



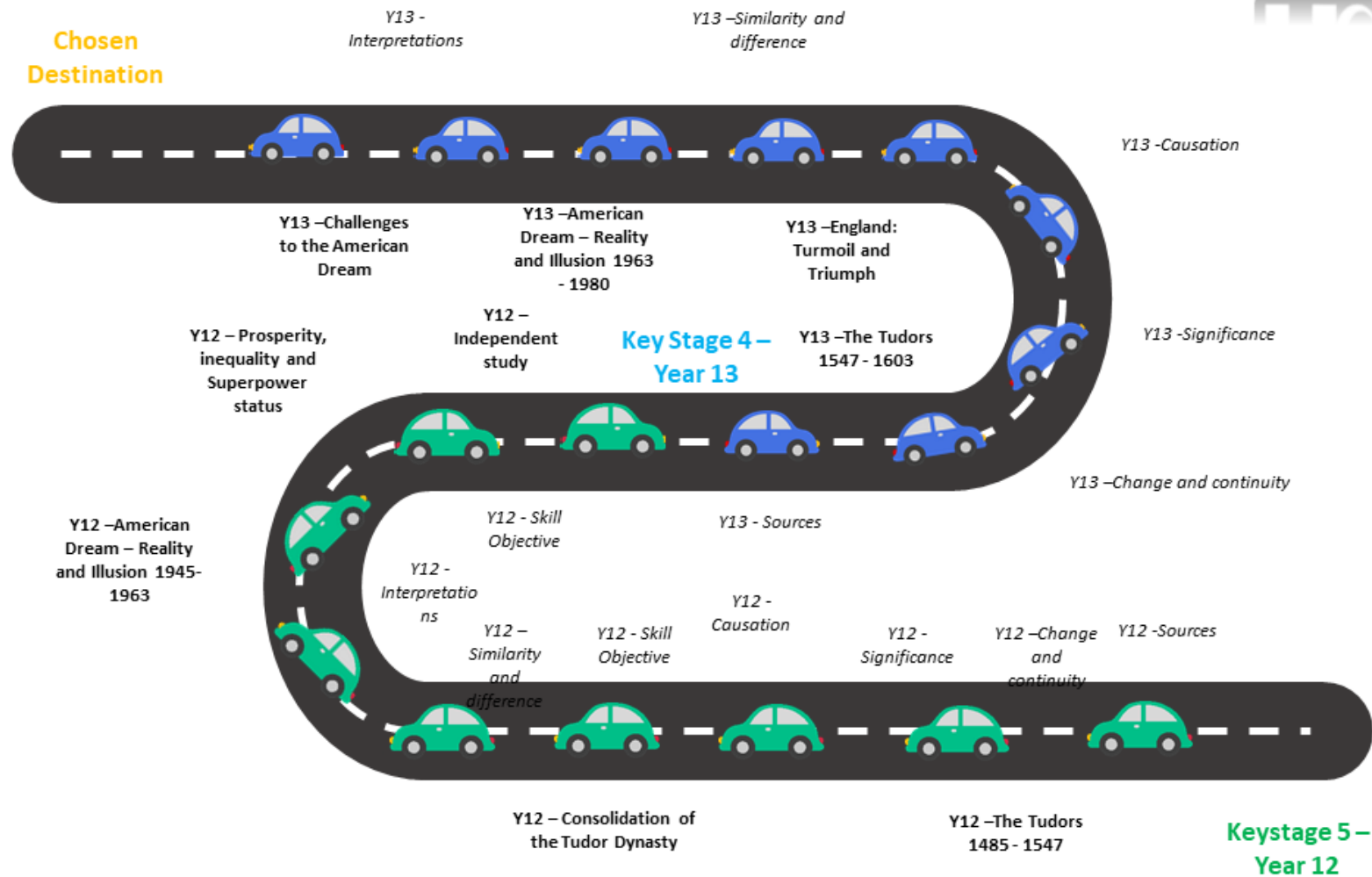
Hailsham Community College - Secondary

History Curriculum



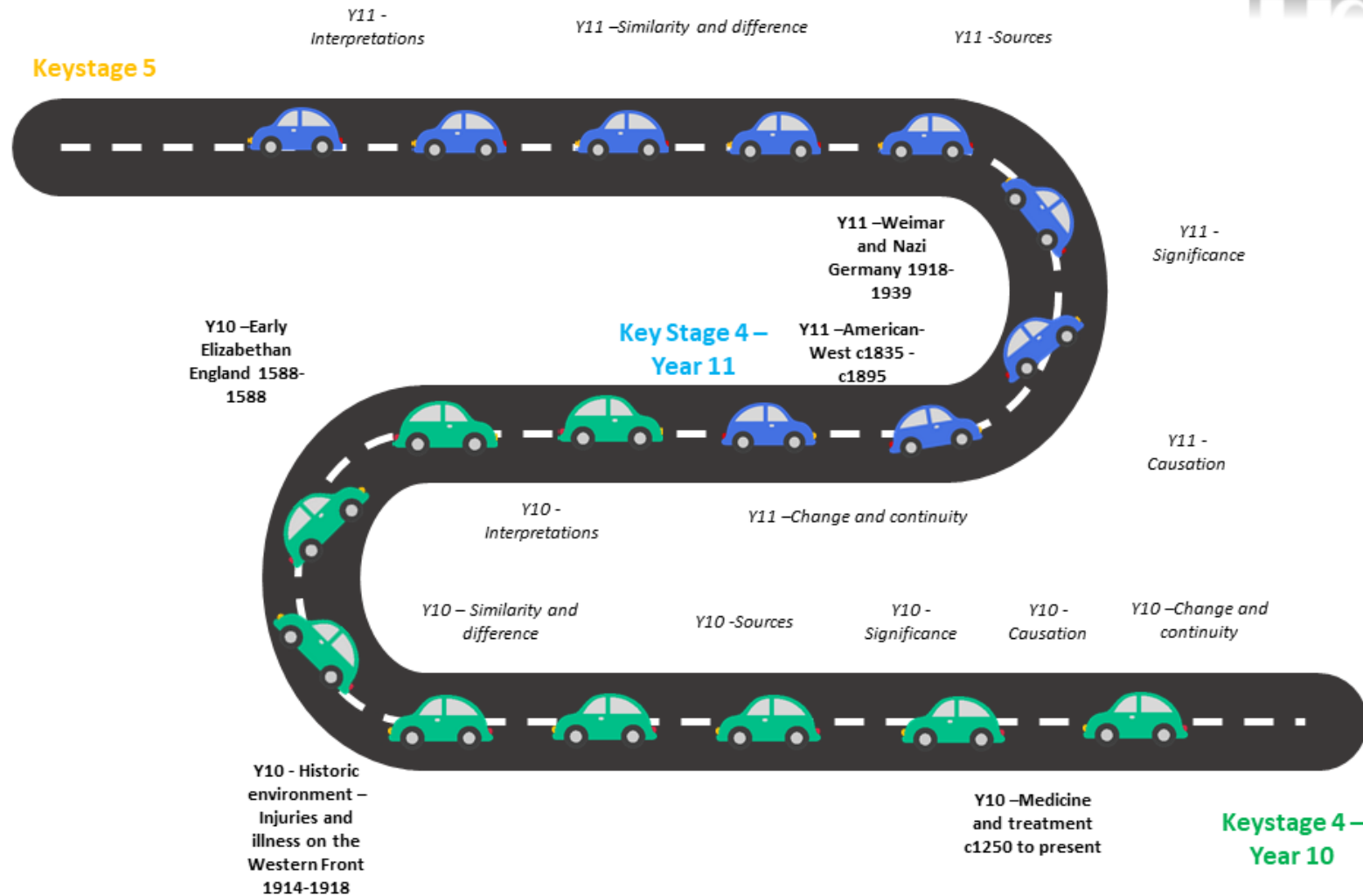
