

Newman Catholic College History Department Curriculum Map

Key Stage	Topics (Knowing More)	Prior Knowledge needed	Subject Specific Terminologies	Skills to be developed (Doing More)	Assessments (Remembering More)	Further Depth/ Challenge for All/ Cultural Capital
Year 7						
<ul style="list-style-type: none"> Autumn Term 	<p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> Chronology Chronological terms Overview British history timeline (periods) <p>The Norman Conquest Anglo-Saxon and Norman England c1060–1088</p> <ul style="list-style-type: none"> What was England like before the Battle of Hastings? Contenders to the throne in 1066 The Battle of Hastings and why William won. Feudal System Domesday Book Castles The evolution of castles and castle design What did the Norman Conquest Change? 	<p>KS2</p> <ul style="list-style-type: none"> What did you learn in primary school? Locating the Anglo-Saxons in an overview of British History <p>What is England like today?</p> <p>What makes good monarch?</p> <p>Why build castles?</p>	<p>Chronological Order</p> <p>Timelines</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> BCE CE BC AD King Monarch Saxon Norman Peasant Housecarls Archers <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Sources Inference Causation Knowledge Interpretations Change Continuity Consequences 	<ul style="list-style-type: none"> Descriptive Skills Literacy Skills; writing, reading and oracy. Comprehension Skills Numeracy sequencing Analytical Narrative Comprehension Skills Literacy Skills; writing, reading and speaking. Independent Learning Skills 	<ul style="list-style-type: none"> Baseline Test. Classwork activities Home learning activities Research tasks Verbal questioning CORE Tasks Knowledge Tests Chronology Essay : Battle of Hastings <p>All lessons will have the following format:</p> <ol style="list-style-type: none"> Starter: AFL Tasks Main Tasks Check the learning half way through the lesson. AFL Recap/Conclusion <p>Possible AFL Tasks</p> <p>Short-answer knowledge questions (recap)</p> <p>True or false</p> <ul style="list-style-type: none"> Put events into chronological order Choose the two correct/false statements Fill in the gaps (could be just write missing words) Matching terms to definitions 	<ol style="list-style-type: none"> Independent Enquiries e.g. The Feudal System Team works e.g. discussion, peer assessment and debating. Active Participants –, use of Historical language abstract thinking Self-Learners – independent learning and organisation, homework, projects, setting targets, self-assessment Reflective Learners – What have I learnt self-assessment, peer-assessment and feedback Creative thinkers - Geography/Math Socratic questions and discussion. <p>Culture Capital:</p> <p>British Museum: Migration Visits to Hampton Court</p> <p>To learn about the Norman invasion of England.</p> <p>Why do we have castles in Britain. Castle visit.</p> <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> The Histories: Herodotus The Anglo Saxons :Moira Butterfield The Norman Conquest: Marc Morris A History of Britain Volume 1: 3000BC – 1603 AD Simon Schama

<ul style="list-style-type: none"> Spring Term 	<ul style="list-style-type: none"> Religion in medieval England Why was the church so important in people's lives? - Medieval views of the afterlife (heaven, hell and purgatory- Journey to the afterlife Structure of the medieval Church Role of the Church in everyday life Monasteries and monks 	<p>Heaven Hell</p> <p>Monarchy</p> <p>Medieval Knights</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> Knight Baron Peasant Constitution church Monk Bishop Knight Development of citizen's rights Parliament Women in History/Herstory What is a Civil War? <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequences 	<ul style="list-style-type: none"> Literacy Writing skills Reading oracy Source work Comprehension Skills Literacy Skills; writing, reading and speaking. Independent Learning Skills Interpretations Literacy Writing skills Reading 	<ul style="list-style-type: none"> Classwork activities Home learning activities Research tasks Verbal questioning Written assessments In class Learning review Classwork activities Home learning activities Research tasks Verbal questioning Written assessments In class Learning review 	<ol style="list-style-type: none"> <u>Independent Enquiries</u> e.g. The First Parliament <u>Team workers</u> e.g peer assessment and debating. <u>Active Participants</u> – use of historical language , abstract thinking Good and Evil concepts RE <u>Self-Learners</u> – independent learning and organisation, homework, projects, eg castle buiding/design setting targets, self-assessment <u>Reflective Learners</u> – self-assessment, peer-assessment and feedback <u>Creative thinkers</u> - Re/English opportunities, role play, Socratic questions relating to own experience and society <p><u>Culture Capital:</u> To learn about the conflict between Monarchs and the Church. The story of Robin Hood</p> <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> Thomas Beckett, Warrior, Priest, Victim. John Guy. The Plantagenets: The Kings who made England. Dan Jones Saladin: The life, the Legend and the Islamic Empire.

