Schemes of Work

The schemes of work below outline the key areas which are to be covered during Key Stage 3.

* Each unit of work lasts a half term and will consist of 2 or 3 key enquiry questions.
* Each enquiry will have a specific end product to be assessed either formally, informally or as part of an end of unit lesson. Assessments will target one (or occasionally more) key concepts from the Mastery Model
* Each enquiry will have a selection of key content to cover to ensure consistency.
* Each enquiry will provide opportunities to incorporate a range of historical narratives. Teaching style and the modes of delivery will be left up to the teacher. There will also be scope to target historical concepts beyond the final assessment focus.

A bank of additional digital resources will also be made available over the course of 2014/15. Teachers therefore have the freedom to:

1. Use only the key question and content in forming their own learning programme
2. Collaborate with other teachers to devise a scheme of work which covers the key question and content
3. Use resources developed by others around the key question and content, making any necessary changes for their own groups

Six core aspects need to be held in mind whilst delivering the curriculum:

1. Learning will be sequenced around a number of enquiry questions. These will to structure student learning and conceptual understanding through the course. It is important to use enquiry questions as the building block for meaningful sequences of lessons. Enquiries should ideally be no longer than 6 lessons in length.
2. Enquiries should cover a mixture of breadth and depth questions. In the breadth sections there is considerable freedom to explore a range of issues. In the depth section, the focus must be on the enquiry question for the unit and each lesson or sequence of lessons should help students to work towards answering this.
3. A range of core concepts should be developed in pursuit of the investigation. There must be coverage of all core concepts in each school year.
4. The assessments at the end of certain enquiries are required. These are marked on as “Common Assessments” and should be conducted in the same way by all teachers. They will either be formal, essay or exam style tasks, or less formal presentation or homework. Differentiated versions of some assessments will be available, however these will be worth less overall points.
5. All units should have some end product, which may be a summing-up lesson in the case of units with no “Common Assessment.”
6. Whilst timing within units is flexible, the units should be kept roughly within half-term blocks where possible. Timing will be especially important for the last Year 9 unit.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | **Pre-1066** | **The development of Church, state and society in Medieval Britain 1066-1509 inc Local Study & World Studies.** | | | **The development of Church, state and society in Britain 1509-1745 in World Study.** | |
| * Roman Britain covering key aspects of What is History   ASSESSMENT:  Initial History assessment of skills – sources etc. (various) | * 1066 – Battle of Hastings & Norman Conquest * Changes brought by Normans   FORMAL ASSESSMENT: Why did William win Hastings? (caus) | * Life in the Middle Ages: Peasants and Black Death * Challenges to authority   ASSESSMENT: Black Death diary/story in style of John Hatcher – continuing the story? (pers) | * Islam, Christianity and the Crusades * Baghdad & London * Why people went   FORMAL ASSESSMENT: Why did people go on Crusade? (caus) | * Protestant Reformation – how did England change?   ASSESSMENT: Reformation “Extreme Makeover” – Nature and extent of change (C&C) | * English Civil War – Why kill the king? * World upside down   FORMAL ASSESSMENT: Why did the English kill their king (caus) |
| **Year 8** | **Ideas, political power, industry and empire: Britain, 1745-1901 inc. Local History.** | | | | **Challenges for Britain, Europe and the wider world 1901 to the present day.** | |
| * French Revolution * Impact of Revolution   FORMAL ASSESSMENT: How much did the French Rev change France? (C&C) | * Origins of Empire – beginnings * Emigration and empire OR Impact of Empire   ASSESSMENT: A story of an emigrant (pers)  OR Interpretations of Empire | * Slave Trade & Abolition   FORMAL ASSESSMENT: Why was the Slave Trade abolished? (Caus) | * Local Study – impact of Ind Rev inc political unrest   ASSESSMENT: Evidence – child workers in the industrial revolution (Src) | * Women’s Suffrage   FORMAL ASSESSMENT: Sources activity on Suffragettes (src)  OR Why did women get the vote in 1918? (caus) | * WWI   ASSESSMENT: A soldier’s experience?  OR How should we remember WWI? |
| **Year 9** | **Challenges for Britain, Europe and the wider world 1901 to the present day. Inc. Local Study & World Studies.** | | | | | |
| * USA in the 1920s, gangsters, prohibition, boom and bust   FORMAL ASSESSMENT: Sources – who benefitted from the Roaring 20s? (src) | * Rise of Nazis * NAZI GERMANY??? * Do we need something else here – already do a Germany GCSE…   ASSESSMENT? | * The Second World War   ASSESSMENT NEEDED | * Holocaust generalisations   ASSESSMENT: Challenging generalisations (pers) | * Civil Rights in the USA   ASSESSMENT? | * JFK and the 1960s? Post JFK USA? Moden rights in America? What might work best here?? Cold War?? |

