

Ormiston Park Academy Curriculum Map (Years 7-11)
Curriculum Leader: Daniel Hayes

Department: History

	HT1	HT2	HT3	HT4	HT5	HT6
<p>KS4 OVERVIEW</p> <p>The History Key Stage 4 curriculum is designed to implement the Academy's vision of "Aspiration, Resilience, Creativity, Respect, Integrity and Responsibility". Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. It is also broad, balanced, rich and ambitious. We carefully design the KS4 curriculum to further develop and build upon prior learning at KS3. They will take account of the matters, skills and processes specified in the national curriculum programmes of study for key stages</p>	<p>INTENT</p> <p>The aim of the curriculum delivered during KS4 is to build up on the understanding, and refine the skills, that were developed in KS3. Our curriculum interweaves the subject specific content with the first and secondary order concepts of historical study, alongside core aspects of the National Curriculum.</p> <p>Each topic is taught so that the key skills are mastered. The essential historical skills developed during KS3 are now utilised in planning, completing and evaluating progress of students. Lessons are designed so that they address the objectives as outlined by the Edexcel specification.</p> <p>The curriculum draws on real world contexts, modelling and analogies where possible, so that students find concepts more relevant and interesting. Our lessons provide opportunities for students to learn about role models from both genders and a wide range of backgrounds. Teaching personal stories has also allowed us to 'humanise' and diversify the history our students are taught.</p>		<p>IMPLEMENTATION</p> <p>Typical curriculum allocation: 3 hours per week.</p> <p>Throughout the GCSE course, schema, curriculum map, road map, subject text books and online exam board access for information and cpd are available to provide support to all staff within the department. They can be easily utilised for cover lessons when required.</p> <p>All schemes of learning and curriculum maps are planned, developed and reviewed by the subject leads to ensure all students are delivered the content in the same coherent sequence across the three years of delivery.</p> <p>Shared lesson resources, which have been designed and produced by the subject specialists across the department, link to the Edexcel Henry VIII and his Ministers, Crime and Punishment, Civil Rights and Cold War GCSE specifications. This continues to provide consistency, and ensure quality is delivered across all classes and year groups.</p>		<p>IMPACT</p> <p>3 YEAR IMPACT: Students are fully prepared for the formal GCSE assessments.</p> <p>Regular exam assessments are also completed to encourage students to frequently review the content taught. At the end of each topic, an end of topic assessment takes place which comprises of 50% prior learning: 50% most recent content taught. This allows teachers to assess students' understanding of key concepts in a range of questions and applying to a variety of contexts. This emphasises the need to continually revisit prior learning, enhancing long term memory stores.</p> <p>Students become familiar with the different types of questions featuring in the GCSE exams for Edexcel. They also gain an understanding of how exams are marked and the emphasis to use history terminology.</p> <p>LONG TERM IMPACT: Students leave the academy equipped with the history knowledge base and skills to keep them well informed within an increasingly changing society. Understanding the roots of the society they live in helps them to understand their world better. They will have developed a range of planning, research based and evaluating skills that can be applied to different everyday contexts.</p>	

2 and 3. This will further consider the life skills students will need for post-16 study or work.			<p>We have a joint lesson planning, marking and moderation system to support less experienced members of the department with differentiation and assessment, and tailoring the lesson plans to their individual classes.</p> <p>Students begin to read more widely and independently, so as to widen their history vocabulary and are gradually introduced to the range of exercises similar to those that they will face in the eventual examinations.</p> <p>Do Nows for retrieval practice, GCSE Pod for revision and flipped learning, peer/self-marking, teacher marking and feedback, wide-ranging activities, afl, plenaries.</p>		<p>Students are well prepared for studying History further at KS5, and those choosing to study A levels have solid foundations to build on.</p> <p>Students complete Year 9 having a good understanding of the Crime and Punishment unit, through which they to continue to build on in Years 10 and 11.</p> <p>Students have been reassessed on prior learning from Years 9 & 10, and have increased their long-term memory stores.</p> <p>Students have greater resilience for completing longer tasks and attempting complex and higher mark/essay style exam questions.</p>
Year 11	<p>Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study. KS3 NC links: The effects of the slave trade.</p> <p>OPA KS3 links: Civil Rights in America and Britain. Year 8. HT5. The Vietnam War. Year 8. HT6.</p> <ul style="list-style-type: none">- Who were the Ku Klux Klan and why was Emmet Till murdered?	<p>Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study. KS3 NC links: The effects of the slave trade.</p> <p>OPA KS3 links: Civil Rights in America and Britain. Year 8. HT5. The Vietnam War. Year 8. HT6.</p> <ul style="list-style-type: none">- Why was the freedom summer and the Mississippi	<p>Key Content: American Civil Rights/Vietnam (Paper 3) – KS3 NC links: The effects of the slave trade.</p> <p>OPA KS3 links:: Civil Rights in America and Britain. Year 8. HT5. The Vietnam War. Year 8. HT6.</p> <ul style="list-style-type: none">- What were the beliefs and methods of MX?	<p>Key Content: American Civil Rights/Vietnam (Paper 3) – KS3 NC links: The effects of the slave trade.</p> <p>OPA KS3 links: Civil Rights in America and Britain. Year 8. HT5. The Vietnam War. Year 8. HT6.</p> <p>What were the origins of the Vietnam conflict?</p> <ul style="list-style-type: none">- How did US involvement	<p>Key Content: American Civil Rights/Vietnam (Paper 3) – KS3 NC links: The effects of the slave trade.</p> <p>OPA KS3 links: Civil Rights in America and Britain. Year 8. HT5. The Vietnam War. Year 8. HT6.</p> <ul style="list-style-type: none">- What support was there for the war?- How do we answer a question on causation?- What happened during the Peace Process?

