



Intent

The History curriculum seeks to impart powerful knowledge to students by uncovering abstract concepts, professing to be truths, in history's diverse civilisations, world views and epochs. Developing a deep understanding of changing historical contexts and the interconnectivity and complexity of the lives of people, groups and societies; it seeks to inspire pupils' curiosity and teach young minds to think, theorise, challenge and explore confidently and articulately ready for the ever-changing landscape of their future.

We will prepare students to study history at higher levels through a broad and balanced curriculum that provides a foundation of secure contextual knowledge, cultural literacy, abstract terms and historical concepts. It will focus on progressive programmes of study that empower young learners by embedding increasingly comprehensive levels of understanding.

Year 7 develops understanding of monarchical, autocratic, imperial and religious power, agricultural, feudal and trade wealth, religious cultures, feudal and native lifestyles, introduces history disciplinary concepts

Year 7 Big Ideas	Topics	Substantive knowledge		Disciplinary knowledge, literacy, numeracy	vocabulary		Scaffolding	Assess address
Term 1 Where does power lie? What is life like for people? How is wealth created?	Climate and human development Chronology Timelines Migration in Britannia	Environment Chronology Economy Society Civilisation Politics Archaeology		Timelines Continuity and change – sense of time Consequence – social/economic/political Interpretations – history is not fixed Chronology Timelines	Migration Legacy Decade Century	Viking Roman Anglo-Saxon trade	Seating plans – proximity to the teacher and/or supportive peers Go to SEND first Use checklists and timers to structure tasks Tasks broken down (“chunked”) by the teacher and/or on the board Coloured overlays for those students who needs them Not copying down – printing out and annotating Modelling writing using visualiser Pre-teaching key vocabulary before reading	<ul style="list-style-type: none"> • starter retrieval • at least one extended writing with address task per term or check of complex concepts
Term 2 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Islamic golden age Crusades Battle of Hastings Norman Conquest	Social Political economic Monarchy Hierarchy	Christianity Church Conquest Architecture	Significance – introduction to concept that people value things in different ways Causation – understand that causes are not inevitable and only one thing causes it Continuity and change – change is not one dimension and depends on area and aspect Interpretations - historians don't show all the past Chronology, extended reading and writing	Ethnicity Agriculture Islam Crusades Muslim Baghdad Holy land	Invasion Contender Trade Silk road Earl Noble Castle	Reciprocal reading/Whole-class reading – modelling the reading of a skilled reader Chunking of information – Information/Task/Information/Task repeated Dual coding in presentations/Decluttering slides	<ul style="list-style-type: none"> • address misconceptions through Q&A and books • check SPaG • whole class feedback sheets to provide next steps
Term 3 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Norman conquest Religion and power in the Medieval period	Agriculture Economy Christianity Monarchy Hierarchy	Noble Peasant Church Feudal	Continuity and change – change is not one dimension and depends on area and aspect Sources – value depends on the question being asked Interpretations – historians cannot show the whole past Extended reading and writing, statistics	Manor Village Subsistence Feudal Baron Doom painting	Catholic Trade Mortality Heaven hell Inference Source Christian Medieval	Links to concrete examples from students prior learning Focused praise for specific students in Whole Class Feedback No-opt out support for students in Cold Calling Prompts for tasks/sentence starters	<ul style="list-style-type: none"> • teacher green pen feedback • student purple pen/ address and improve • www-ebi used • CUPS marking • Marking at least 2x a term
Term 4 Where does power lie? What matters to people?	War of the Roses Tudor religious changes	Christianity Church Protestant Catholic Tudor Monarchy Reformation		Causation – multiple causes, interrelated, not simply a person who does stuff, it interacts with the world Sources – value depends on the question being asked Extended reading and writing, chronology	Rome Pope Priest Protestant Catholic Medieval Divorce	Monastery Monk Dissolution Heresy Divine Reformation Luther		
Term 5 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Renaissance	Renaissance Trade Society Science Shakespeare	Drake Crusades Reformation Culture Enlightenment	Causation – causes of past events are generated by historians' reasoning (significance as meta-concept here) Sources - historians collect evidence from multiple sources to construct past Interpretations – significance changes views Extended reading and writing, chronology	Merchant Silk road Trade Great chain of being Islam Muslim	Crusades Printing press Commerce Reformation Shakespeare Exploration		
Term 6 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Native Nations of the Americas	Puritan Exploration New World Society Economy	Capitalism Conflict Empire agriculture	Interpretations – are linked to the context in which they are written Similarity and difference – cultural identities Causation – year test Extended writing, data	Trade Silk road Ottoman Empire Drake Sioux	Raw materials Commerce Hunter gatherer Sustainability		



