

The National Curriculum at KS3 will hope to instil:

“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.”

The **Year 7** curriculum encompasses this as well as studying in a “chronological narrative” a story that transports them from the ancient civilisation of the Romans through to the religious changes that were pivotal under the Tudor dynasty. Many aspects of the year 7 curriculum form part of the Colton Hills History department’s dedication to a spiral curriculum. This is evident when year 7 explore the “historical concepts of change and continuity” through the impact of the Norman Conquest and the development of public health under the Romans through to the Medieval period.

The **Year 8** curriculum follows on from the Year 7 plan and picks up in 1750 during the Industrial Revolution. It is the History department’s philosophy that in order to make links to the “wider world” students must know about key events in Britain that have “shaped the wider world”. Students are taken on a journey studying Britain and the “local” Black Country as the “workshop of the world” and it’s socio-economic impact. Public health as a recurrent theme features as does the work of Reformers as key individuals that make a reappearance in the KS4 topic Britain and the Peoples health c1000-present. Students then embark upon a study of the transatlantic slave trade and employ historical skills of empathy, thus, allowing them to “develop perspective” and “understand the complexity of people’s lives” and the “diversity of societies”. The Year 8 curriculum is unique in that it contains three parallel stories that shift constantly from the idea of the victors and achievements of 19th century Briton’s to the development of empire and an enquiry conducted of the Empires merits in comparison to some of the atrocities. Students assess the significance of key events and individuals throughout this wider-world study that brings them full circle and places them within the post-modern Britain, a place where most of their family stories in Britain descend.

In **Year 9**, the curriculum primarily focuses on the 20th century, conflict and the “achievements and follies of mankind”. The two World Wars form a key focus as well as international relations and how the Treaty of Versailles culminated in another world conflict. Many elements of the year 9 course feature within the KS4 topics of Nazi Germany and Conflict and Tension 1918-1939. Students get to grips with GCSE style questions, namely how to write responses to essay based factorial questions. A prominent feature of AQA GCSE History papers and an area where Colton Hills GCSE students

currently excel. The final pit stop on the year 9 story is the campaign for female suffrage which exposes students to another depth study of a political nature whereby students are able to assess the “challenges of their time” and how groups such as the Suffragettes were able to overcome these.

The Colton’s Hills history curriculum plays an essential role in embedding both PRIDE values of diversity, respect and integrity when studying the histories of those that came before us that have often faced much adversity and challenge. Colton Hills student’s approach such histories with respect and study role models that portray resilience, took risks and demonstrated a concern for society. The curriculum seeks to inspire our students to celebrate, question empathise and reflect along the historical path that traces a thousand years of history and navigates them through many significant paths but ultimately leaves the door ajar with the possibility for many stories to continue at GCSE.

*“A people without the knowledge of their past history, origin and culture is like a tree without roots” - **Anonymous***

*“Learn from the past, live for today, hope for tomorrow... The important thing is to not stop questioning” - **Albert Einstein***

Assessment Plan: History

Year Group	Term 1 Sept-Dec	Term 2 Jan-Apr	Term 3 Apr-July
Year 7	Romans Self / peer assess – Historical skills (chronology, primary secondary sources, bias) Mid module - Source B shows Roman African people weren't all enslaved. How do we know this? Use the source and your own knowledge. (8 marks) EoU – Multiple choice, definitions, key words, PEEL paragraph on Roman Public Health (40 marks)	Normans Self / peer assess – PEEL paragraph on who the best contender for the English throne? Mid module – Describe two problems faced by William the Conqueror at the Battle of Hastings. (4 marks) EoU – Which system of control had the biggest impact on ordinary life in Norman England? (Domesday, Feudal, Castles) (16 marks) Tudors Self / peer assess – Who is the most significant wife of Henry VIII? Mid module - Explain two reasons why Mary I has the nickname “Bloody Mary” (8 marks) EoU – Multiple choice, definitions, key words, Interpretations on Elizabeth (how / why are the interpretations different when looking at the victory over the Spanish Armada) (40 marks)	Stuarts Mid module – How useful is Source A when looking at the reasons for why the Civil War started? Explain your answer using Source A and your contextual knowledge. (8 marks) Self / peer assess – In what ways was Oliver Cromwell an influential figure in the 17th century? (PEEL) EoU – Which of the following was more important in the monarchy gaining back power? Cromwell being unpopular on the Glorious Revolution? (12 marks)
Year 8	Slave Trade Self / peer assess – Describe how the Slave triangle was profitable for Europeans. (PEEL)	British Empire Self / peer assess – What is the most significant cause of the Potato Famine in Ireland? (PEEL)	Industrial Revolution Mid module – How useful is Source A and B to an historian studying factory conditions? Explain your answer using

