




HISTORY

YEAR 7

INTENT

In Year 7, students will leave with an understanding of the skills necessary to become a successful historian. They will also develop an understanding of British history, who the first migrants to the Island were and the development of communities and peoples through to the English Civil War and British Empire.

	Prior learning	At KS2, students learn a wide range of topics including British History, local History, Romans & Anglo-Saxons.
	Conscious curriculum links	Over the course of the year, students will make cross curricular links to PRE, Geography and English.
	Extra-curricular	Students are encouraged to participate in a 'best eggs in History' challenge at Easter.

	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
TOPIC/KNOWLEDGE	Students will learn about historical skills: <ul style="list-style-type: none">source / interpretation analysis, chronology, significance, similarities & differences, causes & consequences, continuity & changeSkills will be learnt while studying local history, Celts, Romans, Anglo-Saxons & Vikings	Students will learn about the conquest for the English Throne in 1066: <ul style="list-style-type: none">The contenders to the English throne in 1066, including the Battle of Stamford Bridge & Hastings, plus analysis of the Bayeux TapestryHow William the Conqueror controlled England using the Feudal system, Castles, the Domesday book & terror.	Students will learn about the Middle Ages: <ul style="list-style-type: none">About life in Medieval England including what life was like for a woman, what people's daily lives were like, crime & punishment, public health & disease.The murder of the Archbishop of CanterburyKing John & the Magna CartaCreation of parliamentThe Peasant's RevoltThe Black Death & the impact this had on England	Students will learn about the Tudors: <ul style="list-style-type: none">The murder of the Princes in the TowerThe War of the RosesHenry VIII & the English ReformationHenry VIII's children: Edward VI, Mary I & Elizabeth IElizabeth's reign including Mary Queen of Scots & the Spanish ArmadaTudor crime & Punishment	Students will learn about the Stuarts: <ul style="list-style-type: none">The Gunpowder PlotThe English Civil War, Roundheads vs Cavaliers & impact on local historyCharles I's executionOliver Cromwell's controlCrime & Punishment in the Stuart times	Students will learn about the British Empire: <ul style="list-style-type: none">What the Empire was & how it expandedThe impact of indigenous people under Empire controlThe Scramble for AfricaEmpire rule of IndiaThe end of the British Empire
SKILLS	Chronology, cause, consequence, significance, change, continuity, similarities, differences, source analysis, interpretation analysis, critical thinking, writing skills					
ASSESSMENT	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentMid-year assessment window	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of year assessment window
VOCAB	Source Interpretation Inference / infer Chronology Cause Consequence Significance Change Continuity Similarity Difference Roman Empire Emperor Boudicca Rebellion Anglo-Saxons Chronicle Viking Pagans Danelaw Invaders Settlers Raid	Conquest Claimant Normans Hierarchy Noble Heir Rebellion Taxes Oath Invasion Knight Baron Villein Viking Anglo-Saxons Witan Baron Feudal System Peasant Domesday Book Motte and Bailey Confender Monarchy	Confession Baptism Manor house Catholic The Pope Monks and Nuns Monastery Chronicles Buboes Peasant Church The Divine Right of Kings Parliament Magna Carta Archbishop	Catholic Protestant Lancastrian Yorkist Tudor Heretic Corruption Reformation The English Reformation Monasteries Dissolution Rebellion Taxes Act of Supremacy Latin	Stuarts Divine Right of Kings Civil War Parliament Royalist Parliamentarian Ship Tax Puritan Roundheads Cavaliers Cavalry Pikemen Musketeer Propaganda New Model Army	Scramble for Africa Administration Colony Empire Imperialism Decolonisation Legacy Indigenous Colonialism Liberation

READING SKILLS

Students are:

- Encouraged to read aloud in lessons
- Supported to read independently in lessons
- Critically analyse historical sources & interpretations to develop their disciplinary reading & analysis skills

CAREERS LINKS

Students will:

- Develop an understanding of how the skills in History can support them in future careers, which are wide & far reaching.

