



CHS South Curriculum Intent

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

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

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

CHS South Curriculum Area Framework for Learning – Years 7-10

SUBJECT	History
INTENT	<p>“A people without the knowledge of their past history, origin & culture is like a tree without roots” - Marcus Garvey</p> <p>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.</p> <p>History gives students;</p> <ul style="list-style-type: none"> • 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? <p>These prepare students for careers as;</p> <ul style="list-style-type: none"> • Lawyers • Reporters • Teachers • Police Officers • Diplomats • Writers • Doctors • Politicians



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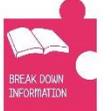
- Social workers



Year Group	7					
Rationale/ Narrative	<p>Year 7 is a foundation year for students so that regardless of their background and previous experiences, all students have a basic grounding in key historical skills including the ability to place events in time and make educated guesses from sources. We aim to introduce students to key terminology that will be used regularly in History lessons across the whole of their learning journey and make our classrooms word rich in order to develop their oracy and vocabulary.</p> <p>Over the course of the year, students will unpick what it means to come from Manchester, and how historical migration has shaped Manchester overtime making it the multicultural city it is today. We also examine the importance of women, and how women throughout History have been pioneers, explorers, inventors, and leaders. Our aim is to engage students in the narrative and stories of History so that we are questioning where our roots come from enabling us to develop curiosity and a love of reading!</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Why is it important to use time in History?</p> <ul style="list-style-type: none"> Telling the time across History Roman Britain Flemish Weavers 	<p>Which community is the most significant to Manchester?</p> <ul style="list-style-type: none"> Jewish Migration Caribbean Migration Significance Blue Plaques 	<p>How did society look in Medieval Britain?</p> <ul style="list-style-type: none"> Power of the Church Witan and the Feudal System Domesday book Medieval Mali Islamic Golden Age 	<p>How was the Renaissance an age of Enlightenment?</p> <ul style="list-style-type: none"> The Reformation and the declining power of the Church Elizabeth's exploration Witches Divine Right of Kings The Glorious Revolution 	<p>How did the working classes and women challenge the government in the Industrial Era?</p> <ul style="list-style-type: none"> The Chartists Peterloo Women fighting for change Women in Medicine The Scramble for Africa 	<p>How did life change during the Modern Era?</p> <ul style="list-style-type: none"> The Suffragettes Modern Migration and discrimination towards migrants Women in Science Decolonisation of Ghana and Jamaica
SKILLS	<p>CHRONOLOGY</p> <ul style="list-style-type: none"> Use historical language Being able to sequence events Understand how the past can be divided into chunks of time 	<p>SIGNIFICANCE</p> <ul style="list-style-type: none"> Understand what makes something significant Explain how events and communities are significant Use specific evidence such as statistics, 	<p>CAUSATION</p> <ul style="list-style-type: none"> Extend chronological knowledge of time periods Identify causes, events and consequences 	<p>CHANGE & CONTINUITY</p> <ul style="list-style-type: none"> Analyse how Britain has changed over time Identify significant events to form evaluation Use specific evidence such as statistics, 	<p>ENQUIRY</p> <ul style="list-style-type: none"> Understand how different types of sources are used to learn about history. Use evidence to make supported inferences 	<p>INTERPRETATION & REPRESENTATION</p> <ul style="list-style-type: none"> Use historical terms and explaining phrases to develop answers Examine different events and explain



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	<ul style="list-style-type: none"> Understand how to work out centuries 	place names, events & dates to formulate opinion	<ul style="list-style-type: none"> Explain the importance of other countries in influencing Britain Remember and use specific evidence such as statistics, place names, events & dates 	place names, events & dates and historical terms such as change, continuity, progression and regression.	Question the reliability of evidence and how this can shape our view of history.	<p>why people view power differently</p> <ul style="list-style-type: none"> Use specific evidence such as statistics, place names, events & dates to formulate opinion
ASSESSMENTS	Week 3: Understanding Time End of Topic test Week 7: Why are the Romans significant to Manchester?	Week 2 of Progress Fortnight: Progress Test	Week 4: Oracy assessment – why did Medieval Queens find it difficult to rule? Week 6: How does the Islamic Golden Age compare to Medieval Britain?	Week 2 of Progress Fortnight: Progress Test	Week 4: Why did women struggle to become Medics in the Industrial Era? Week 6: Assessment on the Berlin Conference and the Scramble for Africa	Week 2 of Progress Fortnight: Progress Test
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS
READING, WRITING, TALK	<p>Reading: Learning new vocabulary. Students should look up the meaning of missing words.</p>  <p>Writing: Grid fill activities. Students have 'How to Write like a Historian' sheet on their books.</p> <p>Talk: Quiz Quiz Trade icebreakers to build relationships between teacher and students. Introduction of peer teaching and questioning to improve factual recall</p>	<p>Reading: Break down information. Chunking information; categorising pull and push factors; highlighting and annotating statistics, people, events, dates.</p>  <p>Writing: Focus on SPaG. Students will be encouraged to write in full sentences, highlight key words and use dictionaries</p>	<p>Reading: Using pictures and images to visualise the narrative. Representing BAME histories and how these helped create Britain and British culture. How can the story help use remember information?</p>  <p>Writing: Focus on narrative history so that students can explicitly develop a story using historical evidence such as statistics, people and place names and dates in their work alongside historical language.</p>	<p>Reading: Relate to student's own experience. Text to self:</p> <ol style="list-style-type: none"> Give students the basic information about the reading. Ask them to tell their partner how this might link to them and their experiences. Get 3 to share with the class  <p>Writing: Focus on using historical language to describe change. Use of peer assessment to see other examples.</p>	<p>Reading: Explicit use of guided reading so that students understand how to approach larger pieces of text. Students will start to draw upon skills such as visualisation, learning new vocabulary and breaking down information that they have developed in Autumn and Spring, whilst also learning to infer from texts.</p>  <p>Writing: Summarising information using reading skills. What makes a good</p>	<p>Reading: Break down information. Chunking information; categorising; highlighting and annotating statistics, people, events, dates.</p>  <p>Writing: Focus on SPaG. Students will be encouraged to write in full sentences, highlight key words and use dictionaries</p> <p>Talk: Using talk trios and talk protocols to discuss the significance of women</p>



