



# Holy Trinity School

A Church of England Secondary School



## History Curriculum Guide

## **Subject Intent Statement:**

The intent of History at Holy Trinity School is to make all students historians.

The History curriculum is designed to reflect our cohort, their interests, cultural heritage and their diverse backgrounds. Students should understand that History happens on a local and global scale and that it has an impact on people, societies, and places. Students should also understand that History goes beyond the modern period and will understand the changes made from the ancient to modern eras.

At the end of each Key Stage (KS3, KS4 and KS5) we want students to have achieved the intent stated above. As a result, these themes are consistent across each key stage.

Knowledge and skills are needed to acquire and secure progress towards the themes in each unit. These will be communicated at the start of the unit as a knowledge organiser at the start of the unit which will highlight the key historical themes and skills that are progressing through the curriculum. This will also make clear the different end points.

The curriculum has been designed to ensure that key historical themes and skills are running throughout the three key stages and are built upon throughout each year to allow student progression. We have also included bridging lessons which span larger gaps in chronology between units. This will allow students to need to retain knowledge throughout topics and schemes as they will learn the connections throughout history rather than looking at each topic as individual instead of a series/part of the bigger picture.

History will contribute to the develop of students' cultural capital by a few different ways:

- Selection of topics/themes e.g. protests, dictatorship and democracy, religion etc
- Long term plan of introducing trips and inclusion in the enrichment week
- Class activities that involve public speaking and transferable writing skills
- Use of different materials in the classroom e.g. sources, interpretations, films etc

History will support the wider school by:

- Including a range of literacy texts that stretch and challenge students
- Including literacy as a key part of our schemes of work



- Including maths where appropriate such as chronology and analysing graphs
- Mentioning future pathways in displays and in lessons.
- Pathways will also be explicitly discussed at end of key stages as part of options process
- Planning for a range of children of backgrounds and abilities by looking at key topics that may be of interest to students, including monster challenges, working alongside whole school intervention.

#### Next Steps:

- Review the curriculum and redesign the curriculum to include places and people from around the world that reflect our cohort.
- Review and redesign where needed to ensure that key historical skills are being taught in the most effective way for our cohort.
- To advertise the merits of the History A-Level to the KS4 cohorts and encourage them to take the subject we are passionate about at HTS.

#### Curriculum Aim:

Is to make all students historians, which would mean that they:

- Have a secure grasp of subject vocabulary
- Have substantive knowledge across various places and times
- Understand secondary concepts of significance, cause, consequence, change, continuity, similarity, difference
- Understand the usefulness of historical sources
- Understanding how historical interpretations are created and how they can be analysed
- Develop transferable writing skills
  - Use of appropriate language
  - Articulate themselves
  - Develop an argument

In addition, we want learners to enjoy their learning, which allows them to progress and reach their potential.

#### Curriculum Principles:

- The curriculum is designed to meet the requirements of the national curriculum for History.
- Each of the aspects of knowledge, explanation and analysis (including second order concepts), sources and interpretations are featured and links between them highlighted.



### Key Stage 3:

- The curriculum in Year 7-9 is designed to allow students to have a broad historical knowledge as they look at the earliest settlers in England up to the present day
- Timescales and topic groupings are designed to be allowed to be explored over an extended period so that variation and depth can be used to ensure students are fluent in their historical understanding
- At the end of Year 7 students should be secure in their understanding of what is a historical source and interpretation and their uses. They should also be confident in describing historical events.
- At the end of Year 8 students should be confident in the skills required to use historical sources and interpretations at a deeper level including usefulness of provenance. They should be confident in explanation of historical writing.
- At the end of Year 9 students should be ready to begin GCSE so should be confident in evaluating historical sources and interpretations and should be confident of explanation with some elements of analysis in their extended writing.
- In addition, knowledge retention is a core principle of the whole school curriculum so time will be dedicated in lessons towards this in the form of starter quizzes as a form of revision in every lesson.
- Key stage three will also be an opportunity to help develop the key historical skills that will be a key part of KS4 but they should not just be a 'mini-GCSE' and therefore, assessments will explore GCSE style questions but also transferable written tasks that use key historical skills assessment.
- A key part of this Key Stage is also the options process so time in lesson will be dedicated to recruitment of students. In line with school principles of every child is a child of God we have an inclusive uptake to GCSE History

