

# History Curriculum Plan

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge, understanding, explanation, analysis	<b>Topic</b> WWI & II, Holocaust Describe this subject, embedded in this unit, highlighting the of year 7 is required		Dictators & Cold War, Protest in 20 <sup>th</sup> century		Terrorism, Jack the Ripper	
	Sources, explanations continue and become more complex since Year 7		→			
Source and interpretation skills	<b>Topic</b> WWI & II, Holocaust Describe this subject, embedded in this unit, highlighting the of year 7 is required		Dictators & Cold War, Protest in 20 <sup>th</sup> century		Terrorism, Jack the Ripper	
	Introduction to Interpretations and skills		Sources, Interpretations and inference and responses required become more complex as the year progresses			

Incorporation of basic GCSE source and interpretation questions/responses

# History Curriculum Plan

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge, understanding, explanation, analysis	<div style="background-color: yellow; padding: 5px;">What is History Medieval Kings</div>		<div style="background-color: lightgray; padding: 5px;">The Tudors British Empire</div>		<div style="background-color: lightgreen; padding: 5px;">British Empire Industrial Revolution</div>	
	Describe how this skill is embedded in this unit					→
Source skills	<div style="background-color: yellow; padding: 5px;">What is History Medieval Kings</div>		<div style="background-color: lightgray; padding: 5px;">The Tudors British Empire</div>		<div style="background-color: lightgreen; padding: 5px;">British Empire Industrial Revolution</div>	
	Describe Introduction to sources. Basic inference from sources to link with knowledge		Sources, inference and responses required become more complex as the year progresses			

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge, understanding, explanation, analysis	<b>Topic name</b> Describe this skill embedded in this unit, highlighting the build up of skill from year 7 if required	Anglo Saxons and Norman England		Medicine on the Western Front		Medicine through time/ Middle ages and renaissance
		Sources, Chronology, Vocab, Argument development and extended writing				
Source and interpretation skills	<b>Topic name</b> Describe how this skill is embedded in this unit, highlighting the build up of skill from year 7 if required	PEEL paragraphs and Explain Q's. Identifying features. Balancing an argument		Identifying key features, Usefulness of the sources Limitations of the source Showing your own knowledge and incorporating with elements of sources and interpretations		Chronology, sources (who/what/when/where /why) Vocabulary PEEL Paragraphs Explain Why Balanced arguments
		Sources, Chronology, Vocab, Argument development and extended writing				

- What skills do we sequence through SoW?
- How does it work? [See slide 4](#)
- Can you highlight changes in learning from Year 7? **YES**

- How is remembering and recall built in? [lessons/AFL & assessments](#)

- Where and how is reading and vocab built in? [in lessons + addition of historical fiction](#)

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge, understanding, explanation, analysis	Medicine through time- Renaissance, Industrial and Modern embedded in this unit, highlighting the Sources, Chronology, Vocab, Argument development of year 7 if required		Weimar and Nazi Germany			
	Chronology, sources (who/what/when/where/why) Vocabulary PEEL Paragraphs Explain Why Balanced arguments Continuity and change year 7 if required		Chronology, (who/what/when/where/why) Vocabulary PEEL Paragraphs Explain Why Why are the interpretations different How far do you agree.... Showing your own knowledge and incorporating with elements of sources and interpretations Inference from sources Sources, Chronology, Vocab, Argument development and extended writing			

- What skills do we sequence through SoW?
- How does it work? [See slide 4](#)
- Can you highlight changes in learning from Year 7? **YES**

- How is remembering and recall built in? [lessons/AFL & assessments](#)

- Where and how is reading and vocab built in? [in lessons + addition of historical fiction](#)

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge, understanding, explanation, analysis	Superpowers and the Cold War THIS SKILL IS embedded in this unit, highlighting the Sources, Chronology, Vocab, Argument development and extended writing of year 7 if required		Class specific revision; Medicine through time, Anglo-Saxons and Weimar Nazi Germany			
	Chronology, (who/what/when/where/why) Vocabulary PEEL Paragraphs Cause & Consequence Explaining importance of Narrative Account the build up of skill from year 7 if required		Chronology, practice questions, sources, content revision			
Source and interpretation skills	Sources, Chronology, Vocab, Argument development and extended writing					

- What skills do we sequence through SoW?
- How does it work? [See slide 4](#)
- Can you highlight changes in learning from Year 7? **YES**

- How is remembering and recall built in? [lessons/AFL & assessments](#)

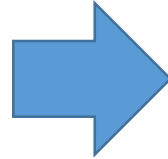
- Where and how is reading and vocab built in? [in lessons + addition of historical fiction](#)

## Historical Skills Key stages 3 and 4

KS 3

### **Year 7:**

Chronology, sources  
(who/what/when/where/why)  
Inference from source to match  
content/knowledge  
Vocabulary  
PEEL paragraphs



### **Year 8:**

Introduction to interpretations  
What is the difference between interpretations  
Nature/origin/purpose of sources  
Inference from source to match content/knowledge  
Vocabulary  
PEEL paragraphs

KS 4

### **Years 9/10/11**

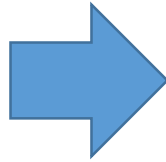
Why are the interpretations  
different  
How far do you agree.... Showing  
your own knowledge and  
incorporating with elements of  
sources and interpretations  
Inference from sources  
Limitations of sources  
Vocabulary  
Extended writing (3 + paragraphs)  
Balanced arguments



## Historical Skills Key Stage 4

### **Anglo Saxons & Norman England:**

Chronology,  
(who/what/when/where/why)  
Vocabulary  
PEEL Paragraphs  
Explain Why  
Identifying key features  
Agreeing/disagreeing, written  
argument  
Extended writing (3 + paragraphs)  
Balanced arguments



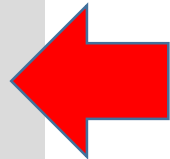
### **Medicine through time:**

Chronology, sources  
(who/what/when/where/why)  
Vocabulary  
PEEL Paragraphs  
Explain Why  
Identifying key features  
Agreeing/disagreeing, written  
argument  
Extended writing (3 +  
paragraphs)  
Balanced arguments  
Usefulness of the sources

Limitations of the source  
Showing your own knowledge  
and incorporating with elements  
of sources and interpretations

### **Cold War**

Chronology,  
(who/what/when/where/why)  
Vocabulary  
PEEL Paragraphs  
Cause & Consequence  
Explaining importance of  
Narrative Account



### **Weimar & Nazi Germany:**

Chronology,  
(who/what/when/where/why)  
Vocabulary  
PEEL Paragraphs  
Explain Why  
Why are the interpretations  
different  
How far do you agree....  
Showing your own knowledge  
and incorporating with

elements of sources and  
interpretations  
Inference from sources  
Limitations of sources  
Vocabulary  
Extended writing (3 +  
paragraphs)  
Balanced arguments