				<ul style="list-style-type: none"> • Source work • Interpretations <ul style="list-style-type: none"> ▪ Comprehension Skills ▪ Literacy Skills; writing, reading and speaking. ▪ Independent Learning Skills • Analytical Narrative 		
<ul style="list-style-type: none"> • Summer Term I 	<p>Medieval Kinship</p> <ul style="list-style-type: none"> • Story of the murder of Thomas Becket • Was King John an Evil King? • Magna Carta • How important were England's medieval queens? • Claims of Matilda and Stephen • Their personal qualities and fitness to rule • Civil War (during the period of anarchy) and its outcome • Story of Eleanor of Aquitaine - her accomplishments, influence 	<p>Disease</p> <p>Timelines</p> <p>Civil War</p>	<p>Substantive concepts</p> <ul style="list-style-type: none"> • Plague • Revolution • Revolt • Peasants <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change 	<ul style="list-style-type: none"> ▪ Comprehension Skills ▪ Literacy Skills; writing, reading and speaking. ▪ Independent Learning Skills • Analytical • Narrative 	<ul style="list-style-type: none"> • Classwork activities • Home learning activities • Research tasks • Verbal questioning • Written assessments • In class Learning review 	<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g. Wat Tyler 2. <u>Team workers</u> e.g. discussion, peer assessment and debating. 3. <u>Active Participants</u> –use of historical language , abstract thinking (Revolution) and concepts 4. <u>Self-Learners</u> independent learning and organisation, homework, projects, setting targets, self-assessment 5. <u>Reflective Learners</u> –, self-assessment, peer-assessment and feedback 6. <u>Creative thinkers</u> - Geography /maths links opportunities, , Socratic questions and discussion, exercises relating to own experience and society <p><u>Culture Capital</u>: How England changed.. Bosworth Field. Richard 111</p> <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> • Wonders of The African World: Henry Louis Gates Jr. • Black and British: A short essential History. David Olusoga

	<p>England's medieval monarchs (1066–1485)</p> <ul style="list-style-type: none"> • Chronology • Compare the fates of each – how many were killed/deposed/ passed on the crown to an heir <ul style="list-style-type: none"> • Crusader States • Crusader Castles • Templars and Hospitallers • 		<ul style="list-style-type: none"> • Continuity • Consequences 			
--	--	--	--	--	--	--

Year 8

<ul style="list-style-type: none"> • Autumn Term 	<p>The development of Church, state and society in Britain 1509-1745</p> <p>Martin Luther</p> <p>Tudors</p>	<ul style="list-style-type: none"> • • • Wars of the Roses 	<ul style="list-style-type: none"> • Tudor Propaganda 	<ul style="list-style-type: none"> • Literacy • Oracy • Writing skills 		<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g. The Renaissance 2. <u>Team work</u> e.g., peer assessment and debating. 3. <u>Active Participants</u> – use of Historical language. 4. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment
--	--	---	--	---	--	---