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Year 7 develops understanding of monarchical, autocratic, imperial and religious power, agricultural, feudal and trade wealth, religious cultures, feudal and native lifestyles
 Year 8 builds on understanding of power seeing autocratic power shift to democratic power and equality, feudal economy is replaced by capitalism, religion gives way to rights, agrarian feudal lifestyles give way to urban industrial overcrowding.

Year 8 Big Ideas	Topics	Substantive knowledge		Disciplinary knowledge, literacy, numeracy	vocabulary		Scaffolding	Assess address
Term 1 Where does power lie?	Political power Monarchy to democracy	Monarchy Autocracy Democracy Human rights Dictatorship	Parliament Republic Civil war Political	Continuity and change – Flows of change – change is not linear and changes scale Chronology, statistics, complex vocabulary, extended reading and writing	Anarchy Constitutional monarchy Representative government Republic Absolute monarch	Tolerance Equality Magna carta Roundhead Cavalier Cromwell Bill of rights Revolt	Seating plans – proximity to the teacher and/or supportive peers Go to SEND first Use checklists and timers to structure tasks Tasks broken down (“chunked”) by the teacher and/or on the board Coloured overlays for those students who needs them Not copying down – printing out and annotating Modelling writing using visualiser Pre-teaching key vocabulary before reading	<ul style="list-style-type: none"> • starter retrieval • at least one extended writing with address task per term or check of complex concepts • address misconceptions through Q&A and books • check SPaG • whole class feedback sheets to provide next steps • teacher green pen feedback • student purple pen/ address and improve • www-ebi used • CUPS marking • Marking at least 2x a term
Term 2 What is life like for people? How is wealth created? What matters to people? Where does power lie?	Industrial revolutions	Social economic industry urban revolution empire	Environment Class Parliament Civilisation Enclosure Politics Agriculture	Significance – Criteria changes over time Continuity and change – continuity scale Interpretations – Legitimate differences with historians Extended reading and writing, data, statistics	Agrarian Rotation Fallow Revolt Industry Climate	Pollution Factory Consumerism Suffrage Cotton Sanitation	Reciprocal reading/Whole-class reading – modelling the reading of a skilled reader Chunking of information – Information/Task/Information/Task repeated Dual coding in presentations/Decluttering slides	
Term 3 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Ancient Africa, Slavery Abolition	Economy Capitalism Trade New World Resistance Exploitation Civilisation		Interpretations – Identifying/evaluating, interrogating to come to conclusions about history Sources – historians use sources to answer questions	Kush Ghana Axum Mali Zimbabwe Slavery Trade triangle Cotton	Plantation Middle passage Raw materials Boycott Abolition Petition Quaker	Links to concrete examples from students prior learning Focused praise for specific students in Whole Class Feedback No-opt out support for students in Cold Calling	
Term 4 Where does power lie? What is life like for people? What matters to people?	Civil rights in the USA	Civil war Civil rights Resistance Constitution Renaissance Racism		Sources – Inference, enquiry, how historians use sources to answer a question Extended reading and writing, statistics	Emancipation Negro Segregation Jim Crow KKK Desegregation	Amendment Boycott Confederate Harlem Lynching Blues	Prompts for tasks/sentence starters	
Term 5 Where does power lie? What is life like for people? What matters to people?	Civil rights in the UK	Civil rights LGBT rights Women’s rights Sexism Racism Bigotry Resistance		Under construction	Boycott Misogyny	Under construction		
Term 6 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Empire	Civil rights Decolonisation Resistance		Under construction		Under construction		