History Curriculum Roadmap

**Chosen
Destination**

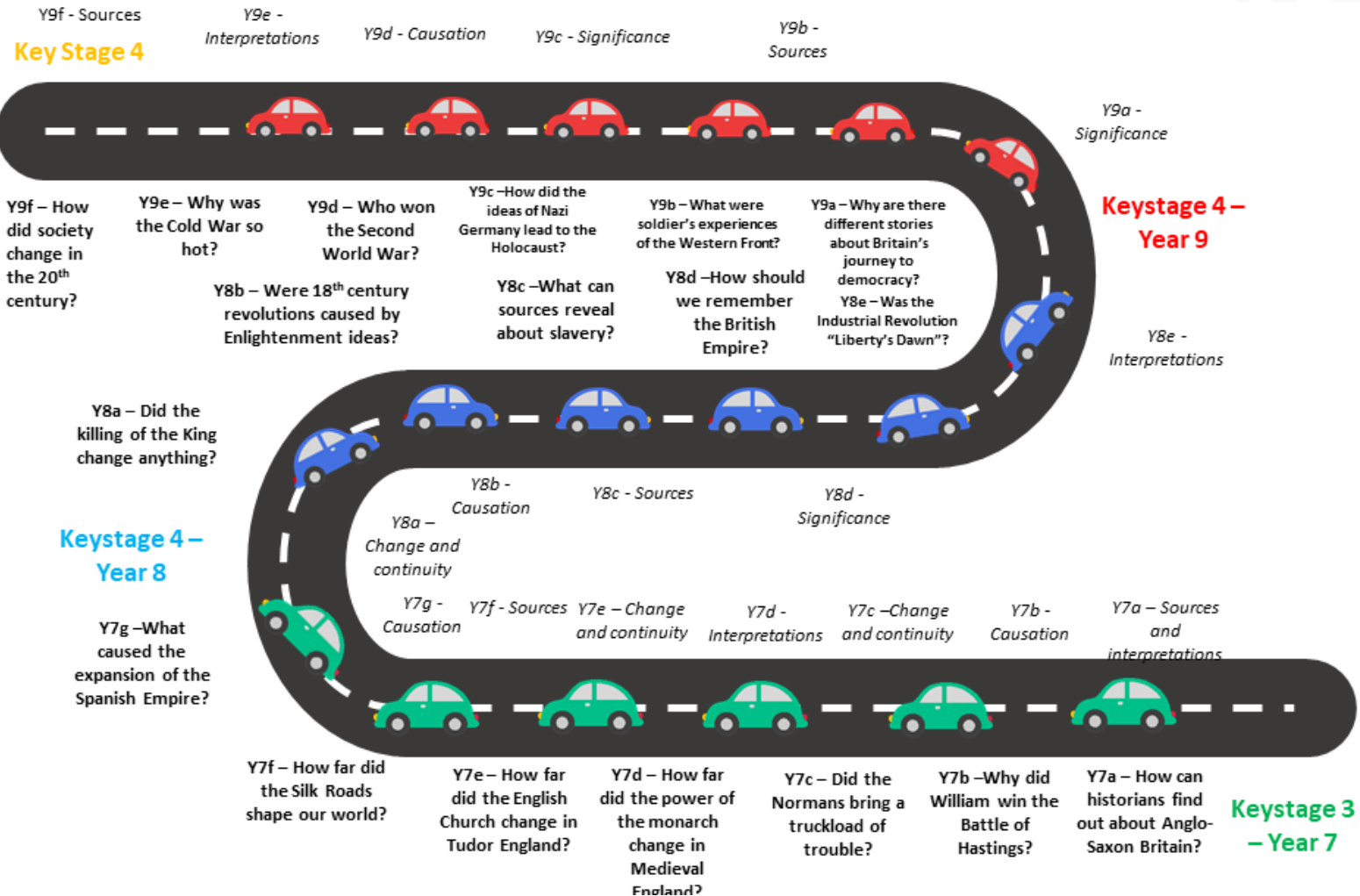


History Curriculum Roadmap

Keystage 5



History Curriculum Roadmap



History Curriculum Roadmap

Key Stage 3

Y6 - They should understand how our knowledge of the past is constructed from a range of sources.