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		<p>Talk: Examining the Rights of the Child and how migration affects this</p>	<p>Talk: Developing peer narratives and working with others to remember information. How can peer quizzing commit information to long term memory?</p>	<p>Talk: Working with others to develop interpersonal skills such as leadership, articulating conversation and being a team player.</p>	<p>summary? How can this help us when it comes to converting information to long term memory?</p> <p>Talk: Peer Oracy assessment. Working in trios to learn teamwork skills.</p>	<p>throughout time. IGNITE speech at the end of term to present their work to the class.</p>
TIER 3 VOCAB	<p>Chronology, Anachronism, Millennium, Century, Anno Domini, Inference, Evidence, Source, Era, Decade</p>	<p>Multicultural, Migration, Factors, Community, Significance, Difficulties, Synagogue, Discrimination, Prejudice, Famine, Slum</p>	<p>Middle Ages, Medieval, Witan, Democracy, Revolution, Monasteries, Pilgrimage, Feudal, Power, Monarchy, Kingdoms, Golden Age</p>	<p>Globalisation, Renaissance, Reformation, Exploration, Trade, Economy, Persecution, Glorious Revolution</p>	<p>Significance, Chartist, Peterloo, Massacre, Protest, Yeomanry, European Expansionism, Democracy, Legislation, colonialism</p>	<p>Migration, decolonisation, empire, expansionism, modernizing, patriarchy, suffrage, Windrush</p>
PSPSMC, BRITISH VALUES	<p>Personal: Sequencing events in time from our own lives British Values: How are our lives sequenced? Are they all sequenced in the same order? Restore: Routines -Clearly communicate expectations/ to provide stability and aid students transition into secondary school.</p>	<p>Personal: Developing confidence in RWCN and speaking in lessons Social: Empathy – How have different communities faced struggles? Cultural: How do different communities make Manchester multicultural? Moral: Values of different communities British Values: How has migration made Britain vibrant? How has migration shaped our culture? Why isn't everywhere like Manchester? How do the rights of children link to our learning? Restore: Together – Through study of migration students will understand a diverse range of communities that are represented both in</p>	<p>Personal: Developing confidence using historical language Social: Developing empathy with different aspects of British society and history Moral: Democracy & power. Why is it important to vote? How do events in time affect us today? British Values: How was a modern democracy different to a 1000 years ago? Why was the Witan comprised of men only? How has democracy changed over time? Restore: Empower - Students will be empowered to learn about Britain. They will be more confidently identifying time periods and asking questions about History.</p>	<p>Personal: Developing confidence in communicating knowledge Social: Developing empathy different aspects of British society and history Moral: Why is it important to vote? Has power changed for women? Has power changed for working class people? British Values: How has our history been shaped by many different cultures? What are the most important aspects of British History and culture? Through Restore: Enjoy. Through our exploration of Britain and its cultural history, students will foster their curiosity about History and the world around them.</p>	<p>Personal: Developing confidence in analysing evidence & exploring reliability. Empowering young women through highlighting the achievements of other women Social: Developing empathy during the struggle for power and being able to recognise inequality in society Moral: Values of different communities British Values: What is gender? How does gender affect us? Why do women still have to strive for equality? Why is it important for women to be represented in History? Restore: Optimism – Students will see their development in their Historical skills. They will work in trios to foster</p>	<p>Personal: Developing confidence in analysing evidence & exploring reliability Social: Developing empathy during the struggle for power and being able to recognise inequality in society Moral: Values of different communities British Values: Have women always struggled for equality? What can we do to pursue equality for everyone? Restore: Recognise Students will see how much knowledge they have learnt and how their oracy skills have improved. They will recognise the teamwork of their trio and have their IGNITE speeches to be proud of.</p>