Key Stage 3 Overview Scheme of Work 2014 Onwards

| **Year 7 Enquiries** | | | | |
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| **Romans** | Mixture | What exactly is History? | 4 |  |
| Change & Continuity SP 1-3 | How far did the Romans change Britain? What did the Romans do for us? | 6 |  |
| **Normans** | Causation SP 1&2 | Why was 1066 a year of crisis in Britain? | 3 |  |
| Causation SP1 &2, Communication | Why did William win the Battle of Hastings? | 6 |  |
| Change & Continuity SP 1-3 | How far did the Normans change England? | 6 |  |
| **Life in the Middle Ages** | World Views SP1&2, Evidence SP1&2 | “Mucky and miserable” is this a good way to describe a peasant’s life in the Middle Ages? | 6 |  |
| Causation SP1-3 | Why were the peasants revolting? | 4 |  |
| **Crusades** | World Views SP1-4, Evidence SP1&2 | How important was the Church in the Middle Ages? | 5 |  |
| Causation SP1-3, Perspectives SP1&2 | Greed, Glory or God? Why did people really go on Crusade? | 5 | W |
| **Reformation** | Causation SP1-3 | It was all about Henry having a son wasn’t it? Exploding myths about the Reformation. | 5 |  |
| Change & Continuity SP 1-3 | How far did the Reformation change England 1536-1608? (including a study of Roche Abbey/Morebath) | 5 | L |
| **English Civil War** | Causation SP1-3 | Why did the people of Britain kill their king? | 5 |  |
| World Views SP1-4, Evidence SP1&2 | The World Turned Upside Down. Why was the Civil War so shocking? | 5 |  |

| **Year 8 Enquiries** | | | | |
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| **French Revolution** | Causation SP1-3 | Why did the French kill their king in 1789? | 6 | W |
| Evidence SP1-4 | Does Charles Dickens give us a good view of the Storming of the Bastille? | 6 | W |
| Change & Continuity SP 1-4 | For whom was the French Revolution most significant? OR How far did the French Revolution change France? | 3 | W |
| **Origins of Empire** | Causation SP1-3 | Why did the British want an Empire? | 3 | W |
|  | Causation SP1-3 | How did the British take control of India/Africa? | 4 | W |
| Interpretations SP1-3 | Why do people still argue about the impact of Empire? | 6 | W |
| **Slave Trade** | Evidence SP1-3 | Why does Harewood House want to forget its past? (ie. What were the horrors of the slave trade?) | 6 | L |
|  | Causation SP1-4 | Wilberforce: ‘The World owes to him the Abolition of Slavery'…Why was slavery abolished in the UK? | 6 |  |
| World Views SP1-3 | How should Britain commemorate the end of slavery? | 3 |  |
| **Industrial Revolution** | Causation SP1-4 | Why was there an industrial revolution in Britain? | 4 |  |
|  | Evidence SP1-3, World Views SP4 | “A perfect wilderness of foulness” Is this the best way to describe Victorian Leeds? | 6 | L |
| **Women’s Suffrage** | World Views SP4 | Were ALL women powerless in the Victorian era? | 3 |  |
| Evidence SP1-5 | Who should we thank for women winning the vote in 1918? | 6 |  |
| Change & Continuity SP1-4 | To what extent have women achieved equality since 1918? | 4 | W |
| **First World War** | Causation SP1-4 | Why did the world go to war in 1914? | 4 |  |
| World Views SP4 | Why should Guiseley remember her war dead? | 6 | L |
| Interpretations SP1-4 | Does Haig deserve to be remembered as the “Butcher of the Somme?” | 3 |  |

| **Year 9 Enquiries** | | | | |
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| **The USA in the 1920s** | Causation SP1-4 | Why was there an economic boom in the 1920s? | 4 | W |
| World Views SP4 | Did everyone benefit from the Roaring 20s? | 6 | W |
| Evidence SP1-5 | Who was the real Al Capone? | 4 | W |
| **Nazi Germany & Holocaust (?)** | Causation SP1-4 | Why were the Nazis able to seize power in Germany? | 4 | W |
| N/A | What was the Final Solution? | 2 | W |
| World Views SP4 | How can we challenge generalisations about the Holocaust? OR Is “The Boy in the Striped Pyjamas” the best way to understand the Holocaust? | 6 | W |
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| Change & Continuity SP 1-4 | Why did the tide of war turn against Hitler? | 4 |  |
| Interpretations SP1-4 | Barbarossa or El Alamein – Why can’t people agree about the turning point of World War 2? | 2 |  |
| World Views SP1-4  Evidence SP1-4 | Why did the USA drop two atomic bombs on Japan?  Dresden & London? | 4 | W |
| **The Cold War** | Change & Continuity SP 1-4 | How did the Cold War develop 1945-1991? |  | W |
| Perspectives SP1-4 | Hitler & Stalin – Parallel lives? |  | W |
| Perspectives SP1-4, Evidence SP1-3 | What can the death of Jan Palach tell us about the Cold War? OR What can Berlin tell us about the Cold War? |  | W |
| Causation SP1-4 | Why did the world come to the brink of nuclear war in 1962? |  | W |
| Causation SP1-4 | Why did the Soviet Union collapse in 1991? |  | W |
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| **Civil Rights** | Perspectives SP1-4, Evidence SP1-3 | What can Jesse Owens’ story tell us about life for African Americans? |  | W |
| Causation SP1-4 | Which were the most important influences on the Civil Rights campaigns of the 1960s? |  | W |
| Evidence SP1-5 | Should Martin Luther King be remembered as the hero of Civil Rights? |  | W |
| Causation SP1-4 | How important was Nelson Mandela in winning South African Civil Rights? |  | W |
| Evidence SP1-2 | Who shot JFK? |  | W |
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| **Afghanistan?**  **China?**  **Britain in the 60s** | ???? | Why do the Taliban control Afghanistan today? |  |  |
| ???? | What issues have driven people to terrorism? |  |  |
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| ???? | Did Britain become a modern society in the 1960s? |  |  |
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