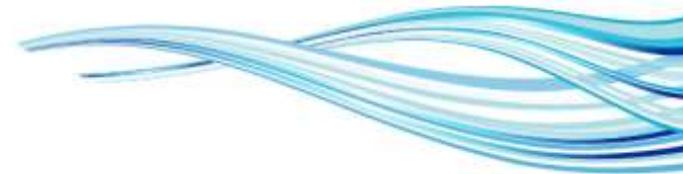




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Long term overview document for History department

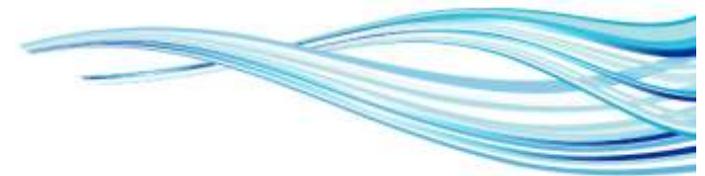
NB: Ongoing Assessments are to be graded and SIR marked.

Year	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7 British values SMSC	<p>Topic: Why did Britain have a French King (1066)?</p> <p>Overall aims: Students are to explore the impact of invasion on Britain. They judge which key individual should be the next King.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: Students will develop their descriptive skills by looking at similarities and differences between events/people and eras. They will also explain connections and draw contrasts.</p>	<p>Topic: Castles: Why were they built and how did they transform the landscape in Britain?</p> <p>Overall aims: For students to explore why castles were built and explain why they transformed from one form to another.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: Students will develop their descriptive skills by looking at similarities and differences between castles. They will also explain connections and draw contrasts.</p>	<p>Topic: Medieval Religion How significant was religion to Medieval people?</p> <p>Overall aims: To explore the influence of religion in the past and analyse whether this has changed. To analyse the death of Thomas Becket and judge its significance on future events.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: Describe different people and events. Describe similarities and differences in religion, both then and now.</p>	<p>Topic: The Crusades</p> <p>Overall aims: To expand their understanding of global conflicts and link religious conflicts to benefits that Britain gained after losing the Crusades. They will also explore the impact of decisions made and the people who fought on all sides.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: To analyse and compare key events, people and periods as well as understanding the chronological narrative and the developments.</p>	<p>Topic: Medieval Everyday Life</p> <p>Overall aims: To develop their understanding of the similarities and differences between the modern and medieval world and analyse the impact of world events like the black death.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: To compare the similarities and differences between cultures. Change and continuity: To analyse what has changed and stayed the</p>	<p>Topic: Native American Indians</p> <p>Overall aims: To look at different cultures and understand how different influences such as the invasion of America by different nations impacted upon the lives of native American Indians.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: Students develop their understanding of another culture and look at the impact of events and people. They look at a secondary source and judge its accuracy by</p>



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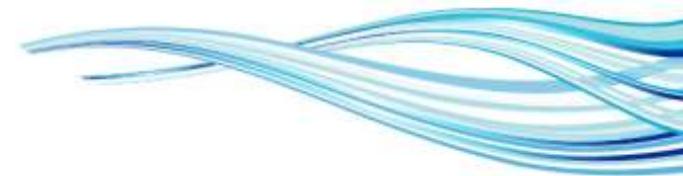
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	<p>Change and continuity: Students will identify changes with justification and explain the impact of changes.</p> <p>Cause and consequence: describe several examples of causes and consequences and explore links.</p> <p>Significance: Give reasons why a person is significant</p> <p>Evaluating evidence: Use more than one source and compare their similarities and differences.</p> <p>Ongoing Assessments (9-1 specific): Assessment 1: Bart Simpson – Using evidence from two different sources to analyse bias. Homework 2: speech – who should be King Assessment 3: Why did William win the Battle of Hastings: Luck, Preparation or Skill?</p>	<p>with a reasoned explanation about why castles changed.</p> <p>Change and continuity: Students will identify changes with justification and explain the impact of changes.</p> <p>Cause and consequence: Describe several examples of causes and consequences and explore links.</p> <p>Significance: Give reasons why a castle is significant.</p> <p>Evaluating evidence: Use more than one source and compare their similarities and differences.</p> <p>Ongoing Assessments (9-1 specific): Castles assessment 4: How have castles changed over time? Homework 5: Castle project – Creative piece of work. Students are to create a castle, either a motte</p>	<p>Change and continuity: Identify examples of changes and explain what has stayed the same with an explanation.</p> <p>Cause and consequences: Identify sever causes and consequences of changes in the Church with a description.</p> <p>Significance Describe and explain why an individual and an idea was important during the medieval period.</p> <p>Evaluating evidence Analysing more than one source and comparing the similarities and differences.</p> <p>Ongoing Assessments (9-1 specific): In class mini assessment Main Assessment 6: To what extent were the Knights responsible for the death of Thomas Becket?</p>	<p>that occurred over the era.