

History

Key Stage 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	What is History?	Medieval Realms		Family History (+Tudor England)	Stuart England	Industrial Britain
8	The British Empire	The Slave Trade	The Great War (WW1)			Women Through Time (focus on Suffragettes)
9	The Era of Dictators	The Second World War		The Holocaust	Modern History (& American Civil Rights Movement)	

History: Year 7 – Termly Intent Pos

Assessments will
move with the
Assessment
Windows

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
1. Admin and Expectations (VLE, MS Teams) Skeletons	6. Feudal System	1. Famous People Exercise (Careers)	1. James I and the Gun Powder Plot	1. Intro: Revolution and Power	12. Coal Mines
2. Chronology	7. Domesday Book	2. Tudor Family Tree	Graded Assessment 2: Medieval Times	2. Turnpike Roads	13. The Class System
3. Mary Celeste Pt 1	8. 1066 (Narrative Account)	3. Tudor Rivals	2. The Causes of the Civil War	3. Canals	14. What Made Sheffield Stink?
4. Mary Celeste Pt 2 (HFDYA)	There will be a 'Green Pen' lesson	4. Henry VII	3. Civil War Armies	4. Early Railways	15. Living Conditions (Source Work & NOPCOK)
5. Tollund Man	9. Thomas Becket Pt 1	5. Henry VIII and his Wives	4. The Siege of Devizes and the Battle of Roundway	5. Railway Debate (HFDYA)	16. Living Conditions Pt 2
6. Suggestions from Pictures (Infer)	10. Thomas Becket Pt 2 (HFDYA)	6. Henry VIII and the Reformation	5. The Battle of Naseby and the New MA	6. Brunel Case Study Pt 1	17. Crime and Police (Devizes Prison)
1. 1066: The 3 Claimants	11. Knights & William Marshall	7. Tudor Religious Changes	6. Charles' Execution (NOPCOK)	7. Brunel Case Study Pt 1 (Explain)	18. Jack the Ripper (victims)
2. Battle of Hastings Pt 1	12. Black Death	8. Mary I & Burning at the Stake	7. Oliver Cromwell and the Commonwealth	Graded Assessment 3: Exam	19. Jack the Ripper (Suspects) (Careers)
3. Battle of Hastings Pt 2 (NOPCOK)	13. Peasants Revolt	9. Source Ex (NOPCOK)	8. The Restoration	8. Local Case Study: K&A Canal and Growth of Swindon	20. Jack the Ripper (HFDYA)
4. William's Problems after Hastings (HFDYA)	14. Medieval Towns	10. Elizabeth and the Spanish Armada	9. The Great Plague & Great Fire	9. Arkwright and Entrepreneurs	21. Empire to be Proud of
5. Motte and Bailey Castles (and Castle Location)	15. Law and order	Family Tree Presentations	There will be a 'Green Pen' lesson	10. Factory Mystery (Judgement)	22. Wolfe and Quebec
Graded Assessment 1: 1066	16. Medieval Medicine	Family Tree Presentations	10. Pilgrim Fathers	11 Cotton Mills (Quotations)	HL Projects Review

History: Year 8 – Termly Intent Pos

History YEAR 8					
TERM 1	The British Empire		TERM 4	The First World War	
TERM 2	The Slave Trade		TERM 5	(Finish WW1) Start..	
TERM 3	The First World War		TERM 6	Women Through Time	
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
1. Admin, Expect. & Recap (DFSS)	1. Capture and Triangle Trade	1. Life in 1900	13. Propaganda	26. U Boats and the Lusitania	5. Tudor Date
2. American War of Independence	2. Middle Passage	2. The Causes of the FWW	14. Case Study: The Somme Pt 1	27. Entry of the USA	6. Victorian Britain
3. The Role of the Royal Navy (Explain)	3. Auctions (NOPCOK)	3. The Assassination and the Schlieffen P.	15. The Somme Pt 2 (Source Work)	28. 1917 (Careers)	7. Suffrage
4. Trafalgar	4. Plantations	4. Why Did Wilf join the Wiltshire Regt.	16. Was Haig a Butcher? (HFDYA)	29. 1918 – The Spring Offensive and the End	8. Suffragettes
5. ESSAY	5. The Journey of a Enslaved (Narra)	5. The FWW Soldier	17. The Development of Trench Weapons	30. The Last Day	9. Suffragettes pt 2 (Narrative account)
6 & 7. Scramble for Africa (NOPCOK)	6. Abolitionists	6. Technologies	18. New Tech: Tanks (HFDYA)	31. Versailles	10. Emily Davison Case Study
8. Zulu Case Study Pt 1	7. Case Study: Wilberforce	7. Technologies	19. New Tech: Aircraft (HFDYA)	Graded Assessment 3: WW1 Exam	11. Women in WW1
9. Zulu Case Study Pt 2	8. Devizes and Slavery	8. Trenches and Trench Systems	20. Gas	There will be a 'Green Pen' lesson	12. Women in WW1 (Guided Reading Ex)
10. Pros and Cons of the Empire (Prep lesson)	9. Should the UK Pay Compensation?	9. Trenches Source Exercise	21. Conscription and Conscientious Objectors	1. Thematic Intro & Roman Women (NOPCOK)	13. 1920s Flappers and Charleston
11. The British Empire was Positive (HFDYA)	10. Should the UK Pay Compens.? (HFDYA) (Careers)	10. Stalemate of 1915	22/23. My Boy Jack	2. Boudicca (NOPCOK)	14. Women in WW2 SOE
Graded Assessment 1: Empire	Graded Assessment 2: Slavery	11. Dardanelles	24. Was it Right for Kipling to help his son? (Essay)	3. Medieval Witchcraft	15. Amelia Earhart
There will be a 'Green Pen' lesson	There will be a 'Green Pen' lesson	12. Gallipoli	25. Empire at War and the The Battle of Jutland	4. Elizabethan Power	16. Rosa Parks (Then Group work presentations?)