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		Manchester and across school.			collaboration and teamwork skills. Students will have the opportunity to be team leaders	
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Year Group	8					
Rationale/ Narrative	<p>From questioning our roots in Year 7, we aim to establish our roots in Year 8 by branching into History that has shaped our world and Europe in order to understand how it has arrived today. All students will have the opportunity to use historical evidence to construct opinions and learn to respectfully engage with other arguments whilst using a range of key terminology to examine how historians convey their arguments. Year 8 history is purposefully vibrant and creative in order to create pro-active citizens who do not want to repeat the mistakes of the past.</p> <p>Over the course of the year, students will investigate how Manchester was pivotal in the Industrial Revolution, Slave Trade and British Empire using historiography such as sources and interpretations to identify the positives and negatives of King Cotton and analysing whether the British Empire should be glorified. From this, students explore the 20th Century, linking their knowledge from Autumn term through Spring as we understand the role of the British Empire in the First World War. We also examine the role of women throughout this period, whilst also analysing the significance of critical and cataclysmic events such as the development of the Atomic Bomb and Civil Rights Movement.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Why was Manchester nicknamed Cottonopolis?</p> <ul style="list-style-type: none"> Industrial Revolution Industrialisation of Manchester Domestic System Conditions in Factories Slave Trade 	<p>What was Manchester's role in the British Empire?</p> <ul style="list-style-type: none"> Abolition of Slavery British Empire British Empire Impact India and the British Empire 	<p>Why did the World change between 1914-39?</p> <ul style="list-style-type: none"> Causes of War Trenches and Censorship Role of Empire Soldiers Armistice and End of the War 	<p>Why did the World change between 1939-45?</p> <ul style="list-style-type: none"> Women and the End of the War Rise of the Fascists Hitler's Germany Appeasement Dunkirk 	<p>Why was there a culture of protest in the 1960s?</p> <ul style="list-style-type: none"> Life in Concentration Camps Holocaust Atomic Bomb Life in 1960's Protest Culture 	<p>What was lifelike for Black Americans after 1945?</p> <ul style="list-style-type: none"> Treatment of Black Americans Peaceful Protest Using Representations Civil Rights in Britain
SKILLS	<p>INFERENCE</p> <ul style="list-style-type: none"> Understand how different types of sources are used to learn about history. Use evidence to make supported inferences 	<p>INTERPRETATION</p> <ul style="list-style-type: none"> Independently begin to select and organise information including statistics, people and place names, events and dates 	<p>CAUSATION</p> <ul style="list-style-type: none"> Extend chronological knowledge Identify causes, events and consequences 	<p>SIGNIFICANCE</p> <ul style="list-style-type: none"> Understand what makes something significant Explain how different perspectives of significance change 	<p>INTERPRETATION & REPRESENTATION</p> <ul style="list-style-type: none"> Use historical terms and explaining phrases to develop answers Examine different events and explain 	<p>CHANGE AND CONTINUITY</p> <ul style="list-style-type: none"> Analyse how views of Black Americans changed as well as how their protests were shown



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	<ul style="list-style-type: none"> Develop explanations of written work including how to organise writing 	<ul style="list-style-type: none"> Question the utility of evidence and how this can shape our view of history. 	<ul style="list-style-type: none"> Explain how some causes are greater than others Remember and use specific evidence such as statistics, place names, events & dates 	<ul style="list-style-type: none"> depending on how you're affected Use specific evidence such as statistics, place names, events & dates to formulate opinion 	<ul style="list-style-type: none"> why people view the Civil Rights movement differently Use specific evidence such as statistics, place names, events & dates to formulate opinion 	<ul style="list-style-type: none"> Identify significant events to form evaluation <p>Use specific evidence such as statistics, place names, events & dates and historical terms such as change, continuity, progression and regression</p>
ASSESSMENTS	Week 3: Enquiry on conditions in factories Week 7: Interpretations of the British Empire	Week 2 of Progress Fortnight: Progress Test	Week 1: Why did the First World War begin? Week 5: Rise of the Fascists	Week 2 of Progress Fortnight: Progress Test	Week 2: Importance of the Holocaust Week 7: Examination of representations	Week 2 of Progress Fortnight: Progress Test
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS
READING, WRITING, TALK	<p>Reading: Inference and synthesising. Students merge new information with prior knowledge to form opinion.</p>  <p>Writing: Using the language for inference. How to make supported inferences using 'This suggests that...' and using phrases to examining utility</p> <p>Talk: Feedback trios to peer critique work using talk protocols</p>	<p>Reading: Developing empathy. Annotating emotional connections as we read. Writing thoughts can be a valuable source of insight.</p>  <p>Writing: Focus on explanations using modelling. Students will be explicitly taught to use statistics, people and place names and dates in their work alongside explaining phrases.</p> <p>Talk: Further the work of Talk Trios from Autumn 1 by students creating own criteria for work</p>	<p>Reading: Students may not have any prior knowledge of a topic. Discuss our opinions as a class. Use written passages as clues that students can explore. Begin to synthesise information so that students can merge new knowledge with prior knowledge.</p>  <p>Writing: Modelling how to plan a written answer. Focus on being able to logically link one event to another through use of connecting words.</p> <p>Talk: Emotional communication. Making</p>	<p>Reading: Break down information to encourage independent reading such as highlighting statistics, people, places, events and dates</p>  <p>Writing: Focus on using historical language to describe change. Use of peer assessment to see other examples.</p> <p>Talk: Physical communication. Changing the pitch, tone and pace of voice depending on what is being communicated.</p>	<p>Reading: Relate to student's own experience. Text to world:</p> <ol style="list-style-type: none"> Give students the basic information about the reading. Ask them to list all the ways this is relevant to what they know about the world. Share with the class.  <p>Writing: Examining writing for a purpose and how representations can portray events differently.</p> <p>Communication: Linguistic skills in group work and class discussion.</p>	<p>Reading: Encouraging readers to ask questions throughout a text. Understanding representations using historical knowledge, inferencing and accuracy.</p>  <p>Writing: Focus on SPaG. Students will be encouraged to write in full sentences, highlight key words and use dictionaries.</p> <p>Communication: Linguistic skills in group work and class discussion. Ensuring that only precise, relevant language is used.</p>



