

History

5-Year Overview

	Year 11	Year 10	Year 9	Year 8	Year 7
	Master	Secure	Embed	Develop	Introduce
Aims	<p>Students to master the knowledge, understanding and skills required for GCSE History. The aim is for students to use their links to prior learning and skills, to analyse key events and individuals they will study and develop clear links between key events and individuals.</p> <p>Students will be able to use their prior learning and key skills to master their understanding of the GCSE topic on Norman England. Students will be able to explain, analyse and synthesis the causes and consequences of the events that they study. Students will make links to their prior learning, content and skills in Y11. Teaching of GCSE content to be completed by Easter. This will allow lesson time to be dedicated to recap and revision of subject knowledge and key skills. Key skills for GCSE secured in Y10 will be mastered in Y11.</p> <p>By the end of the teaching of the GCSE content in Year 11, students must demonstrate an understanding of the following:</p> <p>The causes and consequences of the Norman invasion in 1066. How the Normans took control of England and the use of castles, Feudal System, Domesday Book and changing the laws in England. Students will make links to their prior learning on the importance of religion in medieval life and the changes the Normans made to the Church in England.</p>	<p>To secure students knowledge and understanding of the topics studied at GCSE in History. The aim is for students to use links to their prior learning and use of key skills to enable them to explain and analyse the key events and individuals they will study. Students will be able to use their prior learning and key skills to secure their understanding of GCSE topics. E.g. Conflict and Tension. American West and Medicine. And Britain's role in these topics? Students will be able to explain and analyse the causes and consequences of the events that they study. Students will make links to their prior learning, either content, skills or both. Key skills for GCSE History, introduced, developed and embedded in Key Stage 3, will be an integral part of students studies.</p> <p>By the end of Y10, students must demonstrate an understanding of the following:</p> <p>The consequences of a weak League of Nations on global politics. The link between economic crises and the increase in conflict and tensions between nations. The events, factors and individuals that contributed to changes and improvements to medicine in Britain over time. Students will need to make links to some of their prior learning on medieval medicine and the influence of the Islamic Civilisation. The events, factors and individuals that lead to the removal of the Native Americans way of life and the settlement of their land by the USA.</p>	<p>To embed students understanding of the History of Britain, through links with prior learning and the study of key events from the 20th and 21st centuries. The aim is for students to be able to explain and analyse how Britain changed during tis time. For students to explain and analyse how these changes impacted on peoples' lives, locally, nationally and globally. During their studies students will embed their understanding of the ley themes introduced and developed in Y7 and Y8. Key themes to be embedded are: Settlement. Empire. Religion, power and conflict. Local studies for comparison with national and global history. Students will be able to explain and analyse the causes and consequences of the events that they study, making links to prior learning. Students will be able to explain and analyse the relative significance of the events studied. Key skills developed in Y8 will be embedded. Students will use these as an integral part of their studies.</p> <p>By the end of Year 9, students must demonstrate an understanding of the following:</p> <p>The causes and consequences of the Holocaust. The impact of WW2 on the growing campaigns for change and equality for all. The introduction of the NHS. The causes of immigration from countries formerly part of the British Empire and the consequences of this. The impact of the American Civil Rights Movement and the link with slavery. The religious and historic causes of inequality in Northern Ireland and the start of the 'Troubles'. The impact of the Treaty of Versailles on post WW1 Europe. Why the League of Nations failed and the link between appeasement and the causes of WW2.