Assessments will move with the Assessment Windows

Our Intent = To provide students with a chronological understanding of British and World History. Also, to prepare students from Yr 7 to be successful with the historical skills (also, required at GCSE and then on to A Level). Finally, to ensure that the young people understand the key events from the past and how they relate to the World today. Each section/unit of the course has its own more detailed intent that is shared with students. Local links are used wherever possible to link relevance to the students.

History: Year 9 – Termly Intent Pos



History YEAR 9			
TERM 1	Dictators	TERM 4	Holocaust
TERM 2	WW2	TERM 5	Modern (Post 1945) History
TERM 3	WW2	TERM 6	US Civil Rights

Assessments will move with the Assessment Windows

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
1. Dictatorships and Democracies	1. Road to War	12. Strategic Bombing	22. The A Bomb	1. Introduction to the Cold War Pt 1	11. Cuban Missile Crisis (HFDYA)
2. Marx and Lenin	2. Failure of Appeasement	13. Far East and Pearl Harbour	23. A Bomb HFDYA Essay	2. Introduction to the Cold War Pt 2	12. JFK
3. Stalin	3. Appeasement Sources & NOPCOCK	14. British PoWs on Burma Railway	1. Perceptions	Graded Assessment 3: WW2 Exam	13. Vietnam
4. Early Hitler	4. Blitzkrieg and Fall of France Explain Q	Railway Man	2. Gradual Process and Nuremberg Laws	There will be a 'Green Pen' lesson	14. The Falklands
5. WSC and Gt Dep.	5. Dunkirk	Railway Man	3. Kristallnacht	3. Partition of India	15. Miner's Strike or Hillsborough
6. Life in Nazi Germany Intro (Source Ex)	6. Dunkirk HFDYA Essay (with Sources)	15. Battle of the Atlantic	4. Ghettos	4. Berlin Blockade/Airlift	16. September 11th
7. Control: Terror	7a & 7b. Battle of Britain	16. Italy and the Med.	5. Final Solution Pt 1	5. Korean War	1. Brown Vs
8. Control: Propaganda	8. Battle of Britain Sources & NOPCOCK	17. WW2 Technologies	6. Final Solution Pt 2	6. Korea – Narrative Account	2. Little Rock
9. Youth	9. The Blitz Explain Q	18. D Day	7. Narrative Account	7. Berlin Wall Pt 1	3. Emmet Till
10. Youth HFDYA essay	10. Blitz and Homefront	19. D Day Essay	8. Anne Frank	8. Berlin Wall Pt 2 HFDYA	4. Protest and Change 1960s
Graded Assessment 1: Dictators	11. Stalingrad	20. PoWs	9. Nuremberg Trials (Careers)	9. Space Race and Sports Rivalry	5. Bristol Bus Boycott
There will be a 'Green Pen' lesson	Graded Assessment 2: Early WW2	21. The End in Europe	10. HFDYA Big Essay	10. Arms Race Importance	6. 1981 Riots 7. Careers in History

Our Intent = To provide students with a chronological understanding of British and World History. Also, to prepare students from Yr 7 to be successful with the historical skills (also, required at GCSE and then on to A Level). Finally, to ensure that the young people understand the key events from the past and how they relate to the World today.

Each section/unit of the course has its own more detailed intent that is shared with students. Local links are used wherever possible to link relevance to the students.



Year 7: Term 1 What is History?

Enquiry Questions (Lessons)

What is History?

What is Chronology?

What happened to the Mary Celeste? (and How do you write a History essay?)

Are Bog Bodies good historical sources?

What is Inference?

Success Criteria: These are to be found on the individual lesson Ppts.

But there is some historical knowledge behind the skills developed here.

Home Learning:

Chronology Quiz - *(include a need to see revision work)*

Inference Practice - *10 things from your home – What does each suggest about you and your family?*

National Curriculum Links: This sets you up with the skills to be successful.

Intent: Students arrive at Devizes School from many Primary Schools and have therefore had different experiences with History. This unit is designed to bring some consistency to the main building blocks within History and to set the expectations that we have. The Focus is on the Skills (see next box) and on History lesson routines.

Memory in Mind

We will use our first 'Knowledge Sheet' to revise how to do Chronology before completing A

Dept. Focus: See Blue Box below..

History:

K

Knowledge Learning

S

Source Skills

E

Essay Writing

Assessment: The Chronology Quiz

Take it Further: We will give you ideas for each topic – We are always happy to hear that you are reading, watching and visiting things to do with History. Let your teacher know..

Common Misconceptions

Primary Sources are better than Secondary Sources.



