

Year 7 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Opportunities in lessons for students to debate their opinions ❖ Key words written in glossaries at the back of books ❖ Opportunities for substantiated judgements ❖ Structured assessments (explanation, source enquiry and interpretations etc) 	<ul style="list-style-type: none"> ● Courage - students are encouraged to try new things even if they are unsure ● Dignity - students are encouraged to take pride in their work and always try their best ● Ambition - students are encouraged to always try their best and challenge themselves ● Compassion - students encounter diverse histories that may not reflect their own backgrounds or experiences ● Respect - students encounter diverse histories that may not reflect their own backgrounds or experiences 	<ul style="list-style-type: none"> ● Skills gained which are vital in the workplace: Debating, research, time management, reflection 	<ul style="list-style-type: none"> ● Meanwhile, Elsewhere worksheets utilised ● Scholars activities ● Wider reading, watching and listening lists shared with students ● Home learning activities that encourage students to immerse themselves in the topic they are learning about ● Trip opportunities 	<ul style="list-style-type: none"> ● Students study diverse histories, not just those of Britain. They have dedicated units to African Kingdoms and the Islamic Golden Age.

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Formal Assessments (Title/Date)		Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Autumn 1 = Romans ❖ Autumn 2 = Anglo Saxons & Normans Battle of Hastings ❖ Spring 1 = Normans Control ❖ Spring 2 = African Kingdoms ❖ Summer 1 = End of Year Assessments ❖ Summer 2 = Islamic Golden Age 		Utilised in every unit covered with activities such as research tasks and class presentations	Set once a fortnight with students provided a 'menu' for each unit to choose tasks from. A variety of tasks to select such as podcast episodes and meanwhile, elsewhere sheets.
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
<p>The Romans</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ What is History ★ Who were the Romans? ★ Roman invasion of Britain ★ Physical changes ★ Political changes ★ Cultural changes ★ Linguistic changes 	<p>GCSE Link:</p> <p>→ Paper 1: Medicine Through Time</p> <p>Wider Curriculum Links:</p> <p>→ Geography</p> <p>→ RE</p> <p>Sequencing Links:</p> <p>→ Chronology from KS2</p>	The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
<p>The Anglo-Saxons</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ Who were the Anglo-Saxons? ★ Why did the A-S come to England? ★ What was life like in A-S England? ★ Famous king? Or Vikings pt 1 ★ How did the A-S deal with Viking invaders? ★ How great was King Alfred the Great? ★ What were the impacts of the A-S? 	<p>GCSE Link:</p> <p>→ Paper 1: Medicine Through Time</p> <p>Wider Curriculum Links:</p> <p>→ Geography</p> <p>Sequencing Links:</p> <p>→ Chronological from previous unit</p>	Development of church state & society in Medieval Britain

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<p>The Normans - Battle of Hastings</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ Who should be king in 1066? ★ Battle of Stamford Bridge ★ Battle of Hastings ★ Why did William win the Battle of Hastings? 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 1: Medicine Through Time <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Geography → Politics <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronological from previous unit → Students can build on their knowledge from the previous unit on the Anglo-Saxons 	<p>Development of church state & society in Medieval Britain</p>
<p>The Normans - Control</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ Wiliam's Problems ★ The Feudal System ★ Castles ★ Domesday Book ★ Religion ★ Justice 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 1: Medicine Through Time <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Geography → RE → Maths <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronological from previous unit → Students can build on their knowledge from the previous unit to see the changes made by the Normans following their victory at Hastings 	<p>Development of church state & society in Medieval Britain</p>
<p>African Kingdoms</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ Mansa Musa ★ Mansa Musa ★ Gold & Asante ★ Songhai Empire ★ Benin Bronzes ★ Health & Medicine in Egypt ★ Kushite Queens 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 3 Skill - Sources <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Geography <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Students can build on their knowledge of what life was like in Britain during the same period to make comparisons 	<p>Study of a significant society or issue in world history and its interconnections with other world developments</p>

