



## Curriculum Map 2022-23 - HISTORY



TERM	CONTENT AND SKILLS				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p><u>Autumn 1</u> <b>The Norman Conquest</b> What was England like before the Norman Conquest? Why was England a battlefield in 1066? What was happening in China at the same time? How did William take control of England?</p> <p><b>Key skills</b> 1. Knowledge and understanding: focusing more explicitly on methods of power and control used by monarchs in relation to ordinary people. What was going on in China at the same time?</p> <p>2. Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for the Norman invasion and its results) - Significance (e.g. of the Norman invasion in British history)</p>	<p><u>Autumn 1</u> <b>The Slave trade</b> What was it like to be involved in the slave trade? Why were the Benin bronzes made? Why was the slave trade abolished? The big history of slavery</p> <p><b>Key skills</b> 1. Knowledge and understanding: students examine the Transatlantic Slave Trade and evaluate different interpretations of it, considering who benefitted and who did not, and why, reaching a clear judgement.  2. Explanation and analysis of second-order concepts: Focus on describing and explaining: - Cause and consequence (e.g. reasons for and results of the Slave Trade, development of the British Empire) – Similarity and difference (e.g. experiences of Empire) -</p>	<p><u>Paper 1</u> Medicine 1. Medieval Medicine 2. Renaissance medicine</p> <p><b>Key skills:</b>  Regular practice of exam questions testing exam skills, which are embedded into lessons  A01: Knowledge and understanding  A02: Explanation and analysis (second-order concepts)</p> <p><b>Personal Development</b> Understand the power of religion on medical ideas.  Understand the challenges to religion from science: the power of new ideas.</p>	<p><u>Paper 2</u> American West 1. Native Americans 2. 1<sup>st</sup> groups of immigration 3. Indian wars 4. The cattle industry 5. The crop farmers</p> <p><b>Key Skills</b>  Regular practice of exam questions testing exam skills, which are embedded into lessons  Specific focus on exam assessment criteria:  A01: Knowledge and understanding  A02: Explanation and analysis (second-order concepts)  Exam skills practice  Personal Development</p>	<p><u>Paper 3</u> Germany 1. 1918-1923 Weimar Constitution 2. 1924-29 The Golden age 3. Adolf Hitler rise to power</p>

	<p>3. Source analysis: Exploring how provenance impacts on sources (one source)</p> <p>4.Evaluating interpretations: Making developed comparisons between interpretations with support</p> <p><b><u>Personal development</u></b> Understanding the role of invasion in British history, and challenging what it means to be 'British'</p> <p><u>Autumn 2</u> <b><u>Religion in Medieval England</u></b> Why was the church so important in people's lives? What career opportunities were available in the church? Why was the Archbishop of Canterbury murdered? Did the church make everyone good? What have you learned? Using chronology to organise events.</p> <p><b><u>Key skills</u></b> Knowledge and understanding: identifying key features of Medieval England religious belief and comparing contemporary ideas about the role of</p>	<p>Significance (e.g. importance of the Slave Trade)</p> <p>3.Source analysis: Using source content and provenance to make comments about the reliability of source, linked to own knowledge</p> <p>4.Evaluating interpretations: Linking interpretations to explicit own knowledge.</p> <p><b><u>Personal development</u></b> Understanding the impact of racist attitudes on other nations, and Britain's role in slavery and Empire, making links to the extent of changing attitudes, and continuing problems, today - How protest can lead to change</p> <p><u>Autumn 2</u> <b><u>The Industrial Revolution</u></b> What was the industrial Revolution? Would you have survived the Industrial Revolution? What have you learned? Evidence Did the Industrial Revolution bring progress and improvement? What have you learned?change</p>		<p>Understand the culture and values of Native Americans.</p> <p>Understand the impact of racist attitudes on Native Americans way of life.</p>	
