they be returned to Benin? <b>Skill Focus – Cause and Consequence</b>	1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning. 2 – Explain what the interpretations suggest about the impact of the Slave Trade. <b>Skill Focus – Interpretations</b>	1 - KO Test 15 questions from this half term and 5 questions from previous learning. 2 - What do the interpretations suggest about the impact of the British Empire? <b>Skill Focus – Cause and Consequence &amp; Significance</b>	1 - End of year exam 50 MCQ questions 2 – What do sources A & B suggest about the impact of the Industrial Revolution? You may also use your own knowledge. <b>Skill Focus – Historical Evidence and change and continuity</b>

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Focus	9.1 – How appropriate is the name 'the war to end all wars' for the First World War? <b>Skill Focus – change and continuity &amp; interpretations</b>	9.2 – How did events in the 1920s and 1930s build towards the Second World War? <b>Skill Focus – cause and consequence</b>  9.3 – How were the Nazis defeated in the Second World War? <b>Skill Focus – interpretations</b>	9.3 - How was the Holocaust able to happen?  <b>Skill Focus – Change &amp; continuity and cause &amp; consequence</b>	9.4 How did the Cold War develop? <b>Skill Focus – Cause &amp; consequence, interpretations</b>  9.5 When was the Cold War hottest? <b>Skill Focus – change and continuity, cause &amp; consequence</b>	9.5 When was the Cold War hottest? <b>Skill Focus – change and continuity, cause &amp; consequence</b>  9.6 - How have people fought for their rights in the 20 <sup>th</sup> Century? <ul style="list-style-type: none"> <li>People's rights-Local history lesson focus</li> </ul> <b>Skill Focus – cause &amp; consequence</b>	9.7 - How has Britain developed since 1945? <b>Skill Focus – change &amp; continuity, significance</b>  9.8 – What caused the 9/11 Terror attacks? <b>Skill Focus – causation</b>
Sequencing	After the introductory unit, Year 7, 8 and 9 take a chronological approach. Where this is not the case, justification will be provided, and some important thematic references are given below.					

Homework	Seneca learning	Seneca learning	Seneca learning	Seneca learning	Seneca learning	Seneca learning
Formal Assessment	<p>1 - KO Test 15 questions from this half term.</p> <p>2 – How similar are the views of the two interpretations about General Haig? <b>Skill Focus – interpretations</b></p>	<p>Interwar years DIRT activity</p> <p>Interwar assessment 1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – Source questions causes and consequences of the treaty of Versailles</p> <p><b>Skill Focus – cause &amp; consequence</b></p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – Write a narrative overview that explains how the lives of Jews changed as a result of the Holocaust.</p> <p><b>Skill Focus – change &amp; continuity</b></p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – What does the interpretation suggest were the consequences?</p> <p><b>Skill Focus –</b></p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – What do the sources suggest about the reasons that the Berlin Wall was erected?</p> <p><b>Skill Focus – Causation, historical evidence</b></p>	<p>1 - End of year exam 50 MCQ questions</p> <p>2 – Explain a major change to life in the UK since 1945.</p> <p><b>Skill Focus – change &amp; continuity, significance</b></p>

Year 10 – 2022-23						
Qualification	GCSE Edexcel History					
Topic	<p>Medicine – Introduction: The Ancient World</p> <p>Medicine – Medieval and Renaissance</p>	<p>Medicine – Industrial revolution</p> <p>Medicine – Modern world</p>	<p>Including Historic Environment: Western Front (38 lessons)</p>	<p>Early Elizabethan England – Queen, government and religion, 1558–69</p> <p>Challenges to Elizabeth at home and abroad</p>	<p>Early Elizabethan England – Challenges to Elizabeth at home and abroad (Cont.)</p> <p>Society in the Age of Exploration (38 lessons)</p>	<p>American West-c. 1835-c1895</p> <p>The early settlement of the west, c.1835-c1895</p> <p>Development of the Plains, c1862-c1876</p>
Sequencing	<p>Medicine will be taught broadly chronologically but with a thematic approach to limit confusion. The thematic course allows students to further develop chronology of time periods to develop. The historic environment element is best taught separately. (This will be taught at the end of the topic and the source work skills will support the Germany paper.)</p>			<p>Elizabethan England will be taught broadly chronologically in order to aid understanding of why things happened when they happened. Particularly important sequencing is outlined below.</p>		<p>American West is the second topic of paper 2. It is the period study. It allow students to have the knowledge to prepare for Paper 2 in its entirety and is taught chronologically in terms of the modules of study as well broadly chronologically as within the events of the topic.</p>