	<ul style="list-style-type: none"> - What opposition was there to desegregation in the South? - What happened with Congress and the 'Dixiecrats'? - What were the Greensboro sit-ins? - Why were the freedom rides important? - What impact did James Meredith have on CR? - Why did the Albany Campaign fail? - How did Birmingham impact on CR? - What were the consequences of the March on 	<ul style="list-style-type: none"> murders important? - Why was the 1964 Civil Rights Act important? - Why was Selma important for Civil Rights? - What was the impact of the Voting Rights Act? - How do we understand interpretations? - Why was the freedom summer and the Mississippi murders important? - Why was the 1964 Civil Rights Act important? - Why was Selma important for Civil Rights? - What was the impact 	<ul style="list-style-type: none"> - How did MLK and MX differ? - Why was the NOI Important? - What were the aims and methods of the Black Panthers? - What was the significance of Stokely Carmichael and what was the emergence of Black Power? - What happened at the 1968 Mexico Olympics? - What was the Black Panther movement? - Why were there riots between 1965-67 and what was the 	<ul style="list-style-type: none"> become greater under Eisenhower? - Why was there greater involvement under Kennedy? - Why was there an escalation of conflict under President Johnson? - How do we answer a utility question? - What tactics did the Vietcong use? - What were the US methods of fighting war? - What was the Tet Offensive in 1968? - How do we answer an 	<ul style="list-style-type: none"> - What were the economic and human costs of the war for the USA? - What were the strengths and weaknesses of the North Vietnamese/Vietcong? - What were the strengths and weaknesses of the US armed forces? - What was the impact of opposition to the war in the USA? 	
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	<p>Washington ?</p> <ul style="list-style-type: none"> - 	<p>of the Voting Rights Act?</p> <ul style="list-style-type: none"> - How do we understand interpretations? - Who did more, LBJ or JFK? - 	<p>Kerner report of 1968?</p> <ul style="list-style-type: none"> - What was King's campaign in the North? - Why was MLK assassinated? How had Civil Rights progressed by 1975? - - - - - 	<p>inference question</p> <p>What were Nixon's policies?</p> <ul style="list-style-type: none"> - Where did the war spread to? - What opposition was there to the war? - 		
	<p>Key Skills: Explain change and/or continuity. Similarities and differences. How far do you agree with...? Describe two features of... Source utility in an inquiry question. How to follow up a source to find out more information. How useful are the sources in telling us?</p>	<p>Key Skills: Explain change and/or continuity. Similarities and differences. How far do you agree with...? Describe two features of... Source utility in an inquiry question. How to follow up a source to find out more information. How useful are the sources in telling us?</p>	<p>Key Skills: Narrative Accounts, Importance of ... Consequences of ... Impact of ...</p>	<p>Key Skills: Narrative Accounts, Importance of ... Consequences of ... Impact of ...</p>	<p>Key skills: All skills across four papers. Mind-mapping. Flipped learning. Exam practice. Peer and self-marking..</p>	<p>Key Skills: All skills across four papers. Mind-mapping. Flipped learning. Exam practice. Peer and self-marking.</p>

	Assessment opportunities: Formative Summative Flipped learning Quizzes	Assessment opportunities: Formative Summative Flipped learning Quizzes	Assessment opportunities: Formative Summative Flipped learning Quizzes	Assessment opportunities: Formative Summative Flipped learning Quizzes	Assessment opportunities: Formative Summative Flipped learning Quizzes	Assessment opportunities: Formative Summative Flipped learning Quizzes
	Post-16 study: Law, politics, psychology, philosophy, journalism, sociology, archaeology. Careers: Archaeologist, lawyer, detective, museum curator, writer, archivist, journalist, teacher, politician, political advisor.	Post-16 study: Law, politics, psychology, philosophy, journalism, sociology, archaeology. Careers: Archaeologist, lawyer, detective, museum curator, writer, archivist, journalist, teacher, politician, political advisor.	Post-16 study: Law, politics, psychology, philosophy, journalism, sociology, archaeology. Careers: Archaeologist, lawyer, detective, museum curator, writer, archivist, journalist, teacher, politician, political advisor.	Post-16 study: Law, politics, psychology, philosophy, journalism, sociology, archaeology. Careers: Archaeologist, lawyer, detective, museum curator, writer, archivist, journalist, teacher, politician, political advisor.	Post-16 study: Law, politics, psychology, philosophy, journalism, sociology, archaeology. Careers: Archaeologist, lawyer, detective, museum curator, writer, archivist, journalist, teacher, politician, political advisor.	Post-16 study: Law, politics, psychology, philosophy, journalism, sociology, archaeology. Careers: Archaeologist, lawyer, detective, museum curator, writer, archivist, journalist, teacher, politician, political advisor.
