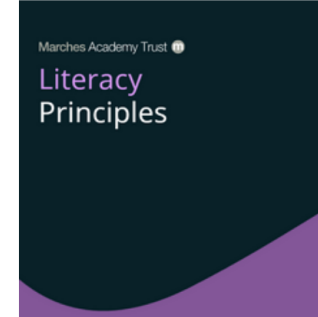
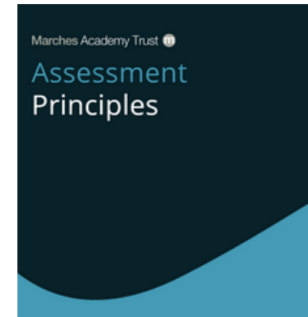
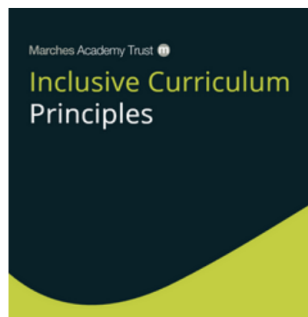


2026-2028 CURRICULUM



What is our curriculum development work focused on?

Building and strengthening the foundation offer through:

1. KS2-KS5 sequencing (disciplinary and substantive knowledge).
2. Vocabulary- tier 2 and 3
3. Disciplinary Literacy

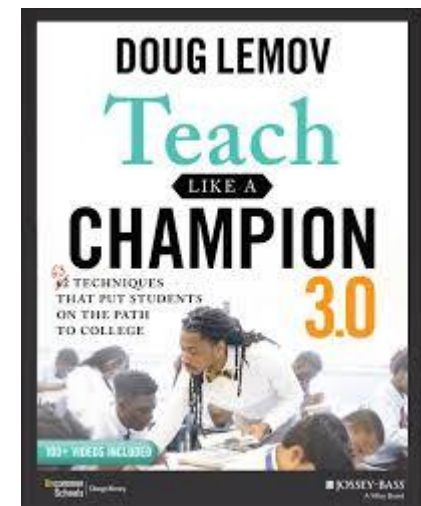
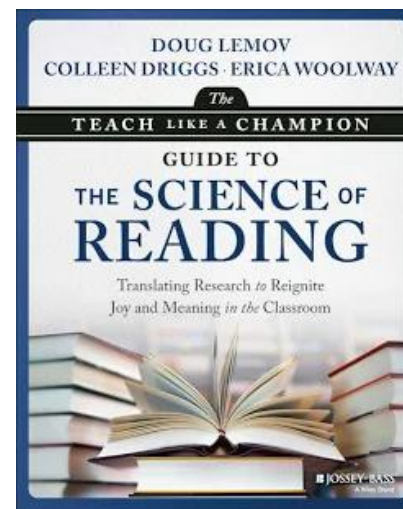
Oracy: threaded through all 3 areas. Can students speak it?

Implemented through:

- ELET (TLAC + Science of Reading strategies)

SJT Every Lesson Every Time

1 step at a time Curriculum planning is crafted to ensure low cognitive load for all	• Accessible resources : clear, inclusive and adapted materials. • Regulation breaks built into lesson plans as appropriate. • Clear and concise language for instruction. • Chunk instructions : clear, manageable steps.
2 consistent routines (entrance and exit) A calm and consistent classroom environment for all	• Entrance routine: students invited in, meet and greet, equipment out. • Do now: based on retrieval and visible on entry. • High expectations: established and repeated throughout. • Exit routine: 2 minutes before the bell- students stand behind chairs before dismissal. Circulate the room to assess standards of work.
3 checks for understanding All are made to think hard, and AFL is used to inform future adaption	• Lesson planning crafts opportunities for AFL to assess learning. E.g. 3,2,1 show me boards, cold call, active observation, exit tickets. • Circulate: monitor behaviour, presentation, literacy and address misconceptions. • Adapt: through re-teaching, giving feedback, scaffolding or challenge. • Respond: students reflect/act on the feedback live in lessons.
Look 4 the scaffold Modelling and support for all to be successful	• Informed by assessment of current knowledge and skill. • Scaffold: gradually taken away. I do, we do, you do. • Model and WAGOLL: show what success looks like from the start.
5 foundational skills All lessons are planned to adapt to literacy and numeracy data utilising foundational skills were appropriate.	• Academic language: Key 3 explicit vocabulary identified, displayed and checked for understanding. • Communication: speaking and listening opportunities scaffold talk and promote oracy. • Reading: AIR and FASE techniques are used to aid reading fluency and comprehension. • Writing: focus on SPaG, handwriting and disciplinary writing skills. • Numeracy: planning for numeracy application across the curriculum.



Sir John Talbot's School

CURRICULUM

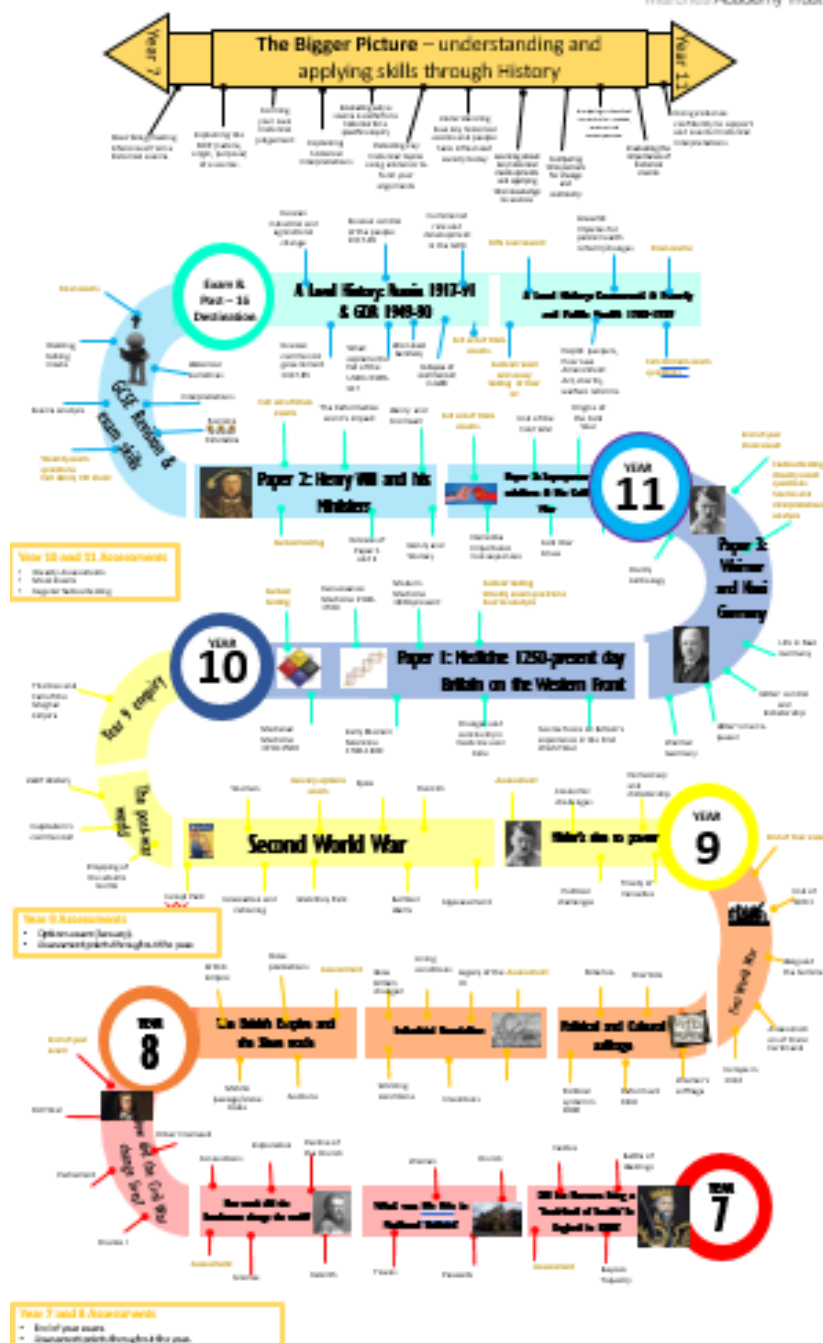
#togetherwegrow

Marches Academy Trust 

History

Our vision in Humanities

We are striving to enlighten students to the broader human experience in a 21st century world. Students will be aware of the risks to our planet, tolerant, and celebratory of different faiths and understand the significance of the past and how it has shaped the world today. The seeds that Humanities gives them will grow into curiosity and compassion for the planet and it's people.



History

What is my Learning Journey for Year 7?



Marches Academy Trust



Assessment point:
What progress have I made this year?

How connected was the world?

What were the scientific discoveries of the Renaissance?

How much did the Renaissance change the world?

Why did the power of the Church decline?