Y6 - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Y6 - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Y6 - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Y6 - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Y6 - Knowledge Objective

Y6 - Knowledge Objective

Y6 - Knowledge Objective

Y6 - Knowledge Objective

Y6 - Knowledge Objective

Y5 - Knowledge Objective

Y5 - Knowledge Objective

Key Stage 2 – Year 6

Y6 - Knowledge Objective

Y5 - Knowledge Objective

Y5 - Knowledge Objective

Y5 - Knowledge Objective

Y5 - Knowledge Objective

Y5 - Knowledge Objective

Y5 - Knowledge Objective

Y5 - Knowledge Objective

Y5 - Knowledge Objective

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Y5 - Knowledge Objective

Keystage 2 – Year 5

Y5 - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Y5 - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Y5 - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Y5 - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Y5 - They should understand how our knowledge of the past is constructed from a range of sources.

History Curriculum Roadmap

Upper Key Stage 2

Y4 - They should understand how our knowledge of the past is constructed from a range of sources.

Y4 - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Y4 - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Y4 - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Y4 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Y4 - The Roman Empire and its impact on Britain.

Y4 - Changes in Britain from the Stone Age to the Iron Age.

Key Stage 2 – Year 4

Y4 - Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study.

Y3 - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Y3 - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Y3 - They should understand how our knowledge of the past is constructed from a range of sources.

Y3 - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Y3 - Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study.

Y3 - Britain's settlement by Anglo-Saxons and Scots.

Y3 - Significant historical events, people and places in their own locality.

Keystage 2 – Year 3

History Curriculum Roadmap

Lower Key Stage 2

Y2 - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Y2 - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Y2 - Use a wide vocabulary of everyday historical terms.

Y2 - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Y2 - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. – Florence Nightingale

Y2 - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – The World and the UK's Place within it and Space Race

Y2 - Events beyond living memory that are significant nationally or globally – Great Fire of London and the Space Race

Y2 - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Y2 - develop an awareness of the past, using common words and phrases relating to the passing of time.

Y1 - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. – Captain James Cook

Key Stage 1 – Year 2

Y1 - Use a wide vocabulary of everyday historical terms.

Y1 - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Y1 - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Y1 - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Y1 - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Y1 - develop an awareness of the past, using common words and phrases relating to the passing of time.

Y1 - Events beyond living memory that are significant nationally or globally – Captain James Cook discovering Australia.

Yr 1 - Significant historical events, people and places in their own locality – castles.

Keystage 1 – Year 1

History Curriculum Roadmap

Key Stage 1

Rec - To understand places and people change over time and make comparisons between past and present

Rec - To understand changes in time such as yesterday, last week, last year.

Rec - To speak in past tense

Rec - explore changes in emergency services/transport.

Rec - Compare past and present toys

Rec - children to discuss what they have celebrated, and other celebrations referred to throughout the year

Rec - Looking at how children have changed over time

Rec - Exploring traditional tales

EYFS - Reception

3/4 - Knowledge Objective

3/4 - Knowledge Objective

3/4 - Knowledge Objective

3/4 - Knowledge Objective

3/4 - Knowledge Objective

3/4 - Knowledge Objective

EYFS - Three to Four

3/4 - Skill Objective

3/4 - Skill Objective

3/4 - Skill Objective

3/4 - Skill Objective

3/4 - Skill Objective

B/3 - Knowledge Objective

B/3 - Knowledge Objective

B/3 - To speak in past tense

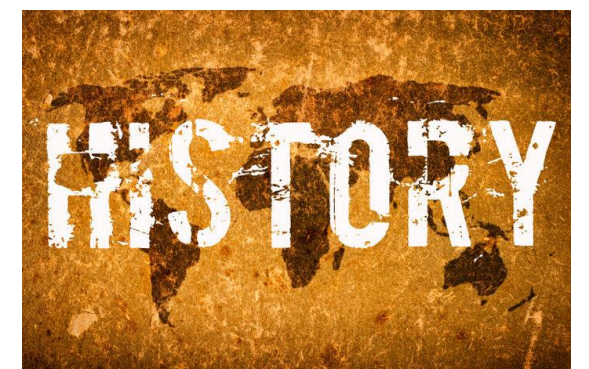
B/3 - To understand changes in time such as yesterday.