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	<p>Church and monarchs and understanding:</p> <p>2. Explanation and analysis of second-order concepts: Focus on describing and explaining: Cause and consequence (e.g. Thomas Becket) – Change and continuity (e.g. Significance (e.g. Church)</p> <p>3. Source analysis: Learning to make inferences from sources with supporting detail from source.</p> <p>4. Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements.</p> <p><b><u>Personal development</u></b> -The power of religion and spiritual ideas - challenging stereotypes</p>	<p>Key skills Knowledge and understanding: Beginning to consider how History is written and doing it ourselves (History as an academic subject, not just the past) by focusing on the power of new ideas in the Industrial Revolution</p> <p>2.Explanation and analysis of second-order concepts: Focus on describing and explaining: Cause and consequence (why the Industrial Revolution happened, impact on cities) Change and continuity (e.g. extent of change in attitudes to disease, poverty, education and crime) - Similarity and difference (e.g. how similar/different were these changing attitudes) - Significance (e.g. of the period overall)</p> <p>3. Source analysis: Comparing source content, with two or more sources</p> <p>4.Evaluating interpretations: Making inferences from historians' views with supporting detail from interpret</p> <p><b><u>Personal development</u></b></p>			
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		How individuals can make a difference -Changing attitudes to poverty, education and crime, linked to social class			
SPRING	<p><u>Spring I</u>  <b>The problems of medieval monarchs</b>          What happened to England's medieval monarchs?          What made a successful king?          How important were England's medieval Queens?          What have you learned?          Interpretations          How powerful were English monarchs?          What have you learned?change</p> <p><b>Key skills</b>          1.Knowledge and understanding: Comparing key features of Medieval England ideas about the role of Church and monarchs          Making clear links between History topics and the world today, through a focus on attitudes to gender and race (being Welsh).</p> <p>2.Explanation and analysis of second-order concepts: - Cause and consequence – eg the rebellion against King John          Change and continuity –</p>	<p><u>Spring I</u>  <b>Getting the Vote</b>          How democratic was Britain in the 19<sup>th</sup> century?          What was the truth about Victorian women?          How did women get the vote?          How much more democratic was Britain by 1930?          What have you learned?          Change</p> <p><b>Key skills</b>  <b>Explanation and analysis of second-order concepts: Focus on describing and explaining:</b> - Cause and consequence (e.g. the Women's Suffrage campaign)          Change and continuity (e.g. extent of change in attitudes to women and social class in voting rights)          Similarity and difference (e.g. how similar/different were these changing attitudes)          Significance (e.g. of the period overall in changing social attitudes towards voting rights)</p> <p>3.Source analysis:</p>	<p><u>Medicine</u>          1. Industrial medicine          2. Modern medicine</p> <p><b>Key skills:</b>          Regular practice of exam questions testing exam skills, which are embedded into lessons</p> <p>A01: Knowledge and understanding</p> <p>A02: Explanation and analysis (second-order concepts)</p> <p><b>Personal Development</b>          Understanding the impact of medical advances in vaccines on the government's ability to prevent killer diseases.</p> <p>Understand the importance of good personal hygiene on preventing disease spreading</p>	<p><u>American west</u>          1. Law and order          2. The battle of Little Big Horn          3. The Dawes Act and the end of reservations</p> <p><b>Key skills</b>          Regular practice of exam questions testing exam skills, which are embedded into lessons</p> <p>Specific focus on exam assessment criteria:          A01: Knowledge and understanding          A02: Explanation and analysis (second-order concepts)</p> <p>Exam skills practice</p> <p><b>Personal Development</b>          Understand the impact of the Colt revolver on the government's ability to introduce law and order to a new territory.</p>	<p><u>Germany</u>          1. 33-34 The dictatorship          2. 34-39 Nazi policies to women, young people and the church          3. Nazi policies to minority groups          4. 1939- standards of living and employment policies</p> <p><b>Key skills</b>          Regular practice of exam questions testing exam skills, which are embedded into lessons.</p> <p><b>Specific focus on exam assessment criteria:</b>          A01: Knowledge and understanding          A02: Explanation and analysis (second-order concepts)          A03: Source analysis (question 3a)</p>

