

Scheme of Work

Key Stage: 3

Year: 7

Duration: Term1 (half term 1)

AIM: To understand the importance of learning history. The skills required and the skills that will be developed. The importance of the Norman invasion and how Britain was changed as a result.

Prior Learning

Baseline test to evaluate prior learning at ks2

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.

- Students undergo a Baseline Test in week 3 to set their target grades.
- In Week 6 a test on “Why William won the Battle of Hastings” will show progress made in this unit.

Identified gaps from prior learning

Baseline testing to be used to assess where pupils’ understanding is at.

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

Literacy focus with English.

SMSC / British Values links:

Key Questions:

Why is History important to study?
Why was there a succession question?
Why did William invade Britain?
How did William gain control of Britain?

Key Words:

Feudalism, Hierarchy, Harrying, control, economy, Domesday, Bayeux tapestry, historians, Godwinsons, Harald Hardrada, conquer, invade, tactics, Normans, Anglo-Saxons, Vikings.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	An introduction to History. What is History? Skills needed to study History at Key stage 3	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	What is history?
L1-2	An introduction to History. What is History? Skills needed to study History at Key stage 3	Power points, imagery and Worksheets		
L1-3	The build up to 1066. The death of Edward the Confessor. Succession/ candidates to the throne.	You Tube BBC teach		Who were the candidates for the Throne in 1066?
L1-4	Why was William successful at the Battle of Hastings? What was the importance of castles in keeping control?	Diamond 9 Card Sorts		
L1-5	William's Coronation and his Harrying of the North.	Group/ paired discussions. Peer mentoring.		

L1-6	The Domesday book. Reasons for the task being undertaken.	Use of TEEP strategies		Revision for Assessments.
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Scheme of Work

Key Stage: 3	Year: 7	Duration: Term 1(half term 2)
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AIM: To understand how control was maintained with the use of castles. To understand how the Feudal system kept the hierarchical structure within society ongoing.

Prior Learning	Success Criteria	Pedagogical Notes
Students will have an understanding and knowledge of William and conquest of Britain.	See skills descriptors	

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Assessment at the end of term will assess the students' progress.
Reteach week will allow staff to close the gaps in knowledge and understanding.

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

RE/ English/ Geography

SMSC / British Values links:

Key Questions:

What was life like at the time?
Why was the church so influential?
Why did Henry ii and Becket fall out?

Key Words:

Medieval, Church, Doom paintings, Tithe, influence, social, superstition, argument, Feudal system, Parliament, power, blame.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	What life was like in Medieval England	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups.	Project to create a castle(termly project)
L1-2	The Feudal system and how it affected society	Power points, imagery and Worksheets	Writing ramps available for pupils who require them.	

L1-3	Why religion was so important in Medieval England. The power of the church.	You Tube BBC teach	Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
L1-4	Doom paintings and Tithes.	Diamond 9 Card Sorts		
L1-5	Who was to blame for the death of Thomas Becket	Group/ paired discussions. Peer mentoring.		
L1-6	How the relationship between King and Parliament changed	Use of TEEP strategies		

Scheme of Work

Key Stage: 3

Year: 7

Duration: Term 2 (half term 1)

AIM: To understand the impact of the Black Death on society. The resulting Peasant's revolt and challenges to Royal sovereignty. How was law and order kept in Medieval society?

<p>Prior Learning</p>	<p>Success Criteria</p> <p>See skills descriptors</p>	<p>Pedagogical Notes</p>
<p>Assessment Opportunities</p> <p>Written and oral questioning. Peer Marking and student response There will be an end of term examination, during assessment week.</p>	<p>Identified gaps from prior learning</p> <p>SIMS to be used to compare data from the two previous assessment points.</p>	<p>Learning Skills</p> <ul style="list-style-type: none"> • Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources. • We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.
<p>Cross Curricular Links:</p> <p>Science/ RE/ PHSE</p>	<p>SMSC / British Values links:</p> <p>What made people British during this period?</p>	

Key Questions:

What was the impact of the Black Death?
How was law and order kept?
Why was the King's authority questioned?
Could the Barons control the king?

Key Words:

Law and order, Hue and cry, Trial by Ordeal, Black Death, Peasant's revolt, Challenge, Divine right of kings, authority, change, society, rural, urban.

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	<ul style="list-style-type: none"> What life was like in rural, Medieval England? 	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Project to research and create your own Family shield.
L1-2	<ul style="list-style-type: none"> The impact of the Black Death. 	Power points, imagery and Worksheets		
L1-3	<ul style="list-style-type: none"> The impact of the Black Death. 	You Tube BBC teach		
L1-4	<ul style="list-style-type: none"> The Peasant's Revolt – Reasons for and challenge to the King's authority. 	Diamond 9 Card Sorts		
L1-5	<ul style="list-style-type: none"> How was law and order kept in Medieval England?(Hue and cry) 	Group/ paired discussions Peer mentoring.		
L1-6	<ul style="list-style-type: none"> How criminals were tried and punished in medieval times 	Use of TEEP strategies		

Scheme of Work

Key Stage: 3

Year: 7

Duration: Term 2 (half term 2)

AIM: To understand how Henry viii got to the throne, why he was desperate for a divorce. The importance of a male heir.at court. To understand how people used to live their lives and what they did in their leisure time.

Prior Learning

Students will have a working knowledge of British medieval history.

Success Criteria

. See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

There will now have been three different assessment points to evaluate student's learning.

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

RE/ English/ Geography

SMSC / British Values links:

Religions and views on different beliefs.

Key Questions:

Why was Henry VIII desperate for a divorce?
What was the Reformation?
What was it like to be poor in Tudor England?
How were the poor treated in Britain during this period?
How did Tudors enjoy their leisure time?

Key Words:

Tudors, Reformation, divorce, monasteries, problems, solutions, prosecution, defence, murder, poverty, theatre, leisure, poor law, inherit, tyrant.

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	Who killed the Princes in the Tower?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
L1-2	How powerful was Henry viii?	Power points, imagery and Worksheets		Added onto class charts. Henry viii
L1-3	Why did Henry Viii want a divorce?	You Tube BBC teach		
L1-4	Who looked after the poor in Tudor times?	Diamond 9 Card Sorts		Added onto class charts The Poor Law
L1-5	How did people enjoy themselves in Tudor times?	Group/ paired discussions Peer mentoring		
L1-6	Who should rule after Henry viii died?	Use of TEEP strategies		Revision for Assessments

Scheme of Work

Key Stage: 3

Year: 7

Duration: Term 3 half term 1

AIM: To understand how Henry viii was succeeded on his death. The reigns of Edward, Mary and the coronation of Elizabeth I. How they differed in approach and substance. How religion affected their decisions whilst in power.

Prior Learning

Students have studied the Tudors in detail the previous term and this will be an extension of this.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

There will now have been four different assessment points to evaluate student's learning against one another.

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

RE/ English/ Geography

SMSC / British Values links:

Religions and views on different beliefs.

