

Curriculum Sequencing Grid: (History)

Year 7	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Norman Invasion, Castles, Medieval Life	Tudors and English Civil War	Life in Stuart England Industrial Revolution
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	Students will study causation and start to question sources as evidence, rather than facts. They will consider the provenance of historical sources. Contextual knowledge of medieval England will provide a sound basis for Medicine Through Time work at GCSE level.	Students will continue to examine causation and will focus on categorising causes and differentiating between short term from long term. Contextual knowledge of the Tudors will provide a basis for GCSE work on Elizabeth I and the A-Level course on Early Tudors.	Students will learn how to assess change, identifying factors in change and key turning points. Contextual knowledge of the Industrial Revolution will help future study on the GCSE Medicine Through Time course.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Witan, monarch, invasion, motte and bailey, medieval, The Church.	Tudor, Stuarts, civil war, monarch, interregnum, Lord Protector.	Interregnum, industrial revolution, agriculture, enclosure.
Opportunities for Reading	The Horrible Histories series offers several books that examine the medieval period in a fun way that year 7 students can access and enjoy.	Eliza Rose by Lucy Worsley is a children's novel based in the Tudor period.	The annual anniversary of the Gunpowder Plot offers lots of opportunities in newspapers and magazines. 'My Name is Victoria' by Lucy Worsley examines the childhood of Queen Victoria.
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Possible visits to local castles, such as Conisborough Castle.	Possible visit to the English Civil War Museum in Newark or numerous Tudor buildings in the area (e.g. Gainsborough Hall).	Possible visit to sites from the Industrial Revolution. For example, Quarry Bank Mill, Magna in Sheffield or the National Coal Mining Museum. Students are encouraged to speak with friends and relatives with links to Maltby's Coal Mining past.

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<p>Cross Curricular Links (Authentic Connections)</p>	<p>Design and technology / Art / ICT – students will complete a project where they design their own castle, presented in a medium of their choice.</p>	<p>English - Work on Tudor life will provide useful context for future work on William Shakespeare.</p>	<p>Science and Technology – students will study the part these played in the Industrial Revolution.</p>
<p>Key Assessment</p>	<p>Week 5 – Norman Invasion Week 8 – Castles Week 12 – Medieval Life</p>	<p>Week 21: Kings and Tudors: Week 30: English Civil War</p>	<p>Week 38 – Fire and Plague</p>
<p>Year 8</p>	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>
<p>Unit (Tablet in 39 week plan)</p>	<p>Empire, World War I, Civil Rights in America</p>	<p>Hitler's Rise, Life in Nazi Germany, WW2 Home Front.</p>	<p>Holocaust, Origins of the Cold War</p>
<p>Key Retainable Knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> What... How.... Why.... 	<p>Empire – The GCSE course covers the early stages of empire under Elizabeth. These units will provide valuable contextual knowledge.</p> <p>WWI – The outcome of WWI in particular offers key context for the GCSE course on the rise of Hitler in Germany. It also introduces the idea of long term and short term causation.</p> <p>Civil Rights – This theme is covered in depth on the A-Level course and the KS3 unit of work will help establish understanding of the key concepts / themes. It also offers the opportunity to study 'change over time' which is a</p>	<p>Much of the factual knowledge will be picked up and developed on the 'Weimar and Nazi Germany' GCSE paper.</p> <p>During the work on WW2 Home Front students will be encouraged to develop their independent study skills, including research via books and the internet, as well as interviewing people.</p>	<p>Students will be introduced to the concepts that underpin the Cold War, particularly the ideologies of communism and capitalism. This will lay the foundations for future work at GCSE and A-Level.</p>

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	key aspect of the GCSE course on medicine. Students will examine how factors such as 'individuals' drive change.		
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Empire, colony, Windrush, raw materials, trenches, long term, short term, emancipation.	Democracy, dictatorship, republic, Fuhrer.	Holocaust, persecution, anti-Semitism. Communism, capitalism, arms race.
Opportunities for Reading	Horrible Histories series offer a good The work of Mark Twain, such as Huckleberry Finn and Tom Sawyer will offer an insight into challenges faced by African Americans. 'War Horse' offers a useful insight into WW1.	Books on the Home Front in WW2 include Goodnight Mr Tom and The Machine Gunners.	'The Boy in Striped Pyjamas', The Diary of Anne Frank.
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Wilberforce House Museum in Hull examines the work of a key individual in the end of slavery.	Students should be encouraged to watch and read the news, particularly with regards to elections and any issues surrounding our democracy. Conversations with elderly relatives and family friends will provide a rich source of information on the Home Front in WW2.	Older friends and family members will have lived through much of the Cold War and will be able to give a useful insight into the event from the perspective of living in Britain at the time.
Cross Curricular Links (Authentic Connections)	Life Skills – Civil Rights in the USA work offers an example of democracy and protest in action. It also provides contextual knowledge for any future work in English with American literature.	Life skills – The issues faced by the Weimar Republic offer an insight into the difficulties faced by democracy and of what can happen when it fails.	English – work on diaries.
Key Assessment	Week 3 – British Empire	Week 26 – Rise of the Nazis	Week 34 - Holocaust