Year 10	Key Content: Henry VIII (Paper 2, part 1) – British depth Study. KS3 NC links: The struggle between Church and Crown. Religion in daily life. Reformation in Europe. The power of Parliament. OPA KS3 links: The development of Church, State and	Key Content: Henry VIII (Paper 2, part 1) – British Depth Study. KS3 NC links: The struggle between Church and Crown. Religion in daily life. Reformation in Europe. The power of Parliament. OPA KS3 links: The development of Church, State and	Key Content: Henry VIII (Paper 2, part 1) –British depth study. KS3 NC links: The struggle between Church and Crown. Religion in daily life. Reformation in Europe. The power of Parliament. OPA KS3 links: The development of Church, State and	Key Content. Henry VIII (Paper 2, part 1) - British depth study, KS3 NC links: The struggle between Church and Crown. Religion in daily life. Reformation in Europe. The power of Parliament. OPA KS3 links: The development of Church, State and	Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study , KS3 NC links: The effects of the slave trade. OPA KS3 links: Civil Rights in America and Britain. Year 8. HT5. The Vietnam War. Year 8. HT6. - What was the impact of the dissolutions, the winners and losers?	Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study, KS3 NC links: KS3 NC links: The effects of the slave trade. OPA KS3 links: Civil Rights in America and Britain. Year 8. HT5. The Vietnam War. Year 8. HT6. - What happened with Congress and the ‘Dixiecrats’?

	Society 1485 – 1603. Year 7 HT5. <ul style="list-style-type: none"> - What do we already know about Henry VIII? - Is Henry VII's reign a story of glory and success and who's who in his story? - What was the importance of religion in the early 1500s? - What decisions did Henry face when he became King and why did he trust Wolsey? - Did Henry have the potential to be a Renaissance King? - How did the King manage monarchy 	Society 1485 – 1603. Year 7 HT5. <ul style="list-style-type: none"> - What was Wolsey's most important reform? - What were the reasons and reactions to the Amicable Grant - How successful was Henry VIII's foreign policy between 1509-1515? - How successful was the Treaty of London 1518? - Why might the field of the cloth of gold be considered a failure? - How successful was Henry VIII's foreign policy 	Society 1485 – 1603. Year 7 HT5. <ul style="list-style-type: none"> - Assessment on unit 1 - Class feedback on assessment and redraft to be set for homework. - Review and retrieval lesson on Unit one and collect in redrafts - Why was Cromwell able to rise to power? - How did Cromwell gain the annulment for Henry? - Why was Anne Boleyn executed? - Why was Jane Seymour and her family important? - What did Cromwell 	Society 1485 – 1603. Year 7 HT5. <ul style="list-style-type: none"> - Revision lesson of the unit - Assessment on unit 2 - Whole class feedback on the assessment and time to re-teach any areas or go over misconceptions from units 1 & 2 - Why did Henry campaign against the Pope 1529-33? - What was the significance of the Act of Succession? - Was the Act of Supremacy in 1534 more or less important than the Act of Succession? 	<ul style="list-style-type: none"> - What were the key causes of the Pilgrimage of Grace? - What were the key events in the rebellions in Lincolnshire and Yorkshire? - Why did the Pilgrimage of Grace fail? - End of unit assessment - Feedback on assessment - What did segregation, discrimination and voting rights look like in the Southern States? - What work did Civil Rights organisations do? - What was the Brown v Topeka case? - What happened at Little Rock High School? - What was the impact of the Montgomery Bus Boycott? - What was the importance of the 	<ul style="list-style-type: none"> - Revision for mini mock on Crime and punishment. - Revision on mini mock on Civil Rights so far. - Mock Exam and feedback - Little Rock 9 - What were the Greensboro sit-ins? - Who were the Freedom Riders? - Who was James Meredith? - What progress had been made by 1962? - The Albany Campaign - The voter registration - What happened in Birmingham, Alabama? - Why was there a march on Washington? - What happened with the Freedom Summer and why were there Mississippi murders? - What role did President Kennedy play?