</p> <p>Change and continuity Describe examples of change and draw contrasts between the impact of the crusades on a positive and negative scale</p> <p>Cause and consequences Evaluate and analyse the causes of the war and individual battles and address the legacy of the crusades</p> <p>Significance Explain why a person or event is important</p> <p>Evaluating evidence Using sources students can compare the impact and legacy of individuals such as King Richard and Saladin.</p> <p>Ongoing Assessments (9-1 specific): Main assessment 7: How did the Crusades benefit Britain? Students will examine a range of factors and develop their</p>	<p>same over the time period.</p> <p>Cause and consequences: Describe the causes for the black death and peasants revolt and analyse the consequences – judging the most important.</p> <p>Significance: Analysing the significance of events</p> <p>Evaluating evidence: Looking at images of the black death and peasants revolt and evaluating the significance and importance of different pieces of evidence to create a story.</p> <p>Ongoing Assessments (9-1 specific): Homework 8: Choice between the impact of the Black Death or the Peasants Revolt.</p>	<p>researching around the film.</p> <p>Change and continuity: Students look at Disney’s portrayal and analyse how Disney and the film industry in general has manipulated historical facts in order to make fiction. They also examine the changes that have occurred in the lives of Native American Indians and judge if it is for the better.</p> <p>Cause and consequence: Identify the impact that Americans had when they invaded. To judge the most important consequence of this invasion.</p> <p>Significance: To judge the significance of Disney’s portrayal and the impact individuals had to the lives of native American Indian tribes</p> <p>Evaluating evidence: Throughout this unit the students will be analysing evidence. The film gives the students a wider understanding of sources</p>
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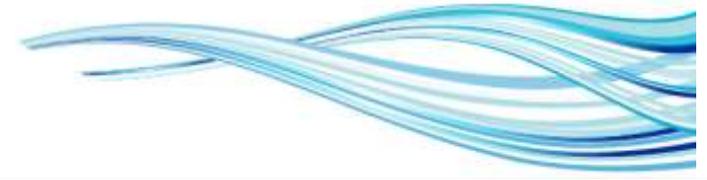
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		and bailey, stone keep or concentric, out of any materials that they have at home. They then need to bring it in for a castle competition with a leaflet advertising the benefits of staying in that castle.		understanding of the impact the Crusades had on a positive and negative scale.		and their merits. Encouraging students to be critical thinkers. Ongoing Assessments (9-1 specific): Main assessment 9: To watch Pocahontas and write a letter to Disney criticising the historical accuracy of the film. They must use specific scenes and character descriptions. They then compare the different characters and look at the historical records to challenge Disney's portrayal. High ability students may extend this to judge the impact the film had on the present native Americans.
Year 8	<p>Topic: Early Tudors</p> <p>Overall aims: To examine the links between the medieval period and the Tudors. To judge the impact of the Battle of Bosworth and the collective War of the Roses on the changing monarchy and stability of England.</p>	<p>Topic: Mid-Late Tudors</p> <p>Overall aims: To analyse the legacy of Henry VII, Henry VIII, Edward VI, Mary and Elizabeth. To judge the impact of the changes in religion, politics and economics.</p> <p>9-1 subject specific</p>	<p>Topic: Stuarts</p> <p>Overall aims: To consider why individuals wanted to bomb Parliament on the 5th of November.</p> <p>9-1 subject specific areas/skills covered across topic:</p>	<p>Topic: Stuarts</p> <p>Overall aims: To consider why Britain executed a King – the impact around the world and the significance of the English civil war.</p> <p>9-1 subject specific areas/skills covered</p>	<p>Topic: Industrial revolution</p> <p>Overall aims: To analyse the developing nature of industry from a largely agricultural society.</p> <p>9-1 subject specific areas/skills covered across topic:</p>	<p>Topic: Empire project</p> <p>Overall aims: To assess the impact the British empire had on culture around the globe. Focus on the history of India – ready for the Migration unit at GCSE.</p> <p>9-1 subject specific areas/skills covered</p>



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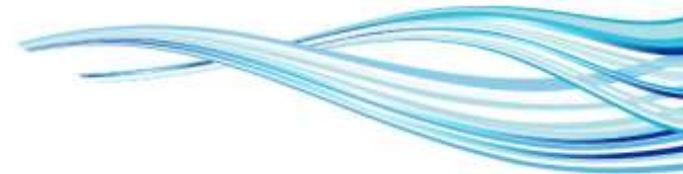


	<p>9-1 subject specific areas/skills covered across topic:</p> <p>Knowledge and understanding: Students will develop their understanding of the links between the year 7 content that they learnt and the beginning of year 8. They will consider the background story to the Wars of the Roses.</p> <p>Change and continuity: They will be able to reflect on the content learnt at year 7 and then the information about the modern day in order to reflect on how much has changed.</p> <p>Causes and consequences: Of the war and different people coming to the throne.</p> <p>Significance of individuals and battles.</p> <p>Evaluating evidence: From the battle and from the monarchy.</p> <p>Ongoing Assessments (9-</p>	<p>areas/skills covered across topic:</p> <p>Knowledge and understanding: Students will develop a rapid understanding of the Tudor period as a whole and analyse which Tudor ruler achieved the most for England.