CORE

Students will develop a range of core skills including:

- Discussion of sensitive topics to develop empathy & tolerance
- Will respond to feedback to constantly strive to be the best version of themselves
- Have pride in their work
- Provide supportive feedback to peers

SUPPORTING STUDENT'S AT HOME

Students will:




- Be supported with home learning assignments through resources & instructions
- Have a range and choice of activities to complete
- Will enhance their in-lesson learning & build on prior knowledge & skills
- BBC Bitesize

HISTORY

YEAR 8

INTENT

Students have a secure understanding of chronology and skills from their studies in Year 7. Year 8 students begin to study some sensitive social, political and global topics. This will ensure they develop a well-rounded understanding of global history, and the role Britain played in aspects of this.

	Prior learning	Year 7 focused on developing historical skills & knowledge of Medieval, Tudor & Stuart England, finishing with a study of the British Empire.
	Conscious curriculum links	Over the course of the year, students will make cross curricular links to English, PRE and Geography
	Extra-curricular	Students are encouraged to participate in a 'best eggs in History' challenge at Easter.

	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
TOPIC/KNOWLEDGE	Students will study the Transatlantic Slave Trade: <ul style="list-style-type: none">Find out what parts of Africa were like before the trade beganThe Middle Passage and the Trade Triangle, including countries involvedWhat happened to enslaved people at an auctionWhat life was like for enslaved people on a plantationHow people resisted their enslavementBritain's involvement in the tradeAbolition of slavery in Britain and America.	Students will learn about the Industrial Revolution: <ul style="list-style-type: none">How Britain changed from 1750-1900What the Industrial Revolution wasThe impact the Revolution had on our local areaWhat living conditions people endured and subsequently, what make them sick. Later, how public health improvedDifferent types of jobs people hadWorkhouses and what happened to the poorWhat life was like for children, including jobs and schoolingWhat law and order were like at the time	Students will learn about the early 1900s and WWI: <ul style="list-style-type: none">What life was like at the end of the Industrial Revolution, including the attempt to tackle povertyThe long and short term causes of World War OneRecruitment of soldiers to the warLife in the trenches and on the battlefields of the Western Front, including the Battle of the Somme, weapons & treatment of wounded soldiers.What role individuals in Britain playedHow soldiers of the Empire contributed to the war effortWho Walter Tull was and why he is considered a heroThe end of WWI and the importance of remembrance		Students will study the inter war years: <ul style="list-style-type: none">The Treaty of Versailles and it's impact, especially in GermanyWho the Weimar government wereWhether the period from 1924-29 can be considered a Golden age for the RepublicThe rise of Hitler and the Nazi party, including how support increased, how Hitler became Chancellor of Germany and the control he used to gain powerBritain's role in the use of appeasement to try and avoid another conflict	Students will learn about migration, which will take the form of a thematic study: <ul style="list-style-type: none">The increase in migration from the 1800s onwardsWhy people moved from Britain to Ireland in 1845Why people moved to AmericaWhy people migrated to Britain from India – linking to our Empire studyThe Windrush Generation; their challenges and importanceChanges in attitudes towards migration over timeCultural contributions made by different migrant groups to Britain
SKILLS	Chronology, cause, consequence, significance, change, continuity, similarities, differences, source analysis, interpretation analysis, critical thinking, writing skills					
ASSESSMENT	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentMid-year assessment window	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of year assessment window
VOCAB	Enslaved person Transatlantic slave Trade Triangular Trade Colony Empire Imperialism Plantation Resistance Legacy Abolition Abolitionist Slavery Culture Oppression	Absolute poverty Agriculture Disease Execution Factory Hygiene Industrial Inspectors Inventor Legislation Manufacture Oppression Pollution Poverty Public Health Reform Relative poverty Revolution Social class Society Treason Workhouse	Trench Artillery Recruitment Alliances Militarism Nationalism Imperialism Propaganda Shell-shock Conscientious Objector Trench foot Society Archduke Franz Ferdinand Kaiser Wilhelm II Lord Kitchener Marie Curie Walter Tull Harry Farr General Douglas Haig		Armistice 'November Criminals' Stab in the back theory The Big Three Treaty Treaty of Versailles Diktat Reparations The League of Nations Democracy Dictatorship Communism Great Depression Disarmament Rearmament Conscription Anschluss Appeasement The Munich Agreement The Nazi-Soviet Pact	Great Depression Disarmament Rearmament Conscription Anschluss Appeasement The Munich Agreement The Nazi-Soviet Pact European Union Ethnic Minority Culture Inclusive Society Multicultural Windrush Generation