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	<p>Week 8 – WWI Trenches</p> <p>Week 11 – Women and Protest</p> <p>Week 16 – Civil Rights</p>	<p>Week 30 – WW2</p>	<p>Week 40 – Cold War</p> <p>Week 45 - JFK</p>
Year 9	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Medicine Through Time, Medieval to 21 st Century	Medicine on the Western Front	Early Elizabethan England
<p>Key Retainable Knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> • What... How.... Why.... 	Students will focus on how to evaluate change and continuity, being able to identify and evaluate key turning points and the comparative impact of factors.	Students must learn the skills of enquiry, including how to 'follow up' historical sources and also to evaluate the provenance and content of sources.	Students must learn 'features' of the government of the time and be able to evaluate relative importance of factors.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Medieval, Renaissance, Four Humours, flagellants, industrial revolution, antiseptic, anaesthetic, public health.	Western Front, trenches, trench foot, shellshock, shrapnel, triage, antiseptic, aseptic.	Privy council, catholic, protestant, Reformation, monarch, heresy.
Opportunities for Reading	Various books have been written on the Black Death, Great Plague, Medicine on the Western Front and on	War Horse, Diaries of WWI,	'How to Be a Tudor' by Ruth Goodman. Various novels by Lucy Worsley are set in the Elizabethan period. Works of William Shakespeare.

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	key individuals such as Alexander Fleming.		
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	A visit to the Thackray Medical Museum would enable students to see artefacts they have studied.	A visit to the Thackray Medical Museum would enable students to see artefacts they have studied. Imperial War Museum North has some useful exhibits on WWI medicine.	
Cross Curricular Links (Authentic Connections)	Science – students study numerous scientific discoveries that will also study in science – microscopes, germs, DNA etc.	Science – students investigate key scientific discoveries such as blood groups.	English – Works of William Shakespeare were published in this era, providing useful contextual knowledge.
Key Assessment	<p>Week 3 – Medieval Medicine</p> <p>Week 6 – Renaissance Medicine</p> <p>Week 15 – Medicine of the Industrial Revolution.</p>	<p>Week 21 – Medicine of the 20th Century</p> <p>Week 26 – Medicine on the Western Front</p> <p>Week 30 – Medicine Through Time (whole course)</p>	<p>Week 35 – Elizabethan Government</p> <p>Week 38 – Elizabeth and Religion</p> <p>Week 41 – Elizabethan England</p>
Year 10	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Weimar Republic 1918-23	Nazi Germany 1933-39	Revision of Medicine and Elizabeth Units
Key Retainable Knowledge (Required for Y11/13)	Students study the Weimar Republic in the years 1918-33 and work with historical interpretations, identifying	Students study Hitler's final steps in creating a dictatorship and then various aspects of life in Nazi Germany. They	Revision techniques to accompany topics covered in Elizabeth and Medicine units (see above)

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<ul style="list-style-type: none"> What... How.... Why.... 	<p>and explaining how and why they differ.</p>	<p>continue to work with historical sources and interpretations and start to support and challenges views they are given.</p>	
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>Constitution, republic, peace treaty, left wing, right wing</p>	<p>Fuhrer, dictator, president, political intrigue, persecution, Gleichschaltung, volksgemeinschaft</p>	<p>See notes above on Elizabeth and Medicine units.</p>
<p>Opportunities for Reading</p>	<p>The Shortest History of Germany (Hawes)</p>	<p>'The Nazis' by Laurence Rees, 'Hitler' by Ian Kershaw.</p>	<p>See above</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>			<p>See above</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Modern Foreign Languages – students will start to work with German words: Diktat, Fuhrerprinzip, gleichschaltung, volksgemeinschaft, lebensraum</p>	<p>English – studying texts to draw inferences.</p>	<p>English – studying texts to draw inferences.</p>
<p>Key Assessment</p>	<p>Week 2 – Origins of the Republic Week 5 – Weimar Crisis Years Week 8 – Golden Years</p>	<p>Week 23 – Hitler's Consolidation of Power Week 27 – Life in Nazi Germany Week 30 – Germany overview</p>	<p>Week 35 – Medicine Week 38 – Elizabeth Week 42 – Trial exams</p>

