

# INTENT:

Young people need a sense of history in order to understand themselves, their identity and the world around them.

Studying History at The King's allows students to explore a vast array of historical sources that will challenge, inspire and excite them. We aim to provide students with an in-depth appreciation of second order concepts, including chronology, changes and continuities, similarities and differences and causes and consequences; acknowledging how they help historians to understand and appreciate historical events throughout time.

We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunities to explore historical topics and their link to current world affairs, enabling them to fully understand the world in which they live. Students will have the opportunity to consider varying interpretations of historical events and develop their own opinions on key historical issues. In the future, a strong understanding of history will produce students who do not automatically accept a given version, but will critically analyse information given to them to produce their own well-thought out views, enabling them to be good citizens.

"A people without the knowledge of their past history, origin and culture is like a tree without routes" Marcus Garvey









Mixed Ability	Half Term points						
	1	2	3	4	5	6	
	Paper 1, Section A: Crime and Punishment	Paper 1, Section A: Crime and Punishment	Paper 1, Section A: Crime and Punishment	Paper 1, Section A: Crime and Punishment	Paper 1, Section B: The Elizabethans, 1580-1603	Paper 1, Section B: The Elizabethans, 1580-1603	
9	Learning to include:  Exploration of medieval society and its impact on crime and punishment  Exploration of types of crime and the factors which influenced crime in the medieval period  Exploration of how law and order was enforced in the medieval period  Exploration of punishments in the medieval period	Learning to include:  Exploration of early modern society and its impact on crime and punishment  Exploration of types of crime and the factors which influenced crime in the early modern period  Exploration of how law and order was enforced in the early modern period  Exploration of punishments in the early modern period  Exploration of industrial society and its impact on crime and punishment	Learning to include:  Exploration of types of crime and the factors which influenced crime in the industrial period  Exploration of changes in how law and order is enforced the industrial period  Exploration of changes in how crime is punished in the industrial period  Exploration of modern society and its impact on crime and punishment	Learning to include:  Exploration of changes in types of crime and the factors influencing crime in the modern period  Exploration of changes in how law and order is enforced in the modern period  Exploration of the changes in how crime is punished in the modern period  Paper 1, Section 8:  The Elizabethans, 1580-1603  Exploration of how the royal court functioned  Consideration of how national	Earning to include:  Exploration of the relationship between Elizabeth and her Parliaments Exploration of the Essex Rebellion and its implications Exploration of the issues Elizabeth had with religion during this period – particularly the threat from Catholicism Exploration of the role of Mary, Queen of Scots	Exploration of the reasons behind the conflict with Spain the Spain Armada and subsequent invasion attempts Exploration of the way Tudor society was ordered Exploration of Tudor family life Exploration of how poverty was perceived and tackled in the Tudor period Exploration of Elizabethan pastimes	
How will I be assessed?	10-mark question on law enforcement in the medieval period     Quizzes on work covered	10-mark question on law enforcement in the early modern period     Quizzes on work covered     18-mark question on punishment 1250-1900	9-mark question on crimes in the industrial period     Quizzes on work covered     Mini Mock Paper 1 Section A	and local government functioned in the Elizabethan period  3-mark source question on Elizabethan Parliaments Quizzes on work covered 20-mark question on Elizabeth's method of control 12-mark question on Elizabeth and religion	20-mark question on the threat posed by Catholics     3 and 5-mark source question on Elizabethan society and family life     Quizzes on work covered     'Give Me Five' on Elizabethan Parliaments	KAGAN task on Elizabethan culture     20-mark question on Elizabet and the period of crisis     Quizzes on work covered	
British Values	Rule of law and mutual respect	Rule of law and mutual respect	Rule of law and mutual respect	Democracy and tolerance	Democracy and tolerance	Democracy and tolerance	
Numeracy across the Curriculum	Bar graphs, pie charts, tables, statistics, mathematical vocabulary	Bar graphs, pie charts, tables, statistics, mathematical vocabulary	Bar graphs, pie charts, tables, statistics, mathematical vocabulary	Mathematical vocabulary	Mathematical vocabulary	Charts, statistics, percentages and mathematical vocabulary	
iteracy across he Curriculum	Inference, comprehension, skimming and scanning, summarise, compare and contrast, sequencing an argument, spelling, vocabulary	Inference, comprehension, skimming and scanning, summarise, compare and contrast, sequencing an argument, spelling, vocabulary	Inference, comprehension, skimming and scanning, summarise, compare and contrast, sequencing an argument, spelling, vocabulary	Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary	Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary	Inference, comprehension, skimming and scanning, summarise sequencing an argument, spelling vocabulary	