READING SKILLS
Students are:

- Encouraged to read aloud in lessons
- Supported to read independently in lessons
- Critically analyse historical sources & interpretations to develop their disciplinary reading & analysis skills

CAREERS LINKS
Students will:

- Develop an understanding of how the skills in History can support them in future careers, which are wide & far reaching.

CORE
Students will develop a range of core skills including:

- Discussion of sensitive topics to develop empathy & tolerance
- Will respond to feedback to constantly strive to be the best version of themselves
- Have pride in their work
- Provide supportive feedback to peers

SUPPORTING STUDENT'S AT HOME
Students will:

- Be supported with home learning assignments through resources & instructions
- Have a range and choice of activities to complete
- Will enhance their in-lesson learning & build on prior knowledge & skills
- BBC Bitesize

CURRICULUM & ASSESSMENT PLAN

HISTORY

YEAR 9



INTENT

Students have addressed some mature topics in Year 8, allowing them to set the scene for their Year 9 studies. They will learn about the latter part of the 20th Century, including WW2, the Holocaust and the lasting impact these events had. Students will also study thematic topics like Civil Rights and Crime and Punishment. They will develop an understanding of the world, approaching the end of the 20th Century.

	Prior learning	Year 8 focused on the Transatlantic Slave Trade, The Industrial Revolution, WW1, Inter-war years and Migration.
	Conscious curriculum links	Over the course of this year, students will make cross curricular links to Geography, PRE and English.
	Extra-curricular	Students are encouraged to participate in a 'best eggs in History' challenge at Easter.