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<p>The Islamic Golden Age</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ Introduction ★ Growth of Islamic Empire ★ Baghdad ★ Al Biruni ★ Ibn Haytham ★ Al Kwarizmi ★ Remembered Today 	<p>GCSE Link:</p> <p>→ Paper 1,2 & 3 Skill - Explanation</p> <p>Wider Curriculum Links:</p> <p>→ RE</p> <p>→ Maths</p> <p>→ Science</p> <p>Sequencing Links:</p> <p>→ Students can build on their knowledge of what life was like in Britain during the same period to make comparisons</p>	<p>Study of a significant society or issue in world history and its interconnections with other world developments</p>
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Year 8 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Opportunities in lessons for students to debate their opinions ❖ Key words written in glossaries at the back of books ❖ Opportunities for substantiated judgements ❖ Structured assessments (explanation, source enquiry and interpretations etc) 	<ul style="list-style-type: none"> ● Courage - students are encouraged to try new things even if they are unsure ● Dignity - students are encouraged to take pride in their work and always try their best ● Ambition - students are encouraged to always try their best and challenge themselves ● Compassion - students 	<ul style="list-style-type: none"> ● Skills gained which are vital in the workplace: Debating, research, time management, reflection 	<ul style="list-style-type: none"> ● Meanwhile, Elsewhere worksheets utilised ● Scholars activities ● Wider reading, watching and listening lists shared with students ● Home learning activities that encourage students to immerse themselves in the topic they are learning about ● Trip opportunities 	<ul style="list-style-type: none"> ● Students study diverse histories, not just those of Britain. They have dedicated units to Black Tudors and the British Empire.

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	<p>encounter diverse histories that may not reflect their own backgrounds or experiences</p> <ul style="list-style-type: none"> • Respect - students encounter diverse histories that may not reflect their own backgrounds or experiences 			
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Autumn 1 = Black Death ❖ Autumn 2 = Black Tudors & Elizabethan Exploration ❖ Spring 1 = Enslavement ❖ Spring 2 = The British Empire ❖ Summer 1 = End of Year Assessments ❖ Summer 2 = The British Empire Case Study 			<ul style="list-style-type: none"> • Utilised in every unit covered with activities such as research tasks and class presentations 	<ul style="list-style-type: none"> • Set once a fortnight with students provided a 'menu' for each unit to choose tasks from. A variety of tasks to select such as podcast episodes and meanwhile, elsewhere sheets.
Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing		National Curriculum (<i>including KS2</i>)
<p>Black Death</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ The Black Death and how it spread ★ Causes and symptoms ★ Cures and treatments ★ Social Consequences ★ Political Consequences 	<p>GCSE Link: → Paper 1: Medicine Through Time</p> <p>Wider Curriculum Links: → Science</p> <p>Sequencing Links:</p>		<p>Development of church state & society in Medieval Britain</p>

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	<ul style="list-style-type: none"> ★ Economic Consequences ★ Religious Consequences 	<ul style="list-style-type: none"> → Chronology - from previous units, build on Yr 7 skills 	
<p>Black Tudors</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ Who were the Tudors ★ Life for ordinary people ★ Women and Children ★ Religion in daily life ★ Changes to religion ★ Reformation ★ The New World 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 2: Early Elizabethan England <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → RE <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous unit 	Development of church state & society in Medieval Britain
<p>Elizabethan Exploration</p> <p>4 weeks</p>	Students will cover a number of themes to discover why Elizabethans wanted to explore. They will cover topics and issues such as who explored, where did they explore and why did they explore?	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 2: Early Elizabethan England <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Geography <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous unit → Students can build on their knowledge of what Britain was like in Tudor England 	Development of church state & society in Medieval Britain
<p>Enslavement</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ Ideas of race ★ Role of the Portuguese ★ Middle Passage ★ Middle Passage Trauma ★ Philip Quaque ★ Plantation Hierarchy ★ Race on plantations 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 2: Early Elizabethan England <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → RE <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous unit → Students can build on their knowledge of Elizabethan Exploration and how this contributed to enslavement 	ideas, political power, industry and empire: Britain