### Curriculum plan

		John Plan				
	Paper 1, Section B:	Paper 3, Section A:	Paper 3, Section A:	Paper 3, Section A:	Paper 3, Section A:	Paper 3, Section B:
	The Elizabethans, 1580-1603	Viking expansion, 750-1050	Viking expansion, 750-1050	Viking expansion, 750-1050	Viking expansion, 750-1050	Life in Nazi Germany, 1939-1945
10	Learning to include:  • Exploration of Elizabethan culture, including the Elizabethan theatre  • Consideration of the crime of witchcraft in the Tudor period  • Exploration of Puritan attitudes and influence  • Consideration of Tudor explorers and their relative importance	Learning to include:  Exploring who the Vikings were  Discovering their daily life and culture  Examining their seafaring and trading abilities  Considering the beliefs and rituals the Vikings had  Exploring trade and settlement in the east for the Vikings	Learning to include:  Discovering the Volga Vikings in the Arab world Examining the Volga Vikings in the Byzantine Empire Considering the Viking raids in western Europe Exploring Viking warfare used in western Europe	Learning to include:  Examining the Viking invasion of England in 865 Considering the settlements in the British Isles and France Exploring Viking life in Jorvik (York) Discovering Viking settlements across the Atlantic	Learning to include:  Exploring Harold Bluetooth Examining Svein Forkbeard Discovering Cnut the Great  Paper 3, Section B: Life in Nazi Germany, 1939-1945  BISE Bitesize  Learning to include: Exploration of the background to Hitler and the Nazi Party prior to 1933 Consideration of how Hitler came to power	Learning to include:  Exploration of how Hitler consolidated his power and became the Fuhrer  Exploration of the role of Himmler, the SS and the intelligence services  Exploration of the role of law enforcement  Consideration of the early development of concentration camps  Exploration of the use of propaganda to influence and control
How will I be assessed?	KAGAN task on Elizabethan culture     Quizzes on work covered     Mock Full Paper 1     examination	18-mark question on Viking society and whether it shows they were more than warriors     Quizzes on work covered	Quizzes on work covered     9-mark question on the Viking contact with the Arab world     Mini assessment on Viking religion	10-mark question on Viking settlement in the British Isles     Quizzes on work covered     KAGAN task on Volga Vikings     18-mark question on Viking raids in Britain	10-mark question on the impact of Harald Bluetooth on Denmark     Quizzes on work covered     Mock – Full Paper 1 and Paper 3, Section A	Two 7-mark questions on the consolidation of Nazi power Quizzes on work covered  Two 7-mark questions on the consolidation of Nazi power  Two 7-mark questions on the consolidation of Nazi power  Two 7-mark questions on the consolidation of Nazi power  Two 7-mark questions on the consolidation of Nazi power  Two 7-mark questions on the consolidation of Nazi power  Two 7-mark questions on the consolidation of Nazi power
British Values	Democracy and tolerance	Mutual respect, tolerance and individual liberty	Mutual respect, tolerance and individual liberty	Mutual respect, tolerance and individual liberty	Mutual respect, tolerance and individual liberty	Democracy, tolerance and rule of law
Numeracy across the Curriculum	Charts, statistics, percentages and mathematical vocabulary	Interpreting maps – distance, statistics, mathematical vocabulary	Interpreting maps – distance, statistics, mathematical vocabulary	Interpreting maps – distance and area, mathematical vocabulary	Interpreting maps – distance and area, statistics, mathematical vocabulary	Statistics, percentages, mathematical vacabulary
Literacy across	Inference, comprehension, skimming and scanning, summarise,	Inference, comprehension, skimming and scanning, summarise,	Inference, comprehension, skimming and scanning, summarise,	Inference, comprehension, skimming and scanning, summarise,	Inference, comprehension, skimming and scanning, summarise,	Inference, comprehension, skimming and scanning, summarise,
the Curriculum	sequencing an argument, spelling, vocabulary	sequencing an argument, spelling, vocabulary	sequencing an argument, spelling, vocabulary	sequencing an argument, spelling, vocabulary	sequencing an argument, spelling, vocabulary	sequencing an argument, spelling, vocabulary

