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| **Subject: History** | **Year Group: 7** |
| **Autumn 2 – Curriculum Plan** | **Homework Plan** |
| Migration  Students will continue their study of migration to Britain focussing on why different groups of people migrated to Britain. Students will also study the experiences of the migrants in Britain.  Students will also be introduced and begin to develop the following key historical skills:   1. Chronology 2. Using evidence 3. Historical vocabulary 4. Causation and consequence 5. Interpretations | Embed  Students will embed the key skill of chronology and the relevant historical vocabulary, and causation |
| Apply  Students will be able to apply the knowledge and skills they have developed to explain why migrants came to Britain |
| Challenge/Interleaving  Students will be able to explain why two historical interpretations differ |
| Improve/Go Green  Students to re-write one question from feedback on a homework and one from each class assignment. |
| **Autumn 2 Class Assignment:**  Students will analyse make four inferences from two sources, and provide evidence to prove their inference.  **Autumn 2 Class Assessment:**  50 minute written baseline test on the skills of evidence and sources. | |

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| **Subject: History** | **Year Group: 8** |
| **Autumn 2 – Curriculum Plan** | **Homework Plan** |
| **The Slave Trade**  Students will begin to learn about the Slave Trade through the following enquiry questions:   * What was it like to be involved in the slave trade? * Why was the slave trade abolished?   Students will also build on and improve the key historical skills:   1. Using evidence 2. Identifying the differences in interpretations 3. Analysing why interpretations are different | Embed  Students will embed knowledge of how the slave trade worked and the experience of slaves |
| Apply  Students will apply their knowledge by analysing and evaluating historical interpretations |
| Challenge/Interleaving  Students will be able to explain why historians views differ |
| Improve/Go Green  Students to re-write a paragraph of their homework and assessment in response to the feedback received from their teacher |
| **Autumn 2 Class Assignment:**  Create a role play illustrating the experience of a slave travelling on the Middle Passage  **Autumn 2 Assessment:**  50 minute written assessment on the skills of evidence and interpretations | |

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| **Subject: History** | **Year Group: 9** |
| **Autumn 2 – Curriculum Plan** | **Homework Plan** |
| The Weimar Republic 1919-1929 and Hitler’s rise to power, 1919-33  Students will continue to learn about how the Weimar Republic’s economic struggles, and attempts of recovery.  In week four, students will begin to learn about Hitler’s rise to power from the early development of the Nazi party, the unsuccessful years between 1924 and 1928 and the reasons for the growth in support of the Nazis after 1929.  Students will also develop the following historical skills:   1. Chronology 2. Evidence 3. Causation and Consequence 4. Interpretations | Embed  Students will be able to explain how Stresemann helped economic recovery in the Weimar Republic. They will then be able to explain the reasons why support for the Nazis increased from 1929 |
| Apply  Students will be able to apply their knowledge to explain why major events happened, analyse and evaluate historical evidence and interpretations |
| Challenge/Interleaving  Students will be able to prioritise causes and link them  Students will also continue with their revision of the topics already studied during last half term |
| Improve/Go Green  Students to re-write a paragraph of their homework and assessment in response to the feedback received from their teacher |
| **Autumn 2 Class Assignment:**  Create a poem/song on how Stresemann helped Germany recover  **Autumn 2 Assessment:**  50 minute assessment based on skills of using evidence, causation and consequence and interpretations | |

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| **Subject: History** | **Year Group: 10** |
| **Autumn 2 – Curriculum Plan** | **Homework Plan** |
| Superpower relations and the cold war, 1941-1991  Students will begin to study the major Cold War crises between 1958-70 including the construction of the Berlin Wall, the Cuban Missile Crisis and the Czechoslovakian uprising.  Students will also develop the following key historical skills:   1. Causation and consequence 2. Chronology 3. Significance/Importance 4. Narrative account analysing | Embed  Students will be able to explain why the Berlin Wall was built in 1961-2 |
| Apply  Students will be able to apply their knowledge to explain the consequences and importance of events. |
| Challenge/Interleaving  Students will be able to write a historical account explaining and linking the causes, events and consequences of a flashpoint in the correct chronological order.  Students will begin to revise the content covered during the previous half term |
| Improve/Go Green  Students to re-write a paragraph of their homework and assessment in response to the feedback received from their teacher |
| **Autumn 2 Class Assignment:**  Create a poem/song on the Cuban Missile Crisis  **Autumn 2 Assessment:**  55 Minute assessment based on the skills of causation and consequence, chronology, significance and a narrative account analysing major events. | |

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| **Subject: History** | **Year Group: 11** |
| **Autumn 2 – Curriculum Plan** | **Homework Plan** |
| Medicine through time c1250-present  Students will begin to study development of medicine through time in Britain from 1250c-modern day. In particular, students will study the ideas about causes of disease, what treatment and prevention was used and also a case study on the Black Death and the Great Plague.  Students will also develop the following key historical skills:   1. Change and continuity 2. Causation 3. Evaluation | Embed  Students will be able to explain what people in medieval times believed cause disease and how they treated and prevented disease. |
| Apply  Students will be able to apply their knowledge to analyse and evaluate historical evidence and explain how and why medicine changed over time. |
| Challenge/Interleaving  Students will be able to explain how the provenance of a source affects its usefulness for a historical enquiry  Students will revise Nazi Germany, Cold War, Anglo-Saxons and Normans |
| Improve/Go Green  Students to re-write a paragraph of their homework and assessment in response to the feedback received from their teacher |
| **Autumn 2 Assessment:**  PPEs on British Sector on the Western Front, Cold War, Anglo-Saxons and Normans and Nazi Germany  **Autumn 2 Class Assignment:**  Mini quiz on causes, treatment and prevention of disease in Medieval and Renaissance Britain. | |