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Year 7 develops understanding of monarchical, autocratic, imperial and religious power, agricultural, feudal and trade wealth, religious cultures, feudal and native lifestyles
 Year 8 builds on understanding of power seeing autocratic power shift to democratic power and equality, feudal economy is replaced by capitalism, religion gives way to rights, agrarian feudal lifestyles give way to urban industrial overcrowding.
 Year 9 develops understanding of different ideologies of where power lies, different ideologies of economic systems such as capitalism and communism, civil rights give way to priorities in lifestyle choices, total war and capitalism define a secular Western lifestyle

Year 9 Big Ideas	Topics	Substantive knowledge		Disciplinary knowledge	vocabulary		Scaffolding	Assess address
Term 1 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Causes of World War I	Unification Militarism Nationalism Alliances Imperialism	Economy Capitalism Exploitation Empire	Causation – How historians build up complex understandings, long/short/trigger Interpretations – influence of context Extended reading and writing, political vocabulary, statistics	Scramble for Africa State Dreadnought Naval race Encircled	Bismarck Colonisation Conference Treaty Trade Entente	Seating plans – proximity to the teacher and/or supportive peers Go to SEND first Use checklists and timers to structure tasks Tasks broken down (“chunked”) by the teacher and/or on the board Coloured overlays for those students who needs them Not copying down – printing out and annotating Modelling writing using visualiser Pre-teaching key vocabulary before reading	<ul style="list-style-type: none"> • starter retrieval • at least one extended writing with address task per term or check of complex concepts
Term 2 What is life like for people? How is wealth created? What matters to people? Where does power lie?	Diversity in World War I Effects of war on society and Russia	Discrimination Suffrage Feudal Hierarchy Communism Capitalism	Socialism Left-right politics	Continuity and change – change not fixed, theories influence events Similarity and difference – focus on difference within the same time period Extended reading and writing, political vocabulary, statistics	Shell shock Diversity Disability Tsar Orthodox	Bolshevik Stalin Political spectrum Eastern front western front	Reciprocal reading/Whole-class reading – modelling the reading of a skilled reader Chunking of information – Information/Task/Information/Task repeated Dual coding in presentations/Decluttering slides Links to concrete examples from students prior learning Focused praise for specific students in Whole Class Feedback No-opt out support for students in Cold Calling Prompts for tasks/sentence starters	<ul style="list-style-type: none"> • address misconceptions through Q&A and books • check SPaG • whole class feedback sheets to provide next steps • teacher green pen feedback • student purple pen/ address and improve • www-ebi used • CUPS marking • Marking at least 2x a term
Term 3 What is life like for people? How is wealth created? What matters to people?	Roaring 20s Wall street Crash	Economy Capitalism Trade Leisure Segregation Racism Gender Cycle of prosperity	Women’s rights Laissez faire Stock market Weimar republic Spiral of Depression	Continuity & change – one can pull in different directions Interpretations – depend on interests of historians Causation - one thing can cause differences Effects Extended reading and writing, economic vocabulary, finance	Mass production Protectionism Trade Prohibition Consumerism Stock shares Crash	Boom bust Lynching Flapper LGBTQ Mutiny Abdicate Jazz Finance Investment		
Term 4 Where does power lie? How is wealth created? What is life like for people? What matters to people?	Depression 30s	Democracy Proportional representation FPTP Keynesian economics	Austrian economics Depression Trade unions Capitalism	Interpretations –evidence produces different results Extended reading and writing, economic vocabulary, finance	Constituency Reichstag Public works Unemployment Race science Glass ceiling	Hooverville Capitalism Boom bust Recession Eugenics Aryan		
Term 5 Where does power lie? What is life like for people? What matters to people?	Similarity in World War II Holocaust Genocides	Racism Anti-Semitism Migration Holocaust Discrimination Genocide		Interpretations –evidence produces different results Continuity and change – under construction Extended reading and writing	Deportee Blitz Rationing Home front Night of breaking glass Final solution	Dresden Nagasaki Hiroshima Atomic bomb Graferneck Pogrom Concentration		
Term 6 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Post-war Britain	Welfare Leisure Rights		Under construction	NHS Welfare state			



