The intent behind the Year 7 scheme of work is to get all students on a level playing field, regardless of the amount of History education they have had at primary school. Each topic assumes no prior knowledge and builds skills from scratch with a focus on key vocab. The topics are taught chronologically beginning with the Romans to allow students to get stuck in to fun topics that lend themselves to the skills of practising learning specific keywords, detailed description and detailed explanation. The long-term view is that the content covered towards the end of Y8 and beginning of Y9 will seamlessly allow students to transition to the content covered at GCSE. Enthusing our students is key at this stage though skills are embedded throughout lessons.

The intent behind the Y8 scheme of work is to move on chronologically from the Wars of the Roses through the early modern period, whilst allowing students to attempt to answer more complex “big” questions, e.g. Why did Henry VIII break from Rome? Through evaluating a number of factors, Y8 topics allows students a chance to look at the development of British society from the Medieval to Early Modern period; with a predominant focus on power and religion and the relationship between the church and the state/monarch. Year 8 is an essential foundation for teaching students how the modern period developed. Unlike Y7, Y8 also covers a large amount of content that will be revisited in GCSE paper 2.

The intent behind the Y9 scheme of work is to prepare students for the demands of GCSE (in terms of volume and complexity of content and skills) without beginning the GCSE course. For the first term students are introduced to topics from the twentieth century that require a higher level of maturity; the history of gay rights, women’s rights, genocide and the Holocaust. Content-wise, the scheme of work is designed to give students an overview of society in Europe pre and post-WW1, as well as giving students the chance to make links with Y8 learning on the British Empire as they learn how conflicting ideas over Imperialism pave the way for conflict. Students also gain an appreciation for post-WW1 conditions in Germany and how this leads to further conflict in the 1940s.

Skills practised through writing and oracy tasks

- Learning new specialist vocabulary
- Identifying and recalling facts
- Forming simple and detailed descriptions using specific keywords
- Developing simple and complex explanations using specific keywords
- Reaching a conclusion to answer a question
- Evaluating factors to reach a decision about relative causation
- Primary source analysis and evaluation to reach a judgement about usefulness

GCSE papers 1 and types of Q
Conflict and Tension: First World War 1894-1918 (Y9)
Source analysis, Source usefulness evaluation, write an account, Iceberg essay question

Germany 1890-1945 Democracy and Dictatorship (Y10)
Interpretations; How, Why, and Which is more convincing, describe two problems, Explain, Bullet point question

GCSE Paper 2 and types of Q
Thematic Study: Britain: Migration, Empires and the People c.790-Present (Y10)
Source usefulness, Explaining significance, Comparison question, Iceberg essay question.

British Depth Study: Elizabethan England, c1568-1603 (Y11)
Interpretation convincing, explanation, write an account, historic environment iceberg question

Reason for order of modules
- We begin with Conflict and Tension because it makes sense chronologically and leads in to Democracy and Dictatorship- shows students how post-WW1 conditions pave way for rise of Nazis due to economic and social conditions.
- The Thematic study requires the ability to draw comparisons across the breadth of the topic- a more difficult skill so better suited for Y10 students.
- The Depth study has an annually changing environment question- teaching this last allows us time to prepare resources and focus on practising questions on this site.