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	<p>and country?</p> <ul style="list-style-type: none"> - What was England like in 1509? - What were the most important factors allowing Wolsey rise to power? - What were relations like between England and mainland Europe? - What were Wolsey's greatest achievements? - Revision lesson - Who was Henry VIII and his six wives? (retrieval and recall) - What was England and society like in 1509? (retrieval and recall) 	<p>between 1525-29?</p> <ul style="list-style-type: none"> - What were the key differences and similarities between Catherine of Aragon and Anne Boleyn? - Why did Henry want an annulment from Catherine of Aragon? - Why did Wolsey and Henry fail to gain an annulment? - How did foreign policy failures, Wolsey's background and the Boleyn faction lead to Henry's decision? - What was the most important 	<p>do to reform government and royal finance?</p> <ul style="list-style-type: none"> - How successful was Cromwell's management and use of Parliament? - Why was the Anne of Cleves marriage important? - What was the most important reason for the fall of Thomas Cromwell? 	<ul style="list-style-type: none"> - How important was Cromwell in the Break with Rome? - How significant was the opposition of Elizabeth Barton, More and Fisher? - What was the impact of the Reformation on the English church? - What was the role of religious houses in local communities? - What were the reasons for the Dissolutions? 	<p>Montgomery Bus Boycott?</p> <ul style="list-style-type: none"> - What was the significance of Martin Luther King and the setting up of the SCLC? - What was the Civil Rights Act of 1957? - Who were the Ku Klux Klan and why was Emmet Till murdered? - What opposition was there to desegregation in the South? 	<ul style="list-style-type: none"> - What happened with President Johnson and the Civil Rights Act of 1964? - How did Selma help influence the implementation of the Voting Rights Act?
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	<ul style="list-style-type: none"> - What was Henry like as a king and how did this impact on the nobility? (retrieval and recall) - Why was Wolsey able to rise to power? 	<p>factor in Wolsey's downfall?</p> <ul style="list-style-type: none"> - Revision lesson 				
	<p>Key Skills:</p> <ul style="list-style-type: none"> - Key Features - Explain why ... - How far... - Analysis - Judgement 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Key Features - Explain why ... - How far... - Analysis - Judgement 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Key Features - Explain why ... - How far... - Analysis - Judgement 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Explain change and/or continuity. - Similarities and differences. - How far do you agree with...? - Describe two features of... - Source utility in an inquiry question. How to follow up a source to find out more information. - Describe two features of... - Source utility in an inquiry question. How to follow up a source to find out more information. 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Explain change and/or continuity. - Similarities and differences. - How far do you agree with...? - Describe two features of... - Source utility in an inquiry question. How to follow up a source to find out more information. - How useful are the sources in telling us? 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Explain change and/or continuity. - Similarities and differences. - How far do you agree with...? - Describe two features of... - Source utility in an inquiry question. How to follow up a source to find out more information. - How useful are the sources in telling us?

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KS3 OVERVIEW The History key stage 3 curriculum is designed to implement the Academy's vision of	INTENT The aim of the KS3 curriculum is for students to master the key skills and apply their knowledge to challenging and unfamiliar contexts.		IMPLEMENTATION Typical curriculum allocation: 2 hours per week. In KS3, the curriculum has been set up so it is not restricted to linking with KS4 content. There is opportunity for wider historical study. Our curriculum		IMPACT Prescriptive, week by week, schemes of learning, ensure for consistency for all students. Our shared lesson resources, which have been designed and produced by the subject specialists in the department, link to the	

<p>“Aspiration, Resilience, Creativity, Respect, Integrity and Responsibility”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. It is also broad, balanced, rich and ambitious. We carefully design the KS3 curriculum to further develop and build upon prior learning at KS2. They will take account of the matters, skills and processes specified in the national curriculum programme of study for key stage 2. We will build upon this and evolve into KS3 preparation.</p>	<p>We have planned and implemented a rigorous curriculum, which builds on the prior learning and skills acquired at KS2.</p> <p>The content studied and skills acquired during Year 7, are revisited and extended on in Year 8.</p> <p>We have the same high ambitions for all of our learners, including those with SEND or EAL. Students are taught in their tutor groups (mixed ability) in Year 7, 8 and 9 for History.</p> <p>The KS3 Curriculum provides a solid foundation for the rigour of the content at GCSE. Due to all students studying four separate topics at GCSE, the KS3 curriculum is delivered across two years and GCSE courses commence in year 9. This maximises the opportunity to revisit the foundation topics of each topic, and for students to make greater connections between content and skills across the topics.