	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
TOPIC/KNOWLEDGE	Students will learn about World War Two: <ul style="list-style-type: none">How WW2 started, including the role of Hitler and invasion of PolandChanges in warfare since WW1The impact the Blitz had on the British peopleThe events of Dunkirk; whether this was a success or failureOperation BarbarossaThe bombing of Pearl Harbour and America's involvement in the warThe role of Empire soldiers in the war effortLife on the HomefrontD-Day and the turning point this hadThe end of WW2American dropping the Atomic bomb on Japan	Students will learn about the Holocaust: <ul style="list-style-type: none">What life was like for the Jewish community before WW2 beganThe rise of antisemitism and the spread of Nazi ideology linked to thisEscalation of Jewish persecution from 1933-1939, including the Final SolutionHow Jewish people tried to escape and resist persecutionThe end of the HolocaustWhether the Holocaust could have ended sooner and who can be held responsible	Students will study the Cold War: <ul style="list-style-type: none">Understanding what the Cold War was and why this beganThe events of Yalta and PotsdamThe expansion of the Soviet Union and the Marshall PlanThe impact that Berlin had on the Cold WarThe Arms and Space race between the USSR and the USAThe conflict between Cuba and the USA over the Cuban Missile Crisis	Students will learn about Civil Rights movements in this thematic study: <ul style="list-style-type: none">An in-depth study of the American Civil Rights movement, including the role Jim Crow Laws played and the increase of the KKK. The significance of the death of Emmett Till, Martin Luther King's & Malcolm X involvement in the movementAfter this, students will study some other key movements, including the Suffragette campaign in Britain, Apartheid in South Africa and how other groups have fought for equality e.g. LGBTQI+	Students will learn about Whitechapel, c1870-c1900: crime, policing and the inner city: The historic environment: 1 Whitechapel, c1870-c1900: crime, policing and the inner city <ul style="list-style-type: none">The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate.Provision for the poor in the Whitechapel workhouses. Links between the environment and crime. Life in Whitechapel as an inner city area of poverty and discontent.The inhabitants of Whitechapel. The lack of employment opportunities and level of poverty. The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The impact of changing patterns of migration: the settlement of migrants from Ireland and Eastern Europe, and the increase in Jewish migration during the 1880s.The organisation of policing in Whitechapel. The role of the 'beat constable'. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems of policing caused by crime and antisocial behaviour: alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people.Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders. The Whitechapel Vigilance Committee.The national and regional context: the working of the Metropolitan Police, the quality of police recruits. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. 2 Knowledge, selection and use of sources for historical enquiries: <ul style="list-style-type: none">Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers.Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and Punch cartoons.Recognition of the strengths and weaknesses of different types of source for specific enquiries.Framing of questions relevant to the pursuit of a specific enquiry.Selection of appropriate sources for specific investigations. (This topic will be revisited in GCSE revision)	Students will study an overview of key elements about Crime and Punishment: <ul style="list-style-type: none">What it was like during the Middle ages, plus the role of crime and punishment at this timeWhat it was like in Early Modern Britain, plus the role of crime and punishment at this timeWhat it was like in Industrial Britain, plus the role of crime and punishment at this timeWhat it was like in Modern Britain, plus the role of crime and punishment at this time
SKILLS	Chronology, cause, consequence, significance, change, continuity, similarities, differences, source analysis, interpretation analysis, critical thinking, writing skills					
ASSESSMENT	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentMid-year assessment window	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of topic assessment	<ul style="list-style-type: none">Formative, in lesson assessmentMid-topic assessmentEnd of year assessment window
VOCAB	Treaty of Versailles Nazi Evacuation Blitzkrieg Armistice Home front Atomic bomb Aryan Race Luftwaffe Munition V.E Day Invasion Triumph Lebensraum Blitz Air Raid Black Out Conscription Propaganda Operation Barbarossa Empire Communism	Anti Semitism Aryans Autarky Concentration camp Extermination camp Führer Genocide Ghetto Kristallnacht Liberation Persecution Resistance Synagogues Final Solution Nuremberg Laws Holocaust Segregation Collaboration Occupation Trade Union Uprising	Capitalism Communism Bay of Pigs Iron Curtain Containment NATO Nuclear Weapon NASA (National Aeronautical and Space Administration)	Segregation Activists Assassination Abolished Prejudice Equality Supremacists Discrimination Legislation Civil Rights Act Brown V Board Boycott Lynching	Whitechapel Rookeries Lodging House Peabody Estate Workhouse Whitechapel Vigilance Committee Beat Constable H Division Metropolitan Police CID Police Commissioner Home Secretary Criminal underclass	See Year 10 Crime and Punishment vocab

READING SKILLS

- Students are:
- Encouraged to read aloud in lessons
 - Supported to read independently in lessons
 - Critically analyse historical sources & interpretations to develop their disciplinary reading & analysis skills

CAREERS LINKS

- Students will:
- Develop an understanding of how the skills in History can support them in future careers, which are wide & far reaching.

CORE




- Students will develop a range of core skills including:
- Discussion of sensitive topics to develop empathy & tolerance
 - Will respond to feedback to constantly strive to be the best version of themselves
 - Have pride in their work
 - Provide supportive feedback to peers

SUPPORTING STUDENT'S AT HOME

- Students will:
- Be supported with home learning assignments through resources & instructions
 - Have a range and choice of activities to complete
 - Will enhance their in-lesson learning & build on prior knowledge & skills
 - BBC Bitesize

INTENT

Students embarking on the Edexcel GCSE will leave SWB with a well-rounded view of several important topics throughout British and Global History. The skills they develop will enable them to write fluidly and leave with historical literacy. They will have a range of skills that will prepare them for A Level History, should they choose to continue their studies. Alternatively, they will be able to apply a multitude of these skills to other courses and professions.