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			eye contact with peers when speaking, including others in discussions.		Ensuring that only precise, relevant language is used.	
TIER 3 VOCAB	Revolution, Industry, Cottonopolis, Domestic System, Textile, Bobbin, Slave, Evidence, Utility, Inference, Mill, Middle Passage, Trade Triangle, Source	Abolition, Plantation, Rebellion, Cash Crop, Colony, Empire, Mutiny, Sepoy, Native, Imperial, Mughal, Viceroy, Interpretation	Militarism, Alliances, Imperialism, Nationalism, Stalemate, Propaganda, Censorship, Conscriptio, Armistice, Triple Alliance, Triple Entente, Powder Keg	Treaty, Democracy, Dictatorship, Fascism, Economic Depression, Lebensraum, Appeasement, Propaganda, Atomic Bomb, Liberation, Significance	Feminism, Equality, Prejudice, Gender, Representation, Protest, Hostility, Subculture, Counterculture, Boom, Bust	Civil Rights, Discrimination, Black Power, Significance, Jim Crow, Lynching, Hierarchy, Change, Continuity, Ku Klux Klan, Segregation, Black Panthers
PSPSMC, BRITISH VALUES	<p>Personal: Developing confidence in RWCN</p> <p>Social: Empathy – How have different communities faced struggles?</p> <p>Cultural: What was Manchester’s role in Industry?</p> <p>Moral: Values of different communities</p> <p>British Values: Why is Manchester significant? What makes cities significant in the world? How does our role in this city impact others across the world?</p> <p>Restore: Establish clear routines, use of new seating plans, clearly talk through expectations, re-establish school as a safe place.</p>	<p>Personal: Developing confidence in RWCN</p> <p>Social: Empathy – What was Britain’s role in the Slave Trade?</p> <p>Cultural: How did Manchester impact the Slave Trade?</p> <p>Moral: How was Slavery abolished?</p> <p>British Values: How was the slave trade affect migration in Britain? Does slavery still exist? What are the problems with the Empire? Why do some politicians glorify the British Empire?</p> <p>Restore: Take enjoyment from learning about the City around us and it’s place in History. Thinking about the mental health of people affected that wouldn’t have been talked about or understood at the time.</p>	<p>Personal: Developing confidence in RWCN</p> <p>Social: Why did different countries have a role in starting the First World War?</p> <p>Moral & Spiritual: Why should the Great War be remembered?</p> <p>British Values: What can we learn from the Great War? Why is it relevant today?</p> <p>Restore: Empower students to take on difficult sources and interpretations and to link together the events seeing threads throughout.</p>	<p>Personal: Developing confidence in RWCN</p> <p>Social: Empathy – How have different communities faced struggles?</p> <p>Cultural: What was Manchester’s role in Industry?</p> <p>Moral & Spiritual: Can the bombing of Hiroshima and Nagasaki be justified?</p> <p>British Values: Should we use weapons of mass destruction? Are women every truly equal?</p> <p>Restore: Enjoy learning hugely relevant and impactful History that shapes the world we live in, a lot of which is modern enough to bring people together to share stories of when grandparents etc remember things happening.</p>	<p>Personal: Developing confidence in RWCN</p> <p>Social: Empathy – How have different communities faced struggles?</p> <p>Cultural: What was Manchester’s role in Industry?</p> <p>Moral & Spiritual: How are Civil Rights represented in media?</p> <p>British Values: Why do we still protest today? Do subcultures still exist? Have we truly won our civil rights?</p> <p>Restore: As empowered young people together, students can be the good in their communities, a group that is no longer silent, but listened to.</p>	<p>Personal: Developing confidence in RWCN</p> <p>Social: How do different communities face struggles for Civil Rights?</p> <p>Cultural: What are the consequences of the Civil Rights Movement in 2016?</p> <p>Moral & Spiritual: How do Civil Rights affect us?</p> <p>British Values: How has the law incorporated Civil Rights? Is everyone equal? Do some communities still witness prejudice? What can we do to promote an equal society?</p> <p>Restore: Recognise that the people who made the change were just everyday normal people and that with courage and community we can create real positive change.</p>