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	<p>Week 12 – Munich Putsch and Lean Years</p> <p>Week 15 – Rise of Nazis</p>		
Year 11	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Cold War and Superpower Relations	End of Cold War, Germany Revision	Exam Preparation
<p>Key Retainable Knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> • What... How.... Why.... 	<ul style="list-style-type: none"> - Writing analytical narratives - Explaining consequence - Explaining importance - Cold War Timeline (For Year 13 also) 	<ul style="list-style-type: none"> - Inference - Comparing interpretations - Supporting judgements 	
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>Cold War, Superpowers, arms race, propaganda, Grand Alliance, expansionism, satellite states, Eastern Bloc, Warsaw Pact, NATO, communism, capitalism, Iron Curtain, containment, détente, Second Cold War. Summit, conference, revolution, consequence, importance, glasnost, perestroika, nuclear, conventional, doctrine.</p>	<p>See above for all four units.</p>	
<p>Opportunities for Reading</p>	<p>George Orwell – Animal Farm, 1984.</p>	<p>See above for all four units.</p>	

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Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students are encouraged to watch the news daily, as there are often references to the Cold War, communism and anniversaries of key events. Both the Imperial War Museum North (Manchester) and Duxford have good Cold War exhibits.	See above for all four units.	
Cross Curricular Links (Authentic Connections)	Geography – The Cold War was a truly global conflict and students need to understand the location of events to aid understanding.	See above for all four units.	
Key Assessment	Week 3 – Conferences Week 6 – Early Cold War Week 10 – Cold War Crises and Germany recap Week 12 – Cold War Crises and Detente	Trial examinations	
Year 12	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Early Tudors – Henry VII and Henry VIII	Mid Tudor Crises and Cold War in Europe	Cold War in Europe
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... How.... Why.... 	<ul style="list-style-type: none"> - The government of Henry VII and threats to his rule. - Henry VII's foreign policy - Henry VIII and Wolsey 	<ul style="list-style-type: none"> - Religious change 1547-58 - Rebellion and unrest 1547-58 - Origins of the Cold War 	<ul style="list-style-type: none"> - Cold War Crises - Détente - End of the Cold War

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	<ul style="list-style-type: none"> - The reign of Henry VIII after 1529 - Stability of the Monarchy 1547-58 		
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Protestant, Catholic, Reformation, regency, annulment, excommunicated. King's Council, Great Council, attainder, papal legate, pretenders.	Regency Council, Calvinist, dry stamp. Conferences, communism, capitalism. Heresy, excommunication.	Cold War, Superpowers, arms race, propaganda, Grand Alliance, expansionism, satellite states, Eastern Bloc, Warsaw Pact, NATO, communism, capitalism, Iron Curtain, containment, détente, Second Cold War. Summit, conference, revolution, consequence, importance, glasnost, perestroika, nuclear, conventional, doctrine
Opportunities for Reading	Sixth Form Library in department, with a range of reading on the A-Level topics.	Sixth Form Library in department, with a range of reading on the A-Level topics.	Sixth Form Library in department, with a range of reading on the A-Level topics.
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students can visit any Tudor site, such as Roche Abbey or Gainsborough Hall.		
Cross Curricular Links (Authentic Connections)	English – Reading complex texts for understanding and to draw inferences.	English – Reading complex texts for understanding and to draw inferences.	English – Reading complex texts for understanding and to draw inferences.
Key Assessment	Exam Style questions on each unit.	Exam Style questions on each unit.	End of Year examination.

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Year 13	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	US Civil Rights (Trade Unions, African Americans and Native Americans) & Coursework	US Civil Rights (Women) & Coursework, plus re-cap on	Examinations
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... How.... Why.... 	<ul style="list-style-type: none"> - Position of African Americans after the American Civil War and the development of civil rights. - The positions of organised labour and the development of trade unions. - The positions of Native Americans and the development of their rights. - Working with sources and interpretations in preparation for coursework. 	<ul style="list-style-type: none"> - Women's Rights campaigns from 1865 through until the 1980s. 	
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Abolitionists, amendment, assimilate, closed shop, collective bargaining, constitution, legislature, executive judiciary, federal, Gilded Age, white collar, blue collar, laissez-faire, manifest destiny, monopoly, New Deal, prohibition, welfare capitalism, yellow-dog contracts.	Glass ceiling, injunction, second-wave feminism, suffrage, prohibition, temperance.	

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Opportunities for Reading	Sixth Form Library in department, with a range of reading on the A-Level topics.	Sixth Form Library in department, with a range of reading on the A-Level topics.	
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students are encouraged to visit local Tudor sites	Students are encouraged to watch the news on a regular basis, as there are often references to the Cold War, communism and anniversaries of key events. Both the Imperial War Museum North (Manchester) and Duxford have good Cold War exhibits.	
Cross Curricular Links (Authentic Connections)	Economics – study of economic trends through time. English (American Literature)		
Key Assessment	Exam Style questions on each unit, explaining topics over 1865 to 1992. Also, questions on Tudor and Cold War units from Year 12. November / December – Trial Examinations.	Exam Style questions on each unit, explaining topics over 1865 to 1992. Also, questions on Tudor and Cold War units from Year 12.	