Year 10 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Germany and the growth of democracy 	<ul style="list-style-type: none"> Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924– 1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture. 	<p>and Formative assessment to identify areas students prove and generate that progress by building pupil capital, cultural knowledge, historical skills and topic . This is achieved by each lesson having clear objectives, students are grasping those objectives, modelling what is writing essay answers and providing feedback so that an improve.</p> <p>tasks including fact based learning and exam style</p> <p>assessment. Students will be exposed to the 6 exam ions. Initially these will require significant structure and As these are revisited for each topic, students will gain pendence and so the responses to these will become mative</p> <p>a)2 styles of 4 mark Interpretation exam questions one assessing difference in content / argument, one explaining how the provenance might explain these differences. b) 8 mark convincing question c) 4 mark Describe question d) 8 mark 'in what ways question' e) 12 mark 'most important question)</p>	<ul style="list-style-type: none"> Economics, inflation. Taxation Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Cultural capital - a variety of political practices including autocracy, different types of democratic systems, communism, dictatorship. Understand the nature of political parties Ability to be reflective about their own beliefs and perspectives on life Understanding of the wide range of cultural influences that have shaped their own heritage and those of others
Term 2	<ul style="list-style-type: none"> Germany and the Depression 	<ul style="list-style-type: none"> The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal. The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor. The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. 	<p>and Formative assessment to identify areas students prove and generate that progress by building pupil capital, cultural knowledge, historical skills and topic . This is achieved by each lesson having clear objectives, students are grasping those objectives, modelling what is writing essay answers and providing feedback so that an improve.</p> <p>tasks including fact based learning and exam style</p> <p>assessment. Students will be exposed to the 6 exam ions. Initially these will require significant structure and As these are revisited for each topic, students will gain pendence and so the responses to these will become mative</p> <p>a)2 styles of 4 mark Interpretation exam questions one assessing difference in content / argument, one explaining how the provenance might explain these differences. b) 8 mark convincing question c) 4 mark Describe question</p>	<ul style="list-style-type: none"> Trade and world interdependence Propaganda, media Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Comparison of the British rule of law with events in the creation of the Nazi dictatorship The process and nature of elections The rights of individuals and the role that organisations can play in supporting or challenging these rights



			d) 8 mark 'in what ways question' e) 12 mark 'most important question)		
	<ul style="list-style-type: none"> The experiences of Germans under the Nazis 	<ul style="list-style-type: none"> Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. <ul style="list-style-type: none"> Homework tasks including fact based learning and exam style questions Summative assessment. Students will be exposed to the 6 exam style questions. Initially these will require significant structure and guidance. As these are revisited for each topic, students will gain more independence and so the responses to these will become more summative a) 2 styles of 4 mark Interpretation exam questions one assessing difference in content / argument, one explaining how the provenance might explain these differences. b) 8 mark convincing question c) 4 mark Describe question d) 8 mark 'in what ways question' e) 12 mark 'most important question) <ul style="list-style-type: none"> Final Summative Assessment 	<ul style="list-style-type: none"> Economics Social policies Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Understanding of individual liberty, rule of law and mutual respect and tolerance and how this was challenged during the Nazi dictatorship Respect for different faiths and diversity and how this was challenged during the Nazi dictatorship An awareness of the stages by which stereotyping and scape goating can develop into formal persecution.

Term 3	<ul style="list-style-type: none"> Peace making following WW1 The League of Nations in the 1920s 	<ul style="list-style-type: none"> The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations. Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. <ul style="list-style-type: none"> Homework tasks including fact based learning and exam style questions Summative assessment. Students will be exposed to the 4 exam style questions. Initially these will require significant 	<ul style="list-style-type: none"> Economics, finance, taxation Interpreting data Detecting and recognising bias Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Role of international law and attempts to deal with world issues on a collective basis.
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		<p>settlement, including the problems faced by new states</p> <ul style="list-style-type: none"> • The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. • Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. 	<p>structure and guidance. As these are revisited for each topic, students will gain more independence and so the responses to these will become more summative</p> <ol style="list-style-type: none"> a) Cartoon style response (attitudes to the Treaty of Versailles) b) Usefulness Questions (attitudes to the Treaty of Versailles) c) Account question (not developed in this topic) d) 16 mark questions (main reason Germans hated the Treaty of Versailles and assessment on the League of Nations in the 1920s) 		
<p>Term 4</p>	<ul style="list-style-type: none"> • The League of Nations in the 1930s • The Collapse of International Peace • The Origins and Outbreak of WW2 • 	<ul style="list-style-type: none"> • The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939. • The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. • Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the AntiComintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement. 	<ul style="list-style-type: none"> • Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. <ul style="list-style-type: none"> • Homework tasks including fact based learning and exam style questions • Summative assessment. Students will be exposed to the 4 exam style questions. Initially these will require significant structure and guidance. As these are revisited for each topic, students will gain more independence and so the responses to these will become more summative <ol style="list-style-type: none"> a) Cartoon style responses (Opinions on Manchuria, Abyssinia, Rhineland, Nazi-Soviet Pact) b) Usefulness Questions (Successes of the League, Appeasement) 	<ul style="list-style-type: none"> • Detecting and recognising bias • Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Role of international law and attempts to deal with world issues on a collective basis.



