|  |  |
| --- | --- |
| **Subject: History** | **Year Group: 7** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| Migration  Students will begin their study of migration to Britain, focussing on why different groups of people migrated to Britain. Students will also study the influences these groups of migrants had on Britain.  In addition, students will be introduced and will 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 |
| 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 make inferences and create timelines |
| Improve/Go Green  Students to re-write one question from feedback on a homework, and one task from their class assignments. |
| **Autumn 1 Assignment 1**  Comic strip on Anglo-Saxon takeover  **Autumn 1 Assignment 2**  Quiz on Migration | |

|  |  |
| --- | --- |
| **Subject: History** | **Year Group: 8** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| British Empire  Students will begin investigating how the British Empire developed in the 17th and 18th centuries, and the reasons for this development, through the following enquiry questions:   * How did the British Empire develop? * Who benefitted from the British Empire?   Students will also build on, and improve, the following key historical skills:   1. Evidence 2. Chronology 3. Causation and consequence 4. Interpretations | Embed  Students will embed knowledge of how and why the British Empire developed |
| Apply  Students will apply their knowledge by analysing and evaluating historical sources and interpretations as well as explaining why the British Empire developed |
| 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 one class assignment in response to the feedback received from their teacher |
| **Autumn 1 Assignment 1:**  Create a poster showing how the British Empire developed over time  **Autumn 1 Assignment 2:**  Quiz on the development of the British Empire | |

|  |  |
| --- | --- |
| **Subject: History** | **Year Group: 9** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| The Weimar Republic 1918-1929  Students will begin to learn about the origins of the Weimar Republic and the early political challenges it faced. Students will also study the political and economical recovery of the Republic and the changes this made to German society 1924-1929.  Students will also develop the following historical skills:   1. Evidence 2. Causation and Consequence 3. Interpretations | Embed  Students will be able to explain the strengths and weaknesses of the Weimar Republic |
| Apply  Students will be able to apply their knowledge to analyse and evaluate historical evidence and interpretations |
| Challenge/Interleaving  Students will be able to prioritise causes and link them  From week 4, students will also begin to revise the origins of the Weimar Republic and the early political challenges it faced, the political and economical recovery of the Republic and the changes this made to German society 1924-1929. |
| Improve/Go Green  Students to re-write a paragraph of their homework in response to the feedback received from their teacher |
| **Autumn 1 Assignment 1:**  Create a newspaper article on why the people of Germany were unhappy with the Treaty of Versailles  **Autumn 1 Assignment 2:**  Quiz on the origins of the Weimar Republic 1918 – 1929. | |

|  |  |
| --- | --- |
| **Subject: History** | **Year Group: 10** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| Superpower relations and the Cold War, 1941-1991  Students will begin to study the early tension between the East (Soviet Union) and West (U.S.A and other major European countries) as well as the development of the cold war from 1945-1970.  Students will also develop the following key historical skills:   1. Causation and consequence 2. Chronology | Embed  Students will be able to explain the ideological differences between capitalism and communism as well as how the relationship between East and West fell apart after WW2 |
| 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 link the causes, events and consequences of a flashpoint in the correct chronological order.  Students will revise Life in Nazi Germany 1933-1945 and from week 4, begin to revise the content covered |
| Improve/Go Green  Students to re-write a paragraph of their homework in response to the feedback received from their teacher |
| **Autumn 1 Assessment:**  Create two fact-files on NATO and the Warsaw Pact  **Autumn 2 Assessment:**  Quiz on the origins of the Cold War | |

|  |  |
| --- | --- |
| **Subject: History** | **Year Group: 11** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| The British Sector on the Western Front  Students will continue to study the context of the British sector on the Western Front and the theatre of war in northern France including the trench system, the conditions requiring treatment and the work of the RAMC and FANY.  Students will also develop the following key historical skills:   1. Evidence 2. Evaluate the usefulness of sources 3. Follow-up enquiries of sources | Embed  Students will be able to explain the key features of a trench and how the trench system worked |
| Apply  Students will be able to apply their knowledge to analyse and evaluate historical evidence |
| Challenge/Interleaving  Students will be able to explain how the provenance of a source affects its usefulness for a historical enquiry  Students will begin to revise the origins of the Cold War from Week 4 |
| Improve/Go Green  Students to re-write a paragraph of their homework in response to the feedback received from their teacher |
| **Autumn 1 Assignment 1:**  Create a poem/song on medical problems on the Western Front, and how they were treated.  **Autumn 1 Assignment 2:**  Create a poster on the key areas of the British Sector of the Western Front | |