What does Renaissance mean?

What was the role of Medieval women?

How did spices come to Britain?

Assessment point:
What progress have I made this year?

Why do we have castles?

How did William win the Battle of Hastings?

How do we present our findings?

Did the Normans bring a 'truck-load of trouble' to England in 1066?

What was life like in 1065?

How did the Domesday Book affect Whitchurch?

What was life like in Medieval Britain?

Why was the Church so important?

What was life like in a Medieval town?

Who was Sir John Talbot? An introduction to Whitchurch



Who was Sir John Talbot?

How can we find out more about Whitchurch using sources?

How can I extend my learning?

Documentaries

1066: A Year to Conquer Britain with John Snow
Terry Jones' Medieval Life
Simon Schama's History of Britain



Find out about Chirk Castle and visit there.

Find out about the Tudors life and visit Little Morten Hall in Cheshire.

#RealWorldReady

- Where did the Church's role in British society come from?
- How did medieval society shape us and our towns?
- What does a historian do?
- How do scientific discoveries from the Renaissance influence us today?
- Role of debates and their importance/uses

Big Picture Questions

- Where did 'our' British History begin?
- Where did key areas of society begin?
- What makes a 'good' monarch?

Home Learning

- Prep booklet tasks
- Revision for end of unit assessments

Useful websites and support

- BBC Bitesize
- Oak Academy KS3 History

Year 7 Curriculum Overview - History

Content Topic/unit name, enquiry question	Disciplinary Concepts (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Concepts (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3) <i>Nb. Year 8 and 9 curriculums are currently in progress.</i>
Introduction to History at SJT <i>1 lesson</i>	Chronology	Invasion	- A source is how historians find out about the past. - Definition and example of key terms: - Change - Continuity - Significance - Similarity - Difference	Link to KS1 and 2: What prior knowledge do students have?	History at SJT
Who was Sir John Talbot? Introduction to Whitchurch <i>6 lessons</i>	Source enquiry	- Change - Continuity	- Sir John Talbot's School is likely named after Sir John Talbot, Rector of Whitchurch - Whitchurch has a rich history and has changed over time	- Knowledge of the local area - Places change over time	Development of a sense of belonging at SJT
Did the Normans bring a 'truck-load of trouble' to England in 1066? <i>11 lessons</i>	- Cause - Consequence - Interpretation	- Invasion - Monarchy - Power - Rebellion	- Britain was a rich country in 1065. - There were different contenders to the throne, William of Normandy won at the BoH. - William had to subdue revolts: Harrying of the North, Feudal System, Domesday Book, Castles - The Church was important to medieval people - England changed as a result of the conquest – physically and culturally.	- Britain has been invaded since the Romans and the British have attempted to resist (KS2). - Britain was converted to Christianity during the Anglo-Saxon period (KS2).	- Life in Medieval Britain. - Role of power within government and society.
What was life like in Medieval Britain? Why have historians disagreed about the Peasant's Revolt? <i>7 lessons</i>	- Source enquiry - Interpretation	- Church - Society - Justice - Trade	- The Church was important to medieval people. - The medieval world was very connected – spices and silks traded from Asia. - Women were subservient to men within society. - Main source of trade was wool. - Physical structure of towns and villages. - Mostly rural society.	- The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7). - Understanding of sources.	- Changing roles in society. - GCSE History – Medicine through time - GCSE History – Henry VIII and his ministers
How much did the Renaissance change the world? <i>10 lessons</i>	- Change - Continuity - Source inference	- Church - Trade	- Renaissance means 're-birth' - The power of the Church declined during the Renaissance. - Superstitious beliefs declined. - Scientific discoveries were made and shared through the printing press. - Ideas and goods were traded across the globe – links with Mughal India.	- The Church has an important role in society (KS2 & Y7). - Structure of society (Y7). - Different goods were traded around the globe (Y7).	- Development of democracy in Britain. - GCSE History – Medicine through Time.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge- what is essential for their understanding/future learning?
1. What is History? <i>Home learning: Create a timeline of the key/important events in your life for next lesson.</i>	Link to KS1 and 2: • What prior knowledge do students have? • Do they understand key terminology which will be used throughout KS3 and 4 History? • Do they understand the concept of chronology? • Have they used sources before?	Aim is to assess prior understanding of: • Stone Age – Iron Age • Romans • Anglo-Saxons • Vikings Definition and example of key terms: • Change • Continuity • Significance • Similarity • Difference	• Chronology of events (numbering/card sort) • A source is how historians find out about the past.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge- what is essential for their understanding/future learning?
1. 2. Who was Sir John Talbot?	Link to KS1 and 2: - What prior knowledge do students have? - Do they understand key terminology which will be used throughout KS3 and 4 History? - Have they used sources before?	Aim is to assess prior understanding of the local area. Definition and example of key terms: - Change - Continuity - Significance	- A source is how historians find out about the past. - Sometimes it is difficult to find out why things are the way that they are
3. 4. How can we use sources to find out about Whitchurch?	Link to KS1 and 2: What prior knowledge do students have on sources and source analysis?	Definition and example of key terms: - Change - Continuity - Source - Interpretation	- Historians use sources to find out about the past - We need to look at a variety of sources to fully understand the past
5. How can we use sources to find out about Whitchurch?	Application of source analysis and research	Understand how to analyse sources to develop their understanding of a topic.	- Historians use sources to find out about the past - We need to look at a variety of sources to fully understand the past
6. Presenting our findings	Presentation of source analysis and research	Understand how to present findings to others	- Historians use sources to find out about the past - We need to look at a variety of sources to fully understand the past

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
1. What was life like in 1065?	- Britain’s settlement by Anglo-Saxons and Scots (KS2 curriculum) - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2 curriculum)	- Britain has been invaded because it was a rich country – lots of natural resources. - There were different contenders to be the King of England in 1066.	Change / continuity
2. Contenders to the throne	- Invasions (KS2 curriculum): - Roman – Claudius and Hadrian’s Wall - Anglo-Saxon – settlements and kingdoms (Mercia, Sussex, Wessex, East Anglia) - Viking – raids and invasion - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2 curriculum)	There were different contenders to be the King of England in 1066.	Change / continuity
3. The Battle of Stamford Bridge	- Invasions (KS2 curriculum): - Roman – Claudius and Hadrian’s Wall - Anglo-Saxon – settlements and kingdoms (Mercia, Sussex, Wessex, East Anglia) - Viking – raids and invasion - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2 curriculum)	- Harold Godwinson (Anglo-Saxon) beat Harald Hardrada (Viking) at the Battle of Stamford Bridge. - Harold Godwinson’s army then had to march from the north down to the south to deal with the Norman invasion.	- Change / continuity - Cause
4. The Battle of Hastings	- Invasions (KS2 curriculum): - Viking – raids and invasion - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2 curriculum)	- The Battle of Hastings took place in the south of the country and William, Duke of Normandy won. - The Normans used cavalry to beat the Anglo-Saxons.	- Change / continuity - Cause
5. What does the Bayeux Tapestry tell us about the events of 1066? <i>Source analysis</i>	Students should understand how our knowledge of the past is constructed from a range of sources. (KS2 curriculum)	- The Bayeux Tapestry was commissioned by Bishop Odo of Normandy (William’s brother). - The Tapestry provides us with a source to understand the events of 1066.	Source enquiry
6. Threats to the conquest	- The Roman Empire and its impact on Britain – British resistance (KS2 curriculum) - The Viking and Anglo-Saxon struggle for the Kingdom of England - resistance by Alfred the Great and Athelstan, first king of England (KS2 curriculum)	- Morcar and Edwin (Earls of Northumbria and Mercia) rebelled against William which led to the Harrying of the North. - The Harrying of the North was when William destroyed the land and crops in response to the rebellion. This was done to show William’s power.	Consequence
7. The Feudal System	- Conquest (KS2 curriculum): - Roman – Claudius and Hadrian’s Wall - Anglo-Saxon – settlements and kingdoms (Mercia, Sussex, Wessex, East Anglia) - Viking – raids and invasion - The Harrying of the North as a show of power (Y7)	- The Feudal System is a form of control imposed by William after the BoH. - Levels: Kings, Barons, Knights, Peasants - Each level provides loyalty to the level above in order to receive land/food.	Consequence
8. How did the Domesday Book affect Whitchurch?	Norman Power – Harrying of the North, the Feudal System (Y7)	- The Domesday Book was another form of control used by the Normans to control the Anglo-Saxons. - The Book logged everything of value in all towns and villages all over England.	- Consequence - Change / continuity
9. Why does England have so many castles?	Norman Power – Harrying of the North, the Feudal System (Y7)	- The Normans used Motte and Bailey castles – these were built from wooden and then replaced with stone. - Castles were used as a form of control in the local area after the BoH.	Consequence
10. The Church	- Norman Power – Harrying of the North, the Feudal System (Y7) - Religion – Britain’s settlement by the Anglo-Saxons and subsequent conversion to Christianity (KS2 curriculum).	- The Church was the most important building in a village/town – you can tell this by the size of the building. - Religion was incredibly important for Medieval people with everyone going to Church on a Sunday. - The Church would help people too by providing care for the sick.	Consequence
11. Did the Normans bring a ‘truck-load of trouble’ to England in 1066?	- Britain prior to 1066 (KS2 curriculum) - The Norman conquest and subsequent show of Norman power (Y7)	- England changed as a result of the Norman conquest : - Physical landscape changes – Castles and Harrying of the North - Cultural changes – The Domesday Book and the Feudal System	- Change / continuity - Consequence - Interpretation
12. Did the Normans bring a ‘truck-load of trouble’ to England in 1066?	- Britain prior to 1066 (KS2 curriculum) - The Norman conquest and subsequent show of Norman power (Y7)	- Students will be able to formulate an answer to the enquiry question: - Key skills: PEEL paragraph, agreeing or disagreeing with a historian’s interpretation	- Change / continuity - Consequence - Interpretation