### Key Stage 4:

- Following Edexcel GCSE specification, we aim to deepen the key historical skills introduced in KS3



- The topics have been chosen to deepen some key historical themes but while introducing new topics to allow students who have continued to study history to broaden their knowledge
- We have chosen two topics that allow a study of British History over time from Medieval to present day and two topics that look at the development of America. This continues history's intent to see history on a local to global scale.
- Students will look at the themes of religion, politics, war, civil rights, kingship
- Students will be encouraged to see the development of these but also allow them still time to engage in the transferable writing skills and their own role they play in History.
- Key skills will be assessed through regularly exam questions in class and more formalised assessments
- Historical knowledge will continue to be an important part and as students move into KS4 then they will have low stakes knowledge tests at the beginning of every lesson
- A key part of this key stage will be discussing the importance of history as a future pathway to allow them to move onto the next key stage

#### Key Stage 5:

- Will follow Edexcel A level specification as this allows a balanced curriculum between exam and coursework assessments.
- We again have chosen to select topics which continue to develop student understanding of themes they have already addressed but again look at brand new topics so students have the opportunity to widen their historical knowledge
- In each year there will be two history specialists who lead the teaching
- We endeavour to provide students with knowledge, skills and attitudes that are valued by higher education institutions and employees



- We aim to provide experiences inside the A Level classroom that continue to broaden the transferable and facilitating skills

### Curriculum Overview for Year 7:

Year 7 History		
Key topics		Assessment
<b>Year 7 History topics are themed: Settlement and Power</b>		
<p><b>Autumn Term:</b></p> <p>What is the History of Crawley?</p> <p>How did William the Conqueror change England?</p>	<p>Students start the term focusing on the fundamentals of history. This is to help bring all students from different primaries to the same level. It will also allow for the department to secure consistent historical language which is needed at secondary school level. The unit is centred around the local area of Crawley.</p> <p>This topic develops interpretation skills by comparing the knowledge they will gain against the Ladybird book. Students will cover:</p> <ul style="list-style-type: none"> <li>• Contenders in 1066.</li> <li>• Battle of Hastings</li> <li>• Feudal System</li> <li>• Harrying of the North</li> <li>• Domesday Book</li> <li>• Castles</li> </ul>	<p><b>Preparation:</b> Knowledge Debating skills Key words</p> <p><b>Assessments:</b> Both units have a marked mid-point assessment</p> <p><b>Crawley</b> - Baseline assessment on core historical skills <b>1066</b> – Assessment focussing on interpretation skills</p>
<p><b>Spring Term:</b></p> <p>Where was the centre of Power in the Medieval World?</p>	<p>The Medieval Power unit takes Year 7 on a journey around the world during the Medieval Era. Stop-offs include Feudal Japan, Jerusalem, Mali and Mongolia. This unit is focussed on similarity and differences in the types of power demonstrated by these Medieval powers</p>	<p><b>Preparation:</b> Knowledge Research skills Debating skills Key words</p> <p><b>Other assessments:</b> Mid-Point PEEL Assessment</p>





		Final Assessment on where had the most power
<b>Summer Term:</b>  Which Tudor Monarch was the most successful?	Students continue to develop their comparative skills and written skills and to develop their depth knowledge. Develop interpretation skills. <ul style="list-style-type: none"> <li>• Henry VII</li> <li>• Henry VIII</li> <li>• Edward VI</li> <li>• Mary I</li> <li>• Elizabeth</li> </ul>	<b>Preparation:</b> Knowledge Research skills Debating skills Key words  <b>Other            assessments:</b> PEEL mid-point of topic assessment Final Assessment looking at interpretations
<b>KEY SKILLS</b>		
Literacy:  Monarchy Empire Migration Contenders Interpretation	Numeracy:  Use of data from sources such as graphs, or charts.	Other:  Independent learning –development of cube for the battle. Research skills