Year Group	9					
Rationale/ Narrative	<p>By Year 9, students have opted to deepen and develop their understanding of History; we will build on their grounding from Year 7 and 8 preparing and nurturing students and their aspirations in order to give them the foundation they will need to be successful at GCSE. We aim to explore medicine thematically taking time to understand how causes of illness, treatments and prevention were different through the Medieval Era, Renaissance, Industrial Period and Modern Era. Students will draw upon their chronological understanding from Year 7 in order to firmly place events in time whilst investigating how factors such as the Government, War, Individuals and Church all shaped society and in some respects – hindered progress. This is a fantastic opportunity for students to unpick new eras and challenge misconceptions that the past was always dirty.</p> <p>It is important that our students grow in Year 9 and take responsibility for their learning. They will understand the characteristics of a flourishing student of GCSE History and will learn to work independently both in lesson and at home, using revision as a tool to fill in their own personal learning gaps whilst practising note taking, reading, and writing essays. Students will mature and grow enormously across the year as they take strives to become better learners, making decisions about how they learn whilst realising that every learner is different. This foundation will enable them to blossom into Year 10 as the course changes and we begin to analyse more challenging concepts.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Medieval 1250-1500 Causes of disease throughout time. Treatment and prevention throughout period. Case Study: The Black Death	Renaissance 1500-1750 Causes of disease throughout time. Treatment and prevention throughout period. Case Study: William Harvey The Great Plague	Industrial 1750-1900 Causes of disease throughout time. Treatment and prevention throughout period. Case Study: John Snow and Cholera Edward Jenner	Modern 1900-now Causes of disease throughout time. Treatment and prevention throughout period. Case Study: Alexander Fleming Lung Cancer	Medicine on the Western Front: <ul style="list-style-type: none"> • The Trench System • The British Sector • Conditions in the trenches • Medical Progress • Treatment • Chain of Evacuation 	Key Topic 1: Weimar Republic 1918-1939: <ul style="list-style-type: none"> • Weimar Republic Origins • Weaknesses of the Weimar Republic • Treaty of Versailles • Political Problems • Economic Problems
SKILLS	History skills and concepts: <ul style="list-style-type: none"> • Causation 	History skills and concepts: <ul style="list-style-type: none"> • Causation 	History skills and concepts: <ul style="list-style-type: none"> • Causation 	History skills and concepts: <ul style="list-style-type: none"> • Causation 	History skills and concepts: <ul style="list-style-type: none"> • Enquiry 	History skills and concepts: <ul style="list-style-type: none"> • Causation



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	<ul style="list-style-type: none"> Change and continuity Significance Communicating knowledge <p>Learning Skills:</p> <ul style="list-style-type: none"> Demonstrate Explain why Evaluate Make judgement <p>(AO1/AO2)</p>	<ul style="list-style-type: none"> Change and continuity Significance Communicating knowledge <p>Learning Skills:</p> <ul style="list-style-type: none"> Demonstrate Explain why Evaluate Make judgement <p>(AO1/AO2)</p>	<ul style="list-style-type: none"> Change and continuity Significance Communicating knowledge <p>Learning Skills:</p> <ul style="list-style-type: none"> Demonstrate Explain why Evaluate Make judgement <p>(AO1/AO2)</p>	<ul style="list-style-type: none"> Change and continuity Significance Communicating knowledge <p>Learning Skills:</p> <ul style="list-style-type: none"> Demonstrate Explain why Evaluate Make judgement <p>(AO1/AO2)</p>	<ul style="list-style-type: none"> Utility <p>Learning Skills:</p> <ul style="list-style-type: none"> Analyse Evaluate Make judgements <p>(AO1/AO3)</p>	<ul style="list-style-type: none"> Change and continuity Significance Enquiry Interpretation and Representation <p>Learning Skills:</p> <ul style="list-style-type: none"> Analyse Evaluate Make judgements Explain <p>(AO1, 2, 3 & 4)</p>
ASSESSMENTS	<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"> Explain why (12) Explain one (4) Hypothesis (16) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self, and peer feedback. There will be three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> Progress Test Explain why (12) Explain one (4) Hypothesis (16) 	<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"> Explain why (12) Explain one (4) Hypothesis (16) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self, and peer feedback. There will be three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> Progress Test Explain why (12) Explain one (4) Hypothesis (16) 	<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"> Key features (4) Utility (8) Follow up (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> <ul style="list-style-type: none"> Medicine Mock Exam Explain Why (12)
HOME LEARNING	<p>Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question</p>
READING, WRITING, TALK	<p>Writing – Writing to explain; essay planning; essay writing (AO1/2) Writing short answers (PEPE)</p> <p>Reading – Annotation whilst reading to build inference and SPED</p>	<p>Writing – Extended writing; essay planning; making judgement. (AO1/2)</p> <p>Reading – Use of key words. Guided reading to break down long texts e.g., Impact of Science on medicine</p>	<p>Writing – Extended writing; essay planning; making judgement. (AO1/2) Writing short answers (PEPE)</p>	<p>Writing – Organisation using Cornell Notes; mind maps; fact files. Extended answer writing (AO1/2)</p> <p>Reading – Use of key words. Using sources to make judgements e.g. NHS.</p>	<p>Writing – Organizing an enquiry piece of writing. Supporting statements using PEEL structure.</p> <p>Reading – Linked pictures to text of Western Front</p>	<p>Writing – writing under timed pressure. Structuring answers.</p> <p>Reading – Use of emotive vocabulary in relation to Armistice/Dolchtoos</p>