</p> <p>The OPA KS3 History curriculum focuses around inspiring learning opportunities. It is broad and provides our students access to the full National Curriculum for Science. We also incorporate many opportunities for cross-curricular learning, links to CEIAG and supports the Core British Values.</p>	<p>has been diversified so that all members of our community can develop an affiliation with the topics covered.</p> <p>We have designed our own schemes of learning and lesson plans in KS3, which have been designed to link to the Edexcel GCSE 1-9 specifications in terms of skills and content, providing a solid foundation for study at KS4. Whilst providing opportunities for looking at the wider world.</p> <p>The detailed lesson plans and supporting resources provide support for non-specialists, RQTs, NQTs and ITTs</p> <p>Our sequence of topics and lessons is followed by all to ensure all students are delivered same coherent curriculum, with content delivered in the same order, as selected and planned by the curriculum leads.</p> <p>After each topic, students complete an assessment, which assesses the students’ understanding of 50:50 of previous learning: current topic.</p> <p>Do Nows for retrieval practice, GCSE Pod for revision and flipped learning, peer/self-marking, teacher marking and feedback, wide-ranging activities, afl, plenaries.</p>	<p>Henry VIII, Crime and Punishment, Civil Rights and Cold War GCSE specifications.</p> <p>Joint planning, marking and moderation supports the newer, less experienced members of the department, to ensure good quality teaching and learning for all classes, no matter the teacher’s level of experience.</p> <p>Practical activities help to instil in our students a passion for History that is further enhanced in KS4.</p> <p>Students have a good understanding of the foundations of each topic, to be revisited, built and extended on at GCSE.</p> <p>Students cover the full content of the National Curriculum for History at KS3. This ensures they have a good understanding of how History applies to their everyday lives.</p>
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Year 9	<p>Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study. NC. The Norman Conquest. The struggle between Church and Crown. Religion in daily life. Industrial Britain. Local history study.</p> <ul style="list-style-type: none"> - Crime and punishment in England the big story. - How has Crime and Punishment changed over time? - Who had the most influence on law and order in the Middle Ages, church, king or local community? - Was Anglo-Saxon justice violent and superstitious? - How far did the 	<p>Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study. NC. The Norman Conquest. The struggle between Church and Crown. Religion in daily life. Industrial Britain. Local history study.</p> <ul style="list-style-type: none"> - How did law enforcement change in Early Modern England? - Why were the gunpowder plotters punished so harshly? - Were vagabonds really a threat to respectable society? - Was Matthew Hopkins the main reason for the witch hunts 1645-7? - How effective was law 	<p>Key Content. Crime & Punishment (Paper 1) - Thematic and Depth Study. NC. The Norman Conquest. The struggle between Church and Crown. Religion in daily life. Industrial Britain. Local history study.</p> <ul style="list-style-type: none"> - How did Crime and Punishment change in Modern Britain? - How far did crime really change during the C20th? - How were conscientious objectors treated in WWI and What have been the biggest changes to policing since 1900? - How have prisons changed since 1900? - How effectively do we deal 	<p>Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study. NC. The Norman Conquest. The struggle between Church and Crown. Religion in daily life. Industrial Britain. Local history study.</p> <ul style="list-style-type: none"> - Why were there murderers and bad mothers? (Sarah Fisher) - What was Whitechapel like? (Booth, workhouses and Peabody) - Why was there a fear of crime in the East End? (Underclass, pubs, drink, immigration, anarchism, reform) - How did the Met Police 	<p>Key content: Henry VIII (Paper 2, part 1) – British Depth Study. NC. The Norman Conquest. The struggle between Church and Crown. Religion in daily life. Industrial Britain. Local history study.</p> <ul style="list-style-type: none"> - What do we already know about Henry VIII? - Is Henry VII's reign a story of glory and success and who's who in his story? - What was the importance of religion in the early 1500s? - What decisions did Henry face when he became King and why did he trust Wolsey? - Did Henry have the potential to be a Renaissance King? - How did the King manage monarchy and country? - What was England like in 1509? - What were the most important factors allowing Wolsey rise to power? - What were relations like 	<p>Key content: Henry VIII (Paper 2, part 1) – British Depth Study, NC. The Norman Conquest. The struggle between Church and Crown. Religion in daily life. Industrial Britain.. Local history study.</p> <ul style="list-style-type: none"> - What was Wolsey's most important reform? - What were the reasons and reactions to the Amicable Grant - How successful was Henry VIII's foreign policy between 1509-1515? - How successful was the Treaty of London 1518? - Why might the field of the cloth of gold be considered a failure? - How successful was Henry VIII's foreign policy between 1525-29? - What were the key differences and similarities between Catherine of Aragon and Anne Boleyn?