</p> <p>Change and continuity – examining the changes that occurred throughout the monarchy.</p> <p>Causes and consequences – of battles such as the Spanish armada</p> <p>Significance of monarchs.</p> <p>Evaluating evidence – looking at portraits of different rules.</p> <p>Ongoing Assessments (9-1 specific):</p> <p>Homework 2 on Henry VII</p> <p>Assessment 3: Portraits (accuracy) of Henry VIII</p> <p>Homework 4: Homework on the six</p>	<p>Knowledge and understanding</p> <p>To develop their understanding of the connection between the Tudors and the Stuarts and consider why individuals wanted to bomb Parliament</p> <p>Change and continuity</p> <p>To analyse the changes in politics and in the country between the Tudors and the Stuarts.</p> <p>Cause and consequences</p> <p>Chronological narrative surrounding the bomb plot.</p> <p>Significance of individuals.</p> <p>Evaluating evidence – of the Gunpowder plot.</p> <p>Ongoing Assessments (9-1 specific):</p> <p>Assessment 9: Gunpowder Plot</p>	<p>across topic:</p> <p>Knowledge and understanding: Make links between the different time periods and consider the similarities and differences between two enemy groups.</p> <p>Change and continuity: Explain examples of changes and continuity across the time period</p> <p>Causes and consequence: Explain the causes and consequences of the war and the change in leadership.</p> <p>Significance: Of battles/war and individuals.</p> <p>Evaluating evidence: Looking at a number of sources on the war and information on the execution of the King to see if it was justified.</p> <p>Ongoing Assessments (9-1 specific): Execution of Charles I</p> <p>Assessment 10 - speech</p>	<p>across topic:</p> <p>Knowledge and understanding: To develop their understanding of the revolution and look at the similarities and differences between the old agricultural way of medieval life to the more modern industrial way.</p> <p>Change and continuity: Explain examples of change.</p> <p>Cause and consequence: To explain the causes for the revolution and how it impacted upon people.</p> <p>Significance: To explore the significance of the changes that occurred during the revolution and the importance of individual inventions.</p> <p>Evaluating evidence: To analyse sources about the industrial revolution and explore if children were treated badly in all factories and</p>	<p>across topic:</p> <p>Knowledge and understanding</p> <p>To explore why Britain had an empire and the benefits to each country.</p> <p>Change and continuity: Describe the changes that have occurred over the time period by looking at the benefits and disadvantages to being part of the empire</p> <p>Cause and consequence</p> <p>Identify reasons why Britain wanted an empire and analyse reasons why individual countries wanted to leave.</p> <p>Significance of Ghandi.</p> <p>Evaluating evidence: They will provide their own knowledge/sources for the project.</p> <p>Ongoing Assessments (9-1 specific):</p> <p>Assessment 11: Empire project.</p>
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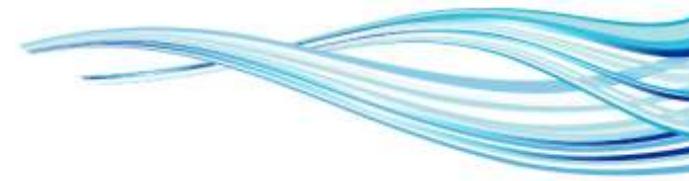
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	<p>1 specific): Assessment 1: Battle of Bosworth</p>	<p>wives of Henry VIII Homework 5: Edward homework Assessment 6: Bloody Mary assessment Homework 7: Elizabeth portrait homework Assessment 8: Spanish armada assessment</p>			<p>by all owners. Ongoing Assessments (9-1 specific): Assessment 11: Industrial Revolution assessment</p>	
Year 9	<p>Topic: Slavery</p> <p>Overall aims: To develop students understanding of the causes and consequences of laws and decisions as well as radical views that the world had about humans. To judge these decisions and evaluative if the world has got rid of slavery entirely – have lessons been learnt?</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: To develop an opinion on</p>	<p>Topic: Civil Rights Movement</p> <p>Overall aims: To discover the link between slavery, the American Civil War and the civil rights movement. They must address the impact of Rosa Parks, Martin Luther King and Malcolm X.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: To understand that the</p>	<p>Topic: Holocaust</p> <p>Overall aims: To consider the causes and consequences of the Holocaust by looking at Nazi politics and why people around the world who knew that the Holocaust was going on did not do anything about it. To judge the long term impact of the events.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: Students will develop</p>	<p>Topic: Votes for women</p> <p>Overall aims: To discover why women wanted the vote, the origins of the different suffrage groups and judge the significance of political and military influences on democracy.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: To examine the background reasons behind women wanting</p>	<p>Topic: World War One</p> <p>Overall aims: To analyse the causes and consequences of the war and judge its impact on society. Links to Germany GCSE unit.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: To examine the reasons why there was a war and the role each country played in the war. To consider the</p>	<p>Topic: GCSE Germany and Conflict and Tension</p> <p>Overall aims: To understand the role of the Kaiser and how Germany changed from a monarchy to a republic. To evaluate the impact of the war on Germany.</p> <p>9-1 subject specific areas/skills covered across topic: Knowledge and understanding: To be to learn the new GCSE unit from the textbook and gain a valuable understanding of</p>



