

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
Norman England, c1066 – c1100 Environment study	Power and the People: c1170 to the present day Part one: Challenging authority and feudalism Part two: Challenging Royal authority	Power and the People: c1170 to the present day Part three: Reform and Reformers	Power and the People: c1170 to the present day Part four: Equality and Rights	Revision programme

- Students will receive one piece of homework every week
- Homework will consist of a variety of different tasks including revision for assessments, deepening learning, exam questions, research, extension of class work
- Homework will be placed onto the VLE

Unit	Duration (lessons)	Learning Objectives/Outcomes
Norman England, c1066 – c1100 Environment study	8	<ul style="list-style-type: none"> To describe the pre-Norman History of the designated historical environment To create a narrative of the historical environment during the Norman period To describe the building, its function and its structure To create a narrative of the people connected with the historical site and explain their roles within it To explain how the historical environment reflects the values and the culture of the time period To explain how the historical environment plays a role in local events To incorporate the historical environment into the wider concepts and issues of Norman England
Power and the People: c1170 to the present day Part one: Challenging authority and feudalism	8	<ul style="list-style-type: none"> To explain the barons dissatisfaction with King John's rule and identify how this was resolved To evaluate the long/short term effects of Magna Carta To investigate the issues between Henry III and his barons To explain the results and impact of the provisions of Oxford and the parliament of 1265 To explain and categorise the causes of the Peasants' Revolt To evaluate and assess the impact of the Peasants' Revolt on British society
Power and the People: c1170 to the present day Part two: Challenging Royal authority	8	<ul style="list-style-type: none"> To identify and categorise the causes of the Pilgrimage of Grace and its implications for royal authority To judge Henry VIII's reaction to the uprising To identify the causes of the English Civil War To investigate the development of radical politics during the civil war era To examine the significance of the execution of Charles I To examine the significance of the commonwealth and the rule of Cromwell To identify and explain the causes of the American Revolution To assess the importance of the American Revolution
Power and the People: c1170 to the present day Part three: Reform and Reformers	10	<ul style="list-style-type: none"> To explain the causes and impact of the Great Reform Act To investigate the Chartist movement and identify its causes and assess its impact To describe different campaigning groups and investigate their methods To describe the development of trade unionism and assess its impact
Power and the People:	10	<ul style="list-style-type: none"> To describe the methods and explain the responses to the women's suffrage movement

<p>c1170 to the present day Part four: Equality and Rights</p>		<ul style="list-style-type: none"> • To investigate the role of individuals within the suffrage movement • To describe the reasons for and results of the General Strike (1926) • To investigate the development of a multi-racial society in the second half of the twentieth century • To explain the causes and different protests eg Brixton riots, and assess their impact
<p>Revision</p>	<p>14</p>	<ul style="list-style-type: none"> • To increase knowledge and specific evidence base in all sections of the 2 exam papers • To practise and improve upon all exam skills and questions • To identify own weaknesses and lead own revision programme • To experience a wide variety of exam questions and papers and plan answers