</p>	<p>To develop students understanding of the History of Britain, through links with prior learning and the study of key events and individuals from the 17th to the 20th century. The aim is for students to be able to describe and explain how Britain changed during this time. Students describe how these changes impacted on peoples' lives, locally, nationally and globally. During their studies students will develop their understanding of the key themes introduced in Y7 and their impact on Britain's History. Key themes to be developed are: Empire. Religion, power and conflict. Settlement. Slavery. Local studies will be used for comparison with national and global History. Students will be able to describe and explain causes and consequences of these changes and compare and make links with Britain in the 21st century. Students will be able to describe and explain the relative significance of the events and individuals studied. Key skills in History, introduced in Y7 will be developed. Students will use these as an integral part of their studies.</p> <p>By the end of Year 8, students must demonstrate an understanding of the following, in order to develop their knowledge and understanding in Year 9:</p> <p>The causes and consequences of the fight for power between the monarchy and Parliament. The impact that religion and Cromwell's' actions had on Anglo-Irish relations. Britain's role in the Slave Trade and how this operated. The link between empire, Industrial Revolution and the Slave Trade. The role of empires in causing WW1. The main events of WW1 and their post war consequences. Why extreme dictatorships received popular support after WW1.The use of propaganda and terror by the Nazis to gain control in Germany.</p>	<p>To introduce students to the History of Britain, through the study of key events and individuals, from the Iron Age through to the 19th century. The aim is for students to be able to identify and describe how Britain changed during this time. Students will identify how these changes impacted on peoples' lives, locally, nationally and globally. During their studies students will be introduced to key themes, that they will return to throughout Key Stage 3. The purpose of this is to begin to develop and embed their knowledge and understanding. Key themes to be introduced are: Empire. Religion, power and conflict. Invaders and Settlement. Slavery. Medicine. Local studies for comparison with national and global History. Students will also be able to identify causes and consequences of the changes that they study and compare and make links with Britain in the 21st century. Students will be able to identify and describe the relative significance of the events and individuals studied. While studying events and individuals, students will be introduced to key skills used in the study of History. Students will use these key skills as an integral part of their studies.</p> <p>By the end of Year 7, students must demonstrate an understanding of the following, in order to further develop their knowledge and understanding in Year 8:</p> <p>Slavery in Britain pre 1066. The impact of invaders on British society, from the Iron Age and through the Middle Ages. What made a strong or weak king in the Middle Ages. The origins of Parliament. The importance of religion in everyday life. The impact of the Crusades and the Islamic civilization on medicine, science and technology. The key differences between Catholics and Protestants and religious changes made by the Tudors.</p>

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<p>Core knowledge/key concepts</p>	<ul style="list-style-type: none"> For their final GCSE topic, y11 students will study Norman England: c1066-1100. Students will constantly use their core learning of the Norman Conquest from KS3 to recap basic historical knowledge. Whilst the structure of course is similar, students will be expected to develop and embed new key concepts such as, the study of a historic environment, an in-depth analysis of Norman village and town life, and the Norman Monastic order and corruption to a mastery level. To do so, students will examine a series of historical interpretations, identifying and describing evidence that links to knowledge and provenance detail. Religious change will be embedded deeper within the core of the course, and students will be expected to compare the Anglo-Saxon and Norman religious structures, in order to conclude the extent how far England changed under William. Y11 students will have secured the ability to 	<ul style="list-style-type: none"> In their first year of KS4, y10 students will complete their Conflict and Tension course. At this stage, focusing on securing their contextual knowledge of the origins and the outbreak of the Second World War. Student will describe key events that built tension between world power countries prior to 1939, as well as weighing up their significance, and reaching a clear judgement on events they believe put the biggest strain on democracy and catalysed the start of WW2. The second GCSE course is: Britain- Health and the People-c1000-present day. Students will use their secured understanding of chronology to assess four different time periods of British history (Medieval, Renaissance, Industrial and Modern) and the medical developments or hindrances within them. Building on conceptual, and contextual