### Curriculum plan

Comedian plan						
11	Paper 3, Section B:  Life in Nazi Germany, 1939-1945  EBLEC Ritesize  Learning to include:  Exploration of opposition to the Nazi Party including from the Churches, youth and the Left  Consideration of how workers were impacted by the regime  Consideration of how women were impacted by the regime  Consideration of how young people and education were impacted by the regime  Exploration of Nazi ideas on race and the development of Anti-Semitic legislation up to 1939	Paper 3, Section B:  Lite in Nazi Germany, 1939-1945  BIBC Bitesize  Learning to include:  Exploration of how the outbreak of war changed the economy  Exploration of the impact of total war on Germany  Exploration of Nazi rule in occupied Europe  Exploration of Nazi racial policy during the war  Consideration of opposition to the Nazis during the war	Paper 2: History Around Us, Quarry Bank Mill  Learning includes: Exploration of reasons for the location of Quarry Bank Mill, including when and why it was first created Exploration of the ways the site has changed over time and how it has been used throughout history Exploration of the diversity of the activities and people and Quarry Bank Mill Exploration of the reasons for changes to the site Exploration of significant times in the site's past	Paper 2: History Around Us, Quarry Bank Mill  Learning includes: Exploration of significant specific features at Quarry Bank Mill Exploration of the importance of the site locally and notionally Exploration of the typicality of Quarry Bank Mill Exploration of everyday life, attitudes and values at Quarry Bank Mill Exploration of physical remains, questions and reconstructions at Quarry Bank Mill Exploration of the challenges and benefits of studying a historical site  Structured revision starts	Structured revision continues	Grade range end point:
How will I be assessed?	'Give Me Five' on Himmler and the SS     18-mark question on opposition to the Nazis     Quizzes on work covered	KAGAN task on lifefor different groups in Nazi Germany     12-mark question on impact of war on Germany     Quizzes on work completed     Mock Paper 1 and 3	Two 25-mark questions on Quarry Bank Mill Quizzes on work covered	Mock on Quarry Bank Mill     Quizzes on work covered		
British Values	Democracy, tolerance and rule of law	Democracy, tolerance and rule of law	Mutual respect and individual liberty	Mutual respect and individual liberty		
Numeracy across the Curriculum	Statistics, percentages, mathematical vacabulary	Statistics, percentages, mathematical vacabulary	Statistics, interpreting maps – distance, mathematical vocabluary	Statistics, interpreting maps – distance, mathematical vocabluary		
Literacy across the Curriculum	Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary	Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary	Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary	Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary		

## Curriculum plan

	Enrichment activity
1	Interleaved, spaced, retrieval starters
2	Further, longer-form spaced retrieval practice
3	Interleaved and spaced homework
4	Language Papers constructed to complement Literature study
5	Project, portfolio of work – writing for various audiences/ text types
6	Finishing the course early enough to properly interleave revision
7	Complete a revision guide to summarise key points/ ideas
8	Extra-curricular clubs to support in this area
9	Research opportunities
10	Make use of online mediums to support knowledge (GCSE pod, Youtube, podcasts etc)
11	External visitors, productions, trips etc
12	Speaking and Listening (inc.drama) opportunities