EYFS - Birth to Three



HISTORY INTENT

Our intention is that our students develop a knowledge of how and why societies have changed both nationally and globally. We want our students to recognise that interpretations of the past are influenced by selection and evaluation of evidence. Through the study of significant turning points in history, we intend to help all our students to understand and recognise their place in the wider sweep of humanity.



Year 7	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	1	The Anglo-Saxons	How Anglo-Saxon society worked. Why Alfred the Great was significant. The influence of the Vikings on Anglo-Saxon society.	Use a timeline. Write using the language of history.
	2	Norman England	What made a good monarch in the Middle Ages. Who wanted to be King of England in 1066. Why William won the Battle of Hastings. How William controlled England after 1066. How far England changed after 1066.	Structure a balanced essay. To understand there are different interpretations of the past. To make a judgement on how much change there has been.
	3	Medieval Monarchy	Different Medieval Kings and Queens. How the power of the monarchy changed during the Middle Ages. How the power of different groups in society changed in the Middle Ages.	Evaluate sources. Explain why historian's interpretations differ. To make a judgement on how much change there has been.
	4	The English Reformation	The importance of the Church in Medieval England. The problems with the Catholic Church. far The difference between the Catholic and Protestant Churches. Why Henry VIII challenged the power of the Catholic Church. How religion changed in England during the Tudor period.	Make a judgement on how much change there has been.
	5	The Silk Roads	How the Silk Roads caused trade, ideas and conquest to spread across continents The ways that trade along the Silk Roads helped the spread of religion. The importance of slavery to the Silk Roads. The role of Baghdad as a centre for medieval learning The significance of Ghengis Khan to the Silk Roads.	Explain how historians have interpreted the Silk Roads. Use sources to assess the impact of the Silk Roads on different groups.
	6	The Spanish Empire	What an Empire is. Why Spain wanted an Empire. Why Spain was able to gain an Empire. Why Spain lost its Empire.	Structure a balanced essay.

Key Stage 3 curriculum

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
8	1	English Civil War	<p>The power of the King at the beginning of the</p> <p>The different causes of the Civil War.</p> <p>Why Parliament won the Civil War.</p> <p>How much England changed as a result of the Civil War.</p> <p>How the Bill of Rights changed the power of the king.</p>	<p>Evaluate sources.</p> <p>Explain why historian's interpretations differ.</p> <p>To make a judgement on how much change there has been.</p>
	2	The Enlightenment	<p>The new ideas of the Enlightenment.</p> <p>How far the ideas of the Enlightenment led to the American War of Independence.</p> <p>How far the ideas of the Enlightenment led to the French Revolution.</p> <p>What the French Revolution was.</p>	<p>Structure a balanced essay.</p> <p>Understand similarities and differences between Charles I and Louis XVI.</p>
	3	Slavery	<p>How the Transatlantic slave trade worked.</p> <p>Who benefitted from the slave trade.</p> <p>What it was like to be an enslaved person.</p> <p>Why slavery ended.</p>	Evaluate sources
	4	The British Empire	<p>Why Britain wanted an Empire.</p> <p>What were the experiences of different groups in the Empire.</p> <p>Why people's opinions of the British Empire changed over time.</p> <p>What brought about the end of the British Empire.</p>	Different interpretations of the British Empire.
	5	The Industrial Revolution	<p>What the Industrial Revolution was.</p> <p>How people's lives changed as a result of the Industrial Revolution.</p>	<p>Compare interpretations of the Industrial Revolution.</p> <p>How historians construct an interpretation.</p> <p>To make a judgement on how much change there has been.</p>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
9	1	Peterloo to Pankhurst	How people voted in 1800. Some different people who campaigned for more rights. The reason why people won more rights. Who the Suffragists and Suffragettes were.	Who was the most significant person in winning rights? To write a balanced argument.
	2	The First World War	Why Britain went to war. What it was like to fight in the war.	To evaluate sources.
	3	The Holocaust	What life was like for Jewish people in Europe . Why some German people supported Hitler. How the Nazis treated Jewish people. Who was responsible for the Holocaust.. How people responded to the Holocaust. Life in a concentration camp.	To evaluate sources
	4	The Second World War	The contribution made by different groups to the Allies winning World War Two. Turning points in the war.	To write a balanced argument
	5	The Cold War	What Russia was like under the Tsars. The ideas of Communism. Why the USA dropped the atom bombs. Why there was a Space Race. The Cuban Missile Crisis. What brought about the end of the Cold War.	Different interpretations of the Cold War.
	6	Civil Rights	Why were blacks still not 'free' in the USA Jim Crow Laws Civil Rights Act Civil Rights in Britain.	Source evaluation