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<p>Empire</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ What was the British Empire? ★ What was the Empire used for? ★ What did Britain gain from the Empire? ★ How should we view the British Empire? 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 2: Early Elizabethan England <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → RE <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous unit → Students can build on their knowledge of enslavement and how this links to the creation of the British Empire 	<p>ideas, political power, industry and empire: Britain</p>
<p>Empire (Case Study)</p> <p>4 weeks</p>	<p>Students will be allocated a country that was once part of the British Empire and conduct independent research into this country and their role within the Empire and any other key details. They will be responsible for putting their research together into an informative presentation.</p>	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Study Skills - Independent Research <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → RE <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous unit → Students can build on their knowledge of the British Empire by looking at the various countries that formed part of it 	<p>ideas, political power, industry and empire: Britain</p>

Year 9 - Scheme of Learning

<p>Word Rich - Oracy, Vocabulary, Reading, Writing</p>	<p>SMSC & Values</p>	<p>Careers & Employability</p>	<p>Enrichment & Cultural Capital</p>	<p>Equality, Diversity & Inclusivity</p>
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<ul style="list-style-type: none"> ❖ Opportunities in lessons for students to debate their opinions ❖ Key words written in glossaries at the back of books ❖ Opportunities for substantiated judgements ❖ Structured assessments (explanation, source enquiry and interpretations etc) 	<ul style="list-style-type: none"> ● Courage - students are encouraged to try new things even if they are unsure ● Dignity - students are encouraged to take pride in their work and always try their best ● Ambition - students are encouraged to always try their best and challenge themselves ● Compassion - students encounter diverse histories that may not reflect their own backgrounds or experiences ● Respect - students encounter diverse histories that may not reflect their own backgrounds or experiences 	<ul style="list-style-type: none"> ● Skills gained which are vital in the workplace: Debating, research, time management, reflection 	<ul style="list-style-type: none"> ● Meanwhile, Elsewhere worksheets utilised ● Scholars activities ● Wider reading, watching and listening lists shared with students ● Home learning activities that encourage students to immerse themselves in the topic they are learning about ● Trip opportunities 	<ul style="list-style-type: none"> ● Students study diverse histories, not just those of Britain. They have dedicated units to the Holocaust and women's history.
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Autumn 1 = WW1 ❖ Autumn 2 = WW2 ❖ Spring 1 = The Holocaust 			<ul style="list-style-type: none"> ● Utilised in every unit covered with activities such as research tasks 	<ul style="list-style-type: none"> ● Set once a fortnight with students provided a 'menu' for each unit to

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<ul style="list-style-type: none"> ❖ Spring 2 = Women ❖ Summer 1 = End of Year Assessments ❖ Summer 2 = N/A as students will have graduated and begun KS4 programmes of study 	<p>and class presentations</p>	<p>choose tasks from. A variety of tasks to select such as podcast episodes and meanwhile, elsewhere sheets.</p>	
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
<p>WW1</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ Intro to WW1 ★ Pals battalions ★ BWIR ★ Anzac troops ★ Canadian troops ★ Indian troops ★ Arab troops 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 1: Medicine Through Time → Paper 3: Weimar & Nazi Germany <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Politics <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous units, build on Yr 7 and 8 skills 	<p>challenges for Britain, Europe and the wider world</p>
<p>WW2</p> <p>4 weeks</p>	<ul style="list-style-type: none"> ★ How did WW2 start? ★ Invasion of France ★ Battle of Britain ★ Pearl Harbour ★ Midway ★ Stalingrad ★ D-Day 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 1: Medicine Through Time → Paper 2: Superpower Relations → Paper 3: Weimar & Nazi Germany <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Politics → Geography <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous unit → Students can build on their understanding of WW1 and how this impacted WW2 	<p>challenges for Britain, Europe and the wider world</p>
<p>The Holocaust</p>	<ul style="list-style-type: none"> ★ Definitions ★ Pre war Jewish life 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 3: Weimar & Nazi Germany 	<p>challenges for Britain, Europe and the wider world</p>

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4 weeks	<ul style="list-style-type: none"> ★ Pre 1939 persecution ★ Kindertransport ★ Ghettos ★ Final solution ★ British reaction ★ Jewish resistance ★ Liberation ★ Justice 	<p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → RE <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous unit → Students can build on their understanding of WW2 and how this and the Holocaust are interconnected 	
Women 4 weeks	Students will cover a number of themes to decide whether women were liberated after the Second World War. They will cover topics and issues such as the role of fashion, new technology and equality.	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Paper 3 Skill - Sources <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Politics → Citizenship <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Chronology - from previous unit → Students can build on their understanding of WW2 and how this impacted women 	challenges for Britain, Europe and the wider world