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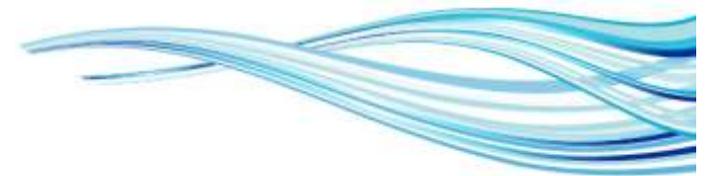


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<p>the impact of slavery and why people chose to keep slaves.</p> <p>Change and continuity: To analyse how life has changed for people in Africa over the centuries by analysing the motivations behind slavery and the impact of movements of populations across continents.</p> <p>Cause and consequence: Causes and consequences of slavery and the American civil war.</p> <p>Significance: Importance of slavery and the war on a global scale.</p> <p>Evaluating evidence Students will be using evidence throughout this unit by looking at the different primary and secondary sources surrounding slavery and human rights.</p> <p>Ongoing Assessments (9-1 specific): Assessment 1: Slave diary: students are to</p>	<p>progress made towards equality for blacks was slow. To develop their understanding on individuals contribution to the movement.</p> <p>Change and continuity: Explain trends across the time period by reflecting on previous knowledge learnt. To analyse the impact of slavery and how it was a catalyst for the civil rights movement.</p> <p>Cause and consequence: To explain the causes of the movement and the consequences on individuals and the law.</p> <p>Significance: Significance of individuals and the movement.</p> <p>Evaluating evidence: Students will be looking at the speeches of King and Malcolm X and</p>	<p>their understanding of prejudice and discrimination by looking at the political changes that occurred throughout the time that Hitler was in power. They will also reflect on whether anti-Semitism was new in 1933.</p> <p>Change and continuity Students will examine trends across the time period and evaluate how individual actions were a catalyst for the death of 20 million people (6 million of them being Jews).</p> <p>Cause and consequence: Reasons for Nazi hatred. Causes of death. Consequences and remembrance of the Holocaust and individual actions.</p> <p>Significance: The importance of remembering the victims and the perpetrators. Evaluating evidence Continuously the students will be looking at primary and</p>	<p>the vote going back to the medieval period. To establish an understanding about the roles/aims and motivations behind the different suffrage groups.</p> <p>Change and continuity: To explain why women wanted change and why some men and women thought things should stay the same.</p> <p>Cause and consequence: To examine the reasons why women wanted the vote. Causes of Emily Davison's death and the consequences of her death and the war's impact on the vote.</p> <p>Significance: Importance of the vote and Davison's actions. Developing a judgement if the war gave women the vote or their own efforts</p> <p>Evaluating evidence Emily Davison assessment</p>	<p>impact of individuals and why there was a war.</p> <p>Change and continuity: To establish what changed and what stayed the same after the war by examining its legacy.</p> <p>Causes and consequences of the war.</p> <p>Significance of battles and individuals</p> <p>Evaluating evidence They will examine military documents and personal statements from soldiers to judge the impact of the war.</p> <p>Ongoing Assessments (9-1 specific): Homework 8: Trench life – draw/ make a trench and label it. Assessment 9: Conscientious objectors assessment Assessment 10: Big three assessment – who achieved the most from the Treaty of Versailles?</p>	<p>German politics during the Weimar years</p> <p>Change and continuity: To develop their analysis skills about what has changed in German history from Kaiser to Weimar and then to the Nazi period.</p> <p>Causes and consequences: To examine the causes and consequences of the political and economic changes in German history and link it to the Nazi period.</p> <p>Significance of events in German history such as the war and the downfall of the Kaiser and rise of Hitler.</p> <p>Evaluating evidence: They will look at GCSE sources on interpretations.</p> <p>Ongoing Assessments (9-1 specific): Assessment 11: Women suffered the most under the Nazis – to what extent do you agree?</p>
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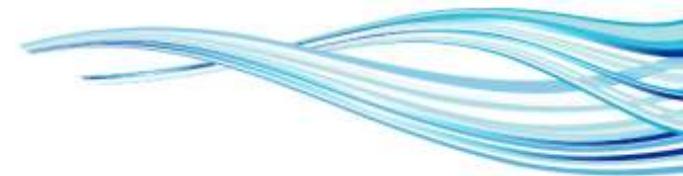