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	<p>Normans change Anglo-Saxon justice?</p> <ul style="list-style-type: none"> - How far did kings change justice in the later medieval period? - Did the Church help or hinder justice in the early C13th?Revision lesson - End of half-term assessment 	<p>enforcement 1500-1700?</p> <ul style="list-style-type: none"> - How can we explain the development of the Bloody Code? - How did Crime and Punishment change in Industrial Britain? - Why did Highway Robbery become such a serious crime? - Was the law too harsh on poachers? - Why was C18th smuggling so harsh to stamp out? - How did society change in the Industrial period? - How far should we thank Peel for the Metropolitan 	<p>with young offenders?</p> <ul style="list-style-type: none"> - Why was the death penalty abolished in 1965? How did Crime and Punishment change in Modern Britain? - How far did crime really change during the C20th? - How did Crime and Punishment change in Modern Britain? - Revision lesson - End of half term assessment 	<p>work? (Public attitudes, Commissioner, Home Secretary)</p> <ul style="list-style-type: none"> - How were the police organised in Whitechapel? (Recruits, Leaman Street, Thames Police Court, role of the Constable, CID) - What were the difficulties of policing Whitechapel? (Alcohol, gangs, prostitution, immigration, strikes) - What methods did the police use to catch Jack the Ripper? 	<p>between England and mainland Europe?</p> <ul style="list-style-type: none"> - What were Wolsey's greatest achievements? - Revision lesson - Who was Henry VIII and his six wives? (retrieval and recall) - What was England and society like in 1509? (retrieval and recall) - What was Henry like as a king and how did this impact on the nobility? (retrieval and recall) - Why was Wolsey able to rise to power? 	<ul style="list-style-type: none"> - Why did Henry want an annulment from Catherine of Aragon? - Why did Wolsey and Henry fail to gain an annulment? - How did foreign policy failures, Wolsey's background and the Boleyn faction lead to Henry's decision? - What was the most important factor in Wolsey's downfall? - Revision lesson - . -
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		<p>n Police force of 1829?</p> <ul style="list-style-type: none"> - Why was the Bloody Code abolished in the 1820's and 1830's? - How were prisons reformed in the 1800's? - Revision lesson - End of half-term assessment 		<ul style="list-style-type: none"> - What impact did the press have on the Jack the Ripper investigation? Did the City and Met police work well together? - Revision lesson - End of unit assessment 		
	<p>Key Skills: Explain change and/or continuity. Similarities and differences. How far do you agree with...? Describe two features of... Source utility in an inquiry question. How to follow up a source to find out more information. How useful are the sources in telling us?</p>	<p>Key Skills: Explain change and/or continuity. Similarities and differences. How far do you agree with...? Describe two features of... Source utility in an inquiry question. How to follow up a source to find out more information. How useful are the sources in telling us?</p>	<p>Key Skills: Explain change and/or continuity. Similarities and differences. How far do you agree with...? Describe two features of... Source utility in an inquiry question. How to follow up a source to find out more information. How useful are the sources in telling us?</p>	<p>Key Skills: Explain change and/or continuity. Similarities and differences. How far do you agree with...? Describe two features of... Source utility in an inquiry question. How to follow up a source to find out more information. How useful are the sources in telling us?</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> - Key Features - Explain why ... - How far... - Analysis - Judgement 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Key Features - Explain why ... - How far... - Analysis - Judgement
	Assessment opportunities:	Assessment opportunities:	Assessment opportunities:	Assessment opportunities:	Assessment opportunities: Formative	Assessment opportunities: Formative

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Year 8	Key Content: Ideas – Africa and the British Empire. NC. The first colony in America. The development of the British Empire. Britain’s transatlantic slave trade. <ul style="list-style-type: none"> - What was life like in medieval Nigeria? - Who is the wealthiest person ever 	Key Content: Ideas – Local History. Whitechapel. NC. Local history study. <ul style="list-style-type: none"> - The big picture. What was Whitechapel like in the 1880’s? - What were the key features of the victims of Jack the Ripper, were there 	Key Content: Ideas – Causes of WW1. NC. The First World War. <ul style="list-style-type: none"> - What were the MAIN causes of WW1? - How much did Imperialism and the arms race contribute to the start of WW1? 	Key Content: Ideas – The rise of fascism. NC. The Peace Settlement. The inter-war years: the rise of dictators. The Holocaust. <ul style="list-style-type: none"> - The Treaty of Versailles. - Why was Hitler able to rise to power? - How successful 	Key Content: Civil Rights in America and Britain. NC. Social, cultural change in post-war British society. <ul style="list-style-type: none"> - Intro to Civil Rights/Why was the death of Emmett Till so important? - How important were the KKK to race relations in the USA/What were the key methods used by the KKK? - Why were Brown v Topeka and Little 	Key Content: Local History: Purfleet and WW1 / The Vietnam War. NC. Local history study. World War One. Local Study on Ensign Buses AROUND Purfleet. Each local bus is named after a local soldier in the war. Students will research and find out about the local soldiers after whom the buses are named then we will arrange a visit to the company in Purfleet to talk to the Director who started this tradition.