### Curriculum Overview for Year 8:

Year 8 History		
Key topics		Assessment
Year 8 History topics are themed: Politics and Believing		
Autumn 1:  Bridging Lesson	<ul style="list-style-type: none"><li>This lesson bridges the gap between the Tudors and the first Year 8 topic; The English Civil War.</li></ul>	<b>Preparation:</b> Knowledge Chronology Key words  <b>Other assessments:</b>
Autumn 2:	For this topic, students will have a second opportunity	<b>Preparation:</b> Knowledge



How significant was the English Civil War?	<p>to develop their <b><i>cause and consequence</i></b> skills.</p> <p>Students will also use their source skills when addressing the interpretations of the English Civil War.</p> <ul style="list-style-type: none"> <li>• The role of King Charles I and Parliament in causing a civil war.</li> <li>• The New Model Army and Cromwell.</li> <li>• Battles of the Civil War.</li> <li>• Execution of King Charles I. An opportunity to view different film versions of this event. Students use source information to analyse the utility of each film.</li> </ul>	<p>Research skills Debating skills Key words</p> <p><b>Other assessments:</b> Mid-Point marked PEEL paragraph End of topic assessment</p>
<p><b>Spring 1:</b></p> <p>How did the British Empire change the world?</p>	<p>Students will consider <i>change and continuity</i> in this topic. During this topic students will cover:</p> <ul style="list-style-type: none"> <li>• What the British Empire was.</li> <li>• How the British Empire affected: <ul style="list-style-type: none"> <li>○ The Americas</li> <li>○ India</li> <li>○ Africa</li> <li>○ Australia/ New Zealand</li> <li>○ Canada</li> </ul> </li> <li>• The fall of the Empire</li> <li>• The views of the Empire</li> </ul>	<p><b>Preparation:</b> Knowledge Research skills Debating skills Key words</p> <p><b>Other assessments:</b> Mid-Point marked PEEL paragraph End of topic assessment</p>
<p><b>Spring 2:</b></p> <p>How did the Industrial Revolution impact Britain?</p>	<p>Students will use sources to consider the impact of the Industrial Revolution on Britain by looking at:</p> <ul style="list-style-type: none"> <li>• Moving away from agriculture</li> <li>• Technological developments</li> <li>• Housing and health</li> <li>• Transport</li> <li>• Jobs</li> <li>• Political situation</li> </ul>	<p><b>Preparation:</b> Knowledge Research skills Debating skills Key words</p> <p><b>Other assessments:</b> Mid-Point marked PEEL paragraph End of topic assessment</p>





	Students will make links with the previous topic of empire	
<b>Summer 1:</b>  What was the Slave Trade?	This topic, slavery, links with the British Empire topic. Students continue to develop their written skills and to develop their depth knowledge. <ul style="list-style-type: none"> <li>• What was life like in Africa before the Slave Trade?</li> <li>• Trade in the Atlantic.</li> <li>• Life as a slave.</li> <li>• Resistance.</li> </ul> Abolition of slavery.	<b>Preparation:</b> Knowledge Research skills Debating skills Key words  <b>Other assessments:</b> Mid-Point marked PEEL paragraph End of topic assessment
<b>Summer 2:</b>  How do Historians research?	This unit focusses on how historians gather information on a chosen topic and differentiate between accurate sources and inaccurate sources.  The topic is Women in History and provides an opportunity for students to learn about influential women from the Middle Ages to modern day and around the world.	<b>Preparation:</b> Knowledge Research skills Debating skills Key words  <b>Other assessments:</b> Mid-Point PEEL paragraph  End of Unit Assessment
Suggestions for independent study and home support:  See History Reading list.		
<b>KEY SKILLS</b>		
Literacy:  Literacy (keyword link) Wider reading	Numeracy:  Use of data from sources such as graphs, or charts.	Other:  Independent learning –development of cube for the battle. Research skills