GCSE curriculum

Year 10	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	1	Medicine through Time	Medicine in medieval England c1250 – c1500 The medical Renaissance in England c1500 – c1700	Identify continuity and changeover time. Explain causes. Write developed and supported pieces of extended writing evaluating the validity of statements. Develop spelling, punctuation, grammar and use historical terms.
	2	Medicine Through Time	Medicine in eighteenth and nineteenth century Britain	Identify continuity and changeover time. Explain causes. Write developed and supported pieces of extended writing evaluating the validity of statements. Develop spelling, punctuation, grammar and use historical terms.
	3	Medicine Through Time	Medicine in modern Britain	Identify continuity and changeover time. Explain causes. Write developed and supported pieces of extended writing evaluating the validity of statements. Develop spelling, punctuation, grammar and use historical terms.
	4	Historic Environment	The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	Knowledge, selection and use of sources for historical enquiries Evaluation of sources
	5	American-West	The early settlement of the West c1835 – c1862 Development of the Plains, c1862 – c1876.	Explain consequences of key events. Pick out features of key events. Explain importance of key features
	6	American-West	Conflicts and conflict c1876 – c 1895	Knowledge, selection and use of sources for historical enquiries Evaluation of sources Explain consequences of key events. Pick out features of key events. Explain importance of key features

Year 11	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	1	Early Elizabethan England	Queen government and religion, 1558 - 1569	Identify key features of the period Explain causes. Write developed and supported pieces of extended writing evaluating the validity of statements.
	2	Early Elizabethan England	Challenges to Elizabeth, home and abroad, 1569-1588. Elizabethan society in the Age of Exploration 1558-1588	Identify key features of the period Explain causes. Write developed and supported pieces of extended writing evaluating the validity of statements.
	3	Germany 1918-1939	The Weimar Republic, 1918 – 1929 Hitler's rise to power, 1919-1933.	Make inferences from primary sources. Explain causes. Evaluation of sources.
	4	Germany 1918 -1913	Nazi control and dictatorship, 1933-1939 Life in Nazi Germany, 1933-39.	Identify and explain differences of interpretations of the past. Write developed and supported pieces of extended writing evaluating the validity of interpretations. Develop spelling, punctuation, grammar and use historical terms.

Year 12	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	1	Henry VII	<p>Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty</p> <p>Government: councils, parliament, justice, royal finance, domestic policies</p> <p>Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>
	2	Henry VII	<p>Society: churchmen, nobles and commoners; regional division; social discontent and rebellions</p> <p>Economic development: trade, exploration, prosperity and depression</p> <p>Religion; humanism; arts and learning</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>
	3	Henry VIII	<p>Henry VIII: character and aims; addressing Henry VII's legacy</p> <p>Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>
	4	Henry VIII	<p>Relationships with Scotland and other foreign powers; securing the succession</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and</p>

			<p>evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>
5	Henry VIII	<p>Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion</p> <p>Economic development: trade, exploration, prosperity and depression</p> <p>Religion: renaissance ideas; reform of the Church; continuity and change by 1547</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>
6	Edward VI	<p>Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers</p> <p>The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
12	1	Truman and Post – War 1945–1952 part 1	<p>The United States in 1945 and the legacies of the world war: the powers of the presidency; the main political parties; post-war prosperity; regional, ethnic and social divisions</p> <p>The USA as a Superpower: Truman’s character and policies; post-war peace making; the Cold War and ‘containment’ in Europe and Asia; the response to the rise of Communism in Asia</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>
	2	Truman and Post-War 1945-1952 part 2	<p>Truman and post-war reconstruction: the economy; political divisions and domestic problems; the rise of McCarthyism</p> <p>African-Americans in North and South: the impact of the Second World War; campaigns for Civil Rights; the responses of the federal and state authorities</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>
	3	Eisenhower: tranquility and crisis, 1952–1960 part 1	<p>The presidency: Eisenhower’s personality and the policies of ‘dynamic conservatism’; Nixon as Vice-President; the Republican Party; the end of McCarthyism</p> <p>The growth of the American economy in the 1950s and the impact of the ‘consumer society’</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>
	4	Eisenhower: tranquility and crisis, 1952–1960 part 2	The USA and the Cold War: Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe; reactions to the rise of	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence,