	Mid module – Write an account of the conditions faced by enslaved people on the Middle Passage. (8 marks) EoU – Multiple choice questions, definitions, key words, source question, paragraph (40 marks)	Mid module – Which interpretation do you find more convincing about the Indian Rebellion? Use both sources to prove your point and write a conclusion. (8 marks) EoU – In what ways were enslaved people in the Middle Passage treated similarly to those in the British colonies? (8 marks)	Source A and B alongside your contextual knowledge. (12 marks) Self / peer assess – Explain the significance of transport. (roads, canals & railways) PEEL EoU – Multiple choice questions, definitions, key words, sources, PEEL paragraph (40 marks)
Year 9	WW1 Start of module – ‘Alliances between nations were the biggest reason for the outbreak of WW1.’ How far do you agree? (16 marks) Mid module – How useful is Source A when looking at propaganda and conscription? Explain your answer using Source A and your contextual knowledge. (8 marks) EoU – Multiple choice questions, definitions, key words, sources, PEEL paragraphs	Inter-war / WW2 / Holocaust Self / peer assess – Source A is negative about the Treaty of Versailles. How do you know? Explain your answer by using Source A and your own knowledge. (4 marks) Mid module – Write an account of how Hitler seized power in Germany. (8 marks) EoU – How convincing is Interpretation B when looking at the reasons for Appeasement? Use Interpretation B and your own contextual knowledge. (8 marks) Holocaust – In what ways did the Nazi’s persecute people from 1933-1945? (8 marks)	Cold War Start of module – Write an account of the relationship between Britain, USA & USSR in the 1940s (Peace conferences) (8 marks) Mid module – How useful is Source A (Iron Curtain) when looking at the relationship between the East and the West in 1945? Explain your answer using Source A and your contextual knowledge. (8 marks) Self / peer assess – How are the interpretations about the Cuban Missile Crisis different? (4 marks) Why are the interpretations about the Cuban Missile different? (4 marks) EoU – Multiple choice questions, definitions, key words, PEEL paragraphs (40 marks)
Year 10	Germany How does Interpretation A differ from Interpretation B about what happened at the Munich Putsch? (8 marks)	Germany / Conflict & Tension (1919-1939) Which of the following had the biggest impact (use of fear and terror) on the German people in the 1930s? The Gestapo Concentration Camps (12 marks)	Conflict & Tension / Migration How useful are sources B & C when looking at Britain appeasing Germany over the Sudetenland? (12 marks)

	In what ways were German people affected by the Depression? (8 marks) Describe two problems faced by Hitler as Chancellor. (4 marks) Which of the following groups were more affected by Nazi policies? Farmers & Agriculture Industrial and factory workers Explain your answer with reference to both sets of people. (12 marks) How does Interpretation G differ from Interpretation D about the Hitler Youth groups? (4 marks) Why might the authors of Interpretations G & D have a different interpretation of the Hitler youth groups? (4 marks)	Germany Mock (40 marks) CONFLICT & TENSION Source B opposes the Treaty of Versailles. How do you know? (4 marks) 'Clemenceau was the least satisfied of the 'Big Three' by the Treaty of Versailles. How far do you agree? (16 marks + 4 SPAG) 'The League of Nations failed more often than it succeeded in the 1920s.' How far do you agree with the statement? Explain your answer. (16 marks + 4 SPAG) Write an account of how events in Abyssinia became an international crisis in the years 1935-1936. (8 marks)	Conflict & Tension Mock (44 marks) MIGRATION How useful is Source B to an historian studying Norman attitudes to England? Explain two ways in which the impact on Britain of the Hundred Years War and the Viking invasions of Britain were similar. (8 marks) Was religion the main factor in causing migration to America? (16 marks + 4 SPAG)
Year 11	Migration Have the economic benefits been the main consequence of British rule in India? (16 marks + 4 SPAG) Explain the significance of the Indian Rebellion on the development of the British Empire. (8 marks) How useful is Source A to an historian looking at the aftermath of the scramble for Africa? (8 marks) Were ideas such as Imperialism and Social Darwinism the main factors driving British involvement in Africa in the nineteenth century? (16 marks + 4 SPAG) How useful is Source C to an historian studying the reaction in Britain to Caribbean migrants? (8 marks) Explain two ways in which Britain's reaction to the invasion of the Falklands and the seizure of the Suez Canal were different. (8 marks) Mock exam (40 marks)	Normans How convincing is Interpretation B about William the Conqueror and the Battle of Hastings? Explain your answer using Interpretation B and your contextual knowledge. (8 marks) How convincing is Interpretation B about the Battle of Stamford Bridge? Explain your answer using Interpretation B and your contextual knowledge. (8 marks) Write an account of the ways in which the Feudal System changed under the Normans. (8 marks) Explain what was important about Norman Cathedrals in this period. (8 marks) 'Defense was the main reason for building castles in this period.' How far does a study of Pevensey Castle support this statement? Explain your answer. You should refer to Pevensey Castle and your contextual knowledge. (16 marks) Mock exam (44 marks)	Revision
Year 12	Italy / British politics	Italy / British politics	Coursework / British politics
Year 13	Coursework / British politics	Italy revision / British revision	Italy revision / British revision