



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

HISTORY

INTENT

“A people without the knowledge of their past history, origin & culture is like a tree without roots” - **Marcus Garvey**

Young people need a sense of history in order to understand themselves, their identity and the world around them. They need to be able to ask questions and evaluate the answers they receive – never settling for a shallow answer and pushing for a deeper explanation. History should inspire curiosity and a desire to never stop wanting to find out more.

History gives students:

- The ability to research, filter and prioritise information.
- A framework for questioning sources of information and evaluating which are trustworthy and reliable.
- A solid knowledge of the culture on which the country is founded – why do we do what we do?

These prepare students for careers as:

- Lawyers
- Reporters
- Teachers
- Police Officers
- Diplomats
- Writers
- Doctors
- Politicians
- Social workers



YEAR GROUP

YEAR 11

RATIONAL / NARRATIVE

By Year 11 are students are confident in their knowledge and understanding of history, but we aim to broaden their narrative by transporting them to the Middle Ages and unpicking whether society a thousand years ago was really any different from today. Students think they are familiar with the stories of 1066, but through engaging lesson enquiries and the use of academic literature, we intend to impress that they are only now responsible and mature enough for the real narrative.

By Year 11, students are ready to bloom. They have to draw upon all of their knowledge and skills that they have learned throughout their entire journey in History in order to be successful, creative and happy. Students understand that History is diverse and rich with different people trying to tell their own stories, and often leave with a desire to never stop wanting to find out more.

TERM KNOWLEDGE

AUTUMN 1

Edexcel GCSE History 9-1

Edexcel GCSE 9-1
Key topic 1: Anglo-Saxon England & the Norman Conquest, 1060–66

- Anglo-Saxon Society.
- Tostig's rebellion
- The rival claimants to the throne.
- The Battle of Hastings.
- Progress Test Feedback
- The submission of the Earls. (1066)

AUTUMN 2

Key topic 2: William I in power: securing the kingdom, 1066–87

- Castles
- The Feudal System
- The Domesday Book
- Anglo-Saxon Resistance.
- The Revolt of the Earls (1075)

Edexcel GCSE 9-1
Key topic 3: Norman England, 1066–88

- The Feudal System
- The Church
- The extent of Norman changes
- William II

SPRING 1

Edexcel GCSE 9-1
PAPER 1 REVISION: Thematic Study & the Historical Environment

- Medicine in Medieval England
- The Medical Renaissance
- Medicine in 18th & 19th Century Britain
- Medicine in Modern Britain
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

SPRING 2

Edexcel GCSE 9-1
PAPER 2 REVISION: Period study and British depth study

- Superpower relations and the Cold War, 1941–91
-

SUMMER 1

PAPER 3 REVISION: Modern depth study

- Weimar and Nazi Germany, 1918–39

SKILLS

History skills & concepts:

- Communicating knowledge,
- Change & Continuity,
- Significance & Causation.

Learning skills:

- Demonstrate,

History skills & concepts:

- Communicating knowledge,
- Change & Continuity,
- Significance & Causation.

Learning skills:

- Demonstrate,

History skills & concepts:

- Communicating knowledge,
- Change & Continuity,
- Significance & Causation.

Learning skills:

- Demonstrate,

History skills & concepts:

- Communicating knowledge,
- Change & Continuity,
- Significance,
- Causation,
- Enquiry,
- Interpretation & Representation

History skills & concepts:

- Communicating knowledge,
- Change & Continuity,
- Significance,
- Causation,
- Enquiry,
- Interpretation & Representation