	<p>Queen Eleanor power and imprisonment Similarity and difference – the position of Royal women Significance- the impact of invasion and colonisation on Wales by Edward I</p> <p>3. Source analysis: Learning to make inferences from sources with supporting detail from source.</p> <p>4. Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements.</p> <p><b>Personal Development</b> Changing social attitudes to gender, with links to attitudes today: how much has changed and why. Improved knowledge of the history of Wales.</p> <p><u>Spring 2</u> <b>Migration</b> Who were the first English people? What have you learned? Chronology What drove people to migrate? How have migrants changed Britain? What have you learned? Interpretations</p>	<p>Comparing source content, with two or more sources</p> <p>4.Evaluating interpretations: Making inferences from historians' views with</p> <p><b>Personal development</b> The development of democracy in Britain, and the political power of ordinary people in making change.</p> <p><u>Spring 2</u> <b>The First World War</b> Why did the First World War start in 1914? What was the First World War like? How bad was trench life? Battle of the Somme Walter Tull 'Shot at Dawn' - conscientious objectors Spotlight throughout on local history How bad was the treaty of Versailles?</p> <p><b>Key skills</b> 1. Knowledge and understanding: Students use their skills to evaluate interpretations of the First World War throughout a variety of topics, and reach judgements. 2.Explanation and analysis of second-order concepts: - Cause and consequence (e.g.</p>		<p>Identify the importance of government funded train lines in improving transport systems in a developing country.</p> <p>The importance of an independent and fair justice system in reducing conflict in a territory.</p> <p>Understanding the importance and potential for conflict between a state and a national government in USA.</p> <p><u>1066 England</u></p> <ol style="list-style-type: none"> <li>Anglo-Saxon England</li> <li>1066 the invasions</li> </ol> <p>Regular practice of exam questions testing exam skills, which are embedded into lessons</p> <p>A01: Knowledge and understanding</p> <p>A02: Explanation and analysis (second-order concepts)</p>	<p>AO4: Evaluation of interpretations (question 3b-d)</p> <p>Exam skills practice</p> <p><b>Personal Development</b> How to deal with the losing side (Versailles but also everyday life)</p> <p>-Different ways of running a country (PR, Article 48): what works?</p> <p>-Left and right wing views: what are they?</p> <p>-The impact of radical art and culture on society in difficult times</p> <p>-Understanding how the economy works</p> <p>How can extremist ideas grow?</p> <p>-Why do some people believe in extremist ideas?</p> <p>-What impact does economic dislocation have on political extremism? How can democracy be eroded? Improved understanding of the structures of dictatorship</p>
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	<p>1. Making clear links between History topics and the world today, through a focus on social changes in, and attitudes to immigration through race and religion (and making links to these issues)</p> <p>2.Explanation and analysis of second-order concepts: Focus on describing and explaining: - Cause and consequence (e.g. reasons for migration to Britain and its consequences for Britons,) Change and continuity (e.g. extent of change in attitudes to religion and race) - Similarity and difference (e.g. how similar/different were these changing attitudes)</p> <p>Significance (e.g. of the Windrush overall in changing social attitudes)</p> <p>3.Source analysis: Comparing source content, with two or more sources</p> <p>4.Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements.</p> <p><b>Personal development</b></p>	<p>causes of the First World War)</p> <p>Change and continuity (e.g. changing views of the First World War)</p> <p>Similarity and difference (e.g. in views of Conscientious Objectors, 'Shot at Dawn' etc.)</p> <p>3. Source analysis: Analysing the usefulness of a source, linked to own knowledge</p> <p>4. Evaluating interpretations: As Spring 2, with increasingly complex interpretations.</p> <p><b>Personal Development</b></p> <p>Attitudes to peace and war - Changing attitudes to mental health. Challenging stereotypes of who fought in World War One</p>			<p>-How people can be controlled, often unwittingly, and how to challenge this: growing awareness</p> <p>Revision - medicine</p>
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	<p>Understanding the role of invasion in British history, and challenging what it means to be 'British'</p> <p>Changing social attitudes to race and religion with links to attitudes today: how much has changed and why using the Hugenets in Norwich</p>				