## Curriculum Overview for Year 9:



## Year 9 – History

Key topics		Assessment
<p><b>Autumn:</b></p> <p>Are we desensitized to conflict?</p> <p>How has the experience of war changed in the 20<sup>th</sup> century?</p>	<p>In Year 9 students continue chronologically but within the theme of cooperation and conflict.</p> <p>This first topic of Year 9 looks at change and continuity with how conflict has been experienced through the 20<sup>th</sup> Century.</p>	<p><b>Preparation:</b> Knowledge Research skills Debating skills Key words</p> <p><b>Other assessments:</b> Mid-Point PEEL paragraph</p> <p>End of Unit Assessment</p>
<p><b>Autumn 2 - Spring 1:</b></p>	<ul style="list-style-type: none"> <li>• ELA</li> </ul>	<p><b>Preparation:</b> Knowledge Research skills Key words</p> <p><b>Other assessments:</b> Spelling and key term test Research a survivor account</p>
<p><b>Spring 2:</b></p> <p>Who are the British?</p>	<p>Looking at how Britain has changed over the last 1000 years with migration of people from around the world.</p> <p>From language to culture the unit explores what it truly means to be 'British' placing an emphasis on the core British values</p>	<p><b>Preparation:</b> Knowledge Research skills Key words</p> <p><b>Other assessments:</b> Mid-Point PEEL paragraph</p> <p>End of Unit Assessment</p>
<p><b>Summer 2:</b></p> <p>Start of GCSE History course</p>	<p>This term, students have an opportunity to begin their GCSE History course. To help students transition into GCSE we offer the unit which is continuing the main skills from KS3</p>	<p><b>Preparation:</b> Knowledge Research skills Debating skills Key words</p>



	extended writing. We will start with <i>Richard and John</i> . Students will also complete exam style questions and practice their research skills.	<b>Other assessments:</b> Spelling and key term test Exam questions
Suggestions for independent study and home support:  See reading list.		
<b>KEY SKILLS</b>		
Literacy: Literacy (keyword link) Wider reading	Numeracy: History- use of data in sources.	Other: Independent learning Research skills Communication- debating skills. Source skills

### Curriculum Overview for Year 10:

Year 10 – History GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel History 1H10/24/B2	Paper 2: Depth Study Reigns of King Richard I and King John I 1189-1216	Summer Year 11	20%
Edexcel History 1HIO/ 24/ B2	Paper 2: Period Study - The American West	Summer Year 11	20%
Edexcel History 1HIO/ 11	Paper 1: Medicine in Britain, c1250–present <i>and</i> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.	Summer Year 11	30%



Key topics	Course content	Assessment
<p><b>Autumn:</b></p> <p>Paper 2: Richard and John</p>	<p>Students will continue with Paper 2 which they will have completed the first unit of in Year 9.</p> <p>Key topic 2: Involvements overseas, 1189-1204</p> <ul style="list-style-type: none"> <li>• The nature of crusading.</li> <li>• Richard, the Crusader King.</li> <li>• Aftermath of the crusade. Richard, John and the loss of Normandy.</li> </ul> <p>Key topic 3: King John's downfall, 1205-16</p> <ul style="list-style-type: none"> <li>• The dispute with the Papacy.</li> <li>• Worsening relations with the barons.</li> <li>• Magna Carta and the First Barons' War.</li> </ul> <p>The succession.</p>	<p>Knowledge test every lesson</p> <p>Practice questions</p> <p>Creation of revision resources</p> <p>End of term/unit assessment</p>
<p><b>Autumn:</b></p> <p>Paper 2: <b>The American West</b> and The reigns of King Richard I and King John I, 1189-1216</p>	<p>Key Topic 1- the early settlement of the West, c1835-c1895</p> <ul style="list-style-type: none"> <li>• The Plains Indians: their beliefs and way of life.</li> <li>• Migration and early settlement.</li> </ul> <p>Conflict and tension.</p>	<p>Preparation:</p> <p>Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.</p> <p>Other assessments:</p> <p>Exam questions</p> <p>End of term test</p>
<p><b>Autumn:</b></p>	<p>Key Topic 2: development of the plains, c1862-c1876</p> <ul style="list-style-type: none"> <li>• The development of settlement in the West.</li> </ul>	<p>Preparation:</p> <p>Weekly preparation</p>