Tier 2 Words

Century
Charged
Theory
Sacrifice
Suggests

Tier 3 Words

Chronology
Ritual
Historical Sources
Primary Source
Secondary Source
inference

Year 7: Term 1 continued and Term 2

Medieval England **PERIOD STUDY**

Enquiry Questions (lessons)

1066 Who were the contenders for the throne?

How close to winning did Harold get in 1066?

How useful is Source A for an investigation into 1066?

HFDYA that it was all over after Hastings for William's conquest of England?

Why did William build castles?

How does William secure the loyalty of Saxon England?

How did William ensure he raised as much tax as possible?

Write a Narrative account of William's control between 1066 and 1087.

Who is guilty for the death of Arch-Bishop Thomas Becket?

What were real knights like?

How similar was the Black Death to Covid 19?

Why were the Peasants revolting?

Was Devises a typical Medieval town?

How did they keep law and order without police?

What happened if you were ill in Medieval times?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus items: How Far Do You Agree Essays (HFDYA), Source Usefulness (NOPCOK) and writing Narrative Accounts.

Home Learning:

7.2 1066 Introduction Quiz

7.3 1066 & Hastings Quiz

7.4 Control and MB Castles Quiz

7.5 **Magna Carta Quiz**

[Revision for Assessment 1](#)

Castles Project – *set in 3 sections with a final deadline*

Take it Further:

Classic Movies such as Ivanhoe

Books such as Horrible Histories, Norman the Norman from Normandy (Philip Ardagh), Belle's Song (KM Grant), Outlaw (Michael Morpurgo)

Common Misconceptions

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

We will use our first 'Knowledge Sheet' to revise. Remember that we recommend using layers to help your brain to learn: All revision involves a pen! Make your brain decide what to write!

1. Highlight or underline the key information 2. Make some notes or spider diagram 3. Make your own quiz cards (with answers) 4. Test yourself and get yourself tested

National Curriculum Links: The development of Church, state and society in Medieval Britain 1066-1509

Intent: The skills from 'What is History' will now be applied, nurtured and developed throughout this unit. The Medieval Period sees some key Turning Points for Britain and starts our chronological journey through the Key Stage.

Assessment:

-Homework Knowledge Check -Williams Problems after 1066 Essay

-Graded Assessment 1: 1066 -Thomas Becket Essay (WCF)

Tier 2 Words

Castle	Religion
Saxon	Norman
Tapestry	Church
King	Monarchy
Parliament	Sources
Evidence	

Tier 3 Words

Feudal System
Harrying
Domesday
Medieval
Plague
Strategic
Flagellants
Barber-Surgeon
Apothecaries
Trepanning



History:



Knowledge Learning



Source Skills



Essay Writing

Year 7: Term 3

Family History and the Tudors **PERIOD STUDY**

Enquiry Questions (lessons)

Why are Sources Useful to Historians? **(CAREERS)**

How does the Tudor Family Tree work?

Who was a threat to the Tudors?

How did Henry Tudor Reform England?

Why did Henry VIII have six wives?

What was the Reformation?

Why does Elizabeth form the Church of England in 1559?

What happened to those who would not accept the religious changes?

How useful is the Woodcut to Historians studying Tudor Religious Changes?

Why was Elizabeth attacked by Phillip of Spain?

What have we learnt from doing our Family Tree projects?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: Family History Skills – Research and Family Trees. There is also Source Usefulness (NOPCOK) skill development.

Home Learning:

7.6 Henry VII & Henry VIII Quiz
 7.7 Edward, Mary, Elizabeth Quiz
 7.8 James I and the Gunpowder Plot Quiz
Creation of a Family Tree Project and Presentation.

Common Misconceptions

That Henry became a Protestant

That an heir was the only goal of Henry.

Take it Further: Read books such as The Secret Diary of Thomas Snoop: Tudor Boy Spy (Philip Ardagh), My Friend Walter (Michael Morpurgo), Adventures in Time: Six Wives of Henry VIII (Sandbrook) **Movies/TV** Horrible Histories.

National Curriculum Links: The development of Church, state and society in Medieval Britain 1066-1509. Also, a link to the GCSE Unit on Henry VIII and his Ministers.

Intent: This Unit of History builds from the previous units and continues the Chronological story. The Lesson sequence is designed to take in the main topics expected in this NC Unit. Many of these are culturally significant and build towards the nation we are today (for example the impact of the Reformation). There is also an intent to make the students have an experience of researching their own Family history and so develop key skills that enable this.

Assessment:

Homework Knowledge Checks
Presentation of Family Trees and a Family story.
Burned at the Stake (WCF)



Tier 2 Words

Monarch
 Reign
 Inherit
 Parliament
 Monastery

Tier 3 Words

Reformation
 Heir
 Spanish Armada
 Protestant
 Roman Catholic

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

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Knowledge Learning

History:



Source Skills



Essay Writing

Year 7: Term 4

The Stuarts **PERIOD STUDY**

Enquiry Questions (lessons)

How popular was James Stuart?

What were the causes of the English Civil War?

What was Civil War Warfare like?

Case study: The Battles of Devizes and Roundway Down

What happened at the Battle of Naseby?

Are video sources useful to a Historian?

Were people better off in Cromwell's Commonwealth?

The Restoration of the Monarchy: What had changed?

How GREAT were the Plague of 1665 and the Fire of 1666?

Why do people celebrate Thanksgiving in America?