		<ul style="list-style-type: none"> The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain 	<p>c) Account question (Manchuria, Rhineland) d) 16 mark questions (League of Nations in the 1930s and causes of WW2)</p>		
<p>Term 5</p>	<ul style="list-style-type: none"> Health through time 	<ul style="list-style-type: none"> Recap of Germany and Interwar Medieval public health, treatments, ideas about causes, surgery Homework topics Source questions 8 mark questions worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: fact test recapping Germany and interwar. To assess pupil's knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the health professions Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Reflect on how people interact through time and space and how to cooperate well with those different from themselves Respect for the value all cultures have had on European values Develop an appreciation for the influence of non-European cultures Healthy relationship with their bodies
<p>Term 6</p>	<ul style="list-style-type: none"> Health through time 	<ul style="list-style-type: none"> Early Modern public health, treatments, ideas about causes, surgery Homework topics Source questions 8 mark questions worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: PPE, Germany, Interwar, Medicine To assess pupil's improvement of their ability to create structured accounts. The test also operates 	<ul style="list-style-type: none"> Careers in the health professions Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Reflect on how people interact through time and space and how to cooperate well with those different from themselves Respect for the value all cultures have had on European values Develop an appreciation for the influence of non-European cultures Become conversant with artistic and technological improvements from across the world Healthy relationship with their bodies



			as a formative and diagnostic tool enabling teacher and student to improve those skills.		
	<ul style="list-style-type: none"> Health through time 	<ul style="list-style-type: none"> Long Nineteenth century public health, treatments, ideas about causes, surgery Homework topics Source questions 16 mark questions worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: 8 mark significance and compare questions To assess pupil's improvement of their ability to create structured accounts. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the health professions Careers in business, enterprise Analysis of soft skills in preventing/increasing resistance to new ideas Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Reflect on how people interact through time and space and how to cooperate well with those different from themselves An understanding of equality of opportunity and an inclusive environment Develop an appreciation for the influence of European cultures Functions and uses of money The importance of civil society Healthy relationship with their bodies
	<ul style="list-style-type: none"> Health through time 	<ul style="list-style-type: none"> Modern public health, treatments, ideas about causes, surgery Recap of Germany and Interwar Homework topics Paper 1 and paper 2 Health topics worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: Full paper mock To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the health professions Careers in business, enterprise Analysis of soft skills in preventing/increasing resistance to new ideas Careers in technology and chemical industries and research Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Reflect on how people interact through time and space and how to cooperate well with those different from themselves An understanding of equality of opportunity and an inclusive environment Respect for the value all cultures have had on European values Functions and uses of money The importance of civil society Healthy relationship with their bodies



Year 11 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Elizabethan England Religion Society 	<ul style="list-style-type: none"> Religion Rebellion Poverty Golden age Great chain of Being Homework topics 8 mark essays Fact test revision worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: 8 mark questions Account/Explain To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the government Careers in business, enterprise, entrepreneurialism Analysis of soft skills in preventing/increasing resistance to new ideas Careers in police and M15 Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Ability to be reflective on their own beliefs and respect people's faiths To understand the heritage of England and the development of law Develop an understanding of tolerance and individual liberty
	<ul style="list-style-type: none"> Elizabethan England Foreign policy government 	<ul style="list-style-type: none"> Exploration Spanish Armada Government Parliament Homework topics 8/16 mark essays Fact test revision worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. PPE, Health and Elizabeth To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the government Careers in business, enterprise, entrepreneurialism Analysis of soft skills in preventing/increasing resistance to new ideas Careers in the Navy Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Environmental concerns Respect of non-European cultures, Mutual respect and tolerance Explore and respect cultural diversity
Term 3	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Elizabeth Germany 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that 	<ul style="list-style-type: none"> Careers in the government 	<ul style="list-style-type: none"> Environmental concerns