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
Medieval Villages	- Domesday book - Feudal system - The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7). - Understanding of sources	- Roles and structures within the Medieval village - Church - was central to people's life - Feudal system determined status and role of individuals	Source analysis Interpretations Significance Causation
Medieval Towns	- Domesday book - Feudal system - The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7). - Understanding of sources	- People lived in much more crowded conditions which often caused disease - Trade - There was a variety of guilds and trades that made up a Medieval town	
Religion in the Medieval period	- Black death (KS2) - Religion – Britain's settlement by the Anglo-Saxons and subsequent conversion to Christianity (KS2 curriculum). - The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7). - Understanding of sources	- Main source of teaching/ knowledge for everyday people - Church had huge influence on people's everyday life - Played a role in caring for people through early hospitals	
Women in the Medieval period (2 lessons)	- The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7). - Understanding of sources	- Women were subservient to men - Specific punishments reserved for Medieval women - The role women played in society – Nuns caring for people in hospitals and wise women	
Life of Medieval peasants	- The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7). - Understanding of sources	- Working and living conditions were incredibly tough for peasants - Peasants worked the land of a local lord - Taxes were high and there was very little in the way of justice	
Peasant's revolt	- William's use of power - The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7). - Understanding of sources	- Power lay with the Lords/ nobles - Peasants were angry about a range of issues including low pay and working conditions - Revolt did achieve some aims in terms of improvements in rights, but not all aims achieved and leader Wat Tyler was killed	
Peasants Revolt	- William's use of power - The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7). - Understanding of sources	- Power lay with the Lords/ nobles - Peasants were angry about a range of issues including low pay and working conditions - Revolt did achieve some aims in terms of improvements in rights, but not all aims achieved and leader Wat Tyler was killed	

Renaissance

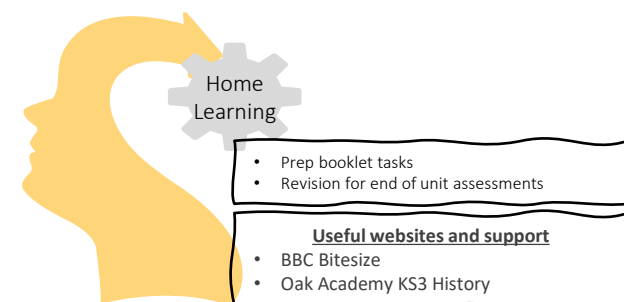
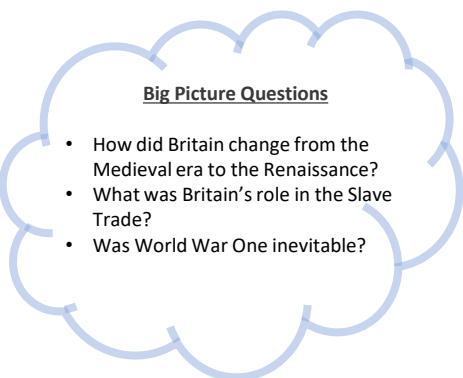
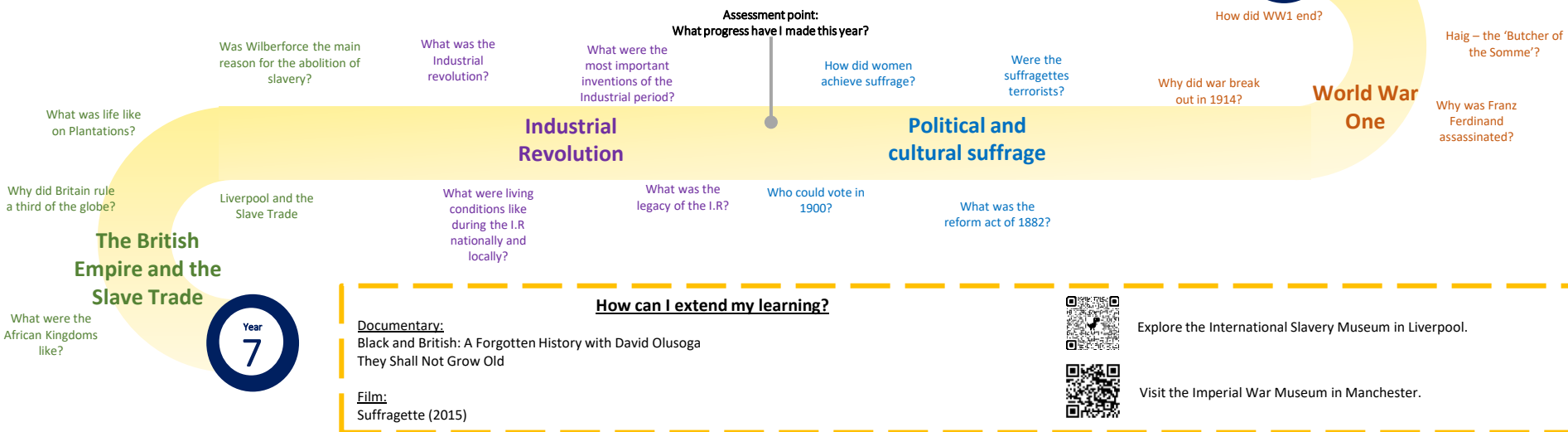
Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
How much did the Renaissance change the world? Intro	- Medieval life - The Church has an important role in society (KS2 & Y7). - Everyone had a position in society (Y7).	- Civil war was caused by introduction of tax, power struggle between King and parliament and because of growing religious tensions - Poll tax was	Change and continuity Interpretation Cause and consequence
How much did religion change during the Renaissance?	- The Church has an important role in society (KS2 & Y7). - Medieval life - Norman conquest	- Henry wanted a divorce from Anne Boleyn and as a result of the Pope refusing, set up his own Church - Religion was changed many times throughout the Tudor period - Churches and bibles were altered depending on who was monarch at the time	
How did the world open up during the Renaissance?	- Medieval life - The Feudal system - Norman conquest and the concept of diverse peoples in Britain	- There were black people in Britain in the Renaissance period - Some of these people held prominent positions such as John Blanke, a trumpeter at Henry VIII's court	
Was the Elizabethan era a golden age of exploration?	- Medieval life - The Feudal system - Norman conquest and the concept of diverse peoples in Britain	- The Elizabethan period saw a rise in exploration, particularly to America and Asia - People like Drake can be considered pirates for raiding Spanish ships - Exploration in this period saw the birth of both the British Empire and Britain's involvement in the enslavement of people - Francis Drake circumnavigated the globe - Experiences gained by British seamen helped them in future battles - Exploration brought riches and new goods to Britain, such as silk and spices	
Britain and Spain: Rivals for the globe?	- Religious changes under the Tudors - Norman conquest and concept of invading foreign powers	- Spain was the biggest global power at the time of the invasion - Phillip wanted to invade due to previously being married to Mary, Elizabeth rejecting his marriage proposal and for revenge for attack on Spanish ships by English pirates - England's Navy relied on mostly merchant ships, which were smaller but more manoeuvrable than Spanish - England won because of a combination of effective tactics, good leadership and luck	
How much did the Renaissance change the World?	- Medieval life - Religious changes under the Tudors - Exploration and concept of trade - Diverse peoples in Britain - Rivalry between Spain and Britain	- The Renaissance did see huge changes to religion, exploration and diversity - Some things changed more than others and at a faster pace	

History

What is my Learning Journey for Year 8?