<p>Paper 2: <b>The American West</b> and The reigns of King Richard I and King John I, 1189-1216</p>	<ul style="list-style-type: none"> <li>• Ranching and the cattle industry.</li> <li>• Changes in the way of life of the Plains Indians.</li> </ul> <p>The end of Summer 1 and beginning of Summer 2 have a crossover of Key topic 3: conflicts and conquest, c1876-c1895. In this term students will cover:</p> <ul style="list-style-type: none"> <li>• Changes in farming, the cattle industry and settlement.</li> <li>• Conflict and tension. <ul style="list-style-type: none"> <li>◦ Extent of solutions to problems of law and order.</li> </ul> </li> </ul> <p>The range wars- Johnson County War of 1892.</p>	<p>e.g. keyword test, knowledge test, practice questions, creation of revision resources.</p> <p>Other assessments:</p> <p>Exam questions End of term test</p>
<p><b>Autumn:</b></p> <p>Paper 2: The American West</p>	<p>This term begins with a review of the first key topic covered in Summer 1 and 2 of Year 10.</p> <p>Key topic 3: conflicts and conquest, c1876-c1895. In this term students will cover:</p> <ul style="list-style-type: none"> <li>• Conflict and tension. <ul style="list-style-type: none"> <li>◦ Conflict with the Plains Indians</li> </ul> </li> <li>• The Plains Indians: the destruction of their way of life.</li> </ul>	<p>Preparation:</p> <p>Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.</p> <p>Other assessments:</p> <p>Exam questions End of term test</p>



<p><b>Spring/Summer:</b></p> <p>Paper 1:  <b>Medicine in Britain, c1250–present</b>  <i>and</i> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p>	<p>Students will start with Medicine in Britain and take a chronological approach to the course.</p> <p><b>Chapter 1:</b> C1250-c1500-medicine in medieval England. Covering:</p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness.</li> <li>• Approaches to prevention and treatment.</li> </ul> <p>Case study- the Black Death 1348-49</p> <p><b>Chapter 2:</b> C1500-c1700-medicine in the Medical Renaissance in England. Covering:</p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness.</li> <li>• Approaches to prevention and treatment.</li> <li>• Case studies- <ul style="list-style-type: none"> <li>○ William Harvey</li> <li>○ Dealing with the Great Plague in London, 1665.</li> </ul> </li> </ul> <p><b>Chapter 3:</b> C1700-c1900-medicine in eighteenth and nineteenth-century Britain (The Industrial Revolution). Covering:</p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness.</li> <li>• Approaches to prevention and treatment.</li> <li>• Case studies- <ul style="list-style-type: none"> <li>○ Jenner and vaccination.</li> <li>○ Cholera in London, 1854</li> </ul> </li> </ul> <p><b>Chapter 4:</b> C1900-present-medicine in modern Britain. Covering:</p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness.</li> </ul>	<p>Preparation:</p> <p>Weekly preparation  e.g. keyword test,  knowledge test, practice questions,  creation of revision resources.</p> <p>Other assessments:</p> <p>Exam questions  End of topic test  Preparation:</p>
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	<ul style="list-style-type: none"> <li>• Approaches to prevention and treatment.</li> <li>• Case studies- <ul style="list-style-type: none"> <li>○ Fleming, Florey and Chain's development of penicillin.</li> <li>○ The fight against lung cancer in the 21<sup>st</sup> century.</li> </ul> </li> </ul>	
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Suggestions for independent study and home support:

Classroom 42, GCSE Bitesize, reading list available on school site.