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	<p>expand their creative skills by analysing each piece of a slave's journey and recreating it through their own journey. They will be using sources throughout the story and analysing the impact slavery has had on their individual.</p> <p>Homework 2: What was the impact of the American Civil War? Students are taught the key information and then the students need to analyse the impact by looking at individual battles and the number of dead on all sides. They can break down the impact into themes – political etc.</p>	<p>commenting on their similarities and differences and using what they know about the individuals to scrutinise their merits.</p> <p>Ongoing Assessments (9-1 specific): Rosa Parks homework 3: Impact and significance Assessment 4: Who had the greatest impact on the civil rights movement: Martin Luther King or Malcolm X?</p>	<p>secondary sources that prove that the Holocaust happened – they will scrutinise each piece and begin to develop their understanding of why some deny the Holocaust.</p> <p>Ongoing Assessments (9-1 specific): Homework project 5: Concentration camp – history and its impact.</p> <p>Assessment 6: How were the Jews affected by the Nazis 1933- 1945?</p>	<p>Ongoing Assessments (9-1 specific): Assessment 7: Was Emily Davison a martyr or a menace?</p>		<p>Assessment 12: Exam paper – half of paper 1 GCSE</p>
Year 10	<p>Topic: Kaiser to Weimar Germany</p> <p>Overall aims: To develop students understanding of the downfall of the Kaiser and the birth of the Weimar Republic, hyperinflation, international friendships, deals and treaties. What</p>	<p>Topic: Nazi Germany</p> <p>Overall aims: To study the reasons why Hitler became the leader of Germany, how opponents were treated and eliminated, treatment of minorities, Jews and</p>	<p>Topic: Conflict and Tension</p> <p>Overall aims: To study the aims of the nations after the First World War, how peace was negotiated and settled, and Germany's relations with the wider European and global community.</p>	<p>Topic: Conflict and Tension - The League of Nations</p> <p>Overall aims: To study the armistice and the aims of the peacemakers after the end of the First World War and to examine the League of Nations,</p>	<p>Topic: Elizabethan England</p> <p>Overall aims: Students will examine the background and character of Elizabeth I and the succession crisis surrounding her reign. Matters of religion, such as the Settlement of</p>	<p>Topic: Elizabethan England</p> <p>Overall aims: Culture, renaissance, gentry, arts, exploration, poverty and rebellions play a key part of the course. Trouble at home and abroad are key components of this part of the course,</p>



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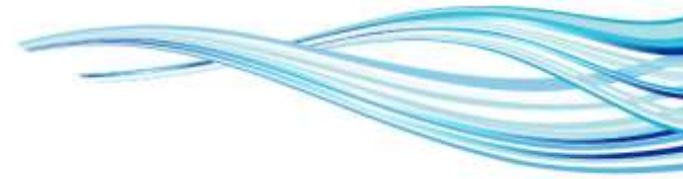
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	<p>was the impact of the First World War? Students examine the Depression and the rise of Nazism, Hitler's rise to power and Nazi control and resistance.</p> <p>9-1 subject specific areas/skills covered across topic:</p> <p>Evaluating Evidence: Students analyse other historians' views on the sub-topics. They are encouraged to use their own knowledge to support or challenge sources, creating a wider and deeper argument. They are taught to use both secondary and primary sources, chosen with discrimination, to create an argument. Students are taught to identify strengths and weaknesses of sources, significance and any potential bias.</p>	<p>women. Students study Hitler's grip on the political system, the SA and SS, as well as organised attempts at protesting over Nazism and its repression of state through control and dictatorship.</p> <p>9-1 subject specific areas/skills covered across topic:</p> <p>Evaluating Evidence: Nature, origin, purpose, content, utility and reliability are some of the criteria used to analyse primary sources. In addition, students analyse other historians' views on the sub-topics. They are taught to use both secondary and primary sources, chosen with discrimination, to create an argument. Students are taught to identify strengths and weaknesses of sources.</p>	<p>To study the armistice and the aims of the peacemakers after the end of the First World War, the Versailles settlement and reaction to this.</p> <p>9-1 subject specific areas/skills covered across topic:</p> <p>Evaluating Evidence: Students identify similarities and difference of both secondary and primary sources and why these differences occur. Students are taught to analyse other historians' views on the sub-topics. They are taught to use both secondary and primary sources, chosen with discrimination, to create an argument. Students are taught to identify strengths and weaknesses of sources, significance and any potential bias.</p>	<p>along its failures and successes. Students will study the reoccupation of the Rhineland, Anschluss with Austria, and how Hitler was appeased by Chamberlain.</p> <p>9-1 subject specific areas/skills covered across topic:</p> <p>Evaluating Evidence: Students analyse other historians' views on the sub-topics. Students are encouraged to identify the significance and bias of sources. They are taught to use both secondary and primary sources, chosen with discrimination, to create an argument. Students are taught to identify strengths and weaknesses of sources, significance and any potential bias. Students focus on the reliability and utility of sources.