Marches Academy Trust



Year 8 Curriculum Overview- History

Content Topic/unit name, enquiry question	Disciplinary Concepts (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Concepts (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2) <i>See previous slide for Year 7 2022-23</i>	Future learning (KS3)
The British Empire and the Slave Trade <i>9 lessons</i>	- Cause - Consequence - Source enquiry	- Power - Empire - Slavery	- An Empire is a group of countries under the control of another country. e.g. the British Empire or the Roman Empire. - Countries want an empire for: protection, trade, raw materials, money, power, selling goods - The Triangular Slave Trade transported copper, guns and pots from Europe to Africa, enslaved people from Africa to the Caribbean, and sugar, rum, coffee and cotton from the Caribbean back to Europe. 6 factors led to abolition – religious, media, economic, beliefs and ideas, key individuals and political/legal. - The Slave Trade made ports such as Liverpool, Bristol and London incredibly wealthy.	- William's suppression of rebellions (Year 7) - Feudal System (Year 7)	- World War One and the role of Empires (Year 8) - The decline of the British Empire (Year 9) - Year 9 enquiry – Mughal India.
<i>Industrial Revolution</i>	- Change and continuity - Interpretations - Sources - Significance	- Society - Technology - Power	- A revolution is when a significant change takes place - The Industrial Revolution saw Britain transform from a mainly agricultural society, to an industrial country where things were made in factories - Working conditions in factories were often dangerous and involved working with machinery - The Industrial revolution had many positive impact on the world, such as inventions like the steam engine and Iron-framed buildings.	- Feudal System (Year 7) - Medieval life (Year 7)	- World War One and the role of Empires (Year 8) - Political suffrage (year 8)
Political and cultural suffrage in the 19 th and 20 th centuries <i>8 lessons</i>	- Change/continuity - Source enquiry	- Universal Suffrage - Power - Government	- In the early 1900s, women were considered unable to vote. - The Suffragettes used violent methods to achieve suffrage, the Suffragists used peaceful means. - Emily Davison threw herself underneath a horse at the Epsom Derby 1913. - Women worked during World War One to support the war effort.	- World War One - William's suppression of rebellions (Year 7) - Feudal System (Year 7)	- Post-War World 1945 (Year 9) - GCSE History – Britain on the Western Front / Weimar and Nazi Germany
World War One <i>9 lessons</i>	- Cause - Consequence - Significance - Interpretations	- War - Empire - Power	- World War One broke out in 1914. - There were a variety of long-term causes leading to war (alliances, empires, nationalism, militarism, Weltpolitik) and a short-term cause (assassination of Archduke Franz Ferdinand). - Different groups of people fought or were linked to the Cheshire regiment. - Haig has been called the 'Butcher of the Somme' and is a controversial character.	- The Norman Conquest (Year 7) - The British Empire	- Hitler's rise to power (Year 9) - The Second World War (Year 9) - GCSE History – Britain on the Western Front / Weimar and Nazi Germany

Year 8 History – The British Empire and the Slave Trade
Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
What is an Empire	- Romans (KS2) - Power and how it is wielded (year 7) - Exploration during the Renaissance period (Year7)	- An Empire is a group of states or countries ruled over by a ‘mother country’. - The British Empire at it’s height controlled territory across the globe - There were positives to the British Empire such as the wealth it brought and the trade opportunities it provided - The empire also resulted in Britain imposing British culture on the territories they controlled and slavery was used extensively.	- Change / continuity - Source enquiry - Causation - Significance - Interpretations
African Kingdoms	- Power and how it is wielded (Year 7) - Exploration during the Renaissance period (Year 7)	- Mali had a very wealthy empire ruled over by Mansa Sahrawi. - The Songhai Empire encouraged cohesion between Muslims and Pagans. - Zimbabwe was incredibly wealthy, they had lots of gold and ivory.	
Introduction to the British Empire	- Power and it is wielded (Year 7) - Ideas of slavery from Romans, Vikings, etc. - Exploration during the Renaissance period (Year 7) - Power and it is wielded (Year 7)	- Britain became very wealthy from their Empire - Empires can share resources; this is because there are different resources in colonies. As a result, Empire’s can take parts of these cultures as their own. - Colonies learnt new skills and sports from Empires that are still used today. - Empires forced their colonies to change religion. For example, Britain forced its colonies to become Christian	
Middle Passage	- British Empire’s involvement in the Transatlantic Slave Trade - Exploration during the Renaissance period (Year 7)	The Triangular Slave Trade transported copper, guns and pots from Europe to Africa, enslaved people from Africa to the Caribbean, and sugar, rum, coffee and cotton from the Caribbean back to Europe.	
<i>Auctions (2 lessons)</i>	- British Empire’s involvement in the Transatlantic Slave Trade - Power and it is wielded (Year 7) - Exploration during the Renaissance period (Year 7)	- Enslaved people were often sold by the auction method when reaching America or the Caribbean. - The strongest and healthiest slaves reached the highest price - Slaves were washed and cleaned for auction - Many slaves were separated for their families at Auction	
What was life like on Plantations? <i>Home learning: Complete prep booklet – Slave rebellion and resistance</i>	- Concepts of farming (KS1) - British Empire’s involvement in the Transatlantic Slave Trade - Power and it is wielded (Year 7) - Exploration during the Renaissance period (Year 7)	- Life for slaves – lived in huts, families could be separated, singing and dancing kept culture alive - Work – 10 hour days, would pick and clean cotton - Punishment – brutal whipping, rebels were hanged, pregnant women were beaten - Cotton industry – millions of bales produced per year, 4m slaves worked on cotton	
Was Wilberforce the main reason slavery was abolished?	- Links with the role of religion (Year 7 – Church) - British Empire’s involvement in the Transatlantic Slave Trade - Power and it is wielded (Year 7 – King John) - Exploration during the Renaissance period (Year 7)	- William Wilberforce made speeches against slavery in Parliament. 6 factors led to abolition – religious, media, economic, beliefs and ideas, key individuals and political/legal.	
Consolidation/ adaption/ greater depth	Previous lessons in the Empire unit	Opportunity for students to ensure they have consolidated the above knowledge from this unit of work	

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
What was the Industrial Revolution?	British Empire's involvement in the Transatlantic Slave Trade Medieval life – based on agriculture Feudal System (Year 7)	- A revolution is when something changes completely - The Industrial Revolution saw Britain transform from a mainly agricultural society, to an industrial country where things were made in factories - Many people moved from the countryside and villages to towns and cities to get work in these factories.	Change and continuity Interpretations Sources Significance
Living conditions local and national	Life in a Medieval town and village The opening up of the world during the Renaissance period	- People often lived in crowded conditions in towns - Many towns and cities were very unhygienic - These conditions often led to disease and illness spreading - Whitchurch had a workhouse and railway station built in this period	
Working conditions	Life in a Medieval town and village Feudal System (Year 7)	- Working conditions in factories were often dangerous and involved working with machinery - Many children worked in the factories in appalling conditions and were employed to fit into or underneath the machines when they broke down - People in Whitchurch worked in cheese making, brewing or agriculture	
Inventions	Age of exploration in the Renaissance period	- Many important inventions that modernised the world were invented during the Industrial period, such as the steam engine and the spinning loom. - These inventions had a huge impact on both the quality of life for people in Britain and the wealth of the country.	
Legacy of the I.R	Life in a Medieval town and village	- The Industrial revolution had many positive impact on the world, such as inventions like the steam engine and Iron-framed buildings. - It also resulted in many people living and working on very poor conditions	
Consolidation/ Greater depth/ adaption	Previous lessons in the Industrial revolution unit	Opportunity for students to ensure they have consolidated the above knowledge from this unit of work	

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
English politics 1880	- Industrial Revolution living and working conditions - Feudalism (year 7) - Civil War (year 7)	- Only approximately 2% of the population could vote - In order to vote at this time you had to be a man over the age of 21 and own property - Pocket boroughs were when there was no contest between the two main parties as the landowner decided who would be MP - Rotten boroughs – places where the population was tiny and yet they had an MP or even two - Big industrial towns like Manchester, had 0 MPs	Change and continuity Causation Interpretation Source analysis
Peterloo	- Industrial Revolution living and working conditions - Feudalism (year 7) - Civil War (year 7)	- On 16th August 1819, 60,000 peaceful protestors from across Manchester met in St Peter's Field to protest their demand for the right to vote - The local militia attacked the protestors from horseback and used their sabres (swords) to break up the crowd. 11 people were killed after the militia attacked and many more were injured. The protestors fled and went home. - Peterloo left people even more determined to get political Reform	
Reform act 1832	- Industrial Revolution living and working conditions - Feudalism (year 7) - Civil War (year 7)	- Politicians were worried about demonstrators taking over the country so introduced some political reform - As a result of the Reform act of 1832, more people could vote – 450,000 up to 800,000 - Industrial towns like Birmingham and Manchester got an MP for the first time - Some of the Rotten boroughs were removed	
Chartists	- Industrial Revolution living and working conditions - Feudalism (year 7) - Civil War (year 7)	- Chartism was a working class movement, which emerged in 1836 and was most active between 1838 and 1848 - The aim of the Chartists was to gain political rights and influence for the working classes. - The Chartists demanded every man over 21 should be able to vote and ballots should be secret	
A woman's place	- Industrial Revolution living and working conditions - Feudalism (year 7) - Civil War (year 7) - Medieval women (year 7)	- The aim of the Chartists was to gain political rights and influence for the working classes. - If a woman had a job, they were always paid less than men and they were only allowed jobs that were deemed suitable by men, such as nurses, cleaners, nannies, teachers - Women did not have any right to vote throughout the 19th century.	
Suffrage movement	- Industrial Revolution living and working conditions - Feudalism (year 7) - Civil War (year 7) - Medieval women	- Suffragists campaigned peacefully and were led by Millicent Fawcett - Suffragettes campaigned more violently and were led by Emmeline Pankhurst - During WW1 women worked the jobs vacated by men	
Did Davison mean to become a martyr	- Industrial Revolution living and working conditions - Feudalism (year 7) - Civil War (year 7) - Medieval women	- A martyr is someone who has died for their beliefs - Emily Davison bought a return ticket and had been seen pinning pennants on horses in Morpeth before the race day	
Were the suffragettes terrorists?	- Industrial Revolution living and working conditions - Feudalism (year 7) - Civil War (year 7)	- Suffragettes used a range of violent methods such as arson and bombings - Some historians claim that the Suffragettes felt this was the only way women would be heard	