	<p>Reformation</p> <p>Religion Before the Reformation</p> <ul style="list-style-type: none"> Henry's "Great Matter": Catherine of Aragon * The Break from Rome Black Tudors John Blanke <p>Dissolution of the Monasteries</p> <p>Mary's reign – persecution of Protestants</p> <p>Treatment of Catholics in Elizabethan England</p>	<ul style="list-style-type: none"> The Church The Pope Monks Nuns Reformation 	<ul style="list-style-type: none"> Renaissance Reformation Wolsey Cromwell More <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequences Social Economic political 	<ul style="list-style-type: none"> Reading Source work Interpretations Comprehension Skills Literacy Skills; writing, reading and speaking. Independent Learning Skills Literacy Oracy Writing skills Reading Source work Analytical Narrative 		<p>5. <u>Reflective Learners</u> – self-assessment, peer-assessment and feedback</p> <p>6. <u>Creative thinkers</u> - RE/Art/Geography Link opportunities, Hot seating, Socratic questions and discussion, exercises relating to own experience and society</p> <p><u>Cultural Capital</u> : Hampton Court visit Renaissance. Story of the Armada.</p> <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> A History of Britain Volume 2 1603-1776. Simon Schama Tudor England. John Guy Henry V111. JJ Scarisbrick The Reformation and the English People. JJ Scarisbrick The Reformation https://www.bbc.co.uk/sounds/series/b088spbd
--	---	--	--	--	--	--

<ul style="list-style-type: none"> • Spring Term 	<ul style="list-style-type: none"> • <i>Threats to Elizabeth: the Spanish Armada, Mary Queen of Scots</i> • <i>The Stuart succession and Gunpowder Plot</i> • • Stuarts • King James 1 • The aims of the Gunpowder Plot • Events of the plot • English Civil War • Cromwell • Glorious Revolution 1688 	<ul style="list-style-type: none"> • Drake 	<ul style="list-style-type: none"> • Divine Right • New Model Army • Tactics • Battle of Naseby • Disciplinary Knowledge <ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences • Social 	<ul style="list-style-type: none"> • Comprehension Skills • Literacy Skills; writing, reading and speaking. • Independent Learning Skills • Higher order thinking skills • Analytical Narrative 		<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g. Restoration, Scientific Revolution? 2. <u>Team workers</u> e.g. peer assessment and debating. 3. <u>Active Participants</u> –Use of historical language, abstract thinking and concepts 4. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 5. <u>Reflective Learners</u> – Peer assessment and feedback 6. <u>Creative thinkers</u> - English/RE/ science opportunities, role play, Socratic questions and discussion, exercises relating to own experience and society 7. <u>Culture Capital:</u> Development of Parliament . Story of Guy Fawkes <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> • The Stuart Age England 1603-1714. Coward. • Puritanism and Revolution. C. Hill.

			<ul style="list-style-type: none"> Economic political 			
<ul style="list-style-type: none"> Summer Term 	<ul style="list-style-type: none"> Black Peoples of the Americas and Britain, What was Africa like before the Europeans arrived? Middle Passage Life on Plantations Mansa Musa 	<ul style="list-style-type: none"> Wilberforce 	<ul style="list-style-type: none"> Slavery Freedom Triangle of Trade <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequence Emancipation 	<ul style="list-style-type: none"> Higher order thinking skills Beginning to implement Independent/ Revision Skills Explaining skills Comprehension and use of specialist Historical language Descriptive Skills Literacy Skills; writing, reading and speaking. <ul style="list-style-type: none"> Analytical Narrative Literacy Oracy Writing skills Reading Source work Analytical Narrative 		<ol style="list-style-type: none"> <u>Independent Enquiries</u> e.g. Harriet Tubman African Empires? <u>Team workers</u> e.g. discussion,, peer assessment and debating. <u>Active Participants</u> – use of Historical language and , abstract thinking and concepts Freedom <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment <u>Reflective Learners</u> – self-assessment, peer-assessment and feedback <u>Creative thinkers</u> - Art/Geography/RE opportunities, Socratic questions and discussion, , exercises relating to own experience and society <u>Culture Capital:</u> British History (Henry VIII). Migration to Britain <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> Wonders of The African World: Henry Louis Gates Jr. Black and British A Forgotten History. David Olusoga Empireland: Sathnam Sanghera Out of our Past: Carl N Degler African Europeans: An Untold History. Olivette Otele The Black Jacobins. CLR James Staying Power: The History of Black People in Britain. Peter Fryer.

