

Scheme of Work

History

YEAR 9

	Getting the vote	The First World War	Conflict in the 20th Century	The Holocaust	The Middle East	What's the best way to bring about change?
Key concepts	<p><u>CHANGE & CONTINUITY</u> *Recognise that a change may be important to one society or group of people but has little historical significance in another context. *Understand that the historical significance of changes differs depending on the timescale used or the person looking at the change. *Use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent). Learners understand that the historical significance of changes differs depending on the timescale used or the person looking at the change, but they cannot yet link these ideas with other developments. *They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes. *Are confident when using the language of change and are beginning to explain why some changes are significant or seen as significant depending on perspective.</p> <p><u>EVIDENCE</u></p>	<p><u>ANALYTICAL NARRATIVE</u> *Construct a descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation, but this does not yet have an impact on the overall structure. The information that they use to support their narrative is sometimes accurate, but may lack relevance in places. *Narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an attempt at organisation, but this may be weaker in parts. They use some accurate information in their work but this does not necessarily show conceptual understanding and may be limited in scope.</p> <p><u>CAUSATION & CONSEQUENCE</u> *Link categories of causes to form a simple causal picture and begin to explain why something happened in history. Learners may still hold the belief that things happen because people wanted them to and may be over-reliant on the agency of historical figures. *Starting to use simple knowledge of the event or period to back up their</p>	<p><u>ANALYTICAL NARRATIVE</u> *Narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an attempt at organisation, but this may be weaker in parts. They use some accurate information in their work but this does not necessarily show conceptual understanding and may be limited in scope. *Narrative accounts attempt analysis and show some appreciation of the relevant historical concept (e.g. constructing a narrative of a cause) but are not clearly focused. They are able to plan an answer that builds an account, but it lacks internal logic. Learners are able to select mostly relevant knowledge so that it adds to the quality of their work.</p> <p><u>CAUSATION & CONSEQUENCE</u> *Becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. *Starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak.</p>	<p><u>CAUSATION & CONSEQUENCE</u> *Construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument.</p> <p><u>CHRONOLOGY</u> *Increasingly have their own simple chronological picture into which they can place new knowledge, although they may still need some support. They are beginning to make assumptions about periods because of knowledge that they already have (e.g. 'was everyone a Catholic because this was before the Reformation?'). *Use new knowledge that they have been given to add to their understanding by beginning to assimilate both 'facts' and historical ideas into their own historical picture of the past.</p> <p><u>EVIDENCE</u> *Comment on the utility of a source as well as its reliability, but they may be</p>	<p><u>CAUSATION & CONSEQUENCE</u> *Becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. *Starting to prioritise some causes as more important than others. *Beginning to be more selective when deploying historical knowledge, although this may be patchy. *Construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument. *Show recognition of the importance of selecting knowledge to strengthen their points, although this is not always successful.</p> <p><u>CHANGE & CONTINUITY</u> *Communicate their understanding of changes by identifying lines of development rather than just individual changes. *Explain lines of</p>	<p><u>ANALYTICAL NARRATIVE</u> *Narrative accounts attempt analysis and show some appreciation of the relevant historical concept (e.g. constructing a narrative of a cause) but are not clearly focused. They are able to plan an answer that builds an account, but it lacks internal logic. Learners are able to select mostly relevant knowledge so that it adds to the quality of their work. *Construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative.</p> <p><u>CAUSATION & CONSEQUENCE</u> *Explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact. *Beginning to place their causal reasoning within a wider contextual knowledge of the period or country studied.</p> <p><u>EVIDENCE</u> *Make supported inferences</p>