2025/ 2026

Year 8 History – WW1
Curriculum Unit Core Elements

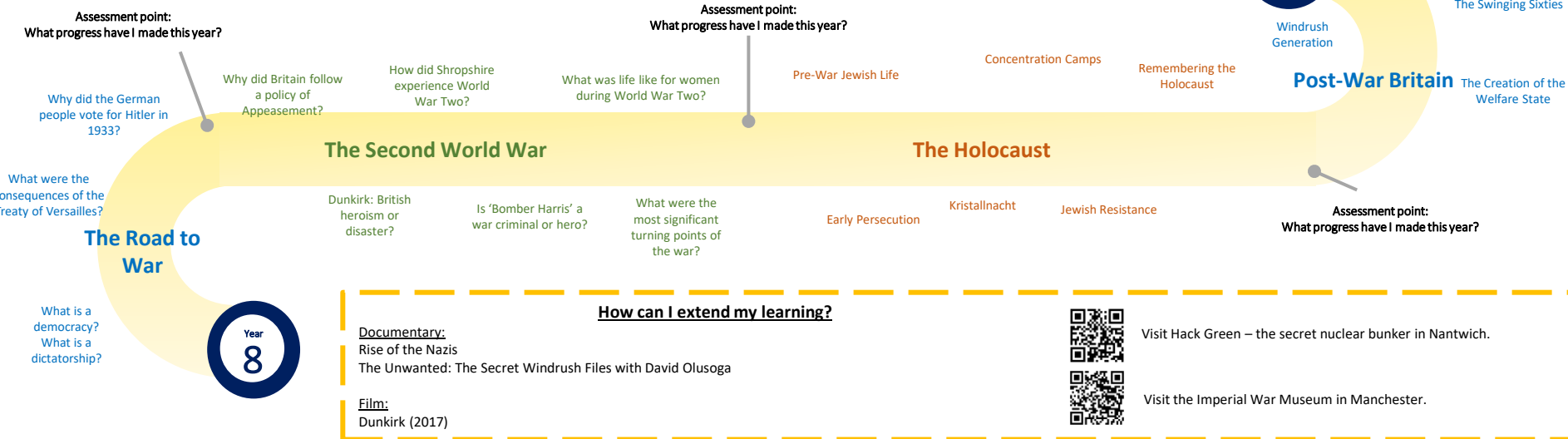
Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
Europe in 1914 Long term causes	Norman Conquest (Yr 7) Empire Monarchy (year 7) Empire Monarchy (year 7)	Alliances – how and why they were formed Nations and Nationalism – how and why there was a strong sense of nationalism in 1914 Militarism – desire of European nations to build up armies and prove their army is the best Nationalism – Strong sense of national pride in Europe in the early 20 th century Alliances – Countries grouping together to ensure greater security	Change/ continuity Cause/ consequence Source enquiry Significance Interpretations
Short term causes	Empire Renaissance – Technological advancements	Militarism – desire of European nations to build up armies and prove their army is the best Nationalism – Strong sense of national pride in Europe in the early 20 th century Alliances – Countries grouping together to ensure greater security Assassination of Archduke Ferdinand – the spark that leads to WW1	
Diverse narratives: Trenches (2 lessons)	Migration (KS2) Alliance system and British Empire Renaissance – Technological advancements	Changing nature of modern warfare – Technology and use of trenches Empire – diverse nature and roles of those who fought for and alongside Britain in WW1 Impact of WW1 on local area – focus on Cheshire regiments	
Haig and the Somme	Migration (KS2) Alliance system and British Empire Renaissance – Technological advancements	20,000 soldiers killed on the first day of the battle of Somme Haig was the first General to use tanks in numbers Over 1.2 million men from both sides died at the Somme	
Women on the home front	Women's suffrage Medieval women Political nature of Britain in the 1800's & early 1900's	Women filled jobs vacated by men who were called up to fight They worked in a variety of industries such as factories, working on the railways and even the police force When the men returned, women were expected to give up their roles	
End of WW1	Migration (KS2) Alliance system and British Empire Renaissance – Technological advancements	USA entering the war on the side of the triple Entente in 1917 marked a big turning point in the war On 8 August 1918, the French and British armies launched the Hundred Days Offensive - a counter-attack, which pushed the Germans back. Germany signed the armistice on 11 th November 1918 due to food shortages and discontent back home and the realisation they couldn't win.	
Consolidation/ adaption/ greater depth Impact/ legacy of WW1 – technology/ political/ medical etc.	Migration (KS2) Alliance system and British Empire Renaissance – Technological advancements	Opportunity for students to ensure they have consolidated the above knowledge from this unit of work WW1 resulted in many technological advancements in both weaponry and medicine	

History

What is my Learning Journey for Year 9?



Marches Academy Trust



Big Picture Questions

- What was behind the rise of fascism?
- What was the impact of World War Two on the world?

#RealWorldReady

- Political ideologies: capitalism and communism
- Fascism and why it rises
- The role of the historian curating museum exhibits and researching for films.
- Political campaign jobs/roles

Home Learning

- Prep booklet tasks
- Revision for end of unit assessments

Useful websites and support

- BBC Bitesize
- Oak Academy KS3 History

Year 9 Curriculum Overview- History

Content Topic/unit name, enquiry question	Disciplinary Concepts (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Concepts (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
The Road To War	- Cause - Consequence - Significance	- Power - Political ideologies - Democracy / dictatorship	- The German people did not like the Treaty of Versailles. - Germany had to pay £6.6bn in reparations, lost land, lost some of their army and their air force, and received the blame for World War One. - Hitler became the leader of the German Worker's Party and renamed it the National Socialist German Worker's Party (NSDAP). - Hitler appealed to the German people because; talented public speaker, propaganda, the SA and the Wall Street Crash.	- World War One (Year 8) - Role of government (Year 8) - Political suffrage (Year 8)	- The Second World War (Year 9) - GCSE History – Weimar and Nazi Germany
The Second World War	- Interpretations - Source enquiry - Cause - Consequence	- Power - War - Invasion	- Britain was reluctant to take part in another war which led to Appeasement. - Arthur Harris ordered bombings to take place in Dresden. - The British had to be evacuated from Dunkirk in June 1940 and did not return to Europe until D-Day in 1944. - Women had a variety of jobs during WW2 – spies, land army, munitions. - Shropshire had a flood of military personnel, evacuees and refugees. - A significant part of the fighting in the Second World War took place on the Eastern Front	- World War One (Year 8) - Hitler's rise to power	GCSE History – Weimar and Nazi Germany
The Holocaust	- Significance - Source enquiry - Cause - Consequences	- Power - Persecution	- What was pre-war life like for Jews in Europe? - How early persecution of Jews started to take hold in Germany, especially with the Nuremberg Laws and early boycotts. - The events of Kristallnacht and how they signaled a shift in violence toward the Jews - The development of Concentration and Death Camps, particularly Auschwitz, Treblinka and Dachau - Jewish resistance to the Holocaust	- World War Two (Year 9) - The Holocaust (Year 9 RE)	GCSE History – Weimar and Nazi Germany
Post-War Britain	- Change/continuity - Source enquiry - Interpretations	- Migration - Empire - Cultural Change - Economics	- After 1945, Europe was decimated – there was a choice between Capitalism and Communism. - The British Empire declined after WW2 because it was hard to justify after fighting the Nazis and it was too costly. - The establishment of the Welfare State - Britain became a more diverse country due to the Windrush generation. - The changing cultures of Britain, encapsulated by the Swinging Sixties	- The Second World War (Year 9) - British Empire (Year 8)	GCSE History – Superpower relations and the Cold War