--	--	--	--	--	--	--

Year 9

<ul style="list-style-type: none"> Autumn Term 	<p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> Britain as the first industrial nation overview <p>Getting the vote-Political Change</p> <ul style="list-style-type: none"> Voting System Democracy Reform Act <ul style="list-style-type: none"> The Vote <ul style="list-style-type: none"> Chartism <ul style="list-style-type: none"> Role of Women Elizabeth Garrett Gertrude Bell 	<p>Link to YR8.</p> <ul style="list-style-type: none"> Parliament Women in History Year 7,8 	<p>Substantive concept</p> <ul style="list-style-type: none"> Industrial Revolution Political Change <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequences <ul style="list-style-type: none"> Social Economic political 	<p>Higher order thinking skills</p> <ul style="list-style-type: none"> Beginning to implement (KISS skills) Independent/ Revision Skills Explaining skills Use of specialist Historical language <ul style="list-style-type: none"> Descriptive Skills Literacy Skills; writing, reading and speaking. Source work: Comprehension Skills <ul style="list-style-type: none"> Analytical Narrative 	<ul style="list-style-type: none"> Classwork activities Home learning activities Research tasks Self/Peer assessments Recap knowledge Revision Maps Written assessments 	<ol style="list-style-type: none"> <u>Independent Enquiries</u> e.g. CASE STUDIES: Battle of Waterloo, Peterloo 1819. Victorian Britain <u>Team workers</u> e.g. Role-play, discussion, peer assessment and debating. <u>Active Participants</u> – use of historical language and imagery, abstract thinking and concepts <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment <u>Reflective Learners</u> – prayer, mediation, self-assessment, peer-assessment and feedback <u>Creative thinkers</u> - Art/ICT opportunities, role play, Socratic questions and discussion, stilling exercise, exercises relating to own experience and society <u>Culture Capital</u>: The British Empire. The Victorians <p>Optional Learning</p> <ul style="list-style-type: none"> A History of Britain Volume 3: The Fate of Empire 1776-2000. Schama The Age of Empire. Eric Hobsbawn The Age of Capital: Eric Hobsbawn
--	--	--	--	--	--	--

Europe and the wider world
1901 to the present day.

- Women and the Vote
- Women's contribution to the War effort

- Causes of World War One

- Suffragettes
- Suffragists

- Militarism
- Alliances
- Imperialism
- Nationalism
- Analytical Narrative

Disciplinary Knowledge

- Sources
- Causation
- Knowledge
- Interpretations
- Change
- Continuity
- Consequences

<ul style="list-style-type: none"> Spring Term 	<ul style="list-style-type: none"> Who fought in the First World War? Recruitment and conscription Home Front Treaty of Versailles Weimar Republic Rise of The Dictators Life in Hitler's Germany 	<p>Role of troops from the Empire</p> <p>Walter Tull</p> <p>Indian troops</p> <p>African Troops</p> <ul style="list-style-type: none"> Democracy Dictatorship 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequences Social Economic political 	<ul style="list-style-type: none"> Higher order thinking skills Beginning to implement (KISS skills) Independent/ Revision Skills Explaining skills Use of specialist Historical language Descriptive Skills Literacy Skills; writing, reading and speaking. Prayer: extempore and formulaic Reference Skills Comprehension Skills 	<ul style="list-style-type: none"> Classwork activities Home learning activities Research tasks Self/Peer assessments Recap knowledge Revision Maps Written assessments GCSE practice questions 	<ol style="list-style-type: none"> <u>Independent Enquiries</u> e.g. Role of women in the war <u>Team workers</u> e.g. Role-play, circle time, discussion, peer assessment and debating. <u>Active Participants</u> –use of historical language and imagery, abstract thinking and concepts <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment <u>Reflective Learners</u> – prayer, mediation, self-assessment, peer-assessment and feedback <u>Creative thinkers</u> - Art/ICT opportunities, role play, Socratic questions and discussion, stilling exercise, exercises relating to own experience and society <u>Culture Capital</u>: Remembrance, Poppy Appeal <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> The origins of World War One. James Joll The origins of the Second World War. AJP Taylor. The Dictators. Richard Overy. Hitler 1889-1936 Hubris. I Kershaw Hitler 1936- 1945 Nemesis. I Kershaw Hitler and Stalin: Parallel Lives. Alan Bullock Black Earth. The Holocaust as History and Warning. Timothy Snyder The Rwanda Crisis: History of a Genocide. Gerard Prunier. History of Modern Britain. A. Marr
<ul style="list-style-type: none"> Summer Term Chronological 	<ul style="list-style-type: none"> World War 11 The Holocaust 		<ul style="list-style-type: none"> Churchill Dunkirk Battle of Britain 	<ul style="list-style-type: none"> Higher order thinking skills Beginning to implement (KISS skills) Independent/ Revision Skills 	<ul style="list-style-type: none"> Classwork activities Home learning activities Research tasks Self/Peer assessments Recap knowledge Revision Maps 	<ol style="list-style-type: none"> <u>Independent Enquiries</u> Rwanda, Bosnia. Vietnam. Beveridge. NHS. <u>Team work</u> e.g. Role-play, circle time, discussion, Pass the Buck, peer assessment and debating.