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	 <p>Talk – ‘Exam questions out loud; practicing responses orally before writing</p>	<p>Talk – Think, pair share, factual recall tests</p> 	<p>Reading – Use of key words. Guided reading to break down long texts e.g., Impact of Science on medicine</p> <p>Talk – Significance debate: Pasteur, Koch</p> 	<p>Talk – Discussing extended answers; think pair share activities; factual recall tests</p> 	<p>terrain. Matching maps to reading.</p> <p>Talk – role play of WW1 doctors.</p> 	 <p>Talk – breakdown of Hitler’s speeches into physical, emotional, cognitive & linguistic strands.</p>
TIER 3 VOCAB	Progress, Regress, Change, Continuity, Middle Ages, Medieval, Apothecary, Monastery	Progress, Regress, Change, Continuity, Middle Ages, Medieval, Renaissance, Humanism, Healer, Prevent, Printing Press, Royal Society	Progress, Regress, Change, Continuity, Importance, Significance, Healer, Prevent, Anesthetic, Antiseptic, Cholera, Cholera, Inoculation, Vaccination, Smallpox, Cowpox, Industrial Revolution,	Black Death, William Harvey, Great Plague, Investigate, Penicillin, Fleming, Lung Cancer, Magic Bullet, NHS, DNA	Terrain, Western Front, Trench Warfare, Ypres, Arras, Somme, RAMC, FANY, Shellshock, Trench foot, X-rays, blood transfusion	Democratic, Mutiny, Kaiser, Constitution, Coalition, Reichstag, Diktat, November Criminals, Dolchtoos, Treaty, Communism, Spartacists, Hyperinflation
PSPSMC, BRITISH VALUES	<p>Personal: Embed routines and expectations for the start of the new year.</p> <p>Spiritual: Belief in the supernatural. Emphasis on religious beliefs.</p> <p>Cultural: Comparison of cultures throughout time. Influence of art and literature. Use of these as sources.</p> <p>British Values: Tolerance of faith and different beliefs</p>	<p>Personal: Act as a self-manager by planning revision for Progress Tests.</p> <p>Spiritual: The role of the Church/religion across time.</p> <p>Cultural: Science and technology – microscope. Use of artwork as source materials.</p> <p>British Values: Tolerance of faith and different beliefs throughout time. Individual liberty, key</p>	<p>Personal: Learn skills of reflection by reviewing progress and acting on outcomes.</p> <p>Social: Government involvement and intervention on the public.</p> <p>Cultural: Science and technology – microscopes, Pasteur, Koch, Germ Theory, Evolution etc.</p> <p>British Values: Democracy – the role of the</p>	<p>Personal: Act as a self-manager by planning revision for Progress Tests.</p> <p>Social: Government intervention and legislation that changed healthcare and public health.</p> <p>Cultural: Science and technology – ways to detect different illness and ways to treat.</p> <p>British Values: Rule of law – affecting the development of preventative medicine.</p>	<p>Personal: develop as Independent Enquirers by identifying questions to ask and issues to explore from trench source-material.</p> <p>Moral: remembrance and treatment of casualties in WW1. E.g., desertion and shell shock.</p> <p>British Values: legal framework for the army and</p>	<p>Personal: Organise time and prioritise areas for revision for end of year PLC Test.</p> <p>Social: Impact of social political and economic unrest on minorities. Dangers of extremism.</p> <p>British Values: Democracy – The Weimar Constitution and its weaknesses. Head of State, Proportional Representation</p>



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	<p>looking at religion over time. Development of democracy.</p>	<p>individuals that make a difference within medicine.</p> <p>Spiritual: Judging and comparing the role and beliefs of religion e.g. The Black Death and the Great Plague.</p>	<p>government and voting laws on public health.</p>		<p>accountability to Parliament.</p>	
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Year Group	10					
Rationale/ Narrative	Year 10 History is exciting, political, and relevant; it is popular with students as they have to think critically about how dictatorships form, why an entire country was able to be indoctrinated, and how the fear of the atomic bomb alongside communism and capitalism shaped an entire era. Through interesting lesson enquiries, discussion and debate students will be able to analyse interpretations from History, never settling for a shallow response but continually pushing for a deeper explanation. By examining language and tone, students will understand why history is always useful and how it can help us to understand the propaganda of the modern world. It is by Year 10 that students blossom, drawing from the roots they made in Year 9 and in lower school to maturely construct their opinions using a range of academic vocabulary. They know the world that they live in is complicated and are able to use their knowledge to justify why.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Edexcel GCSE History 9-1 Germany 1918-1939 Key Topic 2 - Hitler & the rise of the Nazis 1919-1933. <ul style="list-style-type: none"> • Early stages of Nazi Party • The Munich Putsch • The Great Depression • Rise of Nazi popularity • Hitler Becomes Chancellor 	Edexcel GCSE History 9-1 Germany 1918-39 Key Topic 3 – Nazi Dictatorship ‘33-39, <ul style="list-style-type: none"> • Reichstag Power & Enabling Act. • The Police State • The Church • Propaganda • Night of Long Knives 	Edexcel GCSE History 9-1 Germany 1918-39 Key Topic 4 – Nazi Domestic Policies’33-39 <ul style="list-style-type: none"> • The Nazi Economy • Standard of Living • Young People • Women • Jewish & other minorities. 	Edexcel GCSE History 9-1 International Relations c1943-1959 Origins of Cold War. <ul style="list-style-type: none"> • Post-war alliances. • Truman Doctrine & Marshall Plan • Soviet Control in Eastern Europe • The Berlin Blockade. 	Edexcel GCSE History 9-1 International Relations c1959-1968 Three Cold War Crises. <ul style="list-style-type: none"> • Divided Berlin • The Berlin Wall. • The Cuban Missile Crisis. • Soviet Control in Czechoslovakia 	Edexcel GCSE History 9-1 International Relations c1968-1991 End of the Cold War. <ul style="list-style-type: none"> • Détente. • Soviet invasion of Afghanistan. • Gorbachev & Reagan. • End of the Cold War.
SKILLS	History skills & concepts: <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance, ➢ Causation, ➢ Enquiry, ➢ Interpretation & Representation Learning skills: <ul style="list-style-type: none"> ➢ Analyse, ➢ evaluate, 	History skills & concepts: <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance, ➢ Causation, ➢ Enquiry, ➢ Interpretation & Representation Learning skills: <ul style="list-style-type: none"> ➢ Analyse, ➢ evaluate, 	History skills & concepts: <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance, ➢ Causation, ➢ Enquiry, ➢ Interpretation & Representation Learning skills: <ul style="list-style-type: none"> ➢ Analyse, ➢ evaluate, 	History skills & concepts: <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance & Causation. Learning skills: <ul style="list-style-type: none"> ➢ Demonstrate, ➢ explain, ➢ evaluate. (AO 1 & 2)	History skills & concepts: <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance & Causation. Learning skills: <ul style="list-style-type: none"> ➢ Demonstrate, ➢ explain, ➢ evaluate. (AO 1 & 2)	History skills & concepts: <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance & Causation. Learning skills: <ul style="list-style-type: none"> ➢ Demonstrate, ➢ explain, ➢ evaluate. (AO 1 & 2)