	<p>to live and what made Timbuktu so great?</p> <ul style="list-style-type: none"> - Why was Africa called the dark continent? - What was British settlement in North America like? - What was the impact of the British Empire on India? - What was the impact of the British Empire on Australasia ? - Why did the Empire use slavery and the Middle-Passage? - How were slaves sold then worked on a plantation? 	<p>any similarities and differences?</p> <ul style="list-style-type: none"> - What do the injuries of Jack the Rippers victims tell us about him? - How far can we make a judgement about what Jack the Ripper was like from the three letters? - How useful are the potential eye-witness accounts of Jack the Ripper in helping us discover who he was? - Which one of the suspects do you think was most likely to have been 	<ul style="list-style-type: none"> - Why are Gravello Princip and Alhaji Grunshi so integral to the start of WW1? - Why did soldiers join up to fight in WWI? - What was life like in the trenches? - How far did the structures of the trenches impact on conditions and the successes and failures of the British army? - Who are the forgotten Indian soldiers of WW1 Part one? - Who are the forgotten Caribbean 	<p>were Nazi policies?</p> <ul style="list-style-type: none"> - What was Jewish life like in Europe before the Nazi's? - How were the Jewish people alienated by the Nazis? - How successful were the Berlin Olympics as propaganda ? - What was life like in Concentration Camps? - What was life like for Jews under Nazi rule? - Revision lesson - End of Unit Assessment 	<p>Rock Nine so important?</p> <ul style="list-style-type: none"> - What impact did Rosa Parks and the Greensboro sit-ins have on the Civil Rights movement? - Why was Martin Luther King important? - How was Malcolm X different to Martin Luther King? - What Civil Rights movements have there been in Britain? - Civil Rights in Ireland - What have race relations in modern Britain been like? - What was the Windrush Scandal? - Revision - End of Unit Assessment 	<ul style="list-style-type: none"> - How was Aveley effected by the First World War? - Who are the soldiers on the side of the bus and how can we research them? - How can we write a biography of a soldier? - 'How did the 'Cold War' begin?' - Why did America get involved in Vietnam?' - Why were the Vietcong tactics so effective?' - 'Why were the United States tactics so ineffective?' - Why was the Tet Offensive so significant?' - 'Why did opposition to the war grow in America?' - 'Why did America lose the Vietnam war?' - Revision - End of unit Assessment
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	<ul style="list-style-type: none"> - How did slave resistance lead to the abolishment of slavery? - Why have statues been taken down across Britain? - Revision lesson - End of unit assessment 	<p>Jack the Ripper?</p> <ul style="list-style-type: none"> - Was Jack the Ripper an opportunist? - How effective were the police investigating Jack the Ripper? - Revision - End of unit assessment 	<p>soldiers of WW1?</p> <ul style="list-style-type: none"> - How important were women to the war effort? - Revision Lesson - End of Unit Assessment 			
	<p>Key Skills: Ideas, politics, power, industry and empire 1745-1901.</p> <ul style="list-style-type: none"> - Making sustained judgements - Using interpretations - Source work - Similarities and differences - Change over time - Critical thinking 	<p>Key Skills: Local depth study, theme power and law & order.</p> <ul style="list-style-type: none"> - Source work. - Utility - Critical thinking - Similarities and differences - How far? 	<p>Key Skills: Ideas – Challenges for Britain, Europe and the Wider World 1914-1918.</p> <ul style="list-style-type: none"> - Change and continuity - Cause and consequence, - Key features - Interrogating sources and historical interpretations - Thinking critically 	<p>Key Skills: Challenges to Britain, Europe and the Wider World 1918-1939</p> <ul style="list-style-type: none"> - Change and continuity - Cause and consequence, - Key features - Interrogating sources and historical interpretations - Thinking critically - How far? - Empathy 	<p>Key Skills: Study of a significant world society C20th</p> <ul style="list-style-type: none"> - Change and continuity - Cause and consequence, - Key features - Interrogating sources and historical interpretations - Thinking critically - How far? - Empathy - Independent learning and research. 	<p>Key Skills: Study of a significant world society C20th</p> <ul style="list-style-type: none"> - Change and continuity - Cause and consequence, - Key features - Interrogating sources and historical interpretations - Thinking critically - How far? - Empathy - Independent learning and research.

