

Year 7

History 101

Students will receive a crash course in the key historical skills of chronology / source analysis / interpretations / cause and consequence / historical significance. These skills underpin every topic studied in history.

Did William win or Harold lose the Battle of Hastings?

A detailed look into the reasons for the Battle of Hastings and the key causes of William winning.

What was life really like in Medieval England?

Students will examine a range of sources to determine the social structure / role of the church / life in towns and countryside, during the Middle Ages

Why did the Plantagenet's find it hard to control England?

An examination into three very controversial kings and the decisions they made during their reigns. Henry II and the murder of Thomas Becket, Richard the Lionheart and the Third Crusade, King John and the Magna Carta

Write a narrative account analysing the reasons for the failure of the Third Crusade

A key look into the importance of Jerusalem and conflict of the crusades.

How historically significant is the Black Death?

The Black Death was an event that shook Britain and Europe and killed nearly a third of the population. Students will examine the causes of the events, but also the far reaching consequences that it had.

Why can no-one agree who murdered the Princes in the Tower?

Students will use a range of sources to conduct an investigation into the death of the two princes, and try to determine which suspect: Henry Tudor or Richard III, was more likely to have killed them.

Skills	Cause and Consequence	Chronology	Change and Continuity	Evidence	Interpretations	Significance	Organisation / Writing / Literacy
Expected Standard	Organise causes into factors Organise into long term / short term / trigger causes	Put events into the correct chronological order	Be able to list simplistic similarities and differences between two time periods (wood houses – brick houses)	Be able to make valid observations and inferences (content and implications)	Understand how an interpretation is different from a source Be able to make valid observations and inferences on the content of an interpretation	Know the difference between significance and historical significance Use criteria to 'checklist' the historical significance of an event	PEEFE paragraphs Judgement reached 2 sided argument

Year 8

Did the Tudors actually care about religion?

Students will examine the reformation and the impact the massive impact that this had on England as Henry VIII took control of the English Church

Was Elizabeth I our BEST monarch?

A detailed look at the reign of Elizabeth and the events throughout her life, including marriage, the Spanish Armada and her spy network.

How badly was England turned upside down in 1625 – 1660?

The Civil War was a momentous occasion that dramatically altered the path of English History.

Who should tell the story of slavery?

Students will examine a range of sources to determine one of the darkest and most brutal periods of English / European and American History

Did life get better for ordinary people during the Industrial Revolution?

The Industrial Revolution was a turning point in society / policing / industry / health and education

Why did it take so long for women to get the vote?

Students will examine the differences between the Suffragists and the Suffragettes, and the impact that WWI, government actions and the role of Emily Davison had on women getting the vote

Should Britain be proud of her Empire?

The British Empire is a highly controversial subject. Using a range of interpretations students will form their own opinions on whether it was a force for good or bad in the world.

Skill	Cause and Consequence	Chronology	Change and Continuity	Evidence	Interpretations	Historical Significance	Organisation / Writing / Literacy
Expected Standard	Organise causes into factors Rank factors to show how some are more significant than others	Put events into the correct chronological order Show links between events	Identify characteristics of a period and how these change and continue (religion, chivalry, industry)	Be able to compare two sources and start thinking about why they are different (NOP)	What can interpretations tell us about the time period in which they were written?	Create own criteria for Historical Significance Explain the impact of an event	PEEFE paragraph Introduction and conclusion – Judgement followed through essay 2 sided argument organised into factors

Year 9

Did 2 bullets kill 20 million people?

An in depth examination into the causes of the war in 1914

How GREAT was the Great War?

Students will come up with their own set of criteria to measure why the Great War is so significant, by investigating the impact it had on medicine, warfare and society

Why can no-one agree on how Hitler came to power?

No topic in modern study has sparked more debate than the rise of Hitler. Students will analyse a series of interpretations to try and determine why Hitler was voted into power

Write a narrative account analysing the reasons the Allies won the Second World War

Using major battles of the Second World War (eg, Dunkirk, Pearl Harbour, Stalingrad) as case studies, students will be able to use chronology to enforce their understanding of why the Allies won.

Why should we remember the Holocaust?

An investigation into the far reaching effects and consequences of arguably one of the most traumatic genocides in history.

To what extent did America undergo massive change in the years 1945-75?

America underwent huge changes during this period, from isolationism to superpower, ideological conflicts, Civil Rights and Vietnam, many of which still have implications today

Skill	Cause and Consequence	Chronology	Change and Continuity	Evidence	Interpretations	Historical Significance	Organisation / Writing / Literacy
Expected Standard	Organising causes into factors Rank factors Linking causes to specific consequences	Put events into the correct chronological order Show links between events Explain the impact that events had in shaping future events	Identify the characteristics of a period and evaluate the factors behind why these change and continue (institutions, attitudes, science)	Be able to evaluate how useful sources are (NOP / Content / Reliability – linked to an enquiry)	Why do people reach different interpretations different?	Explain why some events are more historically significant than others.	Links between paragraphs / factors discussed Comparison judgement

GCSE - year 10/11

Edexcel

Paper 1: Medicine in Britain c1250 – present and The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches.

Written examination: 1 hour and 15 minutes

30% of the qualification

We study the history of medicine from 1250 until 2000. From the Black Death to the foundation of the NHS the course looks at the factors that brought about change during this fascinating period; individuals, technology, religious change and warfare.

Paper 3: The American West c1835-1895 and Anglo – Saxon and Norman England c1060-88

Written examination 1 hour and 45 minutes

40% of the qualification

We study the American West from 1845-1895. This covers the period when white settlers overran and destroyed the Native American way of life on the Great Plains.

We also look at the end of Saxon England also overrun and changed – this time by the Norman invaders.

Paper 3: Weimar and Nazi Germany 1918-39

Written examination 1 hour and 20 minutes

30% of the qualification

One of the darkest periods of human history forms our third unit. Germany was bruised and battered after the First World War. This unit looks at how a humiliated nation first tried democracy then turned to fascism in an attempt to rebuild itself – with horrifying results.