</p>	<p>1559, play a key part in the studies, along with the role of key individuals, foreign relations, style of government and Mary Queen of Scots.</p> <p>9-1 subject specific areas/skills covered across topic:</p> <p>Evaluating Evidence: Nature, origin, purpose, content, utility and reliability are some of the criteria used to analyse sources. Students analyse other historians' views on the sub-topics. They are taught to use both secondary and primary sources, chosen with discrimination, to create an argument. Students are taught to identify strengths and weaknesses of sources, significance and any potential bias.</p>	<p>culminating in the Spanish attack on England in the Armada. Elizabeth's relationship with Essex and her final days finish off this section.</p> <p>9-1 subject specific areas/skills covered across topic:</p> <p>Evaluating Evidence: Students analyse other historians' views on the sub-topics. They are taught to use both secondary and primary sources, chosen with discrimination, to create an argument. Students are taught to identify strengths and weaknesses of sources, significance and any potential bias. Nature, origin, purpose, content, utility and reliability are some of the criteria used to analyse sources.</p>
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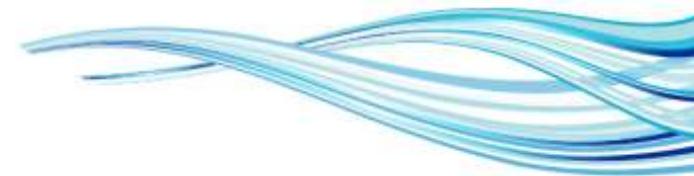
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	<p>Knowledge and understanding: To learn all chronology, dates, facts, role of individuals, laws, concepts and events.</p> <p>9-1 subject specific areas/skills covered across topic: Judgement, analysis, evaluation of sources and identification of change and its cause.</p> <p>Assessment 1: Why did the Germans hate the Treaty of Versailles?</p> <p>Assessment 2: How did the Depression affect Germany?</p>	<p>Knowledge and understanding: To learn all chronology, dates, facts, role of individuals, laws, concepts and events. Source and interpretation analysis.</p> <p>9-1 subject specific areas/skills covered across topic: Judgement, analysis, evaluation of sources and identification of change and its cause.</p> <p>Assessment 3: Were ordinary Germans better off under the Nazis?</p> <p>Assessment 4: How effective was the resistance and opposition to Hitler?</p>	<p>Knowledge and understanding: To learn all chronology, dates, facts, role of individuals, laws, concepts and events.</p> <p>9-1 subject specific areas/skills covered across topic: Judgement, analysis, evaluation of sources and identification of change and its cause.</p> <p>Assessment 5: How satisfied were the allies with the Treaty of Versailles?</p> <p>Assessment 6: To what extent did the Big Three achieve their aims?</p>	<p>Knowledge and understanding: To learn all chronology, dates, facts, role of individuals, laws, concepts and events.</p> <p>9-1 subject specific areas/skills covered across topic: Judgement, analysis, evaluation of sources and identification of change and its cause. Source and interpretation analysis.</p> <p>Assessment 7: How successful was the League of Nations in the 1920s?</p> <p>Assessment 8: Was appeasement a good idea?</p>	<p>Knowledge and understanding: To learn all chronology, dates, facts, role of individuals, laws, concepts and events.</p> <p>9-1 subject specific areas/skills covered across topic: Judgement, analysis, evaluation of sources and identification of change and its cause.</p> <p>Assessment 9: How effective was the Settlement in creating religious harmony?</p>	<p>Knowledge and understanding: To learn all chronology, dates, facts, role of individuals, laws, concepts and events.</p> <p>9-1 subject specific areas/skills covered across topic: Judgement, analysis, evaluation of sources and identification of change and its cause. Source and interpretation analysis.</p> <p>Assessment 10: Explain the reasons why England and Spain were at war with each other?</p>
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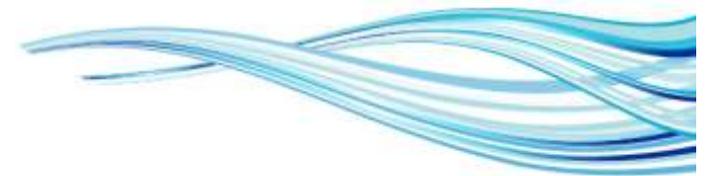


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<p>Year 11</p>	<p>Topic: Coursework – controlled assessment</p> <p>Overall aims: Classes will analyse ten sources and then create two separate essays, with two questions, looking at whether or not the sources address those questions successfully. Students read an entire text book to find extra knowledge to help annotate the sources. They then type this up under controlled and timed conditions.</p> <p>Skills covered across topic: Sources analysis, focusing on nature, origin, purpose, reliability, utility, comparison, strength, weakness, inference and type.</p>	<p>Topic: Origins of First World War AND Peacekeeping and the LoN</p> <p>Overall aims: Students look at the alliances that were created between many countries in the run up to the First World War, as well as the naval race, arms race, troubles in Serbia and Bosnia, the Moroccan Crises and the assassination of Arch-Duke Ferdinand. Then students look at the successes and failures of the League of Nations and include the Manchuria Crisis and the Abyssinian Crisis.