		<ul style="list-style-type: none"> • Homework topics • All essay questions • Fact test revision 	<p>progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> • Summative assessment: 16 mark Elizabeth question. To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> • Careers in business, enterprise, entrepreneurialism • Analysis of soft skills in preventing/increasing resistance to new ideas • Careers in the Navy • Qualifications <p>Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence</p>	<ul style="list-style-type: none"> • Respect of non-European cultures, • Mutual respect and tolerance • Explore and respect cultural diversity
Term 4	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Interwar • Health • Homework topics • All essay questions • Fact test revision 	<ul style="list-style-type: none"> • Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. • PPE: all components, To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> • Careers in the government • Careers in business, enterprise, entrepreneurialism • Analysis of soft skills in preventing/increasing resistance to new ideas • Careers in the Navy • Qualifications <p>Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence</p>	<ul style="list-style-type: none"> • Environmental concerns • Respect of non-European cultures, • Mutual respect and tolerance • Explore and respect cultural diversity
Term 5	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Elizabeth • Germany • Homework topics • All essay questions • Fact test revision 	<ul style="list-style-type: none"> • Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. 	<ul style="list-style-type: none"> • Careers in the government • Careers in business, enterprise, entrepreneurialism • Analysis of soft skills in preventing/increasing resistance to new ideas • Careers in the Navy • Qualifications <p>Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence</p>	<ul style="list-style-type: none"> • Environmental concerns • Respect of non-European cultures, • Mutual respect and tolerance • Explore and respect cultural diversity



				importance of active listening, reasoning, discussion, motivation, coherently, self-directed, good literacy, social awareness, perseverance, confidence
Term 6				

Year 12 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Russia in the reign of Alexander II The Affluent Society Crisis, 1951–1964 	<ul style="list-style-type: none"> Emancipation of serfs Crimean war Alexander’s reforms Homework topics paper 1: <ul style="list-style-type: none"> Worksheets Guided reading Essays The 1951 election; Conservative governments and reasons for dominance (incl. internal labour divisions, reasons for conservative fall) Economic developments (incl. postwar boom and stop-go) Social Developments 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil’s improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants Summative assessment: To assess pupil’s improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 25 mark essay on Liberal Victory, Source based question on position of the Labour Party, 25 mark question on position of industry, 25 mark question on causes of Liberal reforms, source question on effectiveness of reforms 	<ul style="list-style-type: none"> ed to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none"> Evaluate the comparative worth of monarchical, democratic and dictatorial regimes Evaluate the comparative worth of feudalism, capitalism, socialism Understand the nature of political parties Consider the implications of equality of outcome compared with equality of opportunity Evolution of British Political parties Understanding of the first past the post system and how this impacts on the outcomes of elections Ethical considerations of the British empire. The Changing nature of economic activity in Britain The role of state in society and its responsibility for dealing with the most vulnerable members of the society.
Term 2	<ul style="list-style-type: none"> Russia in the reign of Alexander III The Affluent Society 1951–1964 (continued..) Building a New Britain (1964-1979) 	<ul style="list-style-type: none"> Counter reforms Russification Industrialisation and economic modernisation Homework topics paper 1: <ul style="list-style-type: none"> Worksheets Guided reading Essays 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, 	<ul style="list-style-type: none"> ed to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher 	<ul style="list-style-type: none"> Evaluate the comparative worth of monarchical, democratic and dictatorial regimes Evaluate the comparative worth of capitalism, Mono-cultural societies, communism, socialism Understand the nature of political parties