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	<ul style="list-style-type: none"> ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1, 2 3 & 4)</p>	<ul style="list-style-type: none"> ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1, 2 3 & 4)</p>	<ul style="list-style-type: none"> ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1, 2 3 & 4)</p>			
ASSESSMENTS	<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"> • Examining Interpretations • Explain utility • Explain why 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Examining Interpretations • Explain utility • Explain why 	<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"> • Germany PLC Exam • End of Topic Exam 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Consequences of key events • Narrative Account • Importance 	<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"> • Consequences of key events • Narrative Account • Importance 	<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"> • Medicine PLC Exam • Consequences of key events • Narrative Account • Importance
HOME LEARNING	<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>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>
READING, WRITING, TALK	<p>Reading: Learning new vocabulary. Students have a Deutsches Wörterbuch (German Dictionary)</p>  <p>Writing: Analysing interpretations and views of Historians to form their own interpretations</p> <p>Talk: Introduction of peer teaching and questioning to improve factual recall</p>	<p>Reading: Interpreting what an Historian is arguing, reading between the lines to examine their argument</p>  <p>Writing: Breaking down how to answer a longer essay in History and using metacognitive thinking skills to review</p> <p>Talk: Feedback trios to peer critique work using talk protocols</p>	<p>Reading: Reading a range of interpretations in order to help form own opinion.</p>  <p>Writing: Reviewing answers to mark for spelling, punctuation, grammar and historical language</p> <p>Talk: Sharing of interpretations</p>	<p>Reading: Breaking down information and chunking tests for narrative accounts: causes, events and consequences</p>  <p>Writing: Using the language to examine international relations</p> <p>Talk: Reviewing the relationship between USA and USSR in talk trios</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>Writing: Clarity and organisation of work</p> <p>Talk: Role play of different leaders of the Cold War</p>	<p>Reading: Using visualisation techniques to remember the narrative of the Cold War</p>  <p>Writing: Examining writing for a purpose and how representations can portray events differently</p> <p>Talk: Examining the cultural and historical significance of the Cold</p>



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						War and how its repercussions are experienced in the modern world
TIER 3 VOCAB	Democracy, Dictatorship, Putsch, Rebellion, Economic Recession, Depression, Reich, Chancellor, Proportional Representation, Coalition Government, Propaganda	Indoctrination, Police State, Control, Trade Union, Opposition, Church, Concordat, Fuhrer, Reichstag, Enabling Act, Gleichschaltung, Sturmabteilung, Schutzstaffel, NSDAP	Hoffnung, Kinder, Kuche, Kirche, Autarky, Autobahn, Persecution, Interpretation, Utility, Economic, Standard of Living, Unemployment, Minorities, Lebensborn	Cold War, International Relations, Democracy, Dictatorship, Union of Soviet Socialist Republics, Mutually Assured Destruction, Paranoia, Communism, Capitalism, Conference, Stalin, Truman, Doctrine, Satellite States, Salami Tactics, Containment	Cominform, Comecon, Warsaw Pact, NATO, Deteriorating, Oppressive, Hawks, Doves, Exacerbated, Hostility, Turning Point, Flashpoint, Khrushchev, Rakosi, Eisenhower, Kennedy	Détente, Limitations, Narrative, Intercontinental Ballistic Missiles, Evil Empire, Gorbachev, Brezhnev, Reagan, Dubcek, Czechoslovakia, Amicable, Reciprocal, Era
PSPSMC, BRITISH VALUES	<p>Personal: Embed Routines and expectations for the start of the new year.</p> <p>Social and cultural: Impact of social, political and economic unrest on minorities. Dangers of extremism.</p> <p>Moral: Values of different communities</p> <p>British Values: Weimar Constitution compared the British. Rule of Law.</p>	<p>Personal: Learn skills of reflection by reviewing progress and acting on outcomes.</p> <p>Social and cultural: Impact of the Great Depression.</p> <p>Moral: Resolving conflict fairly; Treaty of Versailles.</p> <p>British Values: Weimar Constitution compared the British. Rule of Law.</p>	<p>Personal: Act as a self-manager by planning revision for Paper 3 Germany Mock.</p> <p>Spiritual: Role of the church in Nazi Germany.</p> <p>Social and cultural: Use of music, architecture, theatre and art to communicate Nazi message.</p> <p>British Values: Acceptance & tolerance of religious differences – persecution of the Jews.</p>	<p>Personal = Develop as Independent Enquirers by identifying questions to ask and issues to explore with new topic.</p> <p>Moral: Ethical issues of dictatorship.</p> <p>Social: Social differences USSR/USA</p> <p>Moral: Development of atom bomb.</p> <p>British Values: Democracy & dictatorship.</p>	<p>Personal = Organise time and prioritise areas for revision for end of year PLC Test.</p> <p>Moral: Hawks Vs Doves in Cuban Missile Crisis. Which is the best way to 'win'?</p> <p>Social: Economic differences USSR/USA</p> <p>British Values: Democracy & dictatorship.</p>	<p>Personal = Reflect and review progress and learning on Cold War topic.</p> <p>Cultural: Effects of Détente on culture. 'Pandas & Ping-pong'</p> <p>Social: Economic differences USSR/USA</p> <p>British Values: Democracy & dictatorship. Rule of Law and Helsinki Accords.</p>