Year 9 History – The Road to War
Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
What can we remember from Year 8?	Year 8 curriculum key concepts	- Centuries - Chronology	Sense of chronology
1 & 2. Democracy and Dictatorship	- Role of government (Year 8) - Political suffrage (Year 8)	- Dictatorship - One person or group have total control of how a country is governed. Ordinary people have no say and can be punished for criticising the leader. - Democracy - Ordinary people have a say in how their country is governed. They usually vote in elections to choose who will represent them	Similarity/difference
3 & 4. The Treaty of Versailles <i>Home learning: Complete prep booklet – Hitler</i>	World War One (Year 8)	- The German people did not like the Treaty of Versailles. - Germany had to pay £6.6bn in reparations, lost land, lost some of their army and their air force, and received the blame for World War One.	Consequence
5. The Wall St Crash	- The Treaty of Versailles - Democracy vs Dictatorship	- Hitler became the leader of the German Worker's Party and renamed it the National Socialist German Worker's Party (NSDAP). - Hitler appealed to the German people because he was a talented public speaker. - Hitler used propaganda to enhance his appeal. - The SA intimidated Hitler's political opponents. - The Wall Street Crash and Great Depression accelerated Hitler's rise to power.	Cause
6. Rise of Dictatorships across Europe	- The Treaty of Versailles and the Wall St Crash - Democracy vs Dictatorship	- The Treaty of Versailles and the Great Depression created instability across the world which led to a rise of dictatorships.. - Economic problems spread across the world.	Consequence

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
1. Triggers of War	- World War One (Year 8) - The Treaty of Versailles - Democracy vs Dictatorship	- The role of appeasement in the rise of Hitler and the increasing tensions in Europe - Arguments to support appeasement: fear of communism, cost of war, not ready for war, Hitler's limited aims, 'legality' of Hitler's actions, public hostility.	- Interpretations - Cause - Source analysis
2. Dunkirk	World War One (Year 8)	- German Blitzkrieg meant that the British and French armies were pushed back to Dunkirk. - There was a risk that the entire BEF would be destroyed. - Operation Dynamo saw 'small boats' rescue the BEF. - Dunkirk was a military disaster but was spun as a victory.	- Interpretations - Source analysis
3. Battle of Britain	World War One (Year 8)	- The significance of the Battle of Britain as Britain stood alone against the Nazis. - The role of individuals from across the world in helping to win the Battle of Britain. - The significance of the Battle in pushing Hitler and the Nazis to the East.	- Consequence - Significance
4 & 5 How did Shropshire experience World War Two?	- Dunkirk - World War One (Year 8) - Shropshire through time (Years 7 and 8)	- Shropshire had a flood of military personnel, evacuees and refugees. - Shropshire experienced blackouts, air raids and rationing, but did not have the horrors of the Blitz. - Iscoyd House was used as a hospital during World War Two. - Hinton Hall in Whitchurch was Czechoslovakian boarding school with many German students.	Source enquiry
6. Women in WW2 –	- Political and cultural suffrage (Year 8) - Diverse narratives (year 8) - Medieval Britain – role of women (year 7)	Roles women played on the Homefront – understand how women contributed in WW2 through the land army, services and factories and the impact this had on WW2	- Source enquiry - Cause/ consequence
7. D-Day	- Dunkirk - Rise of Hitler	- To understand what D-day was, why and how it was planned and carried out - To understand the significance of D-day in the wider context of WW2	- Source enquiry - Significance

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
8. Is Sir Arthur Harris a war criminal or war hero?	- World War One (Year 8) - Haig – Butcher of the Somme? (Year 8)	- Operation Sealion's aim was to try and destroy the Royal Air Force and also the factories that supplied it. - The pilots who fought in the Battle of Britain became known as 'The Few'. There were pilots from across the Empire. - Dresden was retaliation for the Battle of Britain. - Arthur Harris is a controversial figure due to his policy of 'saturation' or 'area' bombing of German cities, namely Dresden.	- Interpretations - Source analysis
9. War in the East – Why did the Operation Barbarossa fail?	D-day WW1 – Alliances/ militarism (year8) WW1 -Technological advancements in Warfare (year 8)	Pearl Harbour - Understand what happened at Pearl harbour and give reasons for why it was and wasn't justified Atomic bomb – Understand why the Atomic bomb was dropped and the impact it had and give reasons for why it was and wasn't justified	Source enquiry Significance Interpretations
10. Hiroshima and Nagasaki	World War One and the preceding events of World War Two	- The development of the atomic bomb - The dropping of the bomb - The consequences of the bomb, both on Japan and the wider historical context	Cause and consequence
11 and 12. Turning Points of the War	World War One and Two	A key summary of the key events through the World War Two unit	Significance and turning points

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
1. Pre-War Jewish Life	- World War Two - The Rise of the Nazis	- What life was like for the Jews in Europe before the 1930s. - The types of communities Jews lived in across Europe at this time.	- Interpretations - Source analysis
2. Early Persecution	- World War Two - The Rise of the Nazis	Anti-Semitism in the 1930s and the rise of increasingly extreme laws that persecuted the Jews e.g the Nuremberg Laws	- Source enquiry - Significance - Interpretations
3 and 4 Kristallnacht	- World War Two - The Rise of the Nazis	- The build up to and the events of Kristallnacht - How this showed an escalation in violence of the treatment of Jews in Germany	Cause and consequence
5. Concentration Camps	- World War Two - The Rise of the Nazis	- The move from the Ghettos to Concentration camps and the Final Solution - The difference between Death Camps and Concentration camps and how some camps performed both 'functions' for the Nazis.	Significance and turning
6. Jewish resistance	- World War Two - The Rise of the Nazis	The wide range of ways that Jews resisted the Holocaust, especially through uprisings in Ghettos and in Warsaw.	- Source analysis - Significance
7. Who is responsible?	- World War Two - The Rise of the Nazis	The roles of different German people in the Holocaust, ranging from those who resisted, stood by and then perpetrated the Final Solution.	Interpretation and responsibility
8. Remembering the Holocaust	- World War Two - The Rise of the Nazis - The Holocaust (RE)	Features of a memorial and the different ways in which the Holocaust has been and can be remembered	- Interpretation - Source Analysis

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
1. Post-War World	- The Second World War - Democracy vs dictatorship	- Post WW2 – Understand that the allies were divided after WW2 - Ideologies – Know the difference between capitalism and communism and be able to give examples of key beliefs of both and name capitalist and communist countries	- Change/continuity - Source enquiry - Interpretations - Significance
2. Creation of the Welfare State	- The Second World War - Democracy vs dictatorship	- William Beveridge and his 1942 Report - The Creation of the NHS - Social Problems in WW2 - The Five ‘Evils’	
3. Windrush Generation	- The Second World War - British Empire and role in the Slave Trade (Year 8) - Diverse narratives (year 8) - Diversity in the Renaissance period (year 7)	- Empire - Understand why the British Empire was dismantled and evaluate the impact it had - Changing attitudes – understand how the attitude towards the Empire changed - Britain became a more diverse country due to the Windrush generation.	
4. End of Empire	- Diverse narratives (year 8) - The growth of the Empire (Year 8)	- Downfall of the British Empire in India, Jamaica, Hong Kong and Kenya - The various decolonisation movements and the different ways the Empire ended	
6. Swinging Sixties	- Diverse narratives (year 8) - Diversity in the Renaissance period (year 7)	Social change in the 1960s, including changes in music, fashion and the economy	
7 and 8. Thatcher’s Changing Britain	- Diverse narratives (year 8) - Diversity in the Renaissance period (year 7)	- Margaret Thatcher and her policies in changing Britain during the 1980s, including privatization and changes in the economy. - The miners’ strike and its consequences in the country	

GCSE History

What is my Learning Journey for Year 10?



Marches Academy Trust



Year 10 Mock Exams:
What progress have I made this year?

Assessment point:
What progress have I made this year?

Renaissance Medicine:

- What causes disease?
- What prevents disease?
- How are people treated for disease?
- What are the roles of key individuals?
- Case study: The Black Death

Modern Medicine:

- What causes disease?
- What prevents disease?
- How are people treated for disease?
- What are the roles of key individuals?
- Case study: Lung Cancer

Assessment point:
What progress have I made this year?

The Weimar Republic 1918 – 1929

- What were the key challenges?
- What was the role of Stresemann?
- Was it a 'Golden Age'?

Nazi Control and Dictatorship 1933 - 1939

- What was the role of propaganda?
- How was terror used?
- How was Hitler able to create a dictatorship?

Life in Nazi Germany 1933 – 1939

- What was life like for women and children?
- How did the Nazis reduce unemployment?
- What was life like for minorities and Jewish people?