	<ul style="list-style-type: none"> Cold War 		<ul style="list-style-type: none"> The Blitz Genocide <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequences 	<ul style="list-style-type: none"> Explaining skills Use of specialist Historical language Descriptive Skills Literacy Skills; writing, reading and speaking. Comprehension Skills 	<ul style="list-style-type: none"> Written assessments 	<ol style="list-style-type: none"> <u>Active Participants</u> –circle time, use of metaphors, use of religious language and imagery, abstract thinking and concepts <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment <u>Reflective Learners</u> – assessment and feedback <u>Creative thinkers</u> - Art/IRE/English opportunities, role play, Socratic questions and discussion, stilling exercise, exercises relating to own experience and society <u>Culture Capital:</u> Holocaust, Jewish Free School Visit, Jewish Museum Visit. Dunkirk Spirit. History Walk
--	--	--	--	---	---	---

Year 10							
<p>Year 10</p> <ul style="list-style-type: none"> • Autumn Term 	<p>2 Year Edexcel GCSE History course.</p> <p>Migrants in Britain: c.800-the present</p>	<ul style="list-style-type: none"> • Year 7 	<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences 	<ul style="list-style-type: none"> • Higher order thinking skills • Independent/ Revision Skills • Explaining skills • Analysing and Evaluating skills • Interpretations • Use of specialist Historical language • Use of sources • Reference Skills • Comprehension Skills • Descriptive Skills • Literacy and oral Skills; writing, reading and speaking. 	<ul style="list-style-type: none"> • Classwork activities • Home learning activities • Research tasks • Self/Peer assessments • Recap knowledge • Revision Maps • Written assessments • GCSE practice questions <p>Inspire them to achieve their potential at GCSE.</p>	<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g Notting Hill, Wolsey, More.Cuba. 2. <u>Team works</u> eg.Hot Seating .assessment and debating. 3. <u>Active Participants</u> –of Historical language abstract thinking and concepts, ideologies <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 4. <u>Reflective Learners</u> self-assessment, peer-assessment and feedback 5. <u>Creative thinkers</u> - Art/ICT opportunities, , Socratic questions and discussion, 6. <u>Cultural Capital</u>: Developing an understanding of our relationship with the past. <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> • Staying Power: The History of Black People in Britain. Peter Fryer. • Black and British A Forgotten History. David Olusoga • Empireland: Sathnam Sanghera • Migration and Empire M. Harper and S. Constantine • A History of Britain Volume 1: 3000BC – 1603 AD Simon Schama • A History of Britain Volume 2 1603-1776. Simon Schama • Tudor England. John Guy • Henry V111. JJ Scarisbrick • Six Wives of Henry V111. Alison Weir. • The Reformation and the English People. JJ Scarisbrick • The Cold War John Lewis Gaddis
<p>Spring Term</p>	<p>Russia and the Soviet Union, 1917-1991</p>	<ul style="list-style-type: none"> • Year 9 					