knowledge from KS3, students will need to 	<ul style="list-style-type: none"> Y9 students will start their final year of KS3 studying the Holocaust. Recapping prior knowledge of Nazi terror and control will help students develop their understanding of Jewish persecution in Europe. New core knowledge such as Life in Ghettos, Concentration Camps, and the Final Solution will be analysed, to enable students to explain the progression of violence towards Jewish people during the war. Students will develop their understanding of the key British Values: Mutual Respect, Tolerance, and Individual Liberty by researching the significance of Holocaust remembrance. Next, students will further assess the significance of race and religious respect and tolerance by learning about the civil unrest and cultural change in Britain in the second half of the twentieth century. Students will build on their knowledge of civil rights and the power of protest as they study the Windrush Generation, and impact of Caribbean 	<ul style="list-style-type: none"> The first topic for y8 students will be Empire, Slavery, and Industry. This will cross-reference the rise of the British Empire (starting with Cromwell and the English Civil War), with the causes and impact of the Industrial Revolution in Britain, and the Transatlantic Slave Trade. We have chosen to introduce all 3 topics as one, to address Britain's direct link to slavery, whilst establishing Empire's economic growth at the time as a product of its involvement in the Slave Trade. This topic also allows students to draw similarities, differences and links between the working and living conditions of slaves on plantations, and the working-class people in industrial factories - opportunity for the local studies of Sheffield/Stocksbridge industry. Following this, y8 students will begin a study of WW1. Key concepts such as, causation and conflict are widely address, as 	<ul style="list-style-type: none"> In y7, students will begin their learning by establishing a clear understanding of key historical concepts such as, chronology and source interpretation by completing a small research project on the Tollund Man. For the remainder of half-term one, students will practice chronology by learning about England before 1066. The key focus here is too identify and describe key aspects of life in the Iron Age, changes during the reign of the Roman Empire (its impact to British life and slavery), and how England was affected by other foreign invaders such as, the Vikings and the Anglo-Saxons. This presents an opportunity to complete a local history project on Anglo-Saxon settlements in Sheffield and Stocksbridge. Following on from this, y7 students will begin learning about the Normans and Medieval Life in England. Starting with the succession crisis of 1066, and how this caused conflict between the Anglo-Saxons, the Normans, and the Vikings for the right rule. This topic will then cover life in England under Norman rule, emphasising themes of religious change and the Rule of Law. Here, students will
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	<p>critically examine historical content, recognise links and patterns in cause, consequence, change and continuity, to explain the important of key events. Their confidence to deconstruct contemporary sources and provenance, will enabled balanced and secure arguments to be developed. The remainder of y11 will focus on revisiting Conflict and Tension, and mastering exam technique and structure ahead of mock/exams.</p>	<p>address key concepts such as, change and continuity and significance when learning about key individuals or medical discoveries within each time period. Factors of medicine are also consistently considered throughout the topic (e.g. science and technology or religion), in order embed contextual knowledge and enable students to reach firm and clear conclusions.</p> <p>Students will then learn about the American West: Expansion, Conflict and Consolidation 1840-95. Part 1 of the course focuses on the westward expansion of White European-American pioneers, and the confinement of Native American tribes. In part 2, students will address themes of law and order, and cultural intolerance, as they learn of the conflict between Native American tribes and the US Government, as well as, the events of the American Civil War in the 1860s. Part 3 focuses on the American government's consolidation of power over the Native Americans and Africans in America. This topic requires students to revisit their prior learning and strengthen their understanding of the social, economic, and political inequalities</p>	<p>immigration on both British industry and racial inequality in society.