ASSESSMENT

<ul style="list-style-type: none"> • explain, • evaluate. • (AO 1 & 2) 	<ul style="list-style-type: none"> • explain, • evaluate. • (AO 1 & 2) 	<ul style="list-style-type: none"> • explain, • evaluate. • (AO 1 & 2) 	<p>Learning skills:</p> <ul style="list-style-type: none"> • Analyse, • evaluate, • make judgments, • Demonstrate, • explain, • evaluate. • (AO 1, 2 3 & 4) 	<p>Learning skills:</p> <ul style="list-style-type: none"> • Analyse, • evaluate, • make judgments, • Demonstrate, • explain, • evaluate. • (AO 1, 2 3 & 4)
<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <p>Marking Point: Succession Crisis 1066 (12 marks)</p> <p>Marking Point: Norman Control (16 marks)</p>	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • College Entry Exams (Paper 1 –Medicine & Western Front) • <i>College Entry Exams (Paper 2 – Cold War)</i> • College Entry Exams (Paper 3 – Germany) <p>Marking Point (Peer Assess): Saxon Rebellions (4 marks)</p> <p>Marking Point: Change under the Normans (16 marks)</p>	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Describe key features • Explain why • Hypothesis • Medicine PLC Test • Medicine Walking Talking Mock 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Anglo-Saxons and Normans PLC Test • Paper 2 Mock Exam (Normans & Cold War) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Germany PLC • Germany Walking Talking Mock
<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>
<p>Reading: Examining key events for international relations and determining why this will be important to the relationship between the USA and USSR in future</p>	<p>Reading: Examining causes for significant events and using questioning to predict what might next</p>	<p>Reading: Reading different interpretations of medical success.</p>	<p>Reading: Skim reading for revision. Text annotation. Highlighting.</p>	<p>Reading: Use of metacognitive strategies to break down question types to infer what knowledge and criteria is needed for success.</p>

HOME LEARNING

READING, WRITING, TALK, NUMERACY



<p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p> <p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	 <p>Writing: Clarity and organisation of work</p> <p>Talk: Role play of different leaders of the Cold War</p>	 <p>Writing: Reviewing writing using metacognitive techniques</p> <p>Talk: Triad revision techniques to motivate and inspire</p>	 <p>Writing: Summarising, note taking and writing under timed conditions.</p> <p>Talk: Peer teaching for revision. Verbal rehearsal of planned exam answers – ‘exams out loud’ in triads.</p>	 <p>Writing: summarising, note taking and writing under timed conditions.</p> <p>Talk: Use of metacognitive modelling in Triads for wellbeing emphasising what are strengths and developments are.</p>	 <p>Writing: Using metacognition to break down exam answers for review</p> <p>Talk: Use of metacognitive modelling in Triads to improve writing technique.</p>
	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret
	Submission, Marcher Earldoms, Borderlands, Dominate, Palisade, Motte, Bailey, Strategic, Resistance, Garrison, Harrying, Landownership, Danelaw	Feudal System, Hierarchy, Tenants-in-Chief, Levying, Domesday Book, Suppression, Under-Tenants, Vassels, Fief, Barony, Feudalism, Forfeiture, Normanisation, Regents, Penance	All Tier 3 vocabulary from KS4	All Tier 3 vocabulary from KS4	All Tier 3 vocabulary from KS4
	<p>Personal: Act as a self-manager by planning revision for College Entry Exams.</p> <p>Social and cultural: How have different socio-economic groups impacted the structure of England?</p> <p>Moral: Values of different communities</p> <p>British Values: Why is the role of the monarchy now different? Why are wars fought differently now? How did people protest</p>	<p>Personal: Skills of reflection by reviewing progress and acting on outcomes of College Entry Exams.</p> <p>Social and cultural: How have different socio-economic groups impacted the structure of England?</p> <p>British Values: knowledge of public institutions in England (Monarchy & Church); the basis on which the law is made</p>	<p>Personal: Organise time and prioritise areas for revision for GCSE exams.</p> <p>Spiritual: Reflecting on own experiences</p> <p>British Values: How the GCSE experience has shaped us for lives beyond school?</p>	<p>Personal: Work in Triads (revision teams of three) to motivate each other and collaborate with others towards a common goal.</p> <p>Moral: Ethical issues of dictatorship.</p> <p>British Values: Democracy vs dictatorship; indoctrination, equality.</p>	<p>Personal: Learn skills of reflection by reviewing progress and acting on outcomes.</p> <p>Social and cultural: Impact of the WW1, Hyperinflation, Weimar Golden Era, Great Depression, Nazi policies etc.</p> <p>Moral: Resolving conflict fairly; Treaty of Versailles.</p> <p>British Values: Weimar Constitution compared the British. Rule of Law.</p>



	1000 years ago? Why is this different to modern day?	and applied in England; Forest Law etc.				
--	--	---	--	--	--	--