<p>*Use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. Learners can use a small group of sources together to make simple inferences and present this as evidence. *Make supported inferences about the past by using a source and the detail contained within it. *Comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. *Support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p> <p><u>HISTORICAL VOCABULARY</u> *Use historical vocabulary correctly in their work and it is becoming a feature of the way in which they talk and write about history. *Have a growing awareness of context and can begin to explain why some historical language is relevant in one period but not another (e.g. Leveller, Lollard, Protestant).</p> <p><u>INTERPRETATIONS</u> *Select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to</p>	<p>statements, but this will remain generic. *Understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development in isolation from other consequences. *Starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak. *Becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. *Beginning to be more selective when deploying historical knowledge, although this may be patchy.</p> <p><u>EVIDENCE</u> *Make supported inferences about the past by using a source and the detail contained within it. *Support their comments on sources by using source content and sometimes by referencing the provenance of a source. *Distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence.</p> <p><u>INTERPRETATIONS</u> *Link the construction of different interpretations to the use of different sources.</p>	<p>*Beginning to be more selective when deploying historical knowledge, although this may be patchy. *Construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument. *Explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p> <p><u>CHANGE & CONTINUITY</u> *Explain lines of development in which changes work cumulatively in the same direction or pull in different directions. However, they struggle to link lines of development (e.g. religious, political, economic) to each other and may see them as discrete from each other.</p> <p><u>CHRONOLOGY</u> *Increasingly have their own simple chronological picture into which they can place new knowledge, although they may still need some support. They are beginning to make assumptions about</p>	<p>confused about how these two ideas work together. They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped. *Distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence. Learners can support their comments on sources by using source content and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose. *Use general contextual knowledge of the period studied to support their comments, but this remains unfocused.</p> <p><u>INTERPRETATIONS</u> *They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance). *Explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and</p>	<p>development in which changes work cumulatively in the same direction or pull in different directions. However, they struggle to link lines of development to each other. *Confident when using the language of change and are beginning to explain why some changes are significant or seen as significant depending on perspective. *Begin to look at lines of development over a long period of time and can select some examples to support a simple argument about change and continuity or significance.</p>	<p>about the past by using a source and the detail contained within it. *Comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. *Distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence. *Support their comments on sources by using source content and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose. *Use general contextual knowledge of the period studied to support their comments, but this remains unfocused. *Formulate their own historical questions but struggle to plan a line of enquiry or select sources to use. *Judgement of provenance is becoming more of a feature of learners' understanding, so that ideas of nature, origin and purpose are sometimes reflected in their answers.</p> <p><u>INTERPRETATIONS</u> *Explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection.</p>
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	<p>entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations. *Link the construction of different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance).</p>	<p>They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance). *Explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and simplistic (e.g. 'Historian X wrote this because he was from France').</p>	<p>periods because of knowledge that they already have (e.g. 'was everyone a Catholic because this was before the Reformation?').</p> <p>EVIDENCE *Formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer. *Formulate their own historical questions but struggle to plan a line of enquiry or select sources to use.</p> <p>HISTORICAL VOCABULARY *Sound understanding of the importance of context when using historical vocabulary in different periods. There is also a basic awareness that historical vocabulary may need to be adapted within a period.</p> <p>INTERPRETATIONS *Link the construction of different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance). *Understand that interpretations can be tested for validity, but will need a</p>	<p>simplistic (e.g. 'Historian X wrote this because he was from France'). *Begin to test interpretations for validity, but will need a lot of support to do this.</p>		<p>*Understand that interpretations can be tested for validity, but will need a lot of support to begin to do this. *Make a case for or against an interpretation and use some relevant contextual knowledge to support their evaluation, but they tend to make only assertive judgements of interpretations that lack clear justification.</p>