Medicine Through Time

Weimar and Nazi Germany

Assessment point:
What progress have I made this year?

Year
9

Early Modern Medicine:

- What causes disease?
- What prevents disease?
- How are people treated for disease?
- What are the roles of key individuals?
- Case study: John Snow and the Broad Street Pump

Britain on the Western Front:

- What was the trench system and environment?
- What was the role of the RAMC and FANY?
- How did medical knowledge change as a result of World War One?

Hitler's Rise to Power 1919 – 1933

- Why did the Munich Putsch fail?
- What were the reasons for the growth of support for the Nazi party?
- What was the impact of the Wall Street Crash?

How can I extend my learning?

Documentary:

BBC Teach – Medicine Through Time
The Rise of the Nazis

Knowledge recap:

GCSE Pod



Visit Sick to Death in Chester.



Visit the Imperial War Museum in Manchester.

Big Picture Questions

- Why has medical knowledge changed?
- How was Hitler able to create a dictatorship from a democracy?

#RealWorldReady

- Fascism and why it rises
- Understanding the purpose of sources and pieces of information
- Political campaign jobs/roles

Home Learning

- Revision and consolidation tasks
- Past paper questions

Useful websites and support

- BBC Bitesize
- GCSE Pod

The Big Picture

Students study three GCSE topics, and cover all the content and skills for Paper 1 and Paper 3. Paper 1 Medicine Through Time and Britain on the Western Front and Paper 3 Weimar and Nazi Germany.

Year Group: 10

Intent

Units covered: Medieval, Renaissance, Early Modern and Modern Medicine. Britain's role on the Western front. Weimar Germany, Hitler's rise to power, Hitler's Germany.

Skills covered: students will look at change and continuity within Medicine, source analysis skills including utility and inference and lastly dissection of interpretations including how and why they differ.

How does this link with their previous learning? Students began the introduction to Medicine by covering Medieval in year 9. The skills are all skills that students have begun to grow from years 7-9 including the GCSE question wording which features in all KS3 assessments.

Implementation

- The three GCSE units are organised chronologically. See scheme overview for details.
- LORIC** will be promoted through the incorporation of group tasks, including sugar paper source analysis tasks. Students will have independent ownership of GCSE work booklets where onus is on them to use this as a tool for independent revision, organisation and extended reading.
- Flipped learning activities will be set as homework tasks including GCSE pod booklets. GCSE exam questions are set as home learning tasks to practice exam skills. Flashcards/Mind Map outlines will be set to encourage revision continuously throughout the year.

Where are the WOW moments?

Students will experience the system of evacuation in the First World War at all 4 stages including the RAP, Dressing Stations, Casualty Clearing Station and Base Hospital. There is an extended revision project homework on Medicine. There is the opportunity for role play with the Munich Putsch and other events.

How are literacy skills to be developed and extended?

All answers are written, extended answers. Structure strips are used through the GCSE course to help guide answers. Full key word lists and glossaries feature in all GCSE booklets to help students learn and process difficult historical terminology.

Low stakes testing and AFL will take place frequently throughout the year molding to the needs of the class.

Facts tests regularly feature in the booklet as a starter to test previous knowledge recall.

Live marking will take place in every lesson where possible.

Autumn Term

Two full Medicine papers are completed as exam assessments on each time period.

Spring Term

One full Medicine paper and one Britain on the Western Front Paper.

Summer Term

Year 10 mock exam on Paper 3 (Weimar and Nazi Germany).

Impact

By the end of the year students in year 10 will have a confident understanding of the changes and continuities throughout Medicine since 1250. They will be able to comment on why historical sources are useful, and how to follow a source up. Students should have a detailed knowledge of life in Weimar and Nazi Germany, being able to recall specific facts/examples. Students should feel confident about GCSE interpretations knowing what they are, which parts they agree with using their own knowledge and why they may differ.

GCSE History

What is my Learning Journey for Year 11?



Year 11 Exams

November Mock Series

The origins of the Cold War: 1941 – 1958:

- Early tension between East and West
- The development of the Cold War
- The Cold War intensifies

Cold War crises, 1958 – 1970:

- Increased tension between East and West
- Cold War crises
- Reactions to crisis

Superpower Relations and the Cold War 1941 - 1991

The end of the Cold War, 1970 – 1991:

- Attempts to reduce tension between East and West
- Flashpoints
- The collapse of Soviet control of Eastern Europe

January Mock Series

Henry VIII and Wolsey, 1509 – 1529:

- Henry VIII - Renaissance Prince?
- The rise of Wolsey and his policies
- Wolsey's foreign policy
- Wolsey, Catherine, the succession and annulment

Henry VIII and his ministers 1509 - 1540

Henry VIII and Cromwell, 1529 – 1540:

- Cromwell's rise to power, 1529–34
- Cromwell and the king's marriages
- Cromwell and government, 1534 – 1540
- The fall of Cromwell

The Reformation and its impact, 1529 – 1540:

- The Break with Rome
- Opposition to and the impact of the Reformation, 1534 – 1540
- The dissolution of the monasteries
- The Pilgrimage of Grace, 1536



How can I extend my learning?

Documentary:

Six Wives with Lucy Worsley
The Cold War: Seven Minutes to Midnight

Films and TV series:

Oppenheimer (2023)
Wolf Hall



Find out about the Tudors life and visit Little Morten Hall in Cheshire.



Visit the Imperial War Museum in Manchester.

Big Picture Questions

- Why were the tensions between the USA and USSR?
- How did Henry change the Church in England?

#RealWorldReady

- Political ideologies: capitalism and communism
- How the changes Henry made impact the Church today
- International political tensions
- Political campaign jobs/roles

Home Learning

- Revision and consolidation tasks
- Past paper questions

Useful websites and support

- BBC Bitesize
- GCSE Pod

The Big Picture

Year Group: 11

Students cover all of Paper 2 in year 11, which is a knowledge-based paper with no source or interpretation questions. The one lesson per week is designed for recall and practice of the skills of Paper 1 and 2 from Christmas onwards.

Intent

Units covered: Superpower relations and the Cold War 1949-1990 and Henry VIII and his Ministers.

Skills covered: Students will look at consequence, importance and historical narratives in the Cold War with change and continuity the main feature of Henry VIII. One lesson per week after the Autumn Term will be dedicated to year 10 content and skills including source skills.

How does this link with their previous learning? Continues chronologically on from Weimar and Nazi Germany up until 1990. Henry VIII is a stand-alone topic which allows them to revisit the knowledge of the Renaissance when looking at Henry VIII.

Implementation

- 3 lessons per week, all Cold War up until Christmas. Henry VIII in two lessons per week after Christmas. 1 lesson per week for consolidation and practice of previous skills.
- **LORIC** will be promoted through the incorporation of group tasks, including sugar paper source analysis tasks. Students will have independent ownership of GCSE work booklets where onus is on them to use this as a tool for independent revision, organisation and extended reading.
- Flipped learning activities will be set as homework tasks including GCSE pod booklets. GCSE exam questions are set as home learning tasks to practice exam skills. Flashcards/mind map outlines will be set to encourage revision continuously throughout the year. Specifically narrative account cards will be constructed for the Cold War.

How are literacy skills to be developed and extended?

The use of process words such as 'catalyst, deteriorated, escalated' are a key feature of all of the Cold War unit. Students are presented with these and encouraged to research sophisticated terms to reach top marks. Peer and self marking activities highlight this for identification and development.

The practicing of extended essay writing in the Paper 1 and Paper 3 one lesson per week practice allows the format to be developed. A focus on how to use the PEEL format.

Low stakes testing and AFL will take place frequently throughout the year molding to the needs of the class.

Facts tests regularly feature in the booklet as a starter to test previous knowledge recall.

Live marking will take place in every lesson where possible.

Autumn Term

Full Paper 1 and 3 during first set of mock exams.

Spring Term

Full Paper 1, 2 and 3 during second set of mock exams.

Possibility of second Paper 2 mock depending on results.

Summer Term

Real exams in all 3 papers.

Impact

The knowledge of all of Paper 2 should be coherent by the end of the Spring Term (bringing chronology up to 1990 historically, with a depth study on Henry VIII). The newest skills of consequence and constructing a historical narrative will have been learnt and applied to Cold War content.

Crucially, the retention of knowledge should have resulted in a positive improvement across the two sets of year 11 mock exams.

A Level History Overview

What is my Learning Journey?

What to expect...

Content – establishing and consolidating Communist rule, development of East German state, life in East Germany and crisis and collapse of communist rule in the GDR.

Assessment – In class timed essays, including source and essay questions.

Bigger Picture Question

What was life like in the GDR? How did rule in the GDR collapse?

What to expect

Opposition in Nazi Germany (Coursework)

Content – Reasons for public health reforms, changes in public health.

Paupers and pauperism, Poor Law Amendment Act, government (self help and charity), social and welfare reforms and poverty in interwar years.

