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|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| Year 7 | **Unit 1: History Skills**  What is History, Key historical terms, Historical concepts | **Unit 2: Medieval**  Battle of Hastings, Castles, Feudal System, Harrying of the North, Domesday System, King John& the Magna Carta, Black Death, Peasants Revolt, Crime and Punishment in Medieval times. | | **Unit 3: The Tudors**  War of the Roses, Henry VII and the Battle of Bosworth, Henry VIII, Reformation, Dissolution of the Monasteries, Bloody Mary, Elizabeth I, Spanish Armada, Crime and Punishment in Tudor times | | | | **Unit 4: The Stuarts &The English Civil War**  James I, Gunpowder Plot, Charles I  Civil War causes, Weapons and Battles, Impact on Chester, Reasons for Parliamentarian victory. | | **Unit 5: The Protectorate and the Restoration**  Execution of King Charles I, Cromwell and the Puritans, Crime and Punishment,,Charles II, Return of the Plague, Causes of the Great Fire of London, Impact of the Great Fire of London. | |
| **Assessment**  Baseline Test | **Assessment**  Explain why the Normans won the Battle of Hasting? | | **Assessment**  Explain why Henry VIII broke away from the Church in Rome? | | | | **Assessment**  Write a narrative account of the English Civil War. | | **End of Year Examination**  Knowledge based examination | |
| **Inclu-sion for All** | * Visual timelines and visuals of key concepts like the Feudal System. * Glossary of accessible key terms and definitions in books with a test. * Use of models / play dough to demonstrate castles and their features * Use of topic checklists to promote organisation * Storyboards and card sort to support extended writing on the Battle of Hastings. * Metacognition techniques to clarify assessment criteria. * Literacy focus: capital letters to promote spelling of key people and places. * Literacy mats on Medieval topic available * Topic checklist to support organisation, self-scaffolding and for students with SEMH needs * Learning recap (5 key points) at the start of each lesson to develop working memory. * Guided reading activity to promote reading and analysis of source material. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique | | | * Visuals to demonstrate Tudor Family tree * Storyboard to promote sequence of events of Battle of Bosworth * Glossary of accessible key terms and definitions in books with a test. * Use of visual sources and clips to bring History alive (e.g. Spanish Armada) * Use of topic checklists to promote organisation * Card sort/coding of the differences between Catholic and Protestant Church. * Metacognition techniques to clarify assessment criteria. * Use of TA to work with SEND students as they prepare for the assessment. * Promote spelling of Tudor specific words. * Literacy mats on Tudor topic available * Choice of tasks promoted on topics such as Bloody Mary * Learning recap (5 key points) at the start of each lesson to develop working memory. * Guided reading activity to promote reading and analysis of source material. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique | | | | * Use of visuals such as maps and illustrations to demonstrate aspects of the Civil War such as weaponry and battles. * Glossary of accessible key terms and definitions in books with a test. * Clips to bring History alive (e.g Cromwell clip of the execution) * Use of topic checklists to promote organisation * Card sort to prepare students for the assessment, grouping events into causes, events and consequences * Metacognition techniques to clarify assessment criteria. * Use of TA to work with SEND students as they prepare for the assessment. * Promote ambitious vocabulary to link the narrative account together. * Literacy mats on Stuart topic available * Choice of tasks promoted on topics such as the Plague and the Great Fire of London. * Topic checklist to support organisation, self-scaffolding and for students with SEMH needs * Learning recap (5 key points) at the start of each lesson to develop working memory. * Guided reading activity to promote reading and analysis of source material. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Provide a checklist for project work * Use of diary extracts to support literacy and empathy (ASD) on topics such as the Plague. * Writing frames and model work to demonstrate good practice * Use of accessible yet challenging literature extract on life during this period. | | | |
| **Catholic Social**  **Teaching** |  | | |  | | | |  | | | |
| Year 8 | **Unit 1: Living Conditions and Social Issues in 19th Century**  Queen Victoria, Industrial Revolution, Factory Reform, Living Conditions, Empire, Slavery, Crime and Punishment in Victorian Times | | **Unit 2: The Suffragettes**  Why did women want the vote, Who were the Suffragettes, Ethnic Minority Suffragettes, Militancy, Terrorists or Protestors, Torturing of Women, Emily Davison, Women and WW1 | | **Unit 3: Events leading to World War 1**  **Unit 4: World War 1**  Long term causes, Assassination of Franz Ferdinand, Causes of WW1, Schlieffen Plan, Failure of the Plan, WW1 Propaganda, Life in the Trenches, Christmas Day Truce, Battle of the Somme, Empire troops, Women in WW1, Conscientious Objectors, The use of animals during WW1, The end of WW1 | | **Unit 5: Events leading to World War 2**  **Unit 6: World War 2**  The Treaty of Versailles, Impact of the Treaty, Adolf Hitler, Nazi Police State, Why did people vote for Hitler, Propaganda and censorship, Hitler’s foreign policy, Breaking the Treaty of Versailles, Appeasement, Other causes of WW2, Evacuation, The Blitz, Dunkirk, The Battle of Britain, Secret Agents, Conscription and Women, Home front, Contributions of Empire troops, | | | | |