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			<p>lot of support to begin to do this.</p> <p>*Explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection.</p>			
Themes	<p>Week 1 Look at elections in c1800 and why people criticised them: Rotten boroughs, franchise, electoral practices, etc./Build on Namier research – information on the electoral system towards the end of the 18th Century in <i>The Structure of Politics</i>/Review key terms and the concept of democracy</p> <p>Week 2 The 1832 Reform Act and the extent of its influence/Chartists/The 1867 and 1884 Reform Acts and their influence; Secret Ballot Act</p> <p>Week 3 Victorian attitudes towards women. Property ownership, physical and mental abilities, role in society/Victorian attitudes towards marriage/Women's clothes/Differences between how working class and upper class women were seen and treated</p> <p>Week 4 Victorian women in medicine (Florence Nightingale), teaching, literature, Politics (Elizabeth Fry), Science and Maths (Ada Lovelace)/Jobs</p>	<p>Week 1 The Franco-Prussian War/The unification of Germany in 1871 and how it affected relations with France and the balance of power in Europe/Concept of Nation and Nationalism</p> <p>Week 2 Look at the extent of European empires by late 19th Century/Germany's desire for an empire, and attempts to get one/The Kaiser and the naval arms race</p> <p>Week 3 The alliance system and how it developed in the lead up to war/Germany's position in central Europe and the Schlieffen Plan</p> <p>Week 4 Story of Sarajevo/Series of events following the assassination which led to war/Different historian's views of who was to blame for starting the war</p> <p>Week 5 Who fought in the First World War? Recruitment and conscription/Key features of trench warfare on the western front/The Battle of the Somme/War poetry</p> <p>Week 6</p>	<p>Week 1 What did communists believe in?/Changes brought about in Russia by industrialisation and war, and why this made communism appealing/Briefly cover the Russian Revolution and the West's reaction to it</p> <p>Week 2 What is Fascism?/Who was Adolf Hitler and what did he believe in?/Nazi ideas about nationalism, race and Lebensraum, and how these contributed to the outbreak of the Second World War</p> <p>Week 3 Why did the USA drop nuclear bombs on Hiroshima & Nagasaki?/The short-term and long-term consequences/Was it justified?</p> <p>Week 4 Korean War – use as a lens to illuminate early years of Cold War/Why did Russia get involved?/Why did the UN/US get involved?/Why did China get involved?/What is a proxy war?</p> <p>Week 5 Who was Fidel Castro?/The events of the Cuban Missile Crisis/Analysis of how close</p>	<p>Week 1 Why should we remember Clifford's Tower? What happened and why?/European persecution: the Spanish Inquisition; Pogroms in Russia and Eastern Europe/Tackle misconception that anti-semitism started with the Nazis</p> <p>Week 2 Jews in Europe – use anti-Jewish cartoons and media to explore conspiracy theories and stereotypes about Jews/Jews in Britain – e.g. Jewish immigrants in Whitechapel. The extent of integration/segregation./Vibrancy of Jewish communities and contribution to society, e.g. Max Liebermann, other artists, writers, etc./Emigration of 1.75 million Jews from Europe to the US 1900–1924</p> <p>Week 3 Anti-semitism in 1930s Germany, Nuremberg Laws, Kristallnacht/But also look at Kindertransport and Oskar Schindler/Bystanders /perpetrators concept</p> <p>Week 4 Approach holocaust using a personal story, e.g. Leon</p>	<p>Week 1 How did the Middle East get dragged into the First World War?/Geography of the Middle East, Tribal, ethnic and religious diversity/Ottoman rule and the rise of Arab nationalism. Reasons why Arabs supported the Allies against the Ottomans/British and French policies in the First World War: Promise of Arab independence, Sikes Picot agreement, Balfour Declaration/Mandates after the First World War</p> <p>Week 2 What caused the Arab-Israeli war of 1948?/Jewish immigration 1918–1936/Tensions cause by Jewish settlers, leading to the Arab revolt/The impact of the Second World War/The Jewish insurgency, the civil war and the Partition Plan/The role of David Ben-Gurion and the Israeli declaration of independence/Intervention of neighbouring Arab states/Main consequences of the war</p> <p>Week 3 What caused the Suez Crisis?/Why was the Suez</p>	<p>Week 1 How to bring about change by stirring up moral outrage/Elizabeth Fry and prison reform /Link back to anti-slavery campaigns</p> <p>Week 2 Is conflict a good way to bring about change?/The American Civil War, why it broke out and whether it settled the issues that started it/Compare with the English Civil War</p> <p>Week 3 Can people cause change by refusing to fight?/Gandhi/Salt March/US Civil rights sit-ins and boycotts</p> <p>Week 4 Controlling the media to change how people think/Propaganda/During the Blitz/In Soviet Russia/In Nazi Germany/Public information campaigns aimed at changing behaviour, e.g. 1980s Aids campaign, stop smoking</p> <p>Week 5 How can we change the law?/Abolition of the death penalty in Britain/Abortion Law Reform/Poll Tax riots – forced laws to be repealed</p> <p>Week 6 Is terrorism ever</p>