</p> <ul style="list-style-type: none"> • Students will also focus on the evolution of British counterculture after 1945. Focusing on key concepts such as, the creation of the NHS, rebellious teen culture, second wave feminism and the power of the British Invasion. Within this topic themes of power and protest will allow students to analysis historical sources and make their own interpretations on the significance of British popular culture. • After this, y9 will revisit and develop their knowledge of racial inequality by learning about the American Civil Rights Movement of the 20th Century. Students will be able to identify key aspects of 19th century racial segregation laws, and therefore describe and explain how these laws impacted the social, economic, and political freedoms of black people in America. This topic will compare the strategies and impacts of violent 	<p>student assess a range of factors that led to the rise of European super-power countries. Students will also describe the significance of key battles and turning points throughout the war and assess the how far WW1 damaged each country and their Empires. Opportunity for a Local study of the Sheffield and Barnsley Pals.</p> <ul style="list-style-type: none"> • From this study, students will develop their knowledge of the interwar years by investigating how the political, economic, and social hardships of WW1 contributed to the rise of Fascism. To address and develop understanding of key concepts, a direct comparison will be drawn between Fascism and the Democracy throughout. Case studies will focus on tyrannical leaders such as, Adolf Hitler, Benito Mussolini, and Josef Stalin, and will rely on historical interpretation to explain key aspects if their totalitarian rule. Students will also develop their understanding of concepts such as, the influence of propaganda 	<p>describe the similarities and differences between Norman England the previous Anglo-Saxon order. As well as this, students will learn about the key aspects of Medieval life and the significance of the Crusades and Islamic culture. This will help students to consider concepts such as, causation and consequence in important Medieval events, such as the Black Death and the Peasants Revolt.</p> <ul style="list-style-type: none"> • Next, students will continue to develop their understanding of religious changes in England in the 16th century by studying the reign of Henry VIII & the Reformation. Students will identify Henry VIII's intensions to dissolve Monasticism and challenge the power of the Roman Catholic Church. They will also discuss the impact of his introduction/promotion of Protestantism as an alternative form of Christianity. • Following this, students will further exercise their understanding of British Values such as, religious tolerance and their contextual knowledge to describe further religious change, power, and control within the Tudor Monarchy. Describing and comparing the reign of Mary I,
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		<p>and injustices towards of minority groups in America. This will enable them to build on their historical knowledge of American racial politics and demonstrate their understanding of the cultural inequalities in this period.</p>	<p>and peaceful Civil Rights Movements and assess the message and power of media sources in raising awareness.</p> <ul style="list-style-type: none"> • Within this topic, y9 students will develop their understanding of civil protests and religious tolerance by studying the fight for independence in Northern Ireland in the 1960s. Although the struggle in Northern Ireland targeted the religious divide between Unionists and Nationalists, students will draw parallels, differences and links between the methods, aims and impacts of both Civil Rights causes. <p>In the final term of KS3, y9 students will begin their learning KS4 content, beginning with; Conflict and Tension: 1918-39. In part 1: students will focus on the interwar years in Europe, identifying and describing the financial social and political impacts of the war on the Allies and Eastern Europe – using their prior knowledge of WW1 to give developed explanations. Students will then be expected to learn about the political strategies put in place to establish peace within Europe and control Germany. In part 2, students will</p>	<p>and media censorship, and make judgements on how fascist leaders were able to manipulate and control people socially, politically, and economically.</p> <ul style="list-style-type: none"> • Leading on from this, the next topic will focus primarily on Hitler’s Nazi Germany as a case study for fascist rule in the 1930s. From this they will be able to describe and explain the methods of Nazi terror and intimidation that were used to control Germany society. 	<p>Edward VI, and Elizabeth I, specifically the rising conflict between Catholics and Protestants and Elizabeth’s ‘Middle Way’.</p>
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			describe the aims and the impacts of the League of Nations, using historical sources and provenance to decipher the League's worth.		