| **Assessment**  How useful is source 1 for studying factory/living conditions in the 19th century? | | **Assessment**  How useful is source 1 for studying the suffragette movement? | | **Assessment**  Explain why World War 1 broke out. (Two points given and students expected to use one additional) | | | **End of Year Examination**  Knowledge based examination | | | |
| **Inclusion for all** | * Use of visuals and ICT to support understanding / imagination, especially on social and economic conditions in Victorian Britain. * Glossary of accessible key terms and definitions in books with a test. * Maps used to demonstrate Empire * Cartoons and propaganda posters used as visuals * Use of diary extracts and other primary source material to enhance empathy skills and to stimulate critical thinking of the provenance (AHD) * Use of writing frames and model work used to prepare students for source analysis assessments. * Metacognition techniques to clarify assessment criteria. * Highlighting key words for dyslexic students * Choice of activities to promote independence and levels of engagement. * Shared reading opportunity for all in strategic groups * Structured tasks to analyse sources * Learning recap (5 key points) at the start of each lesson to develop working memory * Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion * Links to real examples of protest today and campaigns for equality * Topic checklist to support organisation, self-scaffolding and for students with SEMH needs * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique | | | | * Use of visuals, models and ICT to show features of a Trench * Maps used to visually demonstrate alliances. * Storyboard or timelines to promote sequences of events, e.g. causes of war. * Glossary of accessible key terms and definitions in books with a test. * Use of diary extracts to enhance empathy skills (AHD) * Clear, guided task lists for research tasks such as research into trench conditions. * Use of topic checklists to promote organisation * Visual sources used to demonstrate propaganda and censorship. * Metacognition techniques to clarify assessment criteria. * Use writing frames to assist extended writing tasks. * Use of TA to work with SEND students as they prepare for the assessment. * Spelling and definition test of tier three words. * Literacy mats on WW1 topic available- to be used in lessons for SEND students. * Shared reading opportunities- for example the extract from War Horse. * Choice of task presentation to develop key skills and confidence in presentation method * Verbal presentation opportunity to develop listening and communication skills (Dragon’s Den weapons lesson) * Topic checklist to support organisation, self-scaffolding and for students with SEMH needs * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion * Guided reading activity to promote reading and analysis of source material. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique | | | * Visuals and maps to support Treaty of Versailles and Dunkirk. * Storyboard or timelines to promote sequences of events, e.g. causes of war. * Choice of activities to promote independence and levels of engagement. * Glossary of accessible key terms and definitions in books with a test. * Use of diary extracts to enhance empathy skills on evacuation (AHD) * Clear, guided task lists for research tasks such as causes of World War Two. * Use of topic checklists to promote organisation * Visual sources used to demonstrate propaganda and censorship. * Metacognition techniques to clarify assessment criteria. * Use writing frames to assist extended writing tasks. * Use of TA to work with SEND students as they prepare for the assessment. * Spelling and definition test of tier three words. * Literacy mats on WW2 topic available- to be used in lessons for SEND students. * Shared reading opportunities- for example Evacuees * Choice of task presentation to develop key skills and confidence in presentation method * Verbal /group presentation opportunity to develop listening and communication skills (Home Front lessons) * Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion * Topic checklist to support organisation, self-scaffolding and for students with SEMH needs * Learning recap (5 key points) at the start of each lesson to develop working memory. * Guided reading activity to promote reading and analysis of source material. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique | | | |
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| **Year 9** | **Unit 1: The Holocaust**  Pre-War Jewish Life, Nazi party and Anti-Jewish laws, Anti-Semitism, Who were the Nazis, Kristallnacht, Life in the Ghetto, The Wannsee Conference, Life in Auschwitz, Kindertransport, Who resisted the Nazis, Schindler | | **Unit 2: Black History in the USA**  **US History:** History of Slavery in North America, Civil War, Emancipation, Segregation Laws, Civil Rights Movement, roles of Martin Luther King and Malcolm X, achievements and failures by 1968, campaigns and protests in recent times.  **Recent events and debates:** Black Lives Matter campaigns in US and UK, debates on removal of statues | | **Unit 3: The USA 1919-45**  Causes of the American boom, features of the boom, The liberation of women (flappers), Prohibition, Monkey Trial, immigration including the Sacco and Vanzetti Trial, Causes of the Wall Street Crash, life in the depression, the election of Roosevelt and the New Deal, Pearl Harbour, Dropping the Atom Bomb | | | **Unit 4: Aspects of the Cold War**  The Cold War: Capitalism and Communism, Why did the Cold War start  Key events: Cuban Missile Crisis, Berlin Wall construction and fall. Case Study: The Vietnam War: US involvement, Guerrilla Warfare, US Tactics, My Lai, Media, Protest Movements, US withdrawal | **Unit 5: Jack the Ripper**  What was life like in Whitechapel, Why has Jack the Ripper never been identified, Impact of the murders on UK society | | |
| **Assessment**  How useful is source A in studying life in the ghettos? OR  How useful is Source A for studying life in the concentration camps? | | **Assessment**  Explain why there was progress in the Civil Rights Movement in the 1950s/60s? | | **Assessment**  Give 2 consequences of the Wall Street Crash | | | **Assessment**  ‘Media pressure was the main reason why the USA withdrew from the Vietnam War’. How far do you agree? Explain your answer. | **End of Year Examination** | | |
| **Inclusion for all** | * Visuals of anti-semitism * Glossary of key terms and test * Timeline of anti-Semitism. , * Diary extracts and primary source material to enhance empathy skills of persecution to stimulate critical thinking of the provenance (AHD) * Writing frames and model work used * Metacognition techniques to clarify assessment criteria. * Highlighting key words for dyslexic students * Choice of activities to promote independence & engagement. * Structured tasks to analyse sources * Learning recap to develop working memory * Topic checklist * Topic recall quiz | | * Visuals e.g. interactive Triangular trade route and images of 1920s boom * Storyboard or timelines to promote sequences of events, e.g. Civil Rights Movement * Glossary of accessible key terms and definitions in books with a test. * Use of characters to enhance empathy skills for Alphabet agencies (AHD) * Grids used to support research into Black Achievements in the 20th century and life during the Depression. Use of topic checklists to promote organisation. * Metacognition techniques to clarify assessment criteria. * Use writing frames to assist extended writing tasks. * Use of TA to work with SEND students as they prepare for the assessment. * Spelling and definition test of tier three words. * Literacy mats on unit 2 and 3 topic available- to be used in lessons for SEND students. * Shared reading opportunities- for example extract from Grapes of Wrath * Choice of task presentation to develop key skills and confidence in presentation method * Topic checklist to support organisation, self-scaffolding and for students with SEMH needs * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Guided reading activity to promote reading and analysis of source material of Al Capone * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique | | | | | * Use of visuals and maps especially of the Cold War events * Storyboard or timelines to promote sequences of events, e.g. Cuban Missile Crisis * Glossary of key terms and definitions in books with a test. * Clear, guided task lists for research tasks such as the My Lai Massacre or the legacy of the Vietnam War * Use of topic checklists to promote organisation * Visual sources used to demonstrate aspects of warfare * Metacognition techniques to clarify assessment criteria. * Use writing frames to assist extended writing tasks. * Use of TA to work with SEND students as they prepare for the assessment. * Spelling and definition test of tier three words. * Literacy mats on topics available- to be used in lessons for SEND students. * Verbal /group presentation opportunity to develop listening and communication skills (CSI boards) * Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion * Topic checklist * Learning recap (5 key points) at the start of each lesson to develop working memory. * Guided reading activity to promote reading and analysis of source material, e.g. Historians views on Jack the Ripper. * Topic recall quiz to develop working memory and exam technique | | | |
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| Year 10 | **Paper 2: Superpower Relations and The Cold War**  (20% of GCSE)  The origins of the Cold War, 1941-58,  Cold War crises, 1958-70,  The end of the Cold War, 1970-91 | | | **Paper 2: Henry VIII and his Ministers**  (20 % of GCSE)  Henry VIII and Wolsey, 1509-29, Henry VIII and Cromwell, 1529-40, The reformation and its impact, 1529-40 | | | | **Paper 1: Crime and Punishment**  (30% of GCSE)  Crime and punishment in Medieval England c1000-c1500, Crime and punishment in Early Modern England c1500-1700. | | | |