	Prior learning	Students have learnt about aspects of Crime and Punishment across KS3. They studied the Tudors, specifically Elizabeth I, during Year 7.
	Conscious curriculum links	The Crime and Punishment course has links to the PRE GCSE.
	Extra-curricular	Students are encouraged to participate in a 'best eggs in History' challenge at Easter.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	<p>c1000–c1500: Crime and punishment in medieval England:</p> <p>1 Nature and changing definitions of criminal activity:</p> <ul style="list-style-type: none">Crimes against the person, property and authority, including poaching as an example of 'social' crimeChanging definitions of crime as a result of the Norman Conquest, including William I's Forest Laws. <p>2 The nature of law enforcement and punishment:</p> <ul style="list-style-type: none">The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable.The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. <p>3 Case study:</p> <ul style="list-style-type: none">The influence of the Church on crime and punishment in the early thirteenth century;the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.	<p>c1500–c1700: Crime and punishment in early modern England:</p> <p>1 Nature and changing definitions of criminal activity:</p> <ul style="list-style-type: none">Continuity and change in the nature of crimes against the person, property and authority, including heresy and treasonNew definitions of crime in the sixteenth century: vagabondage and witchcraft. <p>2 The nature of law enforcement and punishment:</p> <ul style="list-style-type: none">The role of the authorities and local communities in law enforcement, including town watchmenThe continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. <p>3 Case studies:</p> <ul style="list-style-type: none">The Gunpowder Plotters, 1605: their crimes and punishmentKey individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.	<p>c1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain</p> <p>1 Nature and changing definitions of criminal activity:</p> <ul style="list-style-type: none">Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smugglingChanging definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. <p>2 The nature of law enforcement and punishment:</p> <ul style="list-style-type: none">The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CIDChanging views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry. <p>3 Case studies:</p> <ul style="list-style-type: none">Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operationKey individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.	<p>c1900–present: Crime and punishment in modern Britain</p> <p>1 Nature and changing definitions of criminal activity:</p> <ul style="list-style-type: none">Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smugglingChanging definitions of crime, including driving offences, race crimes and drug crimes. <p>2 The nature of law enforcement and punishment:</p> <ul style="list-style-type: none">The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards preventionThe abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison. <p>3 Case studies:</p> <ul style="list-style-type: none">The treatment of Conscientious Objectors in the First and Second World WarsThe Derek Bentley case: its significance for the abolition of the death penalty.	<p>Early Elizabethan England, 1558–88</p> <p>Key topic 1: Queen, government and religion, 1558–69:</p> <p>1 The situation on Elizabeth's accession:</p> <ul style="list-style-type: none">Elizabethan England in 1558: society and governmentThe Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.Challenges at home and from abroad: financial weaknesses, religious divisions, the French threat. <p>2 The 'settlement' of religion:</p> <ul style="list-style-type: none">Elizabeth's religious settlement (1559): its features and impactThe Church of England: its role in society. <p>3 Challenge to the religious settlement:</p> <ul style="list-style-type: none">The nature and extent of the Puritan challengeThe nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. <p>4 The problem of Mary, Queen of Scots:</p> <ul style="list-style-type: none">Mary, Queen of Scots: her claim to the English throneRelations between Elizabeth and Mary, 1568–69. <p>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p> <p>1 Plots and revolts at home:</p> <ul style="list-style-type: none">The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spiesThe reasons for, and significance of, Mary Queen of Scots' execution in 1587. <p>2 Relations with Spain:</p> <ul style="list-style-type: none">Political, religious and commercial rivalryThe significance of privateering and the activities of Drake.	<p>3 Outbreak of war with Spain, 1585–88:</p> <ul style="list-style-type: none">Reasons for deteriorating relations with Spain: English direct involvement in the Netherlands and the actions of Robert DudleyDrake and the raid on Cadiz: 'Singeing the King of Spain's beard'. <p>4 The Armada:</p> <ul style="list-style-type: none">Spanish invasion plans. Key events of the Spanish ArmadaThe reasons for the English victory. <p>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> <p>1 Education and leisure:</p> <ul style="list-style-type: none">Education in the home and schoolsSport, pastimes and the theatre. <p>2 The 'problem' of the poor:</p> <ul style="list-style-type: none">The reasons for the increase in poverty and vagabondage during these yearsThe changing attitudes and policies towards the poor. <p>3 Exploration and voyages of discovery:</p> <ul style="list-style-type: none">Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.The reasons for, and significance of, Drake's circumnavigation of the globe. <p>4 Attempted colonisation of Virginia:</p> <ul style="list-style-type: none">Reasons for the attempted colonisation of Virginia, including the significance of RaleighReasons for the failure of the first settlement in Virginia.
SKILLS	A full breakdown of skills is available on the Edexcel website: Edexcel GCSE History (2016) Pearson qualifications					
ASSESSMENT	Formative and summative assessment, including in lesson exam practice and mock exams throughout the year.					
VOCAB	Crime, Punishment, Law Enforcement, Poaching, Forest Laws, Norman Conquest, Tithings, Hue and Cry, Sanctuary, Wergild, Authority, Trial by Ordeal, Capital Punishment	Reformation, Unemployment, Printing Press, Vagrancy, Transportation, Bloody Code, Political Instability, Vagabond, Gunpowder Plot	Smuggling, Highway robbery, Bloody Code, Poaching, Metropolitan Police, Tolpuddle martyrs, Silent system, Separate system, Transportation, Prison reform	Conscientious objector, Conscriptio, Non-custodial sentence, Derek Bentley, Abolish, Young offender, Community policing, Neighbourhood Watch	Act of Supremacy and Uniformity, Prosperity, Privy Council, Succession, Illegitimate, Lord Treasurer, Councillors, Church of England, Heir, Puritan, Protestant, Catholic, Latin mass, Monarchy	Armada, Privy Council, Succession, Illegitimate, Lord Treasurer, Councillors, Church of England, Heir, Protestant, Catholic, Monarchy, Foreign policy, Spies, New World, Privateer, Execution, Papal Bull, Revolt, Voyage, Propaganda, illiterate Yeoman, Inflation, Vagabonds, The New World, Raleigh, Exploration, voyages of discovery, overseas, circumnavigation of the globe, Parish/Petty schools, astrolabe, printing press, colony, Roanoke.