Skills and knowledge developed	<p>In Year 11 students will know how to meet the four assessment objectives of GCSE History and will continue to practice and embed their skills:</p> <p>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.</p> <p>(Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.)</p> <p>The skills already gained in Year 10 will be practiced and refined. Students will be supported in developing their own reflective skills so that they can assess their</p>	<p>In Year 10 students will begin to more clearly understand how the skills they have developed in KS3 can be applied to meet the four assessment objectives of GCSE History:</p> <p>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.</p> <p>(Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.)</p> <p>Students will learn how to better apply the skills learnt at KS3 and will understand how these skills interweave within questions and responses.</p>	<p>In Year 9 students will embed the skills that they have learnt in Year 7 and 8 so that through practice, support and challenge so that they can:</p> <p>Students will utilise chronology across time/ period and place to explain how events/key people impacted on each other and why.</p> <p>Students will ask perceptive questions to ensure evidence that is used is valid, of use and applied consistently and appropriately to support students' historical evaluations.</p> <p>Students will be able to explain differences and similarities between people/ place/ event/ time and give various reasons for these. They will begin to form reasoned judgements about why similarities exist and what can be learnt from this.</p> <p>Students will use historical contexts within their verbal and written answers and explain the reasons these contexts apply in order to reach valid conclusions about significance/ cause/ consequence/ change/ continuity.</p>	<p>In Year 8 students will develop the basic skills they have learnt in Year 7 so that through support and challenge they can:</p> <p>Students will learn to understand chronology across time/ period and place to identify that events/key people impacted on each other.</p> <p>Students will learn how to ask perceptive questions to seek more detailed evidence in order to deepen their understanding of history.</p> <p>Students will be able to describe differences and similarities between people/ place/ event/ time and give various reasons for these. They will begin to more explicitly consider the similarities seen across time, place and peoples and begin to explain the reasons for these.</p> <p>Students will increasingly use historical contexts within their verbal and written answers and explain the reasons these contexts apply.</p> <p>Students will be able to describe causes and consequences and explain how individual causes lead to change/continuity.</p>	<p>In Year 7 students will begin by being introduced to and practicing the use of fundamental history skills:</p> <p>Students will be introduced to chronology and how numerical dates provide a timeline for events. They will learn how to organise them and begin to understand how one event may affect the cause of another.</p> <p>Students will be introduced to the skill of enquiry and encouraged to develop an inquisitive nature to learn about the world around them and its history. They will learn how to ask questions that are focused in order to gain information.</p> <p>Students will be able to identify differences and similarities between people/ place/ event/ time and identify reasons for these.</p> <p>Students will be able to categorise history into different contexts; social, political, economic, religious etc.</p> <p>Students will learn what is meant by cause and consequence and learn how to describe these. They will learn to consider several and choose which is most significant-</p>

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	<p>strengths and weaknesses in order to improve their history skills.</p> <p>In completing their historical environment unit students will particularly have the opportunity to further develop their critical analysis of a depth study and how to best select evidence to support written answers.</p>	<p>Students will learn to independently identify which second order concepts they need to explain and analyse when looking at key people and events. They will be able to write about these chronologically.</p> <p>Students will further be encouraged to expand their independent enquiry and applications skills. They will learn to question the materials more critically they use considering the validity of these.</p> <p>Students will make links between their study and the world they currently live in recognising the significance of what they study and how it can be applied to the modern day.</p>	<p>Students will be able to explain how causes and consequences have occurred and how these have a wider impact beyond affecting one event/person/period. Students will be able to show links between different causes/ consequences.</p> <p>Students will critically evaluate sources/ interpretations for utility of both their content and provenance. Students will explain this evaluation and support with specific and relevant historical knowledge.</p> <p>Students will be able to give detailed explanations of the significance of key people and events within history/ They will use the 2 R's to explain and measure significance and reach judgements of most and how far. Students will explain how these are associated with cause/ consequence/ change/ continuity across time/ place.</p> <p>Students will develop their extended written work, producing structured responses that utilise a wide range of key vocabulary and historical contexts and concepts to explain their response to a specific enquiry question. Within this they will clearly show links between second order concepts/events/people across place and time.