SUMMER	<p><u>Summer 1</u>  <b>Challenges to the Catholic church</b>  Was the Reformation a good thing?  What have you learned?  Change  Who won: Catholics or Protestants?</p> <p><b>Key skills</b>  1.Knowledge and understanding: Linking back to attempts in the Middle Ages to challenge the royal power of Henry II students study reasons (introducing the idea of factors for change) for the explosion of ideas in the Renaissance and how Henry VIII began the Reformation in England. The Reformation is then examined until the last Catholic plot in 1605.</p> <p>2.Explanation and analysis of second-order concepts:</p>	<p><u>Summer 1</u>  <b>Conflict in the 20<sup>th</sup> century</b>  How did new ideas cause conflict?  What were the main events of the Second World War?  Should the atomic bomb have been used on Japan?  How do you fight a Cold War?  How was the USA drawn into the Vietnam War?  What has caused conflict in the 20<sup>th</sup> century?</p> <p><b>Personal development</b>  Understanding key 20th century ideologies relevant today: Fascism and Communism  Understanding local family history</p> <p><b>Key skills</b>  1.Knowledge and understanding: Linking back to the focus on world</p>	<p><u>Part A of Paper 1</u>  <u>British sector of the Western Front</u></p> <p><b>Key skills:</b>  Regular practice of exam questions testing exam skills, which are embedded into lessons</p> <p>A01: Knowledge and understanding</p> <p>A02: Explanation and analysis (second-order concepts)</p> <p>A03: Source analysis</p> <p><b>Personal Development</b>  Attitudes to peace and war - Changing attitudes to mental health.  Challenging stereotypes of who fought in World War One  Understanding the impact of chemical weapons on the</p>	<p><u>1066 England</u></p> <ol style="list-style-type: none"> <li>1. Norman government</li> <li>2. Anglo-Saxon rebellion</li> <li>3. The harrying of the north</li> <li>5. The Norman earls rebellion</li> <li>4. Norman government</li> <li>5. The succession</li> </ol> <p><b>Key skills</b>  Regular practice of exam questions testing exam skills, which are embedded into lessons</p> <p>A01: Knowledge and understanding  A02: Explanation and analysis ( second order concept)</p> <p>Understanding social structures in their historical context and the impact of social class on attitudes to inheritance and language.</p>	<p><u>Revision</u>  First World War</p> <p>Revision – paper 2</p> <ol style="list-style-type: none"> <li>1. American west</li> <li>2. 1066 England</li> </ol>

	<p>Focus on describing and explaining: - Cause and consequence (e.g. reasons for and results of the Reformation by Henry VIII) Change and continuity (e.g. how were relations between monarch and Parliament changing?) Similarity and difference (e.g. Henry VIII and Elizabeth I ) - Significance (e.g. importance of the the dissolution of the monasteries)</p> <p>3. Source analysis: Learning to make inferences from sources with supporting detail from source.</p> <p>4.Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements.</p> <p><b><u>Personal development</u></b> The development of religious change in Britain, and the political power of ordinary people in influencing that change.</p> <p><u>Summer 2</u> <b><u>Changing ideas :1660-1789</u></b></p>	<p>history over the past two years, students study the Second World War in its international context. 2.Explanation and analysis of second-order concepts: - Cause and consequence (e.g. causes of the War) Significance: importance of the Atomic Bomb)</p> <p>3.Source analysis: Analysing the usefulness of more than one source, linked to own knowledge</p> <p>4.Evaluating interpretations: As Summer 1, with increasingly complex interpretations</p> <p><b><u>Personal development</u></b> -Focus on family history - Links to the world today: impact of the ideas on the world today.</p> <p><u>Summer 2</u> <b><u>The Holocaust</u></b> To what extent were Jews persecuted before the Holocaust? What is the background to Anti-Semitism in Europe? - How and why did the Final Solution happen? -How were the Nazis able to implement the 'Final Solution? Historians' views -Why is it</p>	<p>soldiers on the frontline and identify the reasons why these weapons were ( and are) banned.</p>	<p>Understanding the role of invasion in British history, and challenging what it means to be 'British</p> <p>What makes a protest fail?</p> <p>-Norman attitudes to other nations and respect for their beliefs; desire for power, land and money and how this can manifest itself</p>	