Common Misconceptions

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: Source Usefulness (NOPCOK) skill development. **Local History: Battle of Roundway.**

Home Learning:

7.85 The Causes of the Civil War Quiz

7.9 The English Civil War Quiz

7.10 Cromwell Quiz

7.11 The Restoration Quiz

[Revision for Assessment 2: Medieval Times](#)

Assessment:

Homework Knowledge Checks

Charles' Execution (WCF)

[Graded Assessment 2: Medieval Times](#)

Take it Further: Read Simon (Sutcliffe), Cromwell and his not-so Civil War (MacDonald). **Watch** Cromwell.

Visit Roundway Down or The Commandery Museum in Worcester.

National Curriculum Links: The development of Church, state and society in Britain 1509-1745. **Local Study**

[Link to GCSE Medicine Through Time – Restoration and Royal Society](#)

Intent: This Unit of History builds from the previous units and continues the Chronological story. The Lesson sequence is designed to take in the main topics expected in this NC Unit. Many of these are culturally significant and build understanding of the nation we are today (for example the impact of Charles I's execution and the trauma of a civil war). The Commonwealth and Restoration help to explain the move to Britain's constitutional Monarchy. There is also an intent to develop the students' understanding of Devizes' role in the Civil War.

Tier 2 Words

Execution
Religion
Trial
Musket
Monarch
Civil War
Gunpowder
Sovereign

Tier 3 Words

Roundhead
Cavalier
Commonwealth
Restoration
Pike
Lord Protector
Plague

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

We will use our first 'Knowledge Sheet' to revise. Remember that we recommend using layers to help your brain to learn: All revision involves a pen! Make your brain decide what to write!

1. Highlight or underline the key information 2. Make some notes or spider diagram 3. Make your own quiz cards (with answers) 4. Test yourself and get yourself tested



Knowledge Learning



Source Skills



Essay Writing

History:

Year 7: Terms 5 & 6

Industrial Britain **PERIOD STUDY**

Enquiry Questions (lessons)

What is a Revolution?

How were the Roads Improved? (Devizes Turnpike)

Why were canals so useful? (K&A)

What were the Challenges faced by the Early Railways?

'Devizes should have a Railway' HFDYA?

Is Brunel the Greatest Briton?

Why is Swindon bigger than Devizes?

Is Richard Arkwright a Forgotten British Hero?

Why do Tom and John run away from the Factory?

Why were Children and Rules so important in the Cotton Mills?

Were the Coal Mines a Place for Children?

How divided was British Society?

What made Sheffield stink?

How useful are sources for investigating Industrial Britain?

'Britain was a country of harsh conditions and squalor' HFDYA?

How was Devizes shaped by the changes to law enforcement?

Who were the victims of Jack the Ripper?

Who were the Major Suspects in the Ripper case? (Careers Lesson)

'Aaron Kosminski was Jack the Ripper' HFDYA?

Was the British Empire something to be proud of?

Was James Wolfe the real Mission Impossible?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA), Source Usefulness (NOPCOK). **Local Studies for Transport (Turnpikes, K&A Canal, GWR) and Changes to Law Enforcement.**

Home Learning:
7.12 Industrial Times Quiz 7.13 Industrial Devizes
7.14 Industrial Mills & Mines 7.15 Industrial Towns
Transport Project **Revision for Graded Assessment 3**

Take it Further: Read Wolves of Willoughby Chase (Aiken), Hetty Feather (Wilson) Street Child (Doherty)
Visit Steam in Swindon, The Wharf in Devizes or The SS Great Britain in Bristol. **Watch** The Railway Children,

Common Misconceptions



Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

We will use our first 'Knowledge Sheet' to revise. Remember that we recommend using layers to help your brain to learn: All revision involves a pen! Make your brain decide what to write!

1. Highlight or underline the key information **2. Make some notes or spider diagram** **3. Make your own quiz cards (with answers)** **4. Test yourself and get yourself tested**

National Curriculum Links: Ideas, political power, industry and empire: Britain, 1745-1901. **Local Studies (Links to Transport and the Prison)** The working and Living Conditions knowledge links clearly to the Public Health section of GCSE Medicine Through Time.

Intent: This Unit of History builds from the previous units and continues the Chronological story. The Lesson sequence is designed to take in the main topics expected in this NC Unit. The two main foci are: The Transport Revolution and Working/Living Conditions. The Transport Revolution is key to the opening up of the country and the World to what it is today and is also of local significance.

Assessment:

Brunel (WCF)

Transport Projects

19th Century Living Conditions (WCF)

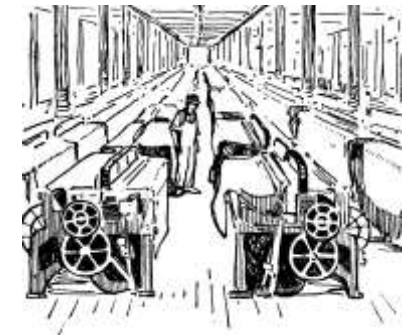
Graded Assessment 3: Tudors

Tier 2 Words

Locomotive	Steam
Railway	Engine
Canal	Lock
Aqueduct/Viaduct	Power
Disease	Factory
Mines	Migration
Mills	Coal
Classes	

Tier 3 Words

Chadwick
Brunel
Stephenson
Great Western Railway
Kennet and Avon Canal
Cholera
Entrepreneur



Year 8: Term 1
The British Empire **PERIOD STUDY**

Enquiry Questions (lessons)

Why did Britain have an Empire?
Why wasn't America in the Empire?
Why was the Royal Navy so important?
How Great a Victory was the Battle of Trafalgar?
Why was there a 'Scramble for Africa'?
'The British Remember the Anglo-Zulu War of 1879 in a Fair Way' How Far Do You Agree?
'The British Empire was Positive' How Far do you agree?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA), Source Usefulness (NOPCOK) and writing Narrative Accounts.