</p> <p>Skills covered across topic: Essay writing, source analysis, sustained and developed argument, using evidence with discrimination and assessing change and</p>	<p>Topic: Hitler's Foreign Policy and Hitler's Germany</p> <p>Overall aims: Classes look at Hitler's plans for expansion, his non-aggression pact, remilitarisation of the Rhineland, appeasement and the role of the USSR. In addition, students look at Hitler's rise to power, elimination of the opposition, propaganda, youth and women.</p> <p>Skills covered across topic: Essay writing, source analysis, sustained and developed argument, using evidence with discrimination and assessing change and cause.</p> <p>Ongoing Assessments:</p> <p>Assessment 3: Chamberlain's policy of appeasement was never going to work-do you agree with this statement?</p>	<p>Topic: Vietnam War</p> <p>1920s America</p> <p>Overall aims: Students look at what started the war, America's involvement, guerrilla tactics, search and destroy missions, the My Lai massacre, peace protests, Nixon's dilemma, the Fall of Saigon and the legacy of the conflict.</p> <hr/> <p>Students also study 1920s America, the Wall Street Crash, gangsters, the rise of consumerism, Henry Ford, the KKK and the Great Depression.</p> <p>Skills covered across topic:</p> <p>Essay writing, source analysis, sustained and developed argument, using evidence with discrimination and</p>	<p>Topic: Exam revision on all topics</p> <p>Overall aims: To repeatedly answer previous exam papers, peer assess, check mark scheme, identify weaknesses and strengths, as well as take teacher feedback.</p>	
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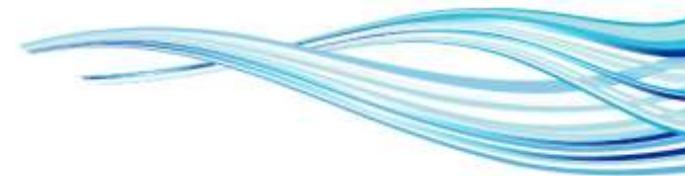
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		<p>cause.</p> <p>Assessment 1: Was the alliance system or the assassination of Franz Ferdinand the main reason for the outbreak of war?</p> <p>Assessment 2: To what extent was the LoN a failure in the 1920s?</p>	<p>Assessment 4: How successful was Hitler's control of the nation's youth?</p>	<p>assessing change and cause.</p> <p>Assessment 5: Explain the consequences of Prohibition.</p> <p>Assessment 6: Did the policy of Vietnamisation work more for the US government or the US military?</p>		
Year 13	<p>Topic: Nazi Germany – Holocaust</p> <p>Overall aims: Students learn about the exterminations of the Jews as part of the 'Final Solution.' Students look at who was responsible. Propaganda, anti-Semitism, Nazi ideology are all examined.</p> <p>Exam specification specific areas/skills: Cause, consequence, analysis, assessing, evaluation, comparison and explanation.</p>	<p>Topic: Nazi Germany – Impact of War</p> <p>Overall aims: Students look at the Nazi consolidation of power, mass indoctrination, repression, conformity, resistance and eventual collapse of the Reich.</p> <p>Exam specification specific areas/skills: Examining primary sources using NOPRU, looking at</p>	<p>Topic: Democracy to Dictatorship Revision</p> <p>Overall aims: To study the rise of Nazism after the collapse of the Weimar Republic, looking at proportional representation, Article 48, Hitler's foreign policy and the road to war after Hitler first became Chancellor of Germany and later the Führer.</p> <p>Exam specification specific areas/skills: Judging, assessing establishing significance,</p>	<p>Topic: Democracy to Dictatorship revision</p> <p>Overall aims: Further revision of the topics below using exam papers, questions from the text book and source analysis. To study the rise of Nazism after the collapse of the Weimar Republic, looking at proportional representation, Article 48, Hitler's foreign policy and the road to war after Hitler first</p>	<p>Topic: Revision and exam</p> <p>Overall aims: Students to revise the 'Final Solution', propaganda, anti-Semitism, Nazi ideology, architecture and culture, as well as Tudors – revision, Henry VII, Henry VIII, Edward VI, a mid-Tudor Crisis, Mary I and Elizabeth I.</p> <p>Exam specification specific areas/skills: consequence, analyse,</p>	



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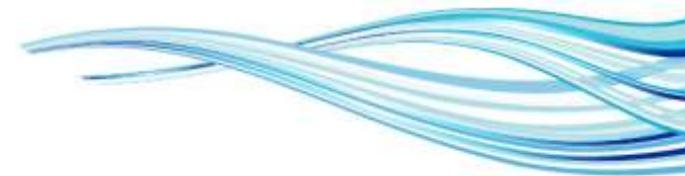