#### KEY SKILLS

Literacy:	Numeracy:	Other:
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Key word sheets and regular review of key terms	There are various opportunities to use numeracy skills such as using graphs, spreadsheets and pie charts	Source skills: inference skills, testing a source for reliability/utility; cross referencing. Communication Presentation Team work Independent skills Research development Time management
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### Curriculum Overview for Year 11:

Year 11 – History GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel History 1HIO/ 24/ B2	Paper 2 Section 24 Period Study American West	Summer – Year 11	Paper 2 in total is worth 40%
1HIO/ 33	Paper 3 Modern Depth Study The USA, 1954–75: conflict at home and abroad	Summer-Year 11	20% 30%
Key topics	Course content	Assessment	
<b>Autumn 1:</b>  The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	This term, students will focus on the context of the British sector of Western Front and the theatre of war in Flanders and northern France. The following points include all the content covered. This section focuses on source skills. <ul style="list-style-type: none"> <li>The Ypres salient, the Somme, Arras and Cambrai.</li> </ul>	Preparation:  Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.	



	<ul style="list-style-type: none"> <li>• The trench system – its construction and organisation, including frontline and support trenches.</li> <li>• The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras.</li> <li>• Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.</li> </ul> <p>Conditions requiring medical treatment on the Western Front, including:</p> <ul style="list-style-type: none"> <li>• the problems of ill health arising from the trench environment.</li> <li>• The nature of wounds from rifles and explosives.</li> <li>• The problem of shrapnel, wound infection and increased numbers of head injuries.</li> <li>• The effects of gas attacks.</li> <li>• The work of the RAMC and FANY.</li> <li>• The system of transport: stretcher bearers, horse and motor ambulances.</li> <li>• The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital.</li> <li>• The underground hospital at Arras.</li> </ul> <p>The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and</p>	<p>Other assessments:</p> <p>Exam questions End of term test</p>
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	infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.	
<b>Autumn 2:</b>  Paper 3: The USA, 1954–75: conflict at home and abroad	Key topic 1- the development of the civil rights movement, 1954-60 <ul style="list-style-type: none"> <li>• The position of black Americans in the early 1950s.</li> <li>• Progress in education.</li> <li>• The Montgomery Bus Boycott and its impact, 1955-60.</li> <li>• Opposition to the civil rights movement.</li> </ul> Key topic 2- Protest, progress and radicalism, 1960-75 <ul style="list-style-type: none"> <li>• Progress, 1960-62.</li> <li>• Peaceful protests and their impact, 1963-65.</li> <li>• Malcolm C and Black Power, 1963-70.</li> <li>• The civil rights movement, 1965-75.</li> </ul>	Preparation:  Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.  Other assessments:  Exam questions End of term test
<b>Spring 1:</b>  Paper 3: The USA, 1954–75: conflict at home and abroad	Continue with Key topic 2  Key topic 3- US involvement in the Vietnam War, 1954-75 <ul style="list-style-type: none"> <li>• Reasons for US involvement in the conflict in Vietnam, 1954-63.</li> <li>• Escalation of the conflict under Johnson.</li> <li>• The nature of the conflict in Vietnam, 1964-68.</li> <li>• Changes under Nixon, 1969-73</li> </ul>	Preparation:  Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.  Other assessments:  Exam questions End of term test



<b>Spring 2:</b>  Paper 3: The USA, 1954–75: conflict at home and abroad	Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964-75. <ul style="list-style-type: none"> <li>• Opposition to the war.</li> <li>• Support for the war.</li> <li>• The peace process and end of the war.</li> </ul> Reasons for the failure of the USA in Vietnam.	Preparation:  Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.  Other assessments:  Exam questions End of term test
<b>Summer 1:</b>  Revision and Exams		
Suggestions for independent study and home support:  Classroom 42, GCSE Bitesize, see reading list on school site.		
<b>KEY SKILLS</b>		
Literacy:  Key word sheets and regular review of key terms	Numeracy:  There are various opportunities to use numeracy skills such as using graphs, spreadsheets and pie charts	Other:  Source skills: inference skills, testing a source for reliability/utility; cross referencing. Communication Presentation Team work Independent skills Research development Time management