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Year 7	Key Content: Terms and skills to build and consolidate learning from KS2 to support transition from KS2 to KS3. <ul style="list-style-type: none"> - What is meant by chronology and significance? - How do we understand and BC, AD 	Key Content: Anglo-Saxon society and The Norman Conquest 1066 onwards. NC. The Norman Conquest. <ul style="list-style-type: none"> - What was life like in a medieval village and society like before 1066? 	Key Content: The Norman Settlement 1066 onwards. NC. The Norman Conquest. <ul style="list-style-type: none"> - How were motte and bailey castles important in William's methods of control? - How did castles 	Key Content: The development of Church, State and Society 1166 onwards. Depth work with Peasants Revolt. NC. The Black Death. The Peasant's Revolt. Struggle between Church and Crown. The Magna Carta. The War of the Roses.	Key Content: The development of Church, State and Society 1485 – 1603. NC. The English Reformation and Counter-Reformation (Henry VIII to Mary I). Society, economy and culture across the period. <ul style="list-style-type: none"> - What were the short- and long-term causes for Henry VII's victory at the Battle of Bosworth? 	<ul style="list-style-type: none"> - Key Content: : Migration over time. NC. social, cultural and technological change in post-war British society. Industrial Britain. - What were the push and pull factors for different groups of people to migrate to Britain?

	<p>and centuries?</p> <ul style="list-style-type: none"> - What are historical sources? - Why might interpretations be different and how do we judge the value of a source? (Usefulness and reliability) - What is the difference between a fact and opinion and how can bias affect reliability of a source? - What is meant by causation? - What caused the Great Fire? - Anachronism - How can we use evidence to solve the Mystery of 	<ul style="list-style-type: none"> - What was the Feudal system? - Why was Edward the Confessor and his death important? - Who had the best claim to the throne? - Why was the battle of Fulford important? - Why was the battle of Stamford Bridge important? - Why did William the Conqueror win in the Battle of Hastings? - Revision lesson <p>End of half-term assessment</p> <ul style="list-style-type: none"> - 	<p>evolve over time and what was the impact of this?</p> <ul style="list-style-type: none"> - Why did William Harry the North? - What were the short and long term impacts of the harrying of the north on northern society? - What was the Domesday book and why was it important? - What changed and remained the same after the Norman conquest - How far do you agree with Simon Schama that 	<ul style="list-style-type: none"> - How can we use evidence to evaluate how good or bad King John was as king? - Why was the Magna Carta important on the power of the king? - What were the key features of the Black Death? - What were the short and long term consequences of the Black Death on Medieval society and kingship? - What were the key causes and consequences of the Peasants revolt? - What impact did the Wars of 	<ul style="list-style-type: none"> - Was Henry VIII a man or a monster? - Does Mary I deserve to be called Bloody Mary? - Was Elizabeth I right to kill her cousin? - Who was the better monarch, Elizabeth I or Mary Queen of Scots? - Why did the Armada fail? - How did the historian Miranda Kaufmann uncover the hidden lives of Black Tudors? - How did the historian uncover John Blanke the trumpeter? - How did the historian uncover Mary Fillis the dress maker? - How did the historian uncover Diego the assistant to Francis Drake? - What was Tudor justice like? - Revision - End of half-term assessment? 	<ul style="list-style-type: none"> - What impacts did medieval migration to Britain have? - What challenges did medieval migrants to Britain face? - How did exploration bring migrants to Britain? - How did religion and the reformation bring migrants to Britain? - How did migrants in the industrial age settle and change Britain? - Why did so many Irish people migrate to England? - What was the 'Kinder transport'? - Who travelled on the 'HMS Windrush'? - How did people fight against racism in the 1970s and 80s? - What are the push and pull factors for people coming to Britain today? <p>End of half-term assessment</p>
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	the skeleton? - Revision - End of half-term assessment		‘another kind of England’ was set up after the Norman Conquest - What was the impact of heaven, hell and purgatory on society? - How important was religion in medieval society? - What happened to Thomas Becket? (a source work investigation) - Revision - End of half-term assessment	the Roses have on the power of the monarchy? - How can we use a range of interpretations to make a judgement as to whether Richard III was good or evil? Who killed the Princes in the Tower? - How did the power of the king change over time? - Revision - End of half-term assessment		
	Key Skills: As above	Key skills: Theme of power (monarch) and law and order. Local and national impact. - Cause and consequences	Key Skills: Development of monarch’s power and the church/society 1066 onwards. - Change and continuity	Key Skills: Development of monarch power, (trend) church and state 1066-1509. Local study. - Interpretations	Key Skills: : Trend of monarch power, religious and state 1509-1748. - Trends and change over time - Cause and consequence,	Key Skills Development of Britain through migration - Trends and change over time - Cause and consequence, - Structured supported

		<ul style="list-style-type: none"> - Interpretations - Cause and consequence - Change over time. - Key turning points - Critical thinking. - Explain why... 	<ul style="list-style-type: none"> - Cause and consequence, - Key features - Interrogating sources and historical interpretations - Thinking critically 	<ul style="list-style-type: none"> - Change and continuity - Cause, key features and consequence - Change over time - Narrative 	<ul style="list-style-type: none"> - Structured supported judgements/conclusions - Key turning points - Interpretations. 	<ul style="list-style-type: none"> - judgements/conclusions - Key turning points - Interpretations.
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