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	<p>Why were kings back in fashion in 1660?          What have you learned?          Analytical narrative          What made Restoration London exciting?          Who ran the country Parliament or crown?          How modern was England by 1789?</p> <p><b>Key skills</b>          Knowledge and understanding: Giving reasons (introducing the idea of factors for change) for the explosion of ideas in the Age of Enlightenment and their impact on relations between King, Parliament and People.</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining:          -Cause and consequence (e.g. reasons for and results of the English Civil War)          -Change and continuity (e.g. how were relations between monarch and Parliament changing?)          Similarity and difference (e.g.) –Significance (e.g. importance of the new ideas on the rights of man)</p> <p>3. Source analysis: Learning to make inferences from sources with</p>	<p>so important to learn how Jewish communities resisted?</p> <p><b>Key skills</b>          1. Knowledge and understanding: Spotlight on the Holocaust as a case-study focusing on longer-term Anti-Semitism than students might expect, tracing the Holocaust across Europe (rather than just Germany), exploring Jewish resistance (challenging stereotypes) and examining historians' views of who was responsible</p> <p>2. Explanation and analysis of second-order concepts: - Cause and consequence - Change and continuity - Similarity and difference - Significance Source analysis:</p> <p>3. Encouraging familiarity with analysing source content, provenance and own knowledge</p> <p>4. Evaluation of interpretations: Encouraging familiarity with making inferences from and evaluating historians' views linked to own knowledge, reaching judgements content, provenance and own knowledge Evaluation of interpretations: Encouraging</p>			
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<p>supporting detail from source.</p> <p>4.Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements.</p> <p><b><u>Personal Development</u></b> Challenges to religion from science: the power of new ideas</p>	<p>familiarity with making inferences from and evaluating historians' views linked to own knowledge, reaching judgements</p> <p><b><u>Personal Development</u></b></p> <p>Long-term Anti-Semitic attitudes and the Holocaust: improved awareness and understanding.</p>			
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Please complete with proposed timings of assessment as well as details of type of assessment and weighting of marks

TERM	ASSESSMENT CALENDAR 2021 -22				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p><u>Autumn 1</u> Assessment</p> <ol style="list-style-type: none"> <li>Multi-choice questions</li> <li>Structured writing: Why did Harold, King of England lose the battle of Hastings?</li> </ol> <p><u>Assessment focus</u></p> <ol style="list-style-type: none"> <li>To show an UNDERSTANDING of the reasons why Harold lost the battle of Hastings.</li> <li>To demonstrate the ABILITY TO COMMUNICATE why Harold lost the battle of Hastings.</li> </ol> <p><u>Autumn 2</u> Assessment</p>	<p><u>Autumn 1</u> Assessment</p> <ol style="list-style-type: none"> <li>Multi-choice questions</li> <li>Sources: What impression do sources B, C and D give of the conditions on the Middle Passage?</li> </ol> <p><u>Assessment focus</u></p> <p>To show an UNDERSTANDING of the conditions on the Middle Passage.</p> <p>To demonstrate the ABILITY TO COMMUNICATE this understanding.</p> <p>To INDEPENDENTLY use, analyse and evaluate historical sources</p> <p><u>Autumn 2</u></p>	<p>Assessment</p> <p><u>Autumn 1</u> Explain why there was continuity in the causes of disease during the period 1250-1500.</p> <p><u>Autumn 2</u> Explain 1 way in which ideas about the cause of disease and illness were similar in the 14<sup>th</sup> and 17<sup>th</sup> centuries. Explain why there were changes in the way ideas about the causes of disease were communicated 1500-1700.</p>	<p>Assessment</p> <p><u>Autumn 1</u> Paper 1 mock exam</p> <p><u>Autumn 2</u> Explain why the treaty of Versailles was hated in Germany. Explain why Germany faced economic problems in 1923. Explain why 1924-1929 was a golden age for Weimar Germany.</p>	<p><u>Assessment</u></p> <p><u>Autumn 1</u> Explain why the treaty of Versailles was hated in Germany. Explain why Germany faced economic problems in 1923. Explain why 1924-1929 was a golden age for Weimar Germany.</p> <p><u>Autumn 2</u> Consider 2 things you can infer from the source Explain why the Munich Pusch failed. Study interpretation 1 and explain why interpretation 2 is different. How useful are sources b and for an enquiry into the</p>

	<p>1. Multi-choice questions</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of the importance of religion in Medieval life. To demonstrate the ABILITY TO COMMUNICATE this understanding. To INDEPENDENTLY use and analyse historical sources.</p>	<p>Assessment</p> <p>1. Multi-choice questions</p> <p>2. Children in the mill factory inspector report</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of impacts of the Industrial Revolution To demonstrate the ABILITY TO COMMUNICATE these problems To INDEPENDENTLY use, analyse and evaluate historical sources</p>			<p>strength of democracy in Germany by 1932. Explain how Adolf Hitler was able to become a dictator by 1934.</p>