Assessment – In class timed essays.

Bigger Picture Question – Why was there changes to public health? What impact did the welfare reforms have?

What to expect

Content – Opposition and resistance in Nazi Germany. From groups such as women, the Church and army.

Assessment – 4000 word document

Bigger Picture Question – How effective was the opposition? Which group posed the greatest amount of opposition?

Poverty and Public Health

On to Higher education

USSR, from Lenin to Yeltsin

What to expect

Content – Communist governments, industrial and agricultural policies, control of the people, social developments and collapse of the USSR.

Assessment – In class timed essays, including an interpretation question

Bigger Picture Question – How did the USSR exert control? How effective were the economic policies?

Bigger Picture Question:-

How effective was Communism as an ideology for a country?
How effective was opposition?
Why did the government become more active in public health?

Cultural Connections/ #Realworldready

- Current international political tensions between the West and Russia
- Political and economic ideologies
- Public Health and the NHS
- Using sources

Home Learning

You will be set revision and consolidation tasks to complete at home

What can I do at home?

For Russia and GDR, look at your wider reading lists.

Create revision resources for each sub topic, flash cards and mind maps

Apply knowledge to exam questions

You will use your information booklets and GCSE pod Resources to complete these.

The Big Picture

Students complete 50% of their a-level including the unit on Russia 2 lessons per week, with the GDR the remaining 2 lessons per week. Students complete GDR in the Spring Term and start their coursework (20%) for the remaining Summer Term.

Year Group: 12

Intent

Units covered: Russia (30%) German Democratic Republic (20%). See unit overviews for specific topics.

Skills covered: students develop source enquiry skills (GDR), change/continuity, significance, sim/difference and historical interpretations (Russia and coursework).

How does this link with their previous learning? Students are building upon the extended writing, source and interpretations skills from GCSE. Topics of Russia and the GDR link well with the Superpower Relations and the Cold War unit at GCSE.

How can this be extended? Wider independent reading. Links with current events in the news about international tensions especially regarding America and Communist nations.

Implementation

- The GDR and Russia units are taught in parallel to ensure feedback over numerous skills can be given at once for a rounded picture of student progress.
- **LORIC** will be promoted through the insistent on flipped learning and reading of the knowledge of topics. Organisation of folders and learning materials will be checked regularly. Presentations to the class on knowledge topics are frequent.
- Flipped learning activities will be set as homework tasks including the gathering of notes for lessons. In addition, independent revision on each topic. Set 20-mark essays will be set periodically. MAD Time tasks in relation to these can also be homework activities.

• **Where are the WOW moments?**

Real-life footage of the key events, such as the collapse of the Berlin Wall. Manchester University lecture on Russia over time.

• **How are literacy skills to be developed and extended?**

Coaching on extended essay skills, evaluative language and how to incorporate a criteria into introductions. Exposure to historian's works and the language/academia used. Wider reading list supplied for all topics, including a large bank of books in the library.

Consider your assessment Markers

- Moderation after both mocks.
- Weekly written formal assessments with one page profile feedback per week. Either source, own knowledge or interpretations questions.
- Regular folder checks.

Autumn Term

Induction based assessment in both units. Students complete one essay per week in one of the units.

Spring Term

January mock exams in Paper 1 and 2. Students complete one essay per week in one of the units.

Summer Term

June mock exams in Paper 1 and 2. Paper 1 interpretations essays weekly. Coursework regulations- no formal feedback until first draft.

Impact

By the end of the year students should be fully familiar with the exam requirements and exam questions of Paper 1 and 2. Students should have a chronological understanding of the leaders and their policies in Russia from Tsarist Russia to Gorbachev/Yeltsin. Within the GDR students will have a narrative of events from 1949-1990 with a depth of knowledge about all areas of society such as the economy and welfare. Student's skills in interpretations will show a clear understanding of the 4 reasons the Soviet Union fell and how convincing they find the arguments. Source skills of looking at NOP and setting sources in the context to which they were made will have been developed and applied to a range of sources.

Next year students will have one lesson per week of revision of Russia and GDR to aid consolidation and practice of exam skills.

The Big Picture

A detailed look at Russia. 1917-1991 from Lenin to Yeltsin.

Year Group: 12 Russia

Intent

Units covered: Communists governments in the USSR, industrial and agricultural change, control of the people, social developments and reasons for the fall of the USSR

Skills covered: Own knowledge essays and how to write them (explanation and evaluation) and analyzing historians interpretations

How does this link with their previous learning? Builds on their knowledge of the Cold War from GCSE

How can this be extended? Wider reading of the subject is expected, using the wider reading list provided in the course handbook.

Implementation

- The lessons will be taught chronologically but signposting to which theme each lesson is on, through the SOW provided to students in the course handbook
- **LORIC** will be promoted through the requirement of independent learning outside lesson time ready for application to skills within the lesson. Organisation is essential in keeping on top of homework and consolidation. Group work will be used for presentation and interpretation skills. This will also develop their communication and being able to be a leader in learning.
- Wider reading and consolidation is essential outside of lessons, frequent essays outside school

Where are the WOW moments?

WOW moments will include group presentations so students lead the learning on Russian education. Other moments include the atrocities of the 1930s during Stalin's purges. In addition, enquiry into the use of terror during the during various rulers.

How are literacy skills to be developed and extended?

High standards of literacy will be essential for essay writing and skills. This will be done through academic language mats (in handbook) and marking of essays. Feedback on a selection of essays will focus on written communication and forming essays.

Low stakes testing in class with feedback. On going essays through out the year based on learnt knowledge for homework.

Autumn Term

Section A and B mock
On going essays and wider reading.

Spring Term

Section A and B mock
On going essays and wider reading.

Summer Term

Whole paper mock
On going essays and wider reading.

Impact

By the end of the year students in year 12 will have a detailed understanding of Russia from 1917 to 1991. They will be confident in writing depth and breadth own knowledge essays. Students will also have analysed and evaluated historians interpretations relating to the 4 key historical debates about the fall of the USSR. Students will be able to explain change and continuity across the time period as well as draw out and evaluate similarities and differences. In addition, students will be able to explain and evaluate the importance of events on the impact on the Soviet Union.

The Big Picture

Year Group: 13

Poverty and Public Health accounts for 30% of their final a-level grade- 3 lessons per week. Students complete their final coursework draft before the end of Autumn 1 term (Nazi Germany). One lesson per week is on separate revision of year 12.

Intent

Units covered: Poverty and Public Health 1780-1939 in Britain. One lesson per week is dedicated to revision of Russia and GDR from year 12 with a primary focus on essay writing.

Skills covered: source enquiry and the extent a source is useful to two different enquiries. Change and continuity, consequence, sim/diff and significance.

How does this link with their previous learning? Students are recalling and applying knowledge from year 12 units one lesson per week. The Poverty unit links with previous GCSE learning on Medicine Through Time.

How can this be extended? Through exploration of contemporary texts and looking at historian's works other than the 2 standard textbooks.

Implementation

- Students are taught the two breadth topics of Poverty first to give an overview of the time period 1780-1939. Followed by 5 depth topics spanning the whole time period. Please see the individual Excel overview for specific topics/lessons.
- LORIC** will be promoted through the insistent on flipped learning and reading of the knowledge of topics. Organisation of folders and learning materials will be checked regularly. Presentations to the class on knowledge topics are frequent.
- Flipped learning activities will be set as homework tasks including the gathering of notes for lessons. In addition, independent revision on each topic. Set 20 mark essays will be set periodically. MAD Time tasks in relation to these can also be homework activities.
- Where are the WOW moments?**

Case study on a local workhouse to highlight the impact on the surrounding area. Optional trip to this location.

- How are literacy skills to be developed and extended?**

Coaching on extended essay skills, evaluative language and how to incorporate a criteria into introductions. Exposure to historian's works and the language/academia used. Year 13 in particular focuses on 'old' English and recommended reading of the classics such as Dickens to aid this is promoted.

Consider your assessment Markers

- Moderation after first mocks.
- Moderation after Term 1 of GDR and Russia essays.
- Weekly written formal assessments with one page profile feedback per week. Either source, own knowledge or interpretations questions.
- Regular folder checks.

Autumn Term

Weekly essay set throughout the year on either GDR, Russia or Poverty. Timed in class essay at least one per half term.

Spring Term

See above.
Mock exams in January (all 3 papers)

Summer Term

Real exams in the Summer Term. 3 papers.

Impact

A comprehensive knowledge of 5 depth topics (paupers and pauperism, Poor Law Amendment Act, the government and self help, social and welfare reforms and depression and the dole. In addition to an understanding of the 2 breadth topics of impetus for change 1780-1939 and changes in public health in the time period.

Students should be fully prepared for their final a-level exams in all 3 papers by having practiced and applied skills in significance, change and continuity, similarity and difference and source enquiry.