## Curriculum Overview for Year 12:

Year 12 – History GCE

Exam Board & course	Unit	Date of Exam	% of Total Exam
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title/code			
Edexcel 9HIO/1E	Paper 1: Russia 1717-91: From Lenin to Yeltsin	Summer – Year 13	30%
Edexcel 9HIO/2E.2	Paper 2: The German Democratic Republic, 1949-90	Summer- Year 13	20%
Key topics		Course content	Assessment
<b>Autumn 1:</b>  Russia 1917-91  +  GDR 1949-90	Students are introduced to Paper 1 & 2, with full course outline and reading list.  Teacher 1: students will learn about communist government, industry and agriculture 1917-85  Teacher 2: students will learn about establishing and consolidating the communist rule  Students will develop their analytical essay writing skills. Students will be set wider reading to support their analytical skills.	Preparation:  Bridging work Exam questions Extended research Reading  Other assessments:  Knowledge tests Exam questions Section A & B End of term test	
<b>Autumn 2:</b>  Russia 1917-91  GDR 1949-90	Teacher 1: students will learn about control of the people 1917-85  Teacher 2: students will learn about the development of the east German state  Students will complete timed essays and wider reading.	Preparation: Exam questions Extended research Reading  Other assessments:  Knowledge tests Exam questions Section A & B	





		End of term test
<p><b>Spring 1:</b></p> <p>Russia 1917-91</p> <p>GDR 1949-90</p>	<p>Teacher 1: students will learn about social developments 1917-85</p> <p>Teacher 2: Students will look at life in East Germany</p>	<p>Preparation: Exam questions Extended research Reading</p> <p>Other assessments:</p> <p>Exam questions Section C End of term test</p>
<p><b>Spring 2:</b></p> <p>Russia 1917-91</p> <p>GDR 1949-90</p>	<p>Teacher 1: This term, students will focus on Section C of Paper 1: <i>What explains the fall of the USSR?</i> For this source section students will analyse historical interpretations</p> <p>Teacher 2: Students will look at the collapse of communist rule</p>	<p>Preparation: Exam questions Extended research Reading</p> <p>Other assessments:</p> <p>Knowledge tests Exam questions Section End of term test</p>
<p><b>Summer 1:</b></p> <p>Guided Revision</p>	<p>This term, students will spend some time with taught revision to prepare for their Pre Public Exams. Students will have a week of Pre Public Exams.</p>	<p>Preparation: Exam questions Extended research Reading</p> <p>Other assessments:</p> <p>Knowledge tests Exam questions Section</p>



		End of term test
<b>Summer 2:</b>  Pre Public Exams  Paper 3 preparation	Students will have a week of Pre Public Exams.  The final weeks of the term are spent preparing for the Paper 3, Rebellion and Disorder under the Tudors	Preparation: Revision skills Past papers Student past essays  Other assessments: Pre Public Exams End of topic test Exam questions
Suggestions for independent study and home support:  Please see our subject reading list for the full details of books, podcasts, documentaries and, films students are encouraged to use in their wider research.		
<b>KEY SKILLS</b>		
Literacy:  Wider reading	Numeracy:  Graphs and date from sources.	Other: Source skills: inference skills, testing a source for reliability/utility; cross referencing. Communication Presentation Team work Independent skills Research development Time management

### Curriculum Overview for Year 13:

#### Year 13 – History GCE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
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Edexcel 9HIO 31.1	Paper 3: Rebellion and Disorder under the Tudors, 1485-1603	Summer – Year 13	30%
Edexcel 9HIO/ 04	Unit 4: Coursework Origins of the First World War	Deadline February half term Draft due mid- January	20%
Key topics		Course content	Assessment
<b>Autumn 1:</b>  Breadth theme 1- Changes in governance at the centre  Breadth theme 2- Gaining the co- operation of the localities  Controlled assessment	Introducing an overall timeline of the course 1485- 1603 Focusing on changing role of government under the Tudors  This theme continues with the breadth approach to the course but focuses on the co- operation of the localities  Teacher 2: 5 taught hours of the coursework unit. These hours will cover the objectives of the unit, what the mark scheme means and provide an introduction to the origins of the First World War.		Preparation:  Section C Exam questions Extended research Wider reading  Other assessments: Section C Exam questions End of term test Timed class essay
<b>Autumn 2:</b>  controlled assessment  The Tudors	After the initial taught hours students will begin their independent research and wider reading. Their class teacher will begin tutorial style sessions with each student in rotation.  Students will look at the depth units, starting with 'Challenging the succession, 1485-99' and 'Agrarian discontent: Kett's rebellion, 1549'		Preparation: Wider reading Independent research