READING SKILLS

Students are:

- Encouraged to read aloud in lessons
- Supported to read independently in lessons
- Critically analyse historical sources & interpretations to develop their disciplinary reading & analysis skills

CAREERS LINKS

Students will:

- Develop an understanding of how the skills in History can support them in future careers, which are wide & far reaching.

CORE

Students will develop a range of core skills including:

- Discussion of sensitive topics to develop empathy & tolerance
- Will respond to feedback to constantly strive to be the best version of themselves
- Have pride in their work
- Provide supportive feedback to peers




SUPPORTING STUDENT'S AT HOME

Students will:

- Be supported with home learning assignments through resources & instructions
- Revision homework / activities
- Have a range and choice of activities to complete
- Will enhance their in-lesson learning & build on prior knowledge & skills
- BBC Bitesize

INTENT

Students embarking on the Edexcel GCSE will leave SWB with a well-rounded view of several important topics throughout British and Global History. The skills they develop will enable them to write fluidly and leave with historical literacy. They will have a range of skills that will prepare them for A Level History, should they choose to continue their studies. Alternatively, they will be able to apply a multitude of these skills to other courses and professions.

	Prior learning	Students studied the interwar years, rise of Hitler and Nazi rule in year 8 and 9.
	Conscious curriculum links	NA
	Extra-curricular	Students are encouraged to participate in a 'best eggs in History' challenge at Easter.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	<p>Weimar and Nazi Germany, 1918-39</p> <p>Key topic 1: The Weimar Republic 1918-29</p> <p>1 The origins of the Republic, 1918-19:</p> <ul style="list-style-type: none">The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republicThe strengths and weaknesses of the new Weimar Constitution. <p>2 The early challenges to the Weimar Republic, 1919-23:</p> <ul style="list-style-type: none">Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of VersaillesChallenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp PutschThe challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. <p>3 The 'Golden Years': recovery of the Republic, 1924-29:</p> <ul style="list-style-type: none">Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investmentStresemann's achievements in gaining international acceptance of Germany abroad through the Locarno Pact and joining the League of Nations. <p>4 Changes in society, 1924-29:</p> <ul style="list-style-type: none">Changes in the standard of livingChanges in the position of women in work, politics and leisureCultural changes: developments in architecture, art and the cinema.	<p>Key topic 2: Hitler's rise to power, 1919-33</p> <p>1 Early development of the Nazi Party, 1920-22:</p> <ul style="list-style-type: none">Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919-20The Twenty-Five Point Programme. The role of the SA. <p>2 The Munich Putsch and the Nazi Party, 1923-28:</p> <ul style="list-style-type: none">The reasons for, events and consequences of the Munich Putsch: Mein KampfReasons for limited support for the Nazi Party, 1924-28. Party reorganisation, including the Bamberg Conference of 1926. <p>3 The growth in support for the Nazis, 1929-32:</p> <ul style="list-style-type: none">The growth of unemployment – its causes and impact. The growth of support for the Communist PartyReasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. <p>4 How Hitler became Chancellor, 1932-33:</p> <ul style="list-style-type: none">The Presidential and Reichstag elections of 1932: reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen.	