Year 11						
Year 11						
Autumn Term	Henry VIII and his minsters, 1509-1540	Year 8	Disciplinary Knowledge	<ul style="list-style-type: none"> ▪ Descriptive Skills ▪ Literacy Skills; writing, reading and speaking ▪ Explaining skills ▪ Analysing skills ▪ KISS skills for answering questions ▪ Use of specialists language 	<ul style="list-style-type: none"> ▪ Classwork activities ▪ Home learning activities ▪ Research tasks ▪ Self/Peer assessments ▪ Recap knowledge ▪ Revision Maps ▪ Written assessments ▪ GCSE practice questions 	<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> February Revolution 2. <u>Team work</u> peer assessment and debating. 3. <u>Active Participants</u> –use of historical language thinking and concepts 4. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 5. <u>Reflective Learners</u> –, self-assessment, peer-assessment and feedback 6. <u>Creative thinkers</u> - Art/English Socratic questions and discussion, relating to own experience and society
Spring Term	Superpower Relations and the Cold War 1941-1991	Year 9	<ul style="list-style-type: none"> ● Sources ● Causation ● Knowledge ● Interpretations ● Change ● Continuity ● Consequences 			
Summer Term	Revision					<p><u>Optional Learning</u></p> <ul style="list-style-type: none"> ● Lenin: Robert Service ● Trotsky: Robert Service ● A history of the Russian Revolution. O. Figes ● A history of Modern Russia. R. Service ● Gulag. Anne Applebaum ● Stalin: The Court of the Red Tsar. Simon Sebag Montefiore ● Red Famine: Stalin’s War on Ukraine Anne Applebaum

Year 12						
Year 12						
Autumn Term	Rebellion and Disorder under the Tudors. 1485-1603	Year 8	Disciplinary Knowledge	<ul style="list-style-type: none"> ▪ Descriptive Skills ▪ Literacy Skills; writing, reading and speaking ▪ Explaining skills ▪ Analysing skills ▪ KISS skills for answering questions ▪ Use of specialists language 	<ul style="list-style-type: none"> ▪ Classwork activities ▪ Home learning activities ▪ Research tasks ▪ Self/Peer assessments ▪ Recap knowledge ▪ Revision Maps ▪ Written assessments ▪ A Level practice questions 	<ul style="list-style-type: none"> 7. <u>Team work</u> peer assessment and debating. 8. <u>Active Participants</u> –use of historical language thinking and concepts 9. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 10. <u>Reflective Learners</u> –, self-assessment, peer-assessment and feedback 11. <u>Creative thinkers</u> - Art/English Socratic questions and discussion, relating to own experience and society
Spring Term	India, c.1914-1948: The road to Independence	Year 9	<ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences 			
Summer Term	Coursework					<p><u>Optional Learning</u> Hampton Court Use of Classooss for online research</p>

Year 13

<p>Year 13</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>In Search of the American Dream: USA, c.1917-1996</p> <p>Coursework</p> <p>Revision</p>	<p>Year 8</p> <p>Year 9</p>	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> ● Sources ● Causation ● Knowledge ● Interpretations ● Change ● Continuity ● Consequences 	<ul style="list-style-type: none"> ▪ Descriptive Skills ▪ Literacy Skills; writing, reading and speaking ▪ Explaining skills ▪ Analysing skills ▪ KISS skills for answering questions ▪ Use of specialists language 	<ul style="list-style-type: none"> ▪ Classwork activities ▪ Home learning activities ▪ Research tasks ▪ Self/Peer assessments ▪ Recap knowledge ▪ Revision Maps ▪ Written assessments ▪ A Level practice questions 	<p>12. <u>Team work</u> peer assessment and debating.</p> <p>13. <u>Active Participants</u> –use of historical language thinking and concepts</p> <p>14. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment</p> <p>15. <u>Reflective Learners</u> –, self-assessment, peer-assessment and feedback</p> <p>16. <u>Creative thinkers</u> - Art/English Socratic questions and discussion, relating to own experience and society</p> <p><u>Optional Learning</u> Hampton Court Use of Classooms for online research</p>
---	--	-----------------------------	--	---	--	---