<p><b>Spring 1:</b></p> <p>The Tudors</p> <p>Coursework</p>	<p>Students will continue to look at the depth units, focusing on 'Queen Takes Queen, 1569-70'</p> <p>Students continue with their independent research and reading. Tutorials continue in a rotation for each student.</p>	<p>Preparation: Wider reading Section B Exam questions Source skills for Section A</p>
<p><b>Spring 2:</b></p> <p>The Tudors</p> <p>Coursework</p>	<p>This term, students will use their knowledge of the timeline to complete source exam questions for Section A and analytical essays for Section B. Complete depth unit 'Troublesome Ireland, 1594-1603'</p> <p>Students will have completed coursework. In coursework lessons revision for Paper 1 and 2 begins</p>	<p>Preparation: Wider reading Section B Exam questions Source skills for Section A</p> <p>Draft essay due mid-January</p> <p>Coursework due by February half term.</p>
<p><b>Summer 1:</b></p> <p>Revision for Papers 1, 2 and 3</p>	<p>Students will exclusively focus on content revision and practice papers throughout this term.</p>	<p>Preparation: Reading Exam papers Revision skills</p>
<p>Suggestions for independent study and home support: Please see subject reading list for books, documentaries and films for both Unit 3 and 4.</p>		
<p><b>KEY SKILLS</b></p>		
<p>Literacy:</p> <p>Extended reading</p>	<p>Numeracy:</p> <p>Interpreting charts and data in source questions.</p>	<p>Other:</p> <p>Source skills: inference skills, testing a source for reliability/utility; cross referencing. Communication Presentation Team work Independent skills Research development Time management</p>



## Subject Assessment Reporting and Recording:

### Key Stage Three

- For each scheme of learning/topic:
  - one extended writing mid-point and one end of unit assessment point.
  - Mid-point marking and feedback – done in lesson and marked by teacher
  - Summative assessment at the end of the unit
- Feedback:
  - Using a GCSE inspired feedback grid that breaks down the Assessment objectives for Knowledge (Ao1), Explanation (Ao2), Sources (Ao3) and Interpretations (Ao4) in a student friendly way with a focus on progression.
  - Mark scheme will be created by subject lead that takes into account the progression of each year group
  - Consistent feedback sheet created for each assessment with set positive and improvement actions.
- Reporting:
  - The assessment mark out of 30.
  - Pupil Progress is used to track each pupils progress across the assessment objectives
  - Subject lead will analyse data produced by the assessments

### Key Stage Four

- Have an opportunity for marked teacher feedback twice per half term
- This could come from:
  - In class exam question
  - Homework exam question
  - End of unit assessment
- Start of every lesson knowledge retention activity on current and previous learning
- Reporting
  - Use edexcel mark schemes to give students a mark
  - Using department set grade boundaries these are converted to grades
  - Teacher uses this to complete reports on Pupil Progress
  - Subject lead to analyse data from Pupil Progress

### Key Stage Five

- 2 opportunities for marked work and feedback per half term (per teacher)



- This could come from:
  - In class exam question
  - Homework exam question
  - End of unit assessment
- Start of every lesson knowledge retention activity based on current and previous learning
- Edexcel mark scheme
- Reporting
  - Marks are converted to grades using agreed grade boundaries
  - Two A Level teachers combine grades to complete reports together
  - Subject lead analyse data from pupil Progress