	<p>women were doing by 1900/Women climbers and cyclists</p> <p>Week 5 Suffragette and suffragist demands and their tactics/Resistance to votes for women and the suffrage movement/Introduce concepts of liberalism and conservatism</p> <p>Week 6 Role of women in munitions factories and other previously male occupations during the First World War/Job losses after war ended and men came back etc. /Granting of the franchise, but FA decision to ban women footballers from FA grounds</p> <p>Week 7 Compare situation in 1800 with electoral system in 1928 and with today's electoral system/Can also compare to previous periods, e.g. the era of Walpole</p>	<p>The end of the war/A look at casualty rates compared to other conflicts/Spanish influenza/State of Europe at the end of the war/Some good outcomes: Medical advances, technological advances, e.g. aviation, the League of Nations</p>	<p>the world came to nuclear war</p> <p>Week 6 The reasons why America was fighting in Vietnam/Conscription/Draft dodgers, opposition to the war and to conscription/Connection to Civil Rights movement</p> <p>Week 7 Review learning: list drivers of conflict /"Industrialisation of war"/Arms races as drivers of conflict /Look at how ideas about the drivers of conflict have changed over time, e.g. how ideas about the Cold War have changed since the conflict ended and as new information, like the Kremlin archives, has become available</p>	<p>Greenman. What happened?/Why did the Holocaust happen: Tie this to decision making within the Nazi party – who came up with the Final Solution? Who carried it out?/Hannah Arendt's idea of the "banality of evil"</p> <p>Week 5 Case studies of different forms of resistance (cross ref with Slave Rebellions) e.g. 1943 Warsaw Ghetto uprising, joining resistance movements in occupied countries, joining armies of the allies/Are people passive victims of fate? /Who survived the Holocaust?</p> <p>Week 6 Look at all causes of the Holocaust/Different explanations put forward by historians to explain how and why it happened</p>	<p>Canal so important?/Nasser's rise to power and aims – to become leader of the Arab world. Egypt's relations with Israel/The context of the Cold War – US and Soviet aims in the Middle East/Britain and France's reasons for wanting Nasser removed/Nationalisation of the Canal/Israeli, British and French military action/Resolution of the Crisis. Who were the winners and losers?</p> <p>Week 4 What caused the Iran-Iraq War?/Multicausality of the Iranian Revolution/Increasing wealth from oil led to development/Religion (Islamic fundamentalism)/Liberalism/Communism/The nature and aims of Iran's new government. Support for Shia forces across the Middle East. Effects of this on Palestinian conflict and Lebanon/Saddam Hussein's aims/The Iran-Iraq War. Superpower involvement, including US arms sales./Why the war was so brutal.</p> <p>Week 5 What caused the First Gulf War?/Why have dictatorships flourished in the Middle East?/Case study: Saddam Hussein/Treatment of the Kurds and the Iraqi people. Use of chemical weapons/Financial pressures from the Iran-Iraq war – debts to Kuwait and Saudi Arabia/Local issues: Iraqi</p>	<p>justified?/How do we define terrorism?/Nelson Mandela and the ANC/Link back to suffragettes</p>
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					claims over Kuwait. Iraq's land-locked status. Disputes over oil production by Kuwait/Reasons for intervention by the UN, US and allies. How important was oil? Week 6 What caused the 'War on Terror'?/The dramatic events of 9-11/What is Islamic extremism and what do Islamic extremists want?/Reasons for western intervention against the Taliban in Afghanistan and the Second Gulf War/Review of the causes of conflict in the Middle East in the 20th Century. Identify common causes and changing causes of instability	
Challenge	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
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Literacy focus	Reading & comprehension Making inferences Change essay	Reading & comprehension Causation essay Interpretations War poetry	Reading & comprehension Analytical narrative Consequences essay	Reading & comprehension Evidence Interpretation	Reading & comprehension Causation essay Change essay	Reading & comprehension Interpretations essay
Numeracy focus	Chronology Timelines Electoral data	Chronology Timelines Pictograms	Chronology Timelines	Chronology Timelines	Chronology Timelines	Chronology Timelines
Cross-curricular links	Citizenship – campaigns for and the widening of the franchise; women’s rights; development of democracy	Citizenship – nationalism; development of international law Geography – European nations and regions	Citizenship – communism, fascism, Nazism & democracy; UN; ant-war demonstrations Geography – Russia, Germany. Italy, Japan, Korea etc. Science – nuclear age	RE – Judaism; medieval blood libel; resistance Citizenship – discrimination & persecution	Citizenship - discrimination & persecution; terrorism Geography – Middle East RE - Islam	Citizenship – campaigning for and political change; civil rights; media; terrorism; ANC and discrimination & persecution RE – death penalty, abortion etc.