		<ul style="list-style-type: none"> Attitudes to immigration Foreign Relations, Winds of Chance Wilson and the Labour governments Wilson's economic policies The beginnings of the troubles. 	<p>writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. AS, PPE Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: Source based question on Irish Home rule, 25 mark essay on industrial unrest. PPE 	<p>Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor</p>	<ul style="list-style-type: none"> Consider the implications of equality of outcome compared with equality of opportunity Understanding of the British political system and the changing relationship between the house of lords and the house of commons Diversity of religion and experience with regard to the Irish Question The nature of the UK and how it came to evolve in its present format <p>nature of equality in Britain es and legitimacy protest to bring about nd social change</p>
<p>Term 3</p>	<ul style="list-style-type: none"> Russia in reign of Nicholas II Building a New Britain (1964-1979) 	<p>modernisation content ment of political ideologies War rk topics paper 1: ets ading</p> <p>Liberal Reforming legislations Social and Cultural change (incl. the expansion of mass media, growth in leisure activities) Progress toward female equality Foreign Relations and policies toward the USA</p>	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Interpretations of Nicholas Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 	<p>ed to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor</p>	<ul style="list-style-type: none"> Evaluate the comparative worth of monarchical, democratic and dictatorial regimes Evaluate the comparative worth of capitalism, communism, socialism, absolute monarchy, constitutionalism, Understand the nature of political parties Consider the implications of equality of outcome compared with equality of opportunity The Changing nature of economic activity in Britain Influence of trade unionism Interactions between world powers and how they impact everyday life in Britain
<p>Term 4</p>	<ul style="list-style-type: none"> Russian revolution Building a New Britain (1964-1979 continued...) The End of the postwar consensus 1970-79) 	<ul style="list-style-type: none"> Monarchical failure Democracy bolshivism Dictatorship Homework topics paper 1: <p>Foreign Relations and policies toward the USA</p>	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, 	<p>ed to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher</p>	<ul style="list-style-type: none"> Evaluate the comparative worth of monarchical, democratic and dictatorial regimes Evaluate the comparative worth of capitalism, communism, socialism Understand the nature of political parties



		<p>(Vietnam, Rhodesia, withdrawal East of Suez)</p> <p>Heath's government (as leader, economic policies, politics)</p> <p>Industrial Relations</p> <p>The Troubles</p> <p>Labour governments of Wilson and Callaghan</p> <p>Society in the 1970s</p>	<p>writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE 	<p>Academic librarian</p> <p>Archaeologist</p> <p>Broadcast journalist</p> <p>Civil Service administrator</p> <p>Editorial assistant</p> <p>Human resources officer</p> <p>Information officer</p> <p>Marketing executive</p> <p>Policy officer</p> <p>Politician's assistant</p> <p>Solicitor</p>	<ul style="list-style-type: none"> Consider the implications of equality of outcome compared with equality of opportunity Understand the nature of political parties Consider the implications of equality of outcome compared with equality of opportunity The Changing nature of economic activity in Britain Influence of trade unionism <p>Interactions between world powers and how they impact everyday life in Britain</p> <p>Civil war. Identity in the 20th century</p>
Term 5	<ul style="list-style-type: none"> Lenin The End of the postwar consensus 1970-79) 	<ul style="list-style-type: none"> War communism NEP Social reform Cultural reform Civil war Homework topics paper 1: Progress of feminism Race and immigration Youth/environmentalism Foreign relations Special relationship, growth of China 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants 	<p>ed to history</p> <p>Archivist</p> <p>Heritage manager</p> <p>Historic buildings inspector/conservation officer</p> <p>Museum education officer</p> <p>Museum/gallery curator</p> <p>Museum/gallery exhibitions officer</p> <p>Secondary school teacher</p> <p>Academic librarian</p> <p>Archaeologist</p> <p>Broadcast journalist</p> <p>Civil Service administrator</p> <p>Editorial assistant</p> <p>Human resources officer</p> <p>Information officer</p> <p>Marketing executive</p> <p>Policy officer</p> <p>Politician's assistant</p> <ul style="list-style-type: none"> Solicitor 	<p>the comparative worth of capitalism, sm, socialism, dictatorship, isolationism, nalism</p> <p>the implications of equality of outcome d with equality of opportunity cal spectrum – degrees of 'leftness'.</p> <p>on of socialism</p> <ul style="list-style-type: none"> Understand the nature of political parties Consider the implications of equality of outcome compared with equality of opportunity The Changing nature of economic activity in Britain Influence of trade unionism <p>Interactions between world powers and how they impact everyday life in Britain</p> <p>Effective leadership</p>
Term 6	<ul style="list-style-type: none"> Stalin The Impact of Thatcherism 	<ul style="list-style-type: none"> Political power struggles Collectivisation Industrialisation Homework topics paper 1: Worksheets Guided reading Essays 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. 	<p>ed to history</p> <p>Archivist</p> <p>Heritage manager</p> <p>Historic buildings inspector/conservation officer</p> <p>Museum education officer</p> <p>Museum/gallery curator</p> <p>Museum/gallery exhibitions officer</p> <p>Secondary school teacher</p> <p>Academic librarian</p>	<ul style="list-style-type: none"> Evaluate the comparative worth of democratic and dictatorial regimes Evaluate the comparative worth of capitalism, communism, socialism Impact of political philosophies on economic policy Global trade impact Constitutional changes Understand the nature of political parties