Home Learning:
8.1 The British Empire Quiz
8.2 The Royal Navy Quiz
8.3 The Anglo-Zulu War Quiz
[Revision for Assessment](#)

National Curriculum Links: NC: Ideas, political power, industry and empire: Britain, 1745-1901 & NC: Challenges for Britain, Europe and the wider world 1901 to the present day.

Intent: This Unit of History builds from the previous Unit and continues the Chronological story. The History Skills already introduced will be applied, nurtured and developed further throughout this unit. This unit links clearly to the Industrial Unit done the previous term.

Assessment:
Homework Knowledge Checks **The Royal Navy (WCF)**
Graded Assessment 1: Empire

Common Misconceptions

Take it Further:

Watch: Master and Commander, Zulu
Read: Barmy British Empire (Horrible Histories)



Tier 2 Words

Resources
Empire
Revolution
Trade
Tax
Discoveries
Continent
Warrior

Tier 3 Words

Colony
Cannister
Artillery
Rifle
Commonwealth
Imperial

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

We will use our first 'Knowledge Sheet' to revise. Remember that we recommend using layers to help your brain to learn: All revision involves a pen! Make your brain decide what to write!

- 1. Highlight or underline the key information
- 2. Make some notes or spider diagram
- 3. Make your own quiz cards (with answers)
- 4. Test yourself and get yourself tested

History:
K Knowledge Learning S Source Skills E Essay Writing

Year 8: Term 2

The Trans-Atlantic Slave Trade **PERIOD STUDY**

Enquiry Questions (lessons)

What were the benefits of a triangular shaped trade route?

Why was the Middle Passage so terrible?

How useful is Source A for a Historian researching the auctions of the enslaved peoples?

What was life like on a plantation?

Write an analytical narrative of a journey of an enslaved person

How did the Abolitionists get Parliament to listen?

How amazing was William Wilberforce?

How does Devizes link to the Trade in Enslaved People?

Should the UK pay compensation for Britain's role in the trade of enslaved people?

The UK should pay compensation for Britain's role in the trade of enslaved people, How far do you agree?
[\(Careers Lesson\)](#)

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA), Source Usefulness (NOPCOK) and writing Narrative Accounts. **Local Study: Devizes' Links**

Home Learning:

8.4 Slave Trade Quiz
8.5 Auctions and Plantations Quiz
8.6 Abolition Quiz
Revision for Assessment 2
Abolitionists HL Project

Common Misconceptions

Take it Further:

Books such as My name's not Friday (Jon Walter), Chains (Laurie Halse Anderson), Freedom (Catherine Johnson)
Visit the M Shed in Bristol

National Curriculum Links: NC: Ideas, political power, industry and empire: Britain, 1745-1901. Also, a link to GCSE Medicine Unit.
Local Study

Intent: This Unit of History builds from the previous Unit and continues the Chronological story. The History Skills already introduced will be applied, nurtured and developed further throughout this unit. This unit links clearly to the Industrial Unit and the Unit on the British Empire done the previous term.

Assessment:

Homework Knowledge Checks **Journey of an Enslaved (WCF)**
Graded Assessment 2
Abolitionists HL Project

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

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1. Highlight or underline the key information 2. Make some notes or spider diagram 3. Make your own quiz cards (with answers) 4. Test yourself and get yourself tested

Tier 2 Words

Slave	Enslaved
Segregation	Boycott
Auction	Master
Plantation	Church
King	Monarchy
Parliament	Sources
Evidence	Revolution
Compensation	Petition

Tier 3 Words

Passage
Overseer
Colony
Abolition
Abolitionists
Emancipation
Reparation



Knowledge Learning



Source Skills



Essay Writing

History:

Year 8: Term 3, 4 (and a bit of 5).

The First World War DEPTH STUDY

Enquiry Questions (lessons)

- What was life in Britain like before the First World War?
- What caused the First World War (FWW)?
- What was the Spark that ignited the Balkan Powder keg?
- Why Did Wilf join the Wiltshire Regiment?
- What was it like to be a FWW Soldier?
- How did Technology Cause Trench Warfare?
- What were Trenches like?
- How do sources help us to understand the FWW?
- Why was 1915 so unsuccessful for the BEF?
- Why were the British Fighting in the Dardanelles?
- What was the fighting like at Gallipoli?
- How were Propaganda Posters used during the FWW?
- Case Study: What happened at the Battle of the Somme in 1916?
- 'Haig and the Generals were butchers' HFDYA?
- How did weapons evolve for Trench Warfare?
- 'Tanks and Aircraft changed the FWW' HFDYA?
- How Poisonous was Gas?
- What happened when people stopped volunteering?
- What does 'My Boy Jack' tell us about the impact of warfare?
- What was the significance of the war at sea?
- Who was responsible for the sinking of the Lusitania?
- Why did America join the FWW on the Allied side?
- What jobs are there linked to WW1? (Careers lesson)
- How does the FWW end?
- What happened on the last day?
- What was agreed at the Treaty of Versailles?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA). Source Skills. Judging impact and significance. **Local Studies – Tribunals and War Mem.**

Home Learning:

8.7 Causes of the FWW Quiz 8.8 Trenches Quiz
 8.9 The Somme Quiz 8.10 John Kipling Quiz
 8.11 War at Sea Quiz 8.12. Versailles Quiz

**Revision for Graded Assessment 2: Slavery
 Devizes War Memorial Project**

Common Misconceptions These include that the Generals were 'donkeys', that the war was a surprise and even the result of a sandwich!