<p>Key topic 3: Nazi control and dictatorship, 1933-39</p> <p>1 The creation of a dictatorship, 1933-34:</p> <ul style="list-style-type: none">The Reichstag Fire. The Enabling Act and the banning of other parties and trade unionsThe threat from Röhm and the SA, the Night of the Long Knives. The death of Hindenburg. Hitler becomes Führer, the army oath of allegiance. <p>2 The police state:</p> <ul style="list-style-type: none">The role of the Gestapo, the SS and concentration campsNazi control of the legal system. <p>3 Controlling and influencing attitudes:</p> <ul style="list-style-type: none">Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936)Nazi control of culture and the arts, including art, architecture, literature and filmNazi attempts to control the Catholic and Protestant Churches: the Concordat and the Reich Church. <p>4 Opposition, resistance and conformity:</p> <ul style="list-style-type: none">The extent of support for the Nazi regimeOpposition from the Churches, including the role of Pastor NiemöllerOpposition from the young, including the Swing Youth and the Edelweiss Pirates.	<p>Key topic 4: Life in Nazi Germany, 1933-39</p> <p>1 Nazi policies towards women:</p> <ul style="list-style-type: none">Nazi views on women and the familyNazi policies towards women, including marriage and family, employment and appearance. <p>2 Nazi policies towards the young:</p> <ul style="list-style-type: none">Nazi aims and policies towards the young. The Hitler Youth and the League of German MaidensNazi control of the young through education, including the curriculum and teachers. <p>3 Employment and living standards:</p> <ul style="list-style-type: none">Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemploymentChanges in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. <p>4 The persecution of minorities:</p> <ul style="list-style-type: none">Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilitiesThe persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.	<p>The American West, c1835-c1895</p> <p>Key topic 1: The early settlement of the West, c1835-c1862</p> <p>1 Indigenous peoples of the Plains: their beliefs and ways of life:</p> <ul style="list-style-type: none">Social and tribal structures, ways of life and means of survival on the PlainsBeliefs about land and nature and attitudes to war and property. <p>2 Migration and early settlement:</p> <ul style="list-style-type: none">The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846-47The development and problems of early settlement. <p>3 Conflict and tension:</p> <ul style="list-style-type: none">Reasons for tension with Indigenous peoples of the Plains, including US government policy and the 'Permanent Indian Frontier'. The significance of the first Fort Laramie Treaty (1851). The Indian Appropriations Act (1851).Lawlessness in early towns and settlements, including attempts to tackle lawlessness. <p>Key topic 2: Development of the Plains, c1862-c1876</p> <p>1 The development of settlement in the West:</p> <ul style="list-style-type: none">The significance of the railroads; the Pacific Railroad Act (1862) and the completion of the First Transcontinental Railroad (1869) and the spread of the railroad network.The impact of the Homestead Act (1862). Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act (1873)Introducing law and order in settlements, including the roles of law officers and increases in federal government influence. <p>2 Ranching and the cattle industry:</p> <ul style="list-style-type: none">The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad networkThe changing role of the cowboy, including changes in ranching. Relations between ranchers and homesteaders.	<p>3 Changes in the ways of life of Indigenous peoples of the Plains:</p> <ul style="list-style-type: none">The impact of railroads, the cattle industry and gold prospecting on Indigenous peoples.The impact of US government policy towards Indigenous peoples, including the continued use of reservations. The second Fort Laramie Treaty (1868).Conflict on the Plains: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866-68). <p>Key topic 3: Later developments in the West, c1876-c1895</p> <p>1 Changes in farming, the cattle industry and settlement:</p> <ul style="list-style-type: none">Changes in farming: the impact of new technology and new farming methods.Changes in the cattle industry, including the impact of the winter of 1886-87. The significance of changes in the nature of ranching. The end of the open range.Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the 'Indian Frontier'. <p>2 Conflict and tension:</p> <ul style="list-style-type: none">Dealing with law and order, including sheriffs and marshals, including the significance of Billy the Kid, Wyatt Earp, the OK Corral (1881).The range wars, including the Johnson County War of 1892.Conflict on the Plains: the Battle of the Little Big Horn (1876) and its impact; the Wounded Knee Massacre (1890) <p>3 Indigenous peoples of the Plains: the destruction of their ways of life:</p> <ul style="list-style-type: none">The hunting and extermination of the buffaloIndigenous people's lives on the reservationsThe significance of changing government attitudes to Indigenous peoples, including the Dawes Act (1887).
SKILLS	A full breakdown of skills is available on the Edexcel website: Edexcel GCSE History (2016) Pearson qualifications					
ASSESSMENT	Ongoing formative and summative assessment, including in lesson exam practice and mock exams throughout the year.					
VOCAB	Coalition government Social Democratic Party (SDP) Constitution Proportional Representation Spartacist Uprising 1919 Treaty of Versailles 1919 Kapp Putsch 1920 Reparations War Guilt Occupation of the Ruhr Hyperinflation Kellogg Briand Pact 1928 Locarno Pact 1925 Dawes Plan 1924 The Young Plan 1929	Mein Kampf 25 point programme Führerprinzip The SA Munich Putsch 1923 Wall Street Crash 1929 Election Charisma Political Instability Reichstag Industrial Output Chancellor Proportional Representation Civil War	SD Police State Concentration Camp The SA Gestapo Enabling Act Night of the Long Knives SS Decree for Protection of People and State Concordat Propaganda The Edelweiss Pirates Swing Youth Totalitarian State Indoctrinate Aryan Rallies Censorship	Lebensborn Law for the Encouragement of Marriage 1933 The Mothers Cross Anti-Semitism Reich Labour Service (RAD) Volksgemeinschaft Strength through Joy Labour Front (DAF) Nuremberg Laws 1935 Kristallnacht 1938 Concentration Camps Ghetto Master Race / Übermenschen Subhuman / Untermenschen	Ecological Homesteaders Immigration Indigenous Manifest Destiny Mormon The Plains Reservation The Oregon Trail Persecution Permanent Indian Frontier Donner Party Gold Rush Homestead Act 1861 Pacific Railroad Act 1861 Windmills Dry Farming Cattle Industry Ranching Open Range Cattle Drives	Grant's Peace Policy 1868 Indian Appropriations Act 1871 Red Cloud's War Sand Creek Massacre Little Crows War The Great Die Up Exoduster movement Indians Appropriation Act Dawes Act 1887 Johnsons County War Indian agents Ghost dance Woundedknee Vigilante Oklahoma Land Rush 1889

READING SKILLS

Students are:

- Encouraged to read aloud in lessons
- Supported to read independently in lessons
- Critically analyse historical sources & interpretations to develop their disciplinary reading & analysis skills

CAREERS LINKS

Students will:

- Develop an understanding of how the skills in History can support them in future careers, which are wide & far reaching.

CORE

Students will develop a range of core skills including:

- Discussion of sensitive topics to develop empathy & tolerance
- Will respond to feedback to constantly strive to be the best version of themselves
- Have pride in their work
- Provide supportive feedback to peers

SUPPORTING STUDENT'S AT HOME

Students will:

- Be supported with home learning assignments through resources & instructions
- Revision homework / activities
- Have a range and choice of activities to complete
- Will enhance their in-lesson learning & build on prior knowledge & skills
- BBC Bitesize