		<ul style="list-style-type: none"> Thatcher as leader, ideology, ministers, support, opposition Electoral Success Internal labour divisions Troubles in Northern Ireland. Thatcher's economic policy and their impact. 	<ul style="list-style-type: none"> Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE 	Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor	<ul style="list-style-type: none"> Consider the implications of equality of outcome compared with equality of opportunity The Changing nature of economic activity in Britain Influence of trade unionism Interactions between world powers and how they impact everyday life in Britain Effective leadership Impact of identity and religion
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Year 13 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Stalin's Russia The People's War and Peace 1939-1951 	<ul style="list-style-type: none"> The terror Cult of Stalin Impact of war High Stalinism The fall of Chamberlain; Churchill as a wartime leader Coalition government Attlee as Prime Minister Mobilisation of resources in wartime; the post war economic readjustment Labour's post-war balance of payments problems Conscription; women and children; civil liberties and restrictions; Propaganda and The Blitz 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 	ed to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor	<ul style="list-style-type: none"> Political regimes Bystander theory Totalitarianism Economic policies Consider the implications of equality of outcome compared with equality of opportunity The Changing nature of economic activity in Britain Economic and social effects of war



		<ul style="list-style-type: none"> Beveridge and the Butler Act Policies of post war Labour government, Britain by 1951 – elections of 1950 and 1951 			
<p>Term 2</p>	<ul style="list-style-type: none"> Khrushchev Britain – Never had it so Good? 1951-1957 	<ul style="list-style-type: none"> De-Stalinisation Changes in economic policy Opposition Khrushchev’s fall from power Churchill, Eden and Macmillan as political leaders Domestic policies consensus politics. Post war boom Rising living standards Changing social attitudes and behaviour Issues relating to New Commonwealth migrants and race relations Nuclear concerns and the formation of the CND 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil’s improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. AS, PPE Summative assessment: To assess pupil’s improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 	<p>ed to history</p> <ul style="list-style-type: none"> Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none"> of party politics of freedom of speech in Communist es and legitimacy protest to bring about nd social change e of the UK and how it came to evolve in t format the implications of equality of outcome d with equality of opportunity • The Changing nature of economic activity in Britain



<p>Term 3</p>	<ul style="list-style-type: none"> Coursework Stuart Britain 	<p>State formation Religious fundamentalism Theocracies Republics Representative government Parliamentary representation Misogyny Economic and social change from manorial to capitalist systems Enlightenment Renaissance Witch craze Civil war</p>	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Interpretations of Nicholas Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 	<p>ed to history</p> <ul style="list-style-type: none"> Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none">
<p>Term 4</p>	<ul style="list-style-type: none"> Coursework Stuart Britain 	<p>State formation Religious fundamentalism Theocracies Republics Representative government Parliamentary representation Misogyny Economic and social change from manorial to capitalist systems Enlightenment Renaissance Witch craze Civil war</p>	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE 	<p>ed to history</p> <ul style="list-style-type: none"> Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer 	<ul style="list-style-type: none">



				Politician's assistant Solicitor	
Term 5	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants 	ed to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant <ul style="list-style-type: none"> Solicitor 	