Year Group	11					
Rationale/ Narrative	<p>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.</p> <p>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.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Edexcel GCSE 9-1 Key topic 1: Anglo-Saxon England & the Norman Conquest, 1060–66</p> <ul style="list-style-type: none"> • Anglo-Saxon Society. • Edward the Confessor. • The rival claimants to the throne. • The Battle of Hastings. 	<p>Edexcel GCSE 9-1 Key topic 2: William I in power: securing the kingdom, 1066–87</p> <ul style="list-style-type: none"> • The submission of the Earls. (1066) • Anglo-Saxon Resistance. • The Revolt of the Earls (1075) 	<p>Edexcel GCSE 9-1 Key topic 3: Norman England, 1066–88</p> <ul style="list-style-type: none"> • The Feudal System • The Church • Norman Government <p>Norman Aristocracy</p>	<p>Edexcel GCSE 9-1 PAPER 1 REVISION: Thematic Study & the Historical Environment</p> <ul style="list-style-type: none"> • 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 	<p>Edexcel GCSE 9-1 PAPER 2 REVISION: Period study and British depth study</p> <ul style="list-style-type: none"> • Anglo-Saxon and Norman England, c1060–88 • Superpower relations and the Cold War, 1941–91 <p>PAPER 3 REVISION: Modern depth study</p> <ul style="list-style-type: none"> • Weimar and Nazi Germany, 1918–39 	
SKILLS	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➢ Demonstrate, 	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➢ Demonstrate, 	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➢ Demonstrate, 	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance, ➢ Causation, ➢ Enquiry, ➢ Interpretation & Representation 	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➢ Communicating knowledge, ➢ Change & Continuity, ➢ Significance, ➢ Causation, ➢ Enquiry, ➢ Interpretation & Representation 	



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	<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)	Learning skills: <ul style="list-style-type: none"> ➤ Analyse, ➤ evaluate, ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. (AO 1, 2 3 & 4)	Learning skills: <ul style="list-style-type: none"> ➤ Analyse, ➤ evaluate, ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. (AO 1, 2 3 & 4)	
ASSESSMENTS	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Describe key features • Explain why • Hypothesis 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three 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 3 – Germany 1918-39)</i> 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Describe key features • Explain why • Hypothesis • Cold War PLC Test 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three 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 three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Sample Paper (PiXL generated) 	
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	
READING, WRITING, TALK	<p>Reading: Examining the etymology of Anglo-Saxon and Latin words using the SEEC model</p>  <p>Writing: Extended writing an essay learning how to</p>	<p>Reading: Examining causes for significant events and using questioning to predict what might next</p> 	<p>Reading: Reading different interpretations of Normans' success.</p> 	<p>Reading: Skim reading for revision. Text annotation. Highlighting.</p>  <p>Writing: summarising, note taking and writing under timed conditions.</p>	<p>Reading: Use of metacognitive strategies to break down question types to infer what knowledge and criteria is needed for success.</p>  <p>Writing: Using metacognition to break</p>	



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	<p>balance an answer for the hypothesis question</p> <p>Talk: Peer teaching and questioning to improve factual recall</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>Talk: Use of metacognitive modelling in Triads for wellbeing emphasising what are strengths and developments are.</p>	<p>down exam answers for review</p> <p>Talk: Use of metacognitive modelling in Triads to improve writing technique.</p>	
TIER 3 VOCAB	<p>Fief, Ceorl, Slave, Burh, Wergild, Hue and Cry, Witan, Succession, Thegns, Fyrd, Writ, Earldom, Feigned Retreat, Embassy, Oath, Heir, Successor, Descendant, Claim, Coronation, Reign, Monarchy, Housecarl, Tapestry, Mercenaries, Fyrdsmen</p>	<p>Submission, Marcher Earldoms, Borderlands, Dominate, Palisade, Motte, Bailey, Strategic, Resistance, Garrison, Harrying, Landownership, Danelaw</p>	<p>Feudal System, Hierarchy, Tenants-in-Chief, Levying, Domesday Book, Suppression, Under-Tenants, Vassels, Fief, Barony, Feudalism, Forfeiture, Normanisation, Regents, Penance</p>	<p>All Tier 3 vocabulary from KS4</p>	<p>All Tier 3 vocabulary from KS4</p>	
SMSC, BRITISH VALUES	<p>Personal: Embed Routines and expectations for the start of the new year.</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 Witan and modern-day Parliament similar? How has the basis of Anglo-Saxon law shaped the modern-day legal system? How has the principal of primogeniture changed over time?</p>	<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 1000 years ago? Why is this different to modern day?</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 and applied in England; Forest Law etc.</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: 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>	