GCSE History - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Debates on causes and consequences of key events ❖ Opportunities for 	<ul style="list-style-type: none"> ● Medicine discoveries (Ambition, Courage) ● Elizabeth I (Ambition, Dignity) 	<ul style="list-style-type: none"> ● Skills gained which are vital in the workplace: Debating, 	<ul style="list-style-type: none"> ● Linking of papers in the same time period across different countries ● Links with A Level 	<ul style="list-style-type: none"> ● Class system in Britain ● Roanoke and Exploration in the Elizabeth paper ● Impact of communism

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<ul style="list-style-type: none"> ❖ substantiated judgements ❖ Structured assessments (explanation, source enquiry and interpretations) 	<ul style="list-style-type: none"> ● Weimar and Nazi Germany (Courage, Compassion) 	<p>research, time management, reflection</p>	<p>content and skills</p>	<p>during the Cold War</p> <ul style="list-style-type: none"> ● Those who spoke out in Nazi Germany
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Spread throughout the course in class ❖ Mocks occur throughout the year 			<ul style="list-style-type: none"> ● Knowledge Retrieval Tests ● Revision documents on Google Classroom ● Independent research ● Seneca 	<ul style="list-style-type: none"> ● Exam practice ● Knowledge tests on google forms ● DIRT
Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing	National Curriculum (<i>including KS2</i>)	
<p>Early Elizabethan England, 1558-88</p> <p><i>10 Weeks</i></p>	<ul style="list-style-type: none"> ★ Queen, government and religion ★ Challenges to Elizabeth at home and abroad ★ Elizabethan society in the Age of Exploration 	<p>GCSE Link:</p> <p style="padding-left: 20px;">→ Paper 2: Early Elizabeth</p> <p>Wider Curriculum Links:</p> <p style="padding-left: 20px;">→ Historical</p> <p style="padding-left: 20px;">→ Geographical</p> <p style="padding-left: 20px;">→ Political</p> <p style="padding-left: 20px;">→ Science</p> <p>Sequencing Links:</p> <p style="padding-left: 20px;">→ Chronology - covers 16th Century</p>	<p>Depth Study</p> <p>British study</p>	
<p>Medicine in Britain and The British sector of the Western Front</p>	<ul style="list-style-type: none"> ★ Medicine in Medieval England ★ The Medical Renaissance in England ★ Medicine in eighteenth and nineteenth century Britain ★ Medicine in modern Britain ★ The British sector of the Western Front: 	<p>GCSE Link:</p> <p style="padding-left: 20px;">→ Paper 1: Medicine Through Time</p> <p>Wider Curriculum Links:</p> <p style="padding-left: 20px;">→ Historical</p> <p style="padding-left: 20px;">→ Geographical</p> <p style="padding-left: 20px;">→ Political</p>	<p>Thematic study</p> <p>British study</p>	

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<p>20 weeks</p>	<p>injuries, treatment and the trenches</p>	<p>→ Science Sequencing Links: → Chronology - overview paper which begins with Medieval Period</p>	
<p>Weimar and Nazi Germany, 1918-39</p> <p>20 Weeks</p>	<ul style="list-style-type: none"> ★ The Weimar Republic ★ Hitler's rise to power ★ Nazi control and dictatorship ★ Life in Nazi Germany 	<p>GCSE Link: → Paper 3: Weimar and Nazi Germany</p> <p>Wider Curriculum Links: → Historical → Geographical → Political → Science</p> <p>Sequencing Links: → Chronology - 20th Century history</p>	<p>Period Study European study</p>
<p>Superpower relations and the Cold War, 1941-91</p> <p>12 Weeks</p>	<ul style="list-style-type: none"> ★ The origins of the Cold War ★ Cold War crises ★ The end of the Cold War 	<p>GCSE Link: → Paper 2: Cold War</p> <p>Wider Curriculum Links: → Historical → Geographical → Political → Science</p> <p>Sequencing Links: → Chronology - builds on end of Germany unit</p>	<p>Period Study European study</p>