	<p>The medicine course begins in 1250. But if students are to have any meaningful understanding of medical ideas in the medieval period and understand the renaissance, they must first study Hippocrates and Galen.</p>	<p>Key themes will be set out which will be followed throughout the course:</p> <ul style="list-style-type: none"> <li>• Beliefs about the cause of disease</li> <li>• Treatments</li> <li>• Preventions</li> <li>• Hospitals</li> <li>• Training of doctors</li> <li>• Public health/ government intervention</li> <li>• Factors that contribute to change or continuity</li> </ul> <p>Each of these will be considered in the period being studied and then contrasted with other periods to assess change and continuity.</p> <p>This is more effective than teaching a strict chronology, particularly in the industrial revolution and the modern world, because so many things happen at a similar time it can be hard for students to understand what area of medicine is being changed and why it is changing at that particular time.</p>	<p>Historic environment will be taught last and out of chronological order to allow sufficient time to develop historical skills necessary and specific to this section of the unit. The extra time will allow skills to develop that can be applied to the Modern World study: Germany</p>	<p>Challenges builds on the knowledge learned in Queen Government and religion, 1558-69</p> <p>Students can now see why Mary, Queen of Scots), was the figurehead of any plot or why the first plot started in the north.</p>	<p>Understanding England's place in Europe on Elizabeth's accession helps to explain why Spain became a greater threat than France up to 1588.</p> <p>To help students understand why enclosures and sheep farming increased poverty students are reminded of medieval peasant life (Year 7, Spring 2)</p>	
Homework	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>
Formal Assessment/Feedback	<p>Medieval DIRT activity 1250-1500</p> <p>Explain why there was continuity in ideas about the cause of disease during the period c.1250-1500. (12 marker)</p>	<p>18<sup>th</sup>-19<sup>th</sup> Century DIRT activity</p> <p>2020 Medicine through time paper Q4 (4 marker) and Q6 (16 marker)</p>	<p>20<sup>th</sup> Century DIRT activity</p> <p>The British sector of the Western Front Exam Paper 2020 Paper Medicine through time</p> <p>Q 1 and 2(a) and (b)</p>			
Year 11 – 2021 (Year 10 in 2020 linked to legacy plan)						

Qualification	GCSE Edexcel History					
Topic	<p>American West-c. 1835-c1895</p> <p>Development of the Plains, c1862-c1876 (Cont.)</p> <p>Conflicts and conquest c1876-1895</p>	<p>Weimar Germany</p> <p>Hitler's rise to power</p>	<p>Hitler's rise to power (Cont)</p> <p>Nazi Germany (38 lessons)</p>	Revision		
Sequencing	<p>American West is the second topic of paper 2. It is the period study. It allow students to have the knowledge to prepare for Paper 2 in its entirety and is taught chronologically in terms of the modules of study as well broadly chronologically as within the events of the topic.</p> <p>The final topic uses the knowledge of early settlement and development of the plains and highlights the impact on the Native Plains Indians (Americans.)</p>	<p>To aid revision it makes sense to teach the Weimar period, as far as possible, without teaching about Hitler (the students already have a general understanding of who he was from Spring Year 9); and then looking at his rise to power (Spring 1) highlighting the things he would not have liked about the Weimar government (e.g Versailles)</p> <p>This introduces students to some of the key elements of Nazi ideology which shaped the way they governed (Spring 1)</p>	<p>Some of Nazi policy is contrasted with the Weimar period, again to aid revision. (e.g. the status and role of women.)</p>			
Homework	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>	<p>Set fortnightly and alternating between:</p> <p>GCSE Pod-Knowledge skills</p> <p>Exam questions-exam skills</p>			
Formal Assessment/Feedback	Q2: Narrative analysis question-Mormons	Year 11 Paper 2 Mock: Early Elizabethan England and American West	Year 11 Mock 2 Weimar Republic			