			<p>Communism in Asia; responses to crises in the Middle East</p> <p>African-Americans in North and South: the emergence of the Civil Rights Movement; the policies and attitudes of the main political parties; the responses of the state and federal authorities</p>	<p>change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>
	5	John F Kennedy and the 'New Frontier', 1960–1963 part 1	<p>The presidential election of 1960 and reasons for Kennedy's victory; the policies and personalities of the Kennedy administration; the ideas behind the 'New Frontier'</p> <p>Challenges to American power: the legacy of crises over Berlin and relations with Khrushchev; the challenge of Castro's Cuba; deepening involvement in Vietnam</p> <p>African-Americans in North and South: the rise of the Civil Rights Movement; the opponents of Civil Rights, including within the Democratic Party; Kennedy's policies in response to the pressures for change</p> <p>The United States by 1963: its position as a world power; economic prosperity; the growing pressures for social change from women and youth</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>
Year 13	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	1	Mary I	Mary I and her ministers; royal authority; problems	Demonstrate, organise and communicate knowledge and

		<p>of succession; relations with foreign powers</p> <p>The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought</p>	<p>understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>
2	Elizabeth I	<p>Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers</p> <p>The impact of economic, social and religious developments in the early years of Elizabeth's rule</p> <p>Elizabethan government: court, ministers and parliament; factional rivalries</p> <p>Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>
3	Elizabeth I	<p>Society: continuity and change; problems in the regions; social discontent and rebellions</p> <p>Economic development: trade, exploration and colonisation; prosperity and depression</p> <p>Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music</p> <p>The last years of Elizabeth: the state of England politically,</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>

			economically, religiously and socially by 1603	
	4	Review	Review information	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
13	1	The Johnson Presidency, 1963–1968	<p>Johnson as President: personality and policies; his pursuit of the ‘Great Society’; the impact of the Kennedy legacy; economic developments</p> <p>Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies</p> <p>African-Americans in North and South: developments in the Civil Rights Movement;</p> <p>Johnson’s role in passing Civil Rights legislation; the impact of change including urban riots</p> <p>Social divisions and protest movements: education and youth; feminism; radicalisation of African-Americans; anti-war movements; the role of the media</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>
	2	Republican reaction: the Nixon Presidency, 1968–1974	<p>The Presidential election of 1968 and the reasons for Nixon’s victory: divisions within the Democratic Party; the personalities and policies of the Nixon administration</p> <p>The restoration of conservative social policies; the reaction to protest movements and forces of social change; economic change and the end of the post-war boom</p> <p>The limits of American world power: peace negotiations and the continuation of the war in</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>

			<p>Vietnam and Cambodia; the influence of Kissinger on US policies towards the USSR, Latin America and China</p> <p>The Watergate Affair and its aftermath: the role of Congress; the resignation of the President; Nixon's political legacy</p>	
	3	The USA after Nixon, 1974–1980	<p>Ford and Carter as presidents: responses to social divisions; political corruption and the loss of national self-confidence</p> <p>The position of the USA as a world power: the final withdrawal from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan</p> <p>African-Americans in North and South: the impact of civil rights legislation; change and continuity in the 'New South'</p> <p>The USA by 1980: its position as a Superpower; the extent of social and economic change; the reasons for Reagan's victory in the presidential election.</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>
Year 12 - 13	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
	Year 12 – Term 4 to Year 13 – Term 3	NEA	Understanding of their chosen topic and the significant turning points.	<p>Research from a variety of different sources.</p> <p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate</p>