Take it Further: Read Adventures in Time: The First World War (Sandbrook), Following in the Footsteps of Heroes (Strickland), War Horse (Morpurgo), Tony Robinson's Weird World of WW1. **Listen** to Podcasts such as 'The Old Front Line' **Watch** movies such as War Horse, Gallipoli, My Boy Jack, Lawrence of Arabia.

National Curriculum Links: Challenges for Britain, Europe and the wider world 1901 to the present day. Link to GCSE Medicine and The British Sector of the Western Front. **Local Study.**

Intent: The Lesson sequence is designed to take in the main topics expected in this NC Unit and builds on the previous topic of Empire. This is a depth study so there is more depth to the content – this reflects GCSE depth studies. There is also Local History with a case study on the Devizes Tribunal cases and a HL activity on the War Memorial.

Assessment:

Homework Knowledge Checks

Graded Assessment 2

Trenches Source Work (WCF)

War Memorial Project

Haig (WCF)

Tier 2 Words

Trenches
 Soldier
 Rifle
 Militarism
 Propaganda
 Stalemate
 Allies
 Convoy
 Significance

Tier 3 Words

Artillery Somme
 Passchendaele Versailles
 Armistice Gallipoli
 Conscriptation Dreadnought
 Schlieffen Plan Alliance

 Conscientious Objector
 Lee Enfield SMLE

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

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2. Make some notes or spider diagram
3. Make your own quiz cards (with answers)
4. Test yourself and get yourself tested

Women Through Time Thematic STUDY

Enquiry Questions (lessons)

What was the life and status of Roman Women like?

Did Boudicca ever stand a chance?

Did Witches exist in Medieval England?

Tudor Women: How did Elizabeth show off her power?

What was it like to be Tudor Woman?

Victorian times: Was Britain sexist?

What is Suffrage and who were the Suffragettes?

Was Emily Davison committing suicide of making a protest?

How did the FWW change the role of women?

How did Women help in France? (Reading Exercise)

How did things change for Flappers?

Were the Female agents of the SOE given the wrong medal?

What happened to Amelia Earhart?

How significant were the events in Montgomery?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA). Reading Exercise. Source Usefulness (NOPCOK)

Home Learning:

8.13 Women Prior to 20th C Quiz

8.14 Suffragettes Quiz

8.15 Impact of WW1 Quiz

Revision for Graded Assessment 3: WW1 Suffragette Project

Common Misconceptions Things always got better!

Take it Further: Read Star by Star (Wilkinson), Things a Bright Girl Can Do (Nicholls), Great Women who changed the World (Pankhurst) **Watch** Carve her name with Pride, Hidden Figures, Suffragette (12A)

Intent:

National Curriculum Links: 1. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. 2.Challenges for Britain, Europe and the wider world 1901 to the present day. 3. At least one study of a significant society or issue in world history and its interconnections with other world developments.

As this is a thematic study across time – many of the topics previously studied will appear again and the contextual understanding will support this study. The lesson sequence will be chronological and largely follow a theme of 'Rights, attitudes towards and Jobs' for women. There will be a deeper focus on the Suffragettes as a case study.

Assessment:

Homework Knowledge Checks

Graded Assessment 3
Suffragette Project

Roman Women (WCF)
Suffragettes (WCF)

Tier 2 Words

Sexist	Protest
Voting	Witchcraft
Rights	Fear
Attitudes	
Change	
Reform	
Justice	
Equality	

Tier 3 Words

Suffrage
Suffragist
Suffragette
Flappers
Martyr
Boudicca

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Knowledge Learning



Source Skills



Essay Writing

History:

Year 9: Term 1

20th Century Dictators **PERIOD STUDY**

Enquiry Questions (lessons)

What are the Differences between a Democracy and Dictatorship?

Did Russia really become Communist?

How did the Son of a Peasant Control Russia?

Who was Adolf Hitler?

How did the Wall Street Crash in America help Hitler?

What can Primary Sources tell us about life in Nazi Germany?

How did a small number of Nazis control the whole of Germany?

Hitler expected boys and girls to be the same. How far do you agree?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA), Source Usefulness (NOPCOK)

Home Learning:

9.1 Lenin and Stalin Quiz

9.2 Early Nazis Quiz

9.3 Life in Nazi Germany Quiz

Revision for Assessment

Take it Further:

Books such as: Girl with the White Dog (Booth), **Movies** such as: The Book Thief

Visit the Imperial War Museum

National Curriculum Links: NC: Challenges for Britain, Europe and the wider world 1901 to the present day. Also, Links to GCSE Germany Unit.

Intent: This Unit of History builds from the previous units and continues the Chronological story. Much of this knowledge is linked to the First World War studied earlier. The History Skills already introduced will be applied, nurtured and developed further throughout this unit.