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	<p>Ongoing Assessments Assessment 1: How effective was Anti-Semitic Nazi Legislation?</p> <p>Assessment 2: Why did the allies do so little in response to the Holocaust, was it anti-Semitism or more practical problems?</p> <p>Tudors – Mary I</p> <p>Overall aims: To question whether Mary was a success of failure in her own right and whether she contributed to a mid-Tudor crisis –analysis of her ecclesiastical, social and economic reforms, links to overseas territories, her failure at Calais and her dilemma of being the ‘first’ queen regnant.</p>	<p>consequence, change and continuity and explanations of events, people and factors.</p> <p>Assessment 3: What was the impact of bombing on morale in Germany?</p> <p>Assessment 4: What effect might the rationing system have had on the German people.</p> <p>Tudors – Elizabeth I</p> <p>Overall aims: Introduction to Elizabeth and the early problems in her reign. Students will examine her relationship with Parliament, her financial policies, her religious views and how she negotiated the Settlement of 1559. Students will look at interpretations and legislation.</p>	<p>establishing consequence, analysis, assessing, comparing and explanations.</p> <p>Assessment 5: Assess the impact of the Munich Putsch on Hitler’s future political career.</p> <p>Assessment 6: To what extent did the Weimar Republic recover after 1923?</p> <p>Tudors – Elizabeth I</p> <p>Overall aims: Students will look at the suitors in Elizabeth’s life and the advantages and disadvantages of each of them. Students look at reaction to her refusal to marry, her relationship with Leicester and Essex and the concept of Gloriana. One of the biggest aspects in the rebellions against Elizabeth and the Spanish Armada war at sea.</p>	<p>became Chancellor of Germany and later the Führer.</p> <p>Exam specification specific areas/skills: Studying historiographical references, analysis, source evaluation and comparison.</p> <p>Assessment 7: To what extent did Hitler make Germany self-sufficient?</p> <p>Assessment 8: How did the Nazis change the lives of young people?</p> <p>Tudors - revision Overall aims: This term students revision all of the Tudor monarchs, and interpretations surrounding their reigns. A lot of time is spent analysing the interpretations.</p>	<p>assess, evaluate, compare and explain</p> <p>Assessment question 9: Were ordinary Germans better off under the Nazis?</p> <p>Assessment 10: Students create their own question or repeat their lowest graded question from the year.</p> <p>Exam specification specific areas/skills: Students to revise the ‘Final Solution’, propaganda, anti-Semitism, Nazi ideology, architecture and culture, as well as Tudors – revision, Henry VII, Henry VIII, Edward VI, a mid-Tudor Crisis, Mary I and Elizabeth I.</p> <p>Overall aims: Revision, practise exam papers.</p>	
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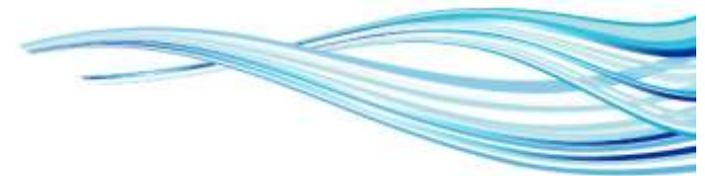


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	<p>Exam specification specific areas/skills:</p> <p>To use sources to support and challenge views and judgements about Mary, identifying axiomatic and polemic historiography against traditional, revisionist and post-revisionist interpretations.</p> <p>Assessment 1: To what extent was Mary's reign a success?</p> <p>Revision Assessment 2: How successful was Henry VII's relations with Spain, Scotland and France?</p>	<p>Exam specification specific areas/skills: As above, with interpretation skills</p> <p>Assessment 3: To what extent was the Settlement a way for Elizabeth to control England?</p> <p>Assessment 4: Elizabeth's financial policies caused distress and disaster-is this a fair statement?</p>	<p>Exam specification specific areas/skills: Interpretation skills</p> <p>Assessment 5: Elizabeth's dilemma with Leicester would have been different if genders were opposite – is this correct?</p> <p>Assessment 6: The Spanish attack on England was more about the Tudor dynasty than the problem with MQS- do you agree with this statement?</p>	<p>Exam specification specific areas/skills: As above, with interpretation skills</p> <p>Assessment 7: Analysing triple interpretations</p> <p>Assessment 8: Analysing triple interpretations</p>		
	<p>Topic: Coursework</p> <p>The Decline of Britain's Aristocracy 1790-1890</p> <p>Introductory lessons on Reform Acts, Chartism, Victorian literature and Trade Unionism. Students will spend time reading around the subject, making historiographical</p>	<p>Essay planning, writing techniques, AQA guidance on levels/grades. Students write up coursework, adding in primary and secondary sources as needed. Students look at previous years' coursework entries and</p>	<p>Continue writing up coursework, peer assessing...Students continue to read up on the subject and study independently and with peer assistance.</p> <p>Students continue to focus on key skills: cause,</p>	<p>Teacher feedback, 1-1s and further writing up of coursework, peer assessing.</p>	<p>Write 500 word critique on the sources selected, identifying their strengths and weaknesses, reliability and utility. Time spent on administration, printing off coursework, bibliographies, checking work and sending off to</p>	



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	references and categorising them for later use. Students collectively create a giant time line of the 100 years, identifying key points, changes, causes, consequences and finding primary sources.	exam board exemplar essays. Students continue to focus on key skills.	change, continuity, comparison, significance, evaluation, analyse, consequence and examination of historiographical interpretations.		AQA. Official submission	
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