

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

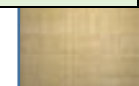




****Please click on the icons to access our online portal and other useful webpages where you can learn more about each topic****

















Mixed Ability	Half Term points					
	1	2	3	4	5	6
9	<p>Paper 1, Section A: Crime and Punishment</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • 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 	<p>Paper 1, Section A: Crime and Punishment</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • 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 	<p>Paper 1, Section A: Crime and Punishment</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • 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 in 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 	<p>Paper 1, Section A: Crime and Punishment</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • 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 <p>Paper 1, Section B: The Elizabethans, 1580-1603</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • Exploration of how the royal court functioned • Consideration of how national and local government functioned in the Elizabethan period 	<p>Paper 1, Section B: The Elizabethans, 1580-1603</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • 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 	<p>Paper 1, Section B: The Elizabethans, 1580-1603</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 10-mark question on law enforcement in the medieval period • Quizzes on work covered 	<ul style="list-style-type: none"> • 10-mark question on law enforcement in the early modern period • Quizzes on work covered • 18-mark question on punishment 1250-1900 	<ul style="list-style-type: none"> • 9-mark question on crimes in the industrial period • Quizzes on work covered • Mini Mock Paper 1 Section A 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • KAGAN task on Elizabethan culture • 20-mark question on Elizabeth 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
Literacy across the 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



[illegible]

Curriculum plan

11	<p>Paper 3, Section B: Life in Nazi Germany, 1939-1945</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • 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 	<p>Paper 3, Section B: Life in Nazi Germany, 1939-1945</p>    <p>Learning to include:</p> <ul style="list-style-type: none"> • 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 	<p>Paper 2: History Around Us, Quarry Bank Mill</p>    <p>Learning includes:</p> <ul style="list-style-type: none"> • 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 	<p>Paper 2: History Around Us, Quarry Bank Mill</p>    <p>Learning includes:</p> <ul style="list-style-type: none"> • Exploration of significant specific features at Quarry Bank Mill • Exploration of the importance of the site locally and nationally • 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 <p>Structured revision starts</p> 	<p>Structured revision continues</p> 	<p>Grade range end point:</p> <p>9-1</p>
	<p>How will I be assessed?</p> <ul style="list-style-type: none"> • 'Give Me Five' on Himmler and the SS • 18-mark question on opposition to the Nazis • Quizzes on work covered 	<ul style="list-style-type: none"> • KAGAN task on life for different groups in Nazi Germany • 12-mark question on impact of war on Germany • Quizzes on work completed • Mock Paper 1 and 3 	<ul style="list-style-type: none"> • Two 25-mark questions on Quarry Bank Mill • Quizzes on work covered 	<ul style="list-style-type: none"> • Mock on Quarry Bank Mill • Quizzes on work covered 		
	<p>British Values</p>	<p>Democracy, tolerance and rule of law</p>	<p>Democracy, tolerance and rule of law</p>	<p>Mutual respect and individual liberty</p>	<p>Mutual respect and individual liberty</p>	
	<p>Numeracy across the Curriculum</p>	<p>Statistics, percentages, mathematical vocabulary</p>	<p>Statistics, percentages, mathematical vocabulary</p>	<p>Statistics, interpreting maps – distance, mathematical vocabulary</p>	<p>Statistics, interpreting maps – distance, mathematical vocabulary</p>	
	<p>Literacy across the Curriculum</p>	<p>Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary</p>	<p>Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary</p>	<p>Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary</p>	<p>Inference, comprehension, skimming and scanning, summarise, sequencing an argument, spelling, vocabulary</p>	

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