Assessment:

Hitler Youth HFDYA Essay (WCF)

Homework Knowledge Checks

Graded Assessment 1: Dictators

Common Misconceptions

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

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Tier 2 Words

Indoctrinate
Terror
Dictatorship
Democracy
Tsar
Communism
Stocks & Shares

Tier 3 Words

Eugenics
Propaganda
Censorship
Economic Depression
Soviet
Autobahns
Gestapo



Knowledge Learning



History:

Source Skills



Essay Writing

Year 9 Term 2&3 (+May be start of Term 4)

The Second World War **DEPTH STUDY**

Enquiry Questions (lessons)

What caused another war in Europe just 21 Years after WW1?

Was Appeasement a mistake?

What do Sources tell us about the attitudes towards Appeasement at the time? (& How useful is.... NOPCOK)

Why did France fall so quickly?

How far do you agree that Dunkirk was a success?

‘The RAF won the Battle of Britain’ HFDYA?

How useful are sources for an Enquiry into the Battle of Britain?

How well did Britain cope with the Blitz?

How did the USSR turn the tide in the East?

Was the Allied Strategic Bombing Offensive Justified?

Why were we fighting in the Far East?

What was the war in the Far East like?

Assess the significance of the Battle of the Atlantic

Was Italy the ‘Soft Underbelly’ of Europe?

What were the key technologies of WW2?

Explain why D Day was an overwhelming success.

How did PoWs try and escape from the Germans?

Why did the Axis powers lose the Second World War?

‘The dropping of the Atomic Bomb in 1945 can be justified’ HFDYA?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA) with sources, Source Usefulness (NOPCOK) and writing Narrative Accounts.

Home Learning:

9.4 Road to War Quiz
 9.5 Dunkirk and Battle of Britain Quiz
 9.6 Blitz and Homefront Quiz
 9.7 Bombing Offensive Quiz
 9.8 D Day to Berlin Quiz
 9.9 Japan and the A Bomb Quiz

Revision for Graded Assessment 2

National Curriculum Links: The NC: Challenges for Britain, Europe and the wider world 1901 to the present day. Also, a link to Britain 1930-97 A Level Course and Changing nature of Warfare 1793-1945.

Intent: This Unit of History builds from the previous units and continues the Chronological story. Much of this knowledge is linked to the First World War and the Inter-War Years studied earlier. We also find that students have a good grasp of the Homefront from Primary School. The History Skills already introduced will be applied, nurtured and developed further throughout this unit.

Assessment:

Homework Knowledge Checks **Dunkirk (WCF)**
Graded Assessment 2 **D Day (WCF)**

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Common Misconceptions

Need to rebalance the understanding towards the British contributions to WW2.

History:



Knowledge Learning



Source Skills



Essay Writing

Take it Further:

Books such as Goodnight Mr Tom (Magorian), The Great Escape (Brickhill), Escape from Colditz (Reid), Agent ZigZag (Macintyre), Early One Morning (Ryan), Adventures in Time: The Second World War (Sandbrook). **Podcasts** such as We have ways of making your talk. **Movies** such as the Battle of Britain, the Longest Day, Reach for the Sky, The Railway man.

Tier 2 Words

Czechoslovakia
 Phoney Blitz
 Evacuation Convoy
 Morale Atlantic
 Anderson Shelter
 PoW – Prisoner of War

Tier 3 Words

Appeasement
 Anschluss
 Blitzkrieg
 Luftwaffe
 Soviet

Year 9 Term 4

The Holocaust **SPECIAL STUDY**

Enquiry Questions (lessons)

Can you tell a person from their things?

How were the Minorities Persecuted in Germany?

What happened on the 9th November 1938?

What are Ghettos?

What was the 'Final Solution'?

Write an Analytical Narrative Account of the Persecution

Who was Anne Frank?

'The Nazi Treatment of the Jews Changed in the Years 1933-45' HFDYA?

What happened to the Nazis after WW2? (Careers Lesson)

Common Misconceptions That the Nazis started killing Jews (and the Minorities) from the start. Also, that Concentration Camps are the same as Death Camps.

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA), Writing Narrative Accounts.

Home Learning:

9.9 Persecution Quiz

9.10 Removal From Society Quiz

9.11 Final Solution Quiz

Assessment: Homework Knowledge Checks
Final Solution (WCF)

Take it Further: Read: The Diary of Anne Frank, Hitler's Canary (Toksvig), When Hitler Stole the Pink Rabbit (Kerr) **Watch:** The Boy in Striped Pyjamas, Life is Beautiful.

National Curriculum Links: Challenges for Britain, Europe and the wider world 1901 to the present day. **In addition to studying the Holocaust.** Link to GCSE Germany course.

Intent: This Unit of History builds on the previous unit by specialising on this special study. The Lesson sequence is designed to look chronologically at the main aspects of the Holocaust and form an understanding that the Nazis used a gradual process and deliberately made the minorities appear more and more different in order for the actions to appear acceptable. The intent is to ensure all students (especially those not going on to GCSE have an understanding of the Holocaust.

Tier 2 Words

Persecution
Perpetrator
Synagogue
Judaism
Dehumanise
Minorities

Tier 3 Words

Holocaust
Anti-Semitism
Auschwitz
Ghetto
Kristallnacht
Final Solution
Gestapo



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Knowledge Learning



History:

Source Skills



Essay Writing

Year 9 Term 5 & 6

Modern History **PERIOD STUDY**

Enquiry Questions (lessons)

What was the Cold War?