|  | **Assessment:**  Past paper questions on Paper 2 & end of unit examination | | | **Assessment:**  Past paper questions on Paper 2 & end of unit examination | | | | **Assessment**  End of year examination (Paper 2) | | | |
| **Inclusion for All** | * Visuals e.g. Atomic Bomb, weapons * Clips of Cold War events- e.g. Film 13 days. * Timelines to promote sequence of events * Key words defined in booklets * Grids and summary charts to clarify impact of events on Superpowers. * Metacognition techniques to clarify assessment criteria and model part answers. * Writing frames to assist extended writing tasks. * Use of TA to work with SEND students as they prepare for the assessment/absent students * Choice of task presentation to revise- podcasts, revision mindmaps, flashcards * Topic checklist which coded RAG * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Cartoon analysis to promoted understanding of contemporary Cold War sources * Knowledge Organiser summaries * Firefly tests to promote recall. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Group activities to promote thinking skills and essay planning. | | | * Visuals e.g. Tudor family tree, Chain of being * Clips- e.g. of Hampton Court Palace, Field of Cloth of Gold * Timelines to promote sequence of events * Key words defined in booklets * Grids and summary charts to plan out extended writing * Metacognition techniques to clarify assessment criteria and model part answers. * Writing frames to assist extended writing tasks. * Use of TA to work with SEND students as they prepare for the assessment/absent students * Choice of task presentation to revise- podcasts, revision mindmaps, flashcards * Topic checklist which are coded RAG * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Contemporary sources analysed on Wolsey’s personality. * Knowledge Organiser summaries * Firefly tests to promote recall. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Group activities to promote thinking skills and essay planning. | | | | * Visuals e.g. Punishments, Policing and Crime * Timelines to compare crimes throughout the ages * Key words defined in booklets * Grids and summary charts to recall prior learning. * Metacognition techniques to clarify assessment criteria and model part answers. * Writing frames to assist with extended writing tasks. * Use of TA to work with SEND students as they prepare for the assessment/absent students * Choice of task presentation to revise- podcasts, revision mindmaps, flashcards * Topic checklist which coded RAG * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Knowledge Organiser summaries * Firefly tests to promote recall. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Group activities to promote thinking skills and essay planning. | | | |
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| Year 11 | **Paper 1: Crime and Punishment**  (30% of GCSE)  . Crime and punishment in eighteenth and nineteenth century Britain c1700-1900, Crime and punishment in modern Britain c1900-present, Whitechapel c1870-1900; Crime, policing and the inner city | **Paper 3: Weimar and Nazi Germany**  (30% of GCSE)  Hitler’s rise to power, 1919-33, Nazi control and dictatorship,1933-39, Life in Nazi Germany, 1933-39 | **FINAL REVISION**  Final preparations for the external examinations | |  |
|  | **Assessment:**  Past paper questions on Paper 3 & end of unit examination | **Assessment:**  Past paper questions on Paper 1 & end of unit examination | **Assessment:**  Range of past paper questions from Papers 1-3 | |  |
| **Inclus-ion for All** | * Visuals e.g. Crime, Punishment, Policing * Clips- e.g. Derek Bentley film * Timelines to promote sequence of events * Key words defined in booklets * Grids and summary charts to compare and contrast periods * Metacognition techniques to clarify assessment criteria and model part answers. * Writing frames to assist extended writing tasks. * Use of TA to work with SEND students and absent students * Choice of task presentation to revise- podcasts, revision mindmaps, flashcards * Topic checklist which is coded RAG * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Contemporary sources used * Knowledge Organiser summaries * Firefly tests to promote recall. * Topic recall quiz to develop working memory and exam technique * Group activities to promote thinking skills * Booklets adapted for different needs- e.g. on coloured paper, enlarged by Visual impaired unit | * Visuals e.g. hyperinflation, Maps of impact of Treaty of Versailles * Clips- e.g. Rise of Evil * Timelines to promote sequence of events * Key words defined in booklets * Grids and summary charts to plan out extended writing * Metacognition techniques to clarify assessment criteria and model part answers. * Writing frames to assist extended writing tasks. * Use of TA to work with SEND students as they prepare for the assessment/absent students * Choice of task presentation to revise- podcasts, revision mindmaps, flashcards * Topic checklist which coded RAG * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Contemporary sources analysed on Wolsey’s personality. * Knowledge Organiser summaries * Firefly tests to promote recall. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Group activities to promote thinking skills and essay planning. * Booklets adapted for different needs- e.g. on coloured paper, enlarged by Visual impaired unit | | * Model answers- past student responses * Visualiser used to demonstrate metacognition * Walk through examinations to demonstrate timings, examination technique * Recall quizzes to help with working memory * Past paper questions * Booklets adapted for different needs- e.g. on coloured paper, enlarged by Visual impaired unit * Sample questions set and marked to build confidence * Revision sessions in class and after school. | |
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| Year 12 | **Unit Y113 Britain 1930-1997 (25%)** | **Unit Y219 Russia 1894-1941 (15%) & Unit Y314 German Nationalism 1789-1919 (40%)** |
|  | **Assessment:**  Past paper questions & end of unit examination | **Assessment:**  Past paper questions & end of unit examination |
| **Inclusion for All** | * Visuals used to aid understanding- e.g. Mediterranean strategy, Dresden bombings * Clips of Churchill’s speeches- e.g. Darkest Hour film * Timelines to promote sequence of events- Hitler’s steps to war * Revision wheels and summary charts * Metacognition techniques to clarify assessment criteria and model part answers. * Writing frames to assist extended writing tasks for sources questions * Choice of task presentation to revise- podcasts, revision mindmaps, flashcards * Topic checklist * Feedback sheet to record assessment marks and feedback * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Cartoon analysis to promote understanding of contemporary sources * Revision books and summaries available and issued free of charge to PP students * Firefly tests to promote recall. * Course textbook to promote wider reading. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Group activities to promote thinking skills and essay planning. * **Course textbook to promote wider reading** | * Visuals used to aid understanding- e.g. Russian society under Tsar * Clips- e.g. Revolutions * Timelines to promote sequence of events * Revision wheels and summary charts * Metacognition techniques to clarify assessment criteria and model part answers. * Writing frames * Choice of task presentation to revise- podcasts, revision mindmaps, flashcards * Topic checklist * Feedback sheet to record assessment marks and feedback * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Cartoon analysis to promote understanding of contemporary sources * Revision books available and issued free of charge to PP students * Course textbook to promote wider reading * Firefly tests to promote recall. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Group activities to promote thinking skills and essay planning. |
| **CST** |  |  |
| Year 13 | **Unit Y100 Topic Based Essay (20%)** | **Unit Y314 German Nationalism 1789-1919 (40%)** |
|  | **Assessment:**  Final piece submitted to examination board. | **Assessment:**  Past paper questions & end of unit examination |
| **Inclusion for All** | * Pre-teaching of coursework requirements using OCR coursework booklets. * Examples of coursework issued to students to visualise final piece * Planning of coursework question * Historiography taught as a concept * Mark scheme analysed to clarify assessment criteria. * Referencing explained and demonstrated live * Choice of task- students have a free choice of topic, helping levels of engagement and enjoyment * Drafts submitted and generic feedback given * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Cartoon analysis to promote understanding of contemporary sources and how to gain marks on analysing primary sources * 2-3 Coursework books issued to all students and access to ICT in all lessons * Reminders of A01-3 taught at key times * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Group activities to promote thinking skills and essay planning in the early stages | * Visuals used to aid understanding- e.g. maps * Clips to bring subject to life * Timelines to promote sequence of events * Revision wheels and summary charts to allow synoptic analysis * Metacognition techniques to clarify assessment criteria and model part answers. * Writing frames * Choice of task presentation to revise- podcasts, revision mindmaps, flashcards * Topic checklist * Feedback sheet to record assessment marks and feedback * Learning recap (5 key points) at the start of each lesson to develop working memory. * Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion * Range of Historians views analysed * Revision books available and issued free of charge to PP students * Course textbook to promote wider reading * Firefly tests to promote recall. * Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique * Group activities to promote thinking skills and essay planning. |
| **CST** |  |  |