Key Questions:

Was Edward prepared to rule the country?
How did religion affect his rule and Mary's rule?
Why was she called "Bloody Mary?"
What was the state of Britain when Elizabeth came to the crown?

Key Words:

Religion, protestant, Anglican, catholic, execution, guilt, upbringing, environment, behaviour, Divine Right of Kings, allies, enemies, intrigue, court, influence,

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	How well was Edward able to rule his country?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
L1-2	What were the differences between the religion of followed by Edward and Mary?	Power points, imagery and Worksheets		What were the differences between Edward and Mary as monarchs
L1-3	Why was Mary given the moniker "Bloody Mary?"	You Tube BBC teach		
L1-4	Why did the Spanish try to invade Britain through the Spanish Armada?	Diamond 9 Card Sorts		Revision sheets for end of term Assessment.
L1-5	What dangers did Elizabeth face during her rule?	Group/ paired discussions Peer mentoring		
L1-6	Why was Elizabeth known as the "Virgin Queen?"	Use of TEEP strategies		

Scheme of Work

Key Stage: 3

Year: 7

Duration: Term 3 (Half term 2)

AIM: The rule of Elizabeth I and the coronation of James I. The movement from the Tudors to the Stuarts. To understand the importance of religion to the ruling classes and society.

Prior Learning

The end of the reigns of Edward and Mary. The success of Elizabeth I as a monarch.

Success Criteria

. See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

There will now have been five different assessment points to evaluate student's learning against one another.

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

RE/ English/ Geography

SMSC / British Values links:

Religions and views on different beliefs.

Key Questions:

Why was religion such a divisive factor throughout her reign?
How successful was Elizabeth's reign?
Why did James Stuart succeed her?
Why did the "Gunpowder plot" occur?

Key Words:

Religion, society, war, conflict, Anglican, protestant, catholic, trials, executions, succession, Tudors, Stuarts, plots, intrigue, betrayal, loyalty, opposition, beliefs, division.

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	Why did religion cause conflict?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Project on the Gunpowder plot
L1-2	Was Elizabeth I's reign successful?	Power points, imagery and Worksheets		
L1-3	Why did James Stuart become King of England?	You Tube BBC teach		
L1-4	What was the Gunpowder plot?	Diamond 9 Card Sorts		
L1-5	Why did the plot fail?	Group/ paired discussions Peer mentoring		
L1-6	Was England in a better place because of the Stuarts?	Use of TEEP strategies		

Scheme of Work

Key Stage: 3

Year: 8

Duration: Term 1 (Half term 1)

AIM: To understand why Britain entered into a Civil War. To understand why the Divine Right of Kings was challenged by sections of society. To evaluate the outcomes of the English Civil War.

Prior Learning

Students have completed one year of study at key stage 3.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Assessment at the end of term will assess the students' progress.
Reteach week will allow staff to close the gaps in knowledge and understanding

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

Politics, R.E, Geography, English

SMSC / British Values links:

Citizenship

Key Questions:

Why did Charles anger Parliament?

What were the main battles of the Civil War?

What were the differences between the Roundheads and the Cavaliers?

How was the conflict resolved?

What role did religion play?

Key Words:

Religion, conflict, Roundhead, Cavalier, Puritan, Economics, decisions, Divine Right of Kings, battles, outcomes, execution, politics, Parliament, assert, authority, Monarchy, Cromwell.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	The differences between the King and Parliament? Why the People were angry with Charles?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Project on the battles of the English Civil War project.
L1-2	Why was the Divine Right of Kings a source of conflict?	Power points, imagery and Worksheets		
L1-3	The outbreak of Civil War, why did it split families into two?	You Tube BBC teach		
L1-4	Why did the Roundheads eventually prevail over the Cavaliers?	Diamond 9 Card Sorts		
L1-5	What happened to Charles and what type of leader was Cromwell?	Group/ paired discussions. Peer mentoring.		
L1-6	Did England benefit from the English Civil War?	Use of TEEP strategies		

Scheme of Work

Key Stage: 3

Year: 8

Duration: Term 1 (Half term 2)

AIM: To understand the impact on Britain of the Industrial Revolution between 1750 and 1900. To evaluate the benefits and the disadvantages that the mechanisation of production brought to Britain and society as a whole.

Prior Learning

Students will have completed one half term of study at year 8. Using the skills they have gained.

Success Criteria

See skills descriptors.

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Assessment at the end of term will assess the students' progress.
Reteach week will allow staff to close the gaps in knowledge and understanding

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

R.E, Geography, English, Maths.

SMSC / British Values links:

Citizenship

Key Questions:

How Britain changed during the Industrial Revolution,
The period of 1750-1900 and the dramatic changes that affected Britain
culturally, socially, economically and politically.
The changes in living conditions and changes in population. Advances
in industry, agriculture, medicine and general progress of the age.

Key Words:

Urban, rural, agricultural, industrial, commerce, trade, disease,
health, population, exploitation, medicine, technology, living
conditions, working conditions, child labour.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	What is a revolution? What is an industrial revolution? Why did the population expand?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups.	Project to research and make a factory from the industrial period.
L1-2	What was the Agricultural revolution? What changes took place in farming?	Power points, imagery and Worksheets	Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability.	
L1-3	What was the Domestic system? How did the factory system replace it? What were the benefits?	You Tube BBC teach	Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated.	
L1-4	What were urban areas like during this period? Why did disease spread so quickly?	Diamond 9 Card Sorts	Chunking for weak readers.	
L1-5	Why was child labour used? What were the working conditions generally like?	Group/ paired discussions. Peer mentoring.		

L1-6

Did Britain benefit from the Industrial Revolution?

Use of TEEP strategies

Scheme of Work

Key Stage: 3

Year: 8

Duration: Term 2 (Half term 1)

AIM: To understand the importance of the British Empire. Evaluate the value of the British Empire to Britain's prosperity. Changes in society as a result of influence from overseas.

Prior Learning

Students will have completed one term of study at year 8. Using the skills they have gained.

Success Criteria

See skills descriptors.

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Assessment at the end of term will assess the students' progress.
Reteach week will allow staff to close the gaps in knowledge and understanding

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

R.E, Geography, English, PHSE

SMSC / British Values links:

British values, citizenship

Key Questions:

Why did Britain pursue an overseas Empire?
What effect did the British Empire have on Britain's relationships with other countries?
What trade took place between Britain and the colonies?
Why did Britain try to civilise colonies?

Key Words:

Empire, trade, colonies, influence, Christianity, civilise, military, allies, relationships, dominance, partnership, business, spices, industrial, beliefs, commonwealth, Government.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	Why did Britain want an Empire? What was the extent of the British Empire?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups.	Project on Liverpool and the Industrial revolution and trade/ slavery
L1-2	How did Britain gain an Empire, why was it able to exert its influence over colonies?	Power points, imagery and Worksheets	Writing ramps available for pupils who require them.	

L1-3	How did Britain exert control over their colonies?	You Tube BBC teach	Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
L1-4	Trade and finance, the importance of the colonies to Britain's prosperity?	Diamond 9 Card Sorts		
L1-5	How did Britain try and civilise colonies?	Group/ paired discussions. Peer mentoring.		
L1-6	The links to the slave trade and the African colonies?	Use of TEEP strategies		

Scheme of Work

Key Stage: 3

Year: 8

Duration: Term 2 (Half term 2)

AIM: To understand why Liverpool was integral to the international slave trade? To evaluate the advantages and disadvantages of the slave trade for all parties. Why and how was the slave trade abolished?

<p style="text-align: center;">Prior Learning</p> <p>Students will have completed one and a half terms of study at year 8. Using the skills they have gained. Students have discovered the extent of the British Empire and now are going to study the British involvement in the slave trade.</p>	<p style="text-align: center;">Success Criteria</p> <p>See skills descriptors.</p>	<p style="text-align: center;">Pedagogical Notes</p>
<p style="text-align: center;">Assessment Opportunities</p> <p>Written and oral questioning. Peer Marking and student response. There will be an end of term examination, during assessment week.</p>	<p style="text-align: center;">Identified gaps from prior learning</p> <p>Assessment at the end of term will assess the students' progress. Reteach week will allow staff to close the gaps in knowledge and understanding</p>	<p style="text-align: center;">Learning Skills</p> <ul style="list-style-type: none"> • Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources. • We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.
<p style="text-align: center;">Cross Curricular Links:</p> <p>R.E, Geography, English, PHSE, British Government and politics</p>	<p style="text-align: center;">SMSC / British Values links:</p> <p>Citizenship, ethics.</p>	

Key Questions:

Why was Liverpool central to the success of the slave trade?
How did the Transatlantic slave trade work?
What were the conditions of the Middle passage like?
What was a scramble?
What was life on a plantation really like?
When and how was slavery abolished?

Key Words:

Trade, Transatlantic, slavery, beliefs, manufactured, ownership, barter, industrial, political, economic, society, conditions, behaviour, auction, scramble, treatment, punishment, escape, morals, Christianity, civil war, abolish, movement.

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	What is slavery? Why did Britain get involved in the slave trade?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Project on Liverpool's links to the Transatlantic slave trade.
L1-2	The Transatlantic slave trade, how did money, people and goods get moved around the continent?	Power points, imagery and Worksheets		
L1-3	How were slaves in Africa bought? What was the Middle passage and what were the conditions like?	You Tube BBC teach		
L1-4	How were slaves purchased in the Americas? How were slaves prepared for auction?	Diamond 9 Card Sorts		
L1-5	What were conditions on Plantations like? How were slaves treated?	Group/ paired discussions. Peer mentoring.		
L1-6	How and why was slavery abolished in the UK?	Use of TEEP strategies		

Scheme of Work

Key Stage: 3	Year: 8	Duration: Term 3 (Half term 1)
<p>AIM: To further explore and understand the legacy of slavery in the USA. To evaluate the success and failures of the Civil Rights Movement in the USA during the 1950's to the 1970's</p>		
<p>Prior Learning Students will have completed two terms of study at year 8. Using the skills they have gained. They have studied the slave trade and effects on society.</p>	<p>Success Criteria See skills descriptors.</p>	<p>Pedagogical Notes</p>
<p>Assessment Opportunities Written and oral questioning. Peer Marking and student response. There will be an end of term examination, during assessment week.</p>	<p>Identified gaps from prior learning Assessment at the end of term will assess the students' progress. Reteach week will allow staff to close the gaps in knowledge and understanding</p>	<p>Learning Skills</p> <ul style="list-style-type: none"> • Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources. • We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.
<p>Cross Curricular Links: R.E, English, Geography, PHSE, British Government and Politics</p>	<p>SMSC / British Values links: Citizenship</p>	

Key Questions:

Why did Civil Rights become an issue in the USA?
Why was society segregated?
What effect did the murder of Emmet Till have on the USA?
Why was Rosa Parks so important?
What impact did Martin Luther King have on Civil Rights?
What changes took place in the USA during this period?

Key Words:

Civil Rights, segregation, colour, treatment, Jim Crow Laws, murder, equality, KKK, Black power movement, Association, I have a Dream. March for Freedom, change, beliefs.

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	Why was the Civil Rights movement needed in the USA? How did it take shape?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Project on the life of Martin Luther King? His impact on society and life in the USA.
L1-2	How was the USA segregated? What were the Jim Crow laws?	Power points, imagery and Worksheets		
L1-3	Why was Emmet Till murdered? What were the consequences of his court case?	You Tube BBC teach		
L1-4	Who was Rosa Parks and what was her importance to the Civil Rights movement?	Diamond 9 Card Sorts		
L1-5	What was the impact of Martin Luther King's life and death on civil Rights in the USA?	Group/ paired discussions. Peer mentoring.		
L1-6	What has been the legacy of the Civil Rights movement in the USA and beyond?	Use of TEEP strategies		

Scheme of Work

Key Stage: 3

Year: 8

Duration: Term 3 (Half term 2)

AIM: To understand the lessons that we can learn from history with regards to the Holocaust. Why hatred can lead to devastation and catastrophe.

Prior Learning

Students will have completed two terms of study at year 8. Using the skills they have gained. Students have studied hatred and segregation in Civil Rights. This links into the Holocaust.

Success Criteria

See skills descriptors.

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Assessment at the end of term will assess the students' progress. Reteach week will allow staff to close the gaps in knowledge and understanding

Learning Skills

- Chronology; causation; interpretation; enquiry and knowledge of facts discovered from Primary and Secondary sources.
- We will also use Communication skills and the understanding of the significance of events at the time they occurred and the effect they had on the future.

Cross Curricular Links:

R.E, English, PHSE.

SMSC / British Values links:

Citizenship

Key Questions:

What were the causes of Nazi hatred towards the Jews?
How were Jews treated in daily life?
What were Ghettos?
How and why were Jews sent to concentration camps?
What was the Final Solution?
Why is it important to remember?

Key Words:

Holocaust, segregate, dehumanise, treatment, beliefs, Ghettos, transport, death camps, euthanasia, commands, guards, legacy, monuments, belongings, Auschwitz, Genocide.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	Why did the Nazis have a hatred of the Jewish race?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Project on Auschwitz – its importance to history and what took place there.
L1-2	How did Nazi policy towards the Jews evolve? What other policies did they use?	Power points, imagery and Worksheets		
L1-3	What were the Ghettos? How were Jews rounded up and transported?	You Tube BBC teach		
L1-4	What were the Concentration camps used? What was daily life there like?	Diamond 9 Card Sorts		
L1-5	What was the Final Solution? Why did the Nazis embark on this programme of destruction?	Group/ paired discussions. Peer mentoring.		
L1-6	What are the lessons that we can learn from history of this genocide?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 9

Duration: Term 1 (Half term 1)

AIM: To understand why the Alliance system contributed to the outbreak of World War One? To understand what were the Long term and short term causes of the First World War.

Prior Learning

Students have completed their key stage 3 SOW learning and skills.

Success Criteria

See skills descriptors.

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response. Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies. Skills task to audit and identify any weaknesses or gaps in learning.

Learning Skills

- AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
- AO2 explain and analyse historical events and periods studied using second order historical concepts.
- AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
- AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.

Cross Curricular Links:

R.E, Geography, English, PHSE

SMSC / British Values links:

Citizenship, relationships.

Key Questions:

What were the causes of the First World War?
Why did the Alliance system contribute to the outbreak of the First World War?
What were the short term causes of the war?
What were the long term causes of the war?
What was Trench warfare like?
What were the conditions in the trenches?

Key Words:

Alliances, relationships, rivals, allies, Triple Entente, Triple Alliance, Maginot Line, invasion, assassination, states, visit, beliefs, thoughts, views, arms race, Dreadnoughts, Government, understanding, agreement, trenches, technology, conditions, aspects, poetry, rations.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	Why did the Alliance system lead to the beginning of the First World War?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Project – Students to create a Trench warfare scene.
L1-2	What were the long term and short term causes of the First World War?	Power points, imagery and Worksheets		
L1-3	What plans did the major countries make for conflict? Were they successful or not?	You Tube BBC teach		
L1-4	What format did trench warfare take? What were the conditions like for the average soldier? What was Trench foot? How did trauma affect soldiers?	Diamond 9 Card Sorts		
L1-5	What technology was used during the conflict? Was the Battle of the Somme a disaster?	Group/ paired discussions. Peer mentoring		

L1-6

What are Conscientious objectors?
What was conscription?
Why were some men presented with white feathers?

Use of TEEP strategies

Scheme of Work

Key Stage: 4

Year: 9

Duration: Term 1 (half term 2)

AIM: To understand how the First World War ended, the Treaty of Versailles and its effects. To understand how the peace was viewed and the how successful was the League of Nations?

Prior Learning

Students have completed one half term of study. They have completed their study of world war one and trench warfare.

Success Criteria

See skills descriptors.

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies. Skills task to audit and identify any weaknesses or gaps in learning. They have completed one assessment point.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship and relationships

Key Questions:

Was the Treaty of Versailles fair?
How was the treaty viewed by the Allies and the Germans?
How successful was the Treaty of Versailles?
What impact did the League of Nations have on peace?
What were the successes and failures of the Treaty?

Key Words:

Peace, division, agreements, Versailles, relationships, treaty, League of Nations, success, failure, change, borders, resentment, security, health, welfare, immigration, stabbed in the back, November criminals.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	What were the terms of the Treaty of Versailles? How well received was the Treaty by the Allies?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups.	The Treaty of Versailles school report
L1-2	What was the German view of The Treaty of Versailles? How were the leaders of Germany viewed for signing the Peace Treaty?	Power points, imagery and Worksheets	Writing ramps available for pupils who require them.	

L1-3	How successful was the Treaty of Versailles overall? What was the Treaty trying to achieve?	You Tube BBC teach	Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Who were the November Criminals and why were they so hated?
L1-4	What was the League of Nations? What successes did the League have in the 1920's.	Diamond 9 Card Sorts		
L1-5	What challenges did the League face during the 1930's? How well did they meet these challenges?	Group/ paired discussions. Peer mentoring		Revision for Assessments
L1-6	Why was the 1930's such a difficult period for World peace? Why were there extremist leaders prevailing during this period?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 9

Duration: Term 2 (Half term1)

AIM: To understand how and why Hitler challenged the Treaty of Versailles. How he ascended to power and evaluate the impact on German society.

<p style="text-align: center;">Prior Learning</p> <p>Students have completed one full term of study.</p>	<p style="text-align: center;">Success Criteria</p> <p>See skills descriptors.</p>	<p style="text-align: center;">Pedagogical Notes</p>
<p style="text-align: center;">Assessment Opportunities</p> <p>Written and oral questioning. Peer Marking and student response. Paired and group work to inform and support learning. There will be an end of term examination, during assessment week.</p>	<p style="text-align: center;">Identified gaps from prior learning</p> <p>Students have completed their Key stage 3 studies. Skills task to audit and identify any weaknesses or gaps in learning. They have completed two assessment points.</p>	<p style="text-align: center;">Learning Skills</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.</p>
<p style="text-align: center;">Cross Curricular Links:</p> <p style="text-align: center;">R.E, English, PHSE and Politics</p>	<p style="text-align: center;">SMSC / British Values links:</p> <p style="text-align: center;">Citizenship and relationships</p>	

Key Questions:

Why were the leaders who signed the Treaty of Versailles labelled the “November Criminals?”

Why was the Munich Putsch a disaster?

What was “Mein Kampf”?

Why did the Nazis change their strategy for power?

Why and how did Hitler become Chancellor?

Key Words:

Versailles, Treaty, November Criminals, Frei corps, Spartacists, Munich Putsch, disastrous, ballot box, Landsberg prison, Mein Kampf, change, strategy, power, Chancellor, manipulate, Reichstag fire, Enabling Acts.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	Why did Ebert get labelled the "November Criminal"? Why were the Freikorps and the Spartacists fighting?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	What was life like in Germany during the 1920's.?
L1-2	Why did Hitler start to become popular in the Beer halls?	Power points, imagery and Worksheets		
L1-3	The Munich Putsch, why was it a failure? What does the book "Mein Kampf" tell us?	You Tube BBC teach		How disastrous was the Munich Putsch?
L1-4	Why did the Nazi strategy change from force to the Ballot Box? How did Hitler become Chancellor?	Diamond 9 Card Sorts		
L1-5	How popular were the Nazis? What was the impact of the Reichstag fire?	Group/ paired discussions. Peer mentoring		How did the Nazis gain power?
L1-6	Why did the Enabling Acts allow Hitler to rule like a Dictator?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 9

Duration: Term 2 (Half term 2)

AIM: To evaluate the reasons for the outbreak of the second World War. What was the impact on morale on the Home Front?

Prior Learning

Students have completed one and a half terms of study.

Success Criteria

See skills descriptors.

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response. Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies. Skills task via assessments to audit and identify any weaknesses or gaps in learning. They have completed three assessment points.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships.

Key Questions:

Why did Appeasement fail?
Was Dunkirk a success or a failure?
What was the Nazi Soviet pact?
Why were the tactics of Blitzkrieg so successful?
What was rationing?
How was morale affected on the Home Front?
How did operation Barbarossa lead to the defeat of the Nazis?

Key Words:

Appeasement, Dunkirk, success, failure, agreement, Nazi-Soviet pact, Blitzkrieg, rationing, Blitz, evacuate, Barbarossa, Home Front, morale, propaganda, censorship, refugees, children, evacuees, rural, urban, impact, D Day, nuclear, technology.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	Why did Britain follow a policy of Appeasement with the Nazis? Was Dunkirk a success or failure for the British?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups.	Why did world War two begin?
L1-2	Why did the Nazis and the Soviets sign a non aggression pact? What was Blitzkrieg and why was it so successful?	Power points, imagery and Worksheets	Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability.	
L1-3	Why did Britain ration food? What was the Convoy system?	You Tube BBC teach	Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated.	Why did the tactics of Blitzkrieg work so well?
L1-4	Why were children evacuated from the cities to the countryside? What was the morale on the Home Front like during this period?	Diamond 9 Card Sorts	Chunking for weak readers.	
L1-5	What was operation Barbarossa? Why was Stalingrad such a turning point in the war?	Group/ paired discussions. Peer mentoring		What was it like to live in London during ww2?

L1-6

What were the outcomes of ww2?
Why was technology a factor?

Use of TEEP strategies

Scheme of Work

Key Stage: 4

Year: 9

Duration: Term 3 (Half term 1)

AIM: To understand why and how the Cold War was conducted during this period. What prevented the super powers going to actual war?

Prior Learning

Students have completed two terms of study. .

Success Criteria

See skills descriptors.

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies. Skills task via assessments to audit and identify any weaknesses or gaps in learning. They have completed four assessment points.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

What was the Cold War?
Why did the super powers not trust one another?
What is MAD?
What impact did the Cuba Missile Crisis have on international relations?
How did each super power try to gain the upper hand in different fields?
Was the Vietnam war a success or failure for the USA?

Key Words:

Cold War, Iron Curtain, Capitalism, Communism, super powers, MAD (Mutually Assured Destruction), international relationships, sport, space race, espionage, influence, Vietnam war, conflict, JFK, Nixon.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	Why did the Cold War begin after the conferences at Yalta and Potsdam? What were the differences between Capitalism and Communism?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them.	What was MAD?
L1-2	What effect did Nuclear weapons have on relationships between the super powers? What was MAD?	Power points, imagery and Worksheets	Differentiated worksheets to target	

L1-3	Why did the Cuba Missile Crisis nearly bring about nuclear warfare? What was the impact of the crisis on relations?	You Tube BBC teach	pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	How did politics play a role in sport?
L1-4	What other arenas did the super powers try to prove their superiority over one another? (sport, space)	Diamond 9 Card Sorts		
L1-5	The Vietnam war was it a success or failure for the USA?	Group/ paired discussions. Peer mentoring		Revision for assessments
L1-6	What lessons were learnt for the future from the Vietnam conflict?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 9

Duration: Term 3 (Half term 2)

AIM: To evaluate the reasons for the end of the Cold War. Why did Communism collapse in eastern Europe? Evaluate the reasons for the reunification of Germany.

<p style="text-align: center;">Prior Learning</p> <p>Students have completed two and a half terms of study. .</p>	<p style="text-align: center;">Success Criteria</p> <p>See skills descriptors</p>	<p style="text-align: center;">Pedagogical Notes</p>
<p style="text-align: center;">Assessment Opportunities</p> <p>Written and oral questioning. Peer Marking and student response. Paired and group work to inform and support learning. There will be an end of term examination, during assessment week.</p>	<p style="text-align: center;">Identified gaps from prior learning</p> <p>Students have completed their Key stage 3 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning. They have completed five assessment points.</p>	<p style="text-align: center;">Learning Skills</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied</p>
<p style="text-align: center;">Cross Curricular Links:</p> <p>R.E, English, PHSE and Politics</p>		<p style="text-align: center;">SMSC / British Values links:</p> <p>Citizenship, international relationships</p>

Key Questions:

What was the Détente in relations between the Super powers?
What was SALT 1 and SALT 2?
Why was the invasion of Afghanistan disastrous?
Why did Communism collapse in Eastern Europe?
What was the war on Terror after 9/11?

Key Words:

Détente, relationships, SALT, disaster, Communism, failure, Star Wars programme, finance, resistance, invasion, regime change, Terrorism, domestic, international, Twin Towers, reaction, ideological.

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	Why was there a period of agreement and Détente between the Super Powers?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Project on Terror. Choose one of the following to focus on, Northern Ireland, PLO and Israel or Al Qaeda
L1-2	What was agreed with SALT1 and SALT2? What benefits did this bring to relations?	Power points, imagery and Worksheets		
L1-3	Why was the Russian invasion of Afghanistan so disastrous?	You Tube BBC teach		
L1-4	Why did the Berlin wall collapse in 1991?	Diamond 9 Card Sorts		
L1-5	What is terrorism and what impact does it have on society? Why did 9/11 take place?	Group/ paired discussions. Peer mentoring		
L1-6	What is the aim of Terrorism? How is it evolving?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 10

Duration: Term 1 (Half term 1)

AIM: Students to begin their GCSE course. To understand the Superpower relationships and the Cold War between the years 1941 and 1991.

Prior Learning

Students have learnt the skills required for success at History for three years.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

What were the initial tensions between the East and the West?
What was the importance of the conferences of Tehran, Yalta and Potsdam?
Why did Churchill believe an “Iron Curtain” had descended across Europe?
What was the significance of the Truman Doctrine and Marshall Aid?
Why was the Berlin Crisis so important?

Key Words:

Tension, East, West, Capitalism, Communism, Tehran, Yalta, Potsdam, conference, Iron Curtain, Europe, significance, interpretation, causation, Truman Doctrine, Marshall Aid, Berlin Crisis, importance.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	What are the differences between Capitalism and Communism? Why was there tension between the Superpowers at the end of ww2?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	What are the differences between Capitalism and Communism?
L1-2	What was the significance of the conferences that took place at Tehran, Yalta and Potsdam?	Power points, imagery and Worksheets		
L1-3	How and why could it be described as an Iron Curtain had descended across Europe? What was the significance of this?	You Tube BBC teach		What effect did Marshall Aid have on Europe?
L1-4	Why did the USA produce the Truman Doctrine and Marshall Aid? What was the Soviet response to American policy?	Diamond 9 Card Sorts		
L1-5	Why did the Berlin crisis occur? Was the blockade by the Soviets successful?	Group/ paired discussions. Peer mentoring		What was the Berlin Crisis and why was it a cause of conflict?

L1-6

Why were NATO and the Warsaw Pact created?
What was the result of these groups being created?

Use of TEEP strategies

Scheme of Work

Key Stage: 4

Year: 10

Duration: Term 1 (Half term 2)

AIM: Students to continue their GCSE studies on the Cold War between 1941 and 1991. This term we focus on the period between 1958 and 1970 and the threats to World peace.

Prior Learning

Students have Studied the Cold War from 1941 to 1958 and studied key features of the period.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning. They have completed one assessment point.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

Why was Berlin so divided?
What was the significance of the Cuba Missile Crisis?
What was the outcome of the Crisis?
What was the "Prague Spring"?
What effect did the Brezhnev doctrine have on relations?
Why was the Berlin wall constructed?

Key Words:

Berlin crisis, Cuba Missile crisis, impact, quarantine, invasion, Bay of Pigs, Hotline, communication, Brezhnev Doctrine, Prague spring, State visit, consequences, significance, response, Berlin Wall, relations.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	What was the significance of the Arms race? What impact did the Hungarian uprising have on international relations? Why was Berlin so divided?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them.	The Cuba Missile Crisis project
L1-2	The Cuba Missile Crisis – What was the impact on international relations? What was the impact on international relationships?	Power points, imagery and Worksheets	Differentiated worksheets to target pupils based on ability.	

L1-3	What was the Prague Spring? What was the outcome of the Prague Spring?	You Tube BBC teach	Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	The Prague Spring project
L1-4	What was the Brezhnev Doctrine? What were the consequences of this statement?	Diamond 9 Card Sorts		
L1-5	The Berlin Wall, why was it constructed? What changes did it bring to Germany?	Group/ paired discussions. Peer mentoring		The Berlin Wall project
L1-6	The state of Cold War relations at the end of 1970?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 10

Duration: Term 2 (Half term 1)

AIM: To complete, understand and evaluate the Cold War between 1970 and 1991

<p style="text-align: center;">Prior Learning</p> <p>Students have Studied the Cold War from 1958 to 1970 and studied key features of the period.</p>	<p style="text-align: center;">Success Criteria</p> <p>See skills descriptors</p>	<p style="text-align: center;">Pedagogical Notes</p>
<p style="text-align: center;">Assessment Opportunities</p> <p>Written and oral questioning. Peer Marking and student response. Paired and group work to inform and support learning. There will be an end of term examination, during assessment week.</p>	<p style="text-align: center;">Identified gaps from prior learning</p> <p>Students have completed their Key stage 3 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning. They have completed two assessment points.</p>	<p style="text-align: center;">Learning Skills</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied</p>
<p style="text-align: center;">Cross Curricular Links:</p> <p>R.E, English, PHSE and Politics</p>		<p style="text-align: center;">SMSC / British Values links:</p> <p>Citizenship, international relationships</p>

Key Questions:

How did the Superpowers try to reduce tension between 1969 and 1979?

To understand what the main flashpoints in Superpower relations between 1979 and 1984?

Why did Soviet Union control collapse in Eastern Europe between 1985 and 1991?

How do we prepare for the examination?

Key Words:

Détente, policy, SALT, Helsinki Accords, space race, invasion, Soviet, Afghanistan, reaction, cause and consequence, boycotts, Strategic defence initiative, New Thinking, Perestroika, Glasnost, summit, Berlin Wall, reunification.

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	Why did the USA and the Soviet Union follow a policy of Détente at this time? What was the purpose of SALT?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Revision topics
L1-2	What was the significance of the Helsinki Accords in 1975? What changes did SALT2 bring?	Power points, imagery and Worksheets		
L1-3	Why did the Soviets invade Afghanistan in 1979? What was the Second Cold War?	You Tube BBC teach		Revision topics
L1-4	What was Gorbachev's New Thinking and what changes did it bring to the Soviet Union?	Diamond 9 Card Sorts		
L1-5	Why did the Soviet hold on Eastern Europe start to collapse? What was the significance of the falloff the Berlin Wall?	Group/ paired discussions. Peer mentoring		Revision topics
L1-6	How do you write a narrative analysis?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 10

Duration: Term 2 (Half term 2)

AIM: To study understand and evaluate Anglo Saxon and Norman England, C1060-1088

Prior Learning

This is a new topic for the GCSE. Students to refer to the skills that they have learnt during their learning journey so far.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning. They have completed three assessment points.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

What was Anglo Saxon society like during this period?
What was happening in the last years of Edward the Confessor's reign?
Why was there a succession crisis?
Who were the rival claimants for the throne?
Why did the Norman invasion take place?

Key Words:

Social system, slaves, Thegns, Hides, oath, Shire reeve, social status, Earls, monarchy, limits, government, Witan, Danelaw, Embassy, Earldoms, Housecarls, Fyrd, Hundreds, Tithings, Blood feuds, Wergild, economy, influence, church, succession, battles, significance. Leadership, luck.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	What was the social system in place during the period? How powerful was the English Monarchy?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Revision topics
L1-2	What was the legal system that was in place at the time? What was the state of the economy and how influential was the church?	Power points, imagery and Worksheets		
L1-3	Who was Harold Of Wessex and what was his importance? What were the reasons for the rising against Tostig?	You Tube BBC teach		Revision topics
L1-4	Who were the rival claimants for the Throne after Edward the Confessor died? What was the significance of the Battles of Fulford and Stamford Bridge?	Diamond 9 Card Sorts		
L1-5	What happened at the Battle of Hastings? Why did William win?	Group/ paired discussions. Peer mentoring		Revision topics

L1-6

Recap of the period and the importance of writing historically.

Use of TEEP strategies

Scheme of Work

Key Stage: 4

Year: 10

Duration: Term 3 (Half term 2)

AIM: To understand how William I ruled and how he secured power between 1066 and 1087.

Prior Learning

Students have studied up to and including the ascension of William to the Throne.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning. They have completed four assessment points.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

How did William establish control?
The causes and outcomes of Anglo Saxon resistance 1068-71?
The legacy of resistance up until 1087?
The revolt of the Earls in 1075, what significance did this hold?
Why did the Earls revolt in 1075?

Key Words:

Control, borderlands, followers, Marcher lords, castles, features, location, Edwin and Morcar, rebellions, attacks, Hereward the Wake, Harrying of the north, long term impacts, forfeit, tenure, changes, landholding, Royal ceremonies, military strength.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	How and why did the Earls submit in 1066? How did William reward his followers and gain control of the borderlands?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups.	Revision topics
L1-2	What were the reasons for building castles? What was there strategic importance?	Power points, imagery and Worksheets	Writing ramps available for pupils who require them.	

L1-3	Why was, there a revolt by Edwin and Morcar and what was the impact? What were the rebellions in the North? How did they affect rule?	You Tube BBC teach	Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Revision topics
L1-4	What was the rebellion at Ely? Why was the Harrying of the North such a pivotal event?	Diamond 9 Card Sorts		
L1-5	How and why did land ownership change? How was Royal power maintained?	Group/ paired discussions. Peer mentoring		Revision topics
L1-6	What was the Revolt of the Earls and what were the results and consequences?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 10

Duration: Term 3 (Half term 3)

AIM: To complete, understand and evaluate Norman England between the years 1068 and 1088.

<p style="text-align: center;">Prior Learning</p> <p>This is the final section of three on the Anglo Saxon England studies.</p>	<p style="text-align: center;">Success Criteria</p> <p>See skills descriptors</p>	<p style="text-align: center;">Pedagogical Notes</p>
<p style="text-align: center;">Assessment Opportunities</p> <p>Written and oral questioning. Peer Marking and student response. Paired and group work to inform and support learning. There will be an end of term examination, during assessment week.</p>	<p style="text-align: center;">Identified gaps from prior learning</p> <p>Students have completed their Key stage 3 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning. They have completed five assessment points.</p>	<p style="text-align: center;">Learning Skills</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied</p>
<p style="text-align: center;">Cross Curricular Links:</p> <p>R.E, English, PHSE and Politics</p>		<p style="text-align: center;">SMSC / British Values links:</p> <p>Citizenship, international relationships</p>

Key Questions:

What was and why was the Feudal system central to keeping control?
What effect did the Church have at the time?
How did Norman Government govern?
What changes did the Norman aristocracy bring?
What disagreements were there between William and his sons?

Key Words:

Feudal system, hierarchy, role, nature, Knight service, homage, barony, regent, Normanisation, Lanfranc, change, continuity, sheriff, demesne, forest laws, significance, culture, attitudes, Bishop Odo, personality, character,

Marking:

Follow the academy marking policy as stated.

**Learning Cycle
& Week**

Skills to be taught / learnt

**Learning Activities with
resources**

Differentiation

Homework

L1-1	What was the Feudal system? What was the importance of the hierarchy? What was the nature and purpose of Feudalism?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	What is Feudalism?
L1-2	What was the Churches role and connection to the government? How did Stigand and Lanfranc compare?	Power points, imagery and Worksheets		
L1-3	What were the changes to the church due to the Norman influence? What change and continuity was there?	You Tube BBC teach		What arguments were there between William and his sons?
L1-4	What were the changes to Government during the period? What were the Forest Laws and the impact of the Domesday book?	Diamond 9 Card Sorts		
L1-5	What was the culture of the Norman aristocracy? What was the significance of Bishop Odo?	Group/ paired discussions. Peer mentoring		Revision for Assessments.
L1-6	What were the arguments between William and his sons? What was their relationship like?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 11

Duration: Term 1 (Half term 1)

AIM: To understand and evaluate crime and punishment through time c1000 – present.

Prior Learning

New topic and continuation of the skills and themes of the GCSE studies.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies and their year 10 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

What was crime, punishment and law enforcement in Anglo Saxon England/ Norman England/late Middle Ages?

What was the nature of crime, punishment and law enforcement in early modern England?

What were the changing definitions of crime?

What was the significance of two case studies, The influence of the church on crime and punishment?

What were the crimes and punishment of the Gunpowder plotters in 1605?

Key Words:

Crimes against the person, crimes against property, collective responsibility, reeve, moral crimes, oath ,petty theft, maiming, capital punishment, corporal punishment, retribution, deterrent, peasant, poaching, brand, parliament, plague, high treason, clergy, heresy, secular, banished, consecrated, sanctuary, excommunicate, recant, poor relief, import duties, enclosed, gatehouse, transportation, rehabilitate, conspirator,

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	What was the crime committed in Anglo Saxon communities, towns, villagers and Abbeys What were the trials by ordeal and what punishments were there?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them.	Crime, punishment and law enforcement in Anglo Saxon and Norman England.
L1-2	What were the Forest laws and the Murdrum law? What punishments and law enforcement was there in Norman England?	Power points, imagery and Worksheets	Differentiated worksheets to target pupils based on ability.	
L1-3	What were the changes and continuity between Anglo Saxon and Norman punishments?	You Tube BBC teach	Stretch and challenge for the more able pupils. Extension tasks and challenge	The Impact of the church on crime and punishment

L1-4	What was the impact of Henry ii and the punishments in the early middle ages? How powerful was the church in the early middle ages?	Diamond 9 Card Sorts	wall to be formulated. Chunking for weak readers.	
L1-5	What were the changing definitions of crime? What crimes became more prevalent during this time period? (vagabonds, smuggling, rural crimes, witchcraft)	Group/ paired discussions. Peer mentoring		The crimes and punishment of the Gunpowder plot of 1605.
L1-6	How was law enforcement in the towns controlled? What impact did the Gunpowder plot have on the time period?	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 11

Duration: Term 1 (Half term 2)

AIM: Students to understand and evaluate Crime and punishment between 1700 and 1900 and to study the period 1900 to present day.

<p style="text-align: center;">Prior Learning</p> <p>Students have studied Anglo Saxon, Norman and early medieval crime and punishment.</p>	<p style="text-align: center;">Success Criteria</p> <p>See skills descriptors</p>	<p style="text-align: center;">Pedagogical Notes</p>
<p style="text-align: center;">Assessment Opportunities</p> <p>Written and oral questioning. Peer Marking and student response. Paired and group work to inform and support learning. There will be an end of term examination, during assessment week.</p>	<p style="text-align: center;">Identified gaps from prior learning</p> <p>Students have completed their Key stage 3 studies and their year 10 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning. Students have completed their first year 11 assessment point and will be completing Mock examinations in this academic cycle.</p>	<p style="text-align: center;">Learning Skills</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied</p>
<p style="text-align: center;">Cross Curricular Links:</p> <p>R.E, English, PHSE and Politics</p>		<p style="text-align: center;">SMSC / British Values links:</p> <p>Citizenship, international relationships</p>

Key Questions:

How was witchcraft dealt with during this period?
Understand the crime of this period, smuggling, highway robbery and poaching, how it was dealt with and continuity and change.
Why was witchcraft decriminalised?
How were prisons reformed during this period?
Why was there penal reform?
How and why was the police force started?
What types of modern crime is there and how do police forces detect and punish?
Crime and punishment and the importance of the Derek Bentley case.

Key Words:

Witchcraft, smuggling, highway robbery, poaching, continuity and change, decriminalise, penal reform, prisons, police force, peelers, modern crime, detect, rehabilitate, DNA, central intelligence, capital punishment, corporal punishment,

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	How was witchcraft viewed during the period and how was it dealt with? What crimes were prevalent during the period 1700 to 1900 and how were they dealt with. The impact and significance.	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	Crime and punishment between 1700 and 1900.
L1-2	Why was witchcraft decriminalised? How and why were prisons designed in the format they were? What were the alternatives to transportation and changing views of punishment and rehabilitation?	Power points, imagery and Worksheets		
L1-3	What examples of penal reformers are there and why did they undertake their work? What was the significance and impact of the police force being formed?	You Tube BBC teach		Crime and punishment 1900 until present day.
L1-4	What modern crime is prevalent in society and how is it detected currently? What is the view of punishment and rehabilitation in modern society?	Diamond 9 Card Sorts		
L1-5	What were the changes in capital and corporal punishment during the period? What was the impact of the Derek Bentley case?	Group/ paired discussions. Peer mentoring		Revision of key points for assessment/ Mock examinations.

L1-6

How effective is crime enforcement in the modern era in comparison to previous eras?

Use of TEEP strategies

Scheme of Work

Key Stage: 4

Year: 11

Duration: Term 2 (Half term 1)

AIM: To understand and evaluate Whitechapel as an area of study. Students will be examined on this topic as a case study within the examination.

Prior Learning

Students have studied Crime and Punishment throughout the ages and have used History skills, in particular change and continuity.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies and their year 10 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning.
Students have completed their second year 11 assessment point and will have completed their Mock examinations.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

What was the context of national and regional policing in the late 19th Century?
What were the local context and problems of Whitechapel?
What were the issues caused by immigration and a fluctuating population?
How was policing organised in the area?
What methods of investigation were employed during the period?
How do you use sources and ask appropriate questions in your enquiry?

Key Words:

Context, national, regional, policing, problems, immigration, fluctuation, organisation, investigation, employed, sources, enquiry, appropriate, inner city, pollution. Overcrowding, housing, social, workhouses, orphanage, Fenians, pogrom, anarchy, socialist, capitalist, Anti-semitic, Sensationalist, satirical, stereotyping, COAT.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	To understand the uses of sources for utility, content, provenance, context and how to use in practice. How do you judge a source correctly?	Power points Worksheets	Use of Dyslexic fonts for all power points.	Whitechapel what was the context of the area?

L1-2	To understand how police forces were organised at the time. How to use sources for an enquiry into policing.	Power points, imagery and Worksheets	Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
L1-3	To understand the local context of Whitechapel. What effect did conditions and overcrowding have on the local population?	You Tube BBC teach		How was Whitechapel policed at the time?
L1-4	To understand the tension caused by immigration. Why was there an increase in tension at the time? The growth of Socialism and anarchism.	Diamond 9 Card Sorts		
L1-5	To understand policing and its organisation in Whitechapel. How and why was Jack the Ripper get away with murder? What were the lessons learnt by the police due to this case?	Group/ paired discussions. Peer mentoring		Jack the Ripper how and why was he able to elude justice?
L1-6	To understand how to be successful in the examination. What the role of COAT is in the examination and presenting evidence.	Use of TEEP strategies		

Scheme of Work

Key Stage: 4

Year: 11

Duration: Term 2 (Half term 2)

AIM: To understand and evaluate the Weimar and Nazi Germany between 1918 and 1939.

Prior Learning

This is the last topic to be studied for the GCSE. All other units and skills have been covered.

Success Criteria

See skills descriptors

Pedagogical Notes

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies and their year 10 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning.
Students have completed their third year 11 assessment point and will be about to complete their second round of Mock examinations.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

What was the Weimar Republic and its origins?
What were the early challenges to the Republic?
How did the Republic recover between 1924 and 1929?
How did society change between 1924 and 1929?
How did Hitler rise to power?
Why did the Nazis suffer after the Munich Putsch?
How and why did Nazi support grow between 1929 and 1932?
How did Hitler become Chancellor in 1932-33?

Key Words:

Weimar Republic, legacy, interpretation, abdication, armistice, constitution, strengths and weaknesses, Reichstag, diktat, stabbed in the back, impact, Spartacist, Freikorps, revolt, hyperinflation, Ruhr, Dawes plan, Young plan, Locarno pact, leisure, unemployment, culture, paramilitary, Munich Putsch, Mein Kampf, totalitarianism, Bamberg conference, Wall street crash, SA, industry, von Papen, Chancellor, Hindenburg, von Schleicher.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	What was the legacy of world war one on Germany? What challenges to government were there from the left and the right wing?	Power points Worksheets	Use of Dyslexic fonts for all power points. Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	What was the Weimar Republic and what challenges did it face?
L1-2	What were the challenges facing the Weimar government when it came into resistance between 1919 and 1923? What impact did the occupation of the Ruhr and hyperinflation have on Germany?	Power points, imagery and Worksheets		
L1-3	How did Germany recover between 1924 and 1929? What changes were there in German society in this same period?	You Tube BBC teach		What were the conditions in Germany like up until 1924?
L1-4	What were the origins of the Nazi party? How did Hitler gain control of the NSDAP and what was his personal appeal?	Diamond 9 Card Sorts		
L1-5	What did the Munich Putsch teach the Nazi party? Why did the Nazi go through lean years of support between 1924 and 1929?	Group/ paired discussions. Peer mentoring		Why did Hitler become the Chancellor?

L1-6	What was the impact of the Wall street crash? What sections of the population supported Hitler and why? How did Hitler become Chancellor?	Use of TEEP strategies		
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Scheme of Work

Key Stage: 4	Year: 11	Duration: Term 3 (Half Term 1)
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AIM: To complete, understand and evaluate Hitler's rule of Germany between 1932 and 1939.

Prior Learning	Success Criteria	Pedagogical Notes
The Weimar regime has been studied in detail and the early origins of the Nazi party, including Hitler's ascension to power.	See skills descriptors	

Assessment Opportunities

Written and oral questioning.
Peer Marking and student response.
Paired and group work to inform and support learning.
There will be an end of term examination, during assessment week.

Identified gaps from prior learning

Students have completed their Key stage 3 studies and their year 10 studies. Skills tasks via assessments to audit and identify any weaknesses or gaps in learning.
Students have completed their fourth year 11 assessment point and have completed two rounds of Mock examinations.

Learning Skills

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
AO2 explain and analyse historical events and periods studied using second order historical concepts.
AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.

Cross Curricular Links:

R.E, English, PHSE and Politics

SMSC / British Values links:

Citizenship, international relationships

Key Questions:

How did the Nazis create a Dictatorship?
Was Germany a police State?
What opposition and resistance to conformity was there to the Nazis in Germany?
How did Nazi policies affect women?
How did Nazi policies affect the youth?
What impact did Nazi policies have on employment and living standards?
How and why were minorities persecuted?

Key Words:

Dictatorship, police state, Enabling Acts, Night of the Long Knives, Hindenburg, Gestapo, legal system, protestant church, catholic, Goebbels, propaganda, media, rallies, Olympics, support, opposition, resistance, family, roles, Hitler youth, League of German Maidens, Labour service, unemployment, living standards, Strength through joy, Anti – Semitism, Nuremberg laws, Kristallnacht.

Marking:

Follow the academy marking policy as stated.

Learning Cycle & Week	Skills to be taught / learnt	Learning Activities with resources	Differentiation	Homework
L1-1	How did Hitler and the Nazis create a Dictatorship in Germany legally? What aspects of German rule made it a Police State?	Power points Worksheets	Use of Dyslexic fonts for all power points.	How did Hitler control Germany?

L1-2	How did the Nazis control their population and influence their attitudes? What opposition and resistance was there to Nazi rule?	Power points, imagery and Worksheets	Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
L1-3	Was Nazi control of German society complete in this period? What was life like in Germany under Nazi rule?	You Tube BBC teach		What was life like in Germany
L1-4	What were the German policies towards women and families during this period? What impact did Nazi policies have on the youth of Germany?	Diamond 9 Card Sorts		
L1-5	What impact did Nazi policies have on employment and the standard of living in Germany during this period? How successful were Nazi economic policies on ordinary families?	Group/ paired discussions. Peer mentoring		Revision
L1-6	How and why did the Nazis persecute minorities? What was the impact of Kristallnacht on German society?	Use of TEEP strategies		