Assess the Impact of Partition on India

Why was the Berlin Blockade Significant?

Why was the Korean War Significant?

Write a Analytical Narrative of the Korean War?

'The Fall of the Berlin Wall was a Momentous Moment'
HFDYA?

Why was there such rivalry during the Cold War?

What was the most significant rivalry during the Cold War?

Did the Americans Win the Cuban Missile Crisis?

Why was JFK Assassinated?

Why did the Americans leave Vietnam?

Why did the British Fight the Falklands War in 1982?

What Happened at Hillsborough?

What happened during the Miners' Strike of 1984?

What happened on September 11th and what were the consequences?

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items: How Far Do You Agree Essays (HFDYA), Writing Narrative Accounts.

Home Learning:

Revision for the Graded Assessment 3: WW2

Assessment: Berlin Wall (WCF)
Graded Assessment 3: WW2

Take it Further: Read The Boy behind the Wall (Jones), The Week at World's End (Carroll) **Watch:** The Night Crossing, The Hunt for Red October, Bridge of Spies.

Common Misconceptions



National Curriculum Links: Challenges for Britain, Europe and the wider world 1901 to the present day. Link to Cold War and Britain A Level Courses.

Intent: This Unit of History builds from the previous units and continues the Chronological story. Much of this knowledge is linked to the Second World War studied earlier. There is a particular focus on the Cold War, but also there are key British events such as the Miners Strikes/Hillsborough disaster to add a British context. We also look at 'September 11th' which puts much context into more recent World events. With the end of this Unit students should have a good chronological understanding from 1066 until present which they can either take forward to GCSE or for their future lives

Tier 2 Words

Airlift
Soviet
Communism
Atomic
Hydrogen
Proxy
Race
Capitalism
Superpowers
Ballistic

Tier 3 Words

Iron Curtain
Domino theory
NATO
Warsaw Pact
Mass Destruction
Viet Cong
Gulf of Tonkin Resolution
Sputnik
Cosmonaut
Apollo
Containment
Khrushchev
Castro
Kennedy

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

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Knowledge Learning



Source Skills



Essay Writing

History:

Year 9 Term 6

Civil Rights Movement **PERIOD STUDY**

Enquiry Questions (lessons)

Success Criteria: These are to be found on the individual lesson PowerPoints.

Dept. Focus Items:

Home Learning:

Assessment:

Common Misconceptions

National Curriculum Links:

Intent:

Tier 2 Words

Tier 3 Words

Memory in Mind – All subjects at GCSE need you to remember lots – to revise...

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History:



Knowledge Learning



Source Skills



Essay Writing

KEY STAGE 4

Pearson Edexcel

Paper 1 Thematic study and historic environment: Option 11 Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Written examination: 1 hour and 15 minutes

30%* of the qualification

52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2: Period study and British depth study: B3: Henry VIII and his ministers, 1509–40 **AND P3: The American West, c1835–c1895**

Written examination: 1 hour and 45 minutes

40%* of the qualification

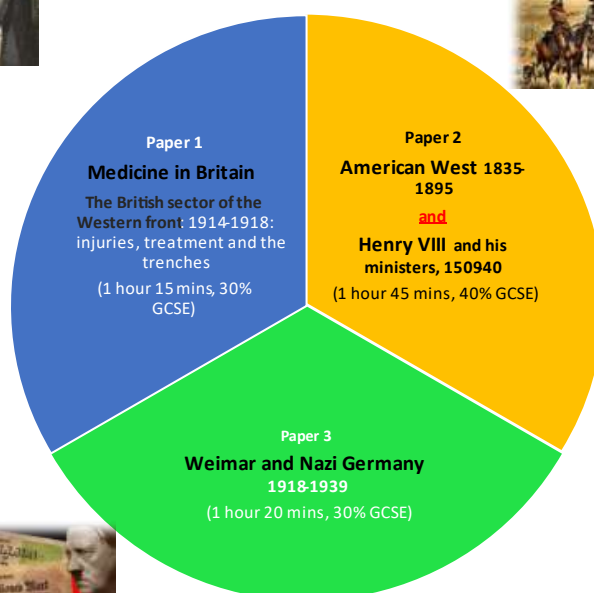
64 marks (32 for the period study and 32 for the British depth study)

Paper 3: Modern depth study: 31: Weimar and Nazi Germany, 1918–39

Written examination: 1 hour and 20 minutes

30%* of the qualification

52 marks



THE A LEVEL

OCR

Content Overview	Assessment Overview	
Unit 1: British period study and source based enquiry: BRITAIN 1930-97 (CHURCHILL focus)	British period study and enquiry: <ul style="list-style-type: none">• 1 hour 30 minute paper	25% of total A level
Unit 2: Non-British period study: COLD WAR IN EUROPE 1941-1995	Non-British period study: <ul style="list-style-type: none">• 1 hour paper	15% of total A level
Unit 3: Thematic study and historical interpretations study CHANGING NATURE OF WARFARE 1792-1945	Thematic study and historical interpretations: <ul style="list-style-type: none">• 2 hour 30 minute paper	40% of total A level
Topic based essay: COURSEWORK (Students choose the title)	3000–4000 word essay Non-exam assessment = Coursework	20% of total A level