<p>SMSC & MBV</p>	<p>Cultural: Exploring, understanding and respecting diversity. Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities.</p> <p>Cultural: Understanding and appreciating personal influences. Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Moral: Developing and expressing personal views or values. Pupils' interest and offering reasoned views about, moral and ethical issues.</p> <p>Moral: Recognising right and wrong and applying it. Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p>Social: Understanding how communities and societies function. Pupils' interest in and understanding of the way communities and societies function at a variety of levels.</p> <p>Spiritual: Experiencing fascination, awe and wonder.</p>	<p>Cultural: Exploring, understanding and respecting diversity. Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities.</p> <p>Cultural: Understanding and appreciating personal influences. Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Moral: Developing and expressing personal views or values. Pupils' interest and offering reasoned views about, moral and ethical issues.</p> <p>Social: Understanding how communities and societies function. 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	<p>Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Spiritual: Exploring the values and beliefs of others. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Civil and criminal law: Right and wrong. Enable students to distinguish right from wrong and to respect the civil and criminal law of England</p> <p>Civil and criminal law: Safety of the individual. Demonstrate an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>Civil and criminal law: Executive and judiciary Demonstrate an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</p> <p>Public institutions and services. What is offered. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p>		<p>Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Spiritual: Exploring the values and beliefs of others. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Democracy: Democratic process Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p>Democracy: Freedom of choice Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Democracy: Combatting discrimination Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>	<p>Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Spiritual: Exploring the values and beliefs of others. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Civil and criminal law: Right and wrong. Enable students to distinguish right from wrong and to respect the civil and criminal law of England</p> <p>Civil and criminal law: Safety of the individual. Demonstrate an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>Democracy: Democratic process Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p>Democracy: Freedom of choice Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is</p>	<p>Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Spiritual: Exploring the values and beliefs of others. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Civil and criminal law: Right and wrong. Enable students to distinguish right from wrong and to respect the civil and criminal law of England</p> <p>Civil and criminal law: Safety of the individual. Demonstrate an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>Public institutions and Democracy: Democratic process Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p>Democracy: Freedom of choice Demonstrate an understanding that the freedom to choose and hold</p>	<p>Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Spiritual: Exploring the values and beliefs of others. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Civil and criminal law: Right and wrong. Enable students to distinguish right from wrong and to respect the civil and criminal law of England</p> <p>Civil and criminal law: Safety of the individual. Demonstrate an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>Civil and criminal law: Executive and judiciary Demonstrate an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</p> <p>Public institutions and services. What is offered. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p>
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	<p>Democracy: Democratic process Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p>Democracy: Freedom of choice Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Democracy: Combatting discrimination Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>			<p>protected in law.</p> <p>Democracy: Combatting discrimination Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>	<p>other faiths and beliefs is protected in law.</p> <p>Democracy: Combatting discrimination Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>	<p>Democracy: Democratic process Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p>Democracy: Freedom of choice Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Democracy: Combatting discrimination Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>
ASSESSMENTS	<p>Making inferences: <i>Using the source provided, write down one inference you can make and two pieces of evidence that back this up.</i></p> <p>Change: <i>The 1867 Reform Act was the most important reform to the electoral system in the years 1830-1930. How far do you agree?</i></p>	<p>Causation: <i>The Schlieffen Plan was the main reason why the First World War started in 1914. How far do you agree?</i></p> <p>Interpretations: <i>Why do the interpretations provided give different views about general Haig?</i></p>	<p>Analytical narrative: <i>Write a narrative analysing how the 1962 Cuban Missile Crisis was resolved.</i></p> <p>Consequences: <i>Explain two consequences of the increasing US involvement in Vietnam from 1965 onwards.</i></p>	<p>Evidence: <i>How useful is the source provided as evidence about why Jews were discriminated against in the 19th century?</i></p> <p>Interpretations: <i>Explain why the two interpretations provided have different views on the holocaust.</i></p>	<p>Causation: <i>The main cause of the Suez Crisis was the Cold War. How far do you agree? AND/OR The main cause of the Iran-Iraq War was Saddam Hussein's leadership. How far do you agree?</i></p> <p>Change: <i>Explain why there were changes in Western intervention in the Middle East during the 20th century.</i></p>	<p>Utility: <i>How useful would historians find the source provided for an investigation into conditions during the London Blitz?</i></p> <p>Interpretations: <i>How and why do the three interpretations of the ANC differ?</i></p>
Out of school learning	N/A	N/A	N/A	N/A	N/A	N/A

LINK TO RESOURCES: