

History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Autumn		Spring		Summer	
Neolithic Revolution (Developing Skills)	Why did William win the Battle of Hastings?	Why did men go on crusade?	How did kingship change under king John?	What can we learn about the Tudors from their portraits?	How significant is Oliver Cromwell?

- Students to be set homework in accordance with Y7 and Y8 homework plans.
- Teacher to set date for completion of unit of homework from plan. This will usually be the date of the end of unit assessment.
- Teachers should introduce the homework tasks at various points during the half term in line with the schemes of work. Students can decide to complete that week, or wait until the end of the unit and complete all, as long as final deadline is met.
- Pupil must hand in their 4/5 pieces of homework (dependent on unit) on the date given.
- The class teacher is responsible for non-completion, both in terms of ensuring completion and with consequences.
- Class teacher to set 30 minute lunchtime detentions if initial unit of homework is not completed to deadline.
- Class teacher to set 60 minute after school detention if second unit of homework is not completed to deadline and record contact home.
- On non-completion of third unit of work Head of Department to meet pupil and discuss homework concern and create action plan accordingly.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Neolithic Revolution (Developing Skills)	4	<ul style="list-style-type: none"> To identify continuation and change in the Neolithic Revolution To identify causes and consequences of the Neolithic Revolution To choose sources to structure an argument To utilise evidence to create an argument concerning the original function of Stonehenge
Why did William win the Battle of Hastings?	7	<ul style="list-style-type: none"> To explain why there was a succession crisis in 1066 To compare and contrast the Norman and Anglo-Saxon armies To identify causes of William's victory at Hastings To categorise causes of William's victory at Hastings To evaluate and prioritise the causes of William's victory at Hastings
Why did men go on crusade?	8	<ul style="list-style-type: none"> To define the term crusade To describe the crusading journey To identify who went on crusade and explain why they went To prioritise reasons that men went on crusade To evaluate source material for utility
How did kingship change under king John?	6	<ul style="list-style-type: none"> To use facts and opinions to form judgements about kings of England To explain the changes in the role of English kingship To identify, categorise and evaluate the problems faced by King John To identify problems with evidence and source concerning King John To evaluate source material for utility and reliability
What can we learn about the Tudors from their portraits?	8	<ul style="list-style-type: none"> To identify and use evidence to create reasoned judgement To evaluate sources for utility and limitations To research Henry VIII using a variety of sources To evaluate reliability using the purpose of sources To select evidence to identify continuity and change in the reign of Mary I
How significant is Oliver Cromwell?	6	<ul style="list-style-type: none"> To evaluate the significance of Oliver Cromwell To evaluate how well Cromwell was remembered To evaluate the results of Cromwell's and their relevance in UK today To evaluate how remarkable Cromwell's life was To evaluate how much Cromwell resonates with us today