				<p>the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p>Analyse and evaluate, in relation to the historical context, different historical sources.</p>
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Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Use of historical terms and concepts.	Causation Continuity and change	Interpretation and sources	Continuity and change	Source evaluation	Causation
How (type of assessment)?	APA Forms assessment	Written assessment – Why did William win the Battle of Hastings? Written assessment – Did the Normans bring a truckload of trouble?	Retrieval starters Written assessment – Was King John a bad king?	Written assessment – How far did the English Church change as a result of the English Reformation?	Silk Roads	Written assessment – Why did the Spanish Empire expand?
When?	.At the end of the unit.	During the unit of work	During the unit of work.	During the unit of work	During the end of the unit of work	During the unit of work
What feedback is given?	On-going for retrieval starter. % grade on Forms APA assessment.	Written feedback+ -*	Written feedback	Written feedback	Written feedback	Written feedback Self-assessment
What actions must take place for teachers?	High quality questioning. Identifying gaps in understanding.	Low stakes questioning Scaffolding and modelling Model of excellence	Low stakes questioning Modelling and scaffolding Model of excellence	Low stakes questioning Scaffold and model	Modelling and scaffolding	Low stakes questioning Scaffolding and modelling
What actions must take place for students ?	Correcting of work if necessary Completion of Forms assessment	Complete the home learning tasks	Complete the home learning tasks	Complete the home learning tasks		Complete the home learning tasks self-assessment
When is this revisited?	Throughout key stage 3.	Year 7 – Term 6 Year 8 – Term 2 Year 9 – Term 3 & 4 Year 7 – Term 4	Year 7 – Term 5 Year 8 – Term 1 Year 9 – Term 2,3 & 5	Year 8 – Term 1	Year 8 – Term 3 Year 9 – Term 2	Year 8 – Term 2 Year 9 – Term 3 & 4

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Interpretations and sources	Causation	Source evaluation	Significance	Interpretation	
How (type of assessment)?	Written – Interpretations and sources about Oliver Cromwell	Written assessment – What was the most important cause of the French Revolution?	Written assessment – How useful is statistical evidence?	Written assessment - Empire Plate	Written assessment – Was the Industrial Revolution Liberty's new dawn?	Retrieval starters APC Forms assessment
When?	During the unit	At the end of the unit	During the unit	At the end of the unit	At the end of the unit	At the end of the unit
What feedback is given?	Written feedback Self-assessment	Written feedback Self-assessment	Written feedback Self-assessment	Written feedback	Written feedback	Forms feedback
What actions must take place for teachers?	Modelling and scaffolding	Modelling and scaffolding	Refer to last sources assessment Modelling and scaffolding			
What actions must take place for students ?	Complete the home learning tasks Self-assessment	Complete the home learning tasks Self-assessment	Complete the home learning tasks Refer to feedback from last sources assessment Self-assessment			
When is this revisited?	Year 8 – Term 3 Year 9 – Term 2 & 6	Year 9 – Term 3 & 4	Year 9 – Term 2 & 6	Year 9 – Term 1		Year 9 – Term 2, 4 & 6

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Significance	Source evaluation	Causation	Causation	Interpretations	Source evaluation
How (type of assessment)?	Retrieval starters Written assessment – Who deserves a statue in Parliament?	Written assessment – What was it like to be a soldier in the trenches?	Written assessment Which sources should we select for a museum display about the Holocaust?	Written assessment – Who won the war?	What caused the Cold War?	Retrieval starters APC Forms assessment How useful are sources in telling us about people's experiences
When?	At the end of the unit	At the end of the unit	During the unit	At the end of the unit	During the unit	During the unit
What feedback is given?	Written feedback	Written feedback	Verbal feedback	Written feedback Self-assessment	Written feedback Peer and self-assessment	Written feedback
What actions must take place for teachers?	Modelling and scaffolding	Modelling and scaffolding	Modelling and scaffolding	Class feedback from last significance assessment Modelling and scaffolding	Modelling and scaffolding	
What actions must take place for students ?	Complete the home learning tasks	Complete the home learning tasks	Complete the home learning tasks	Complete the home learning tasks Refer to feedback from last causation assessment	Complete the home learning tasks	
When is this revisited?		Year 9 – Term 6				