SPRING	<p><u>Spring 1</u> Assessment</p> <p>1. Multi choice questions</p> <p>2. Chronological account of why Thomas Becket was murdered.</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of why Thomas Becket was murdered. To demonstrate the ABILITY TO COMMUNICATE these reasons.</p> <p><u>Spring 2</u></p> <p>1. Design a pamphlet giving advice for English monarchs advising them how to be successful</p>	<p><u>Spring 1</u> Assessment</p> <p>1. Multi-choice questions</p> <p>2. Imagine you are a suffragette: write a newspaper account explaining how your life had changed by 1916.</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of impact of the war on the role of women. To demonstrate the ABILITY TO COMMUNICATE these changes To INDEPENDENTLY use, analyse and evaluate historical sources</p> <p><u>Spring 2</u> Assessment</p>	<p><u>Spring 1</u> Explain 1 way in which ideas about preventing the plague were different in the 14th and 17th centuries There was rapid change in the ideas about the cause of disease 1700-1900. Do you agree?</p> <p><u>Spring 2</u> Explain why there was rapid change in disease prevention after 1900. Explain why there was rapid change in the prevention of smallpox 1750-1900.</p>	<p><u>Spring 1</u> Consider 2 things you can infer from the source Explain why the Munich Pusch failed. Study interpretation 1 and explain why interpretation 2 is different. How useful are sources b and for an enquiry into the strength of democracy in Germany by 1932. Explain how Adolf Hitler was able to become a dictator by 1934.</p> <p><u>Spring 2</u> Explain why unemployment fell between 1933 and 1939 How useful are sources b and c into the attitudes of Germans towards Nazi policies towards women?</p>	<p><u>Spring 1</u> Mock exams Paper 1 Paper 2 Paper 3</p> <p><u>Spring 2</u> Revision booklet paper 1</p>

	<p>2. Multi-choice questions</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of the qualities needed to be successful king. To demonstrate the ABILITY TO COMMUNICATE this.</p>	<p>1. Multi-choice questions</p> <p>2. Police report to Oskar Potiorek the governor of Bosnia – write a report explaining why Archduke Franz Ferdinand and his wife were murdered.</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of the impact of nationalism in the Balkans region. To demonstrate the ABILITY TO COMMUNICATE this.</p>		<p>Summer 1</p> <p>How far do you agree with interpretation 1 about the events of Kristallnacht in 1938? Give 2 things you can infer about the Hitler Youth.</p>	
SUMMER	<p><u>Summer 1</u> Assessment</p> <p>1. Multi-choice Questions</p> <p>2. Create a timeline of the main events of the Gunpowder plot of 1605.</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of impact of religious change in England. To demonstrate the ABILITY TO COMMUNICATE these changes. To INDEPENDENTLY use, analyse and evaluate historical sources</p> <p><u>Summer 2</u> Assessment</p> <p>1. Multi-choice questions</p>	<p><u>Summer 1</u> 20<sup>th</sup> century conflict</p> <p>1. Multi-choice questions</p> <p>2. Pick 1 event/battle during the Second World War and design a poster summarising its cause, course and consequence for the war.</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of impact of a battle/event on the outcome of the war To demonstrate the ABILITY TO COMMUNICATE its impact</p> <p><u>Summer 2</u> The Holocaust</p>	<p><u>Summer 1</u> Describe 2 features of the CCS, RAMC, FANY's and support trench.</p> <p>How useful are sources b and c.</p> <p><u>Summer 2</u> Mock exams Paper 1</p>	<p><u>Summer 1</u> How far do you agree with interpretation 1 about the events of Kristallnacht in 1938? Give 2 things you can infer about the Hitler Youth.</p> <p><u>Summer 2</u> Paper 1 mock Paper 3 mock</p>	<p><u>Summer 1</u> GCSE exams</p>

	<p>2. Create a guidebook to Restoration London 1660-1710</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of impact of the Enlightenment on ideas. To demonstrate the ABILITY TO COMMUNICATE these changes. To INDEPENDENTLY use, analyse and evaluate historical sources</p>	<p>1. Multi-choice questions</p> <p><u>Assessment focus</u> To show an UNDERSTANDING of impact of the Holocaust on the Jewish population of Europe To demonstrate the ABILITY TO COMMUNICATE this. To INDEPENDENTLY use, analyse and evaluate historical sources</p>			
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