</p>	<p>Students will start to critically evaluate sources/ interpretations by commenting on utility of both their content and provenance. Students will be able to select some relevant knowledge to support this.</p> <p>Students will begin to describe different types of significance of key people and events within history and explain the reasons they are regarded as significant using the 3 R's. Students will begin to explain how these are associated with cause/ consequence/ change/ continuity.</p> <p>Students will develop their extended written work, producing structured responses that utilise a wide range of key vocabulary and historical contexts and concepts to explain their response to a specific enquiry question.</p> <p>Students will continue to be encouraged to consider things empathetically. Students will reflect on local, national, and international history considering the ways that the histories interlink and the impact on/ experience of different groups of people.</p>	<p>giving a simple historical reason for their choice.</p> <p>Students will learn to look at the content of sources/interpretations and be able to select information which is relevant to their study to be used as evidence. Students will begin to identify and select relevant aspects of the provenance.</p> <p>Students will describe what is meant by the term significance using the 3 R's. They will begin to identify the significance of key people and events within history and identify how these are associated with cause/ consequence/ change/ continuity.</p> <p>Students will learn how to write extended answers which are structured and use key vocabulary to show simple reasoning to address an enquiry question.</p> <p>Students will be encouraged to consider things empathetically- they will look at what empathy is and asked to consider it throughout topics. Students will begin to reflect on their own identities and those of others to understand cultural and social diversity through local, national, international history.</p>
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			<p>Students will continue to be encouraged to consider things empathetically. Students will reflect on local, national, and international history considering the ways that the histories interlink and the impact on/ experience of different groups of people across different periods of time.</p>		
<p style="text-align: center;">Wider curriculum links to CC/SMSC/PD and CEIAG</p>	<ul style="list-style-type: none"> • English- Developing literacy skills. • English- Subject specific reading/key words. • Opportunities for age appropriate, topic specific literature and documentaries. • CC: Identified students take part in specific revision/study skills sessions. • CC: Revision resources provided for identified students. • SMSC: British Values. • SMSC- Development of empathy. • Geography- Physical features and their importance in settlement. • Geography- Growth and development of settlements. 	<ul style="list-style-type: none"> • English- Developing literacy skills. • English- Subject specific reading/key words. • CC: Opportunities for age appropriate, topic specific literature and documentaries. • CC: Opportunities to take part in additional revision/study skills sessions. • CC: Revision resources provided for identified students. • SMSC: British Values. • SMSC- Development of empathy. • Geography- Physical features and their importance in settlement. • Geography: European countries and borders. • Geography: Map work on North America. • Geography- Growth and development of settlements. • Science- Change and development in medicine. 	<ul style="list-style-type: none"> • English- Developing literacy skills. • English- Subject specific reading/key words. • CC: Independent learning opportunities through Holocaust project. • CC: Opportunities for age appropriate, topic specific literature, documentaries and films. • SMSC- Development of empathy. • SMSC: Population/refugee movement. • SMSC: British Values. • SMSC: Religion and conflict. • SMSC: European politics. • Geography- Physical features and their importance in settlement. • Geography- Growth and development of settlements. • Geography- Factors linked to population and developing. 	<ul style="list-style-type: none"> • English- Developing literacy skills. • English- Subject specific reading/key words. • Literacy: Key word bank? • CC: Opportunities for age appropriate topic specific literature, documentaries and films. • CC: Independent learning opportunities through WW2 Learning Grid. • Art: WW1/2 Remembrance Project. • SMSC: Religion and conflict. • SMSC: British Values. • SMSC- Development of empathy. • SMSC- European politics. • SMSC- European national/cultural differences. • SMSC- Population/refugee movement. • Geography: Non-European countries and borders. 	<ul style="list-style-type: none"> • English- Developing literacy skills. • English- Subject specific reading/key words. • Literacy; Key word bank? • CC: Opportunities for age appropriate, topic specific literature and documentaries. • CC: History visit to QBM or Slavery Museum. • CC: Independent learning opportunities through Slavery Learning Grid. • SMSC: British Values. • SMSC: Religion and conflict. • SMSC- Development of empathy. • SMSC- National/cultural differences. • Geography- Trade and settlement. • Geography: Non-European countries and borders. • Geography- European countries and borders.

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		Science- Key individuals and their impact.		Geography- European countries and borders.	
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