

**Intent:**

Our intent is that pupils will be encouraged to explore a knowledge rich curriculum embedded with sources and interpretations. This will help them become analytical thinkers who have the confidence to question the world around them. Where possible, local History will help them understand their local community. Their History vocabulary will be rich, allowing them to make sense of what they hear, read and encounter in the world. As a result they can stand in any circle with confidence.

**Sequencing:**

We have ensured that the core skill of writing IDEA paragraphs (Identify, Describe, Explain, Assess) is embedded throughout the year, as this is the most skill for A level History and beyond. We have weaved the interpretation and source skills throughout the year so that we return to the skills regularly in preparation for GCSE and beyond. We are revising the content that has been taught in previous years to ensure the knowledge and skills are well embedded.

**Assessments:**

Every 3 weeks we have a mini-assessment where we use GCSE questions to assess the learning from the past 3 weeks. The mock assessments are interleaved and are exam questions from Edexcel GCSE papers.

<b><u>Term</u></b>	<b><u>Enquiry questions/content</u></b>	<b><u>Skills students need to master:</u></b>	<b><u>Framed task</u></b>
<b>Autumn 1</b>	<u>Why has crime and punishment changed?</u> > Crime and punishment in Medieval England > Crime and punishment in Early Modern England > Crime and punishment in Industrial England > Crime and punishment in Modern England >1 lesson a week is: Elizabethan England	-Identifying and describing the rate, nature and extent of changes caused. -Making judgements about the rate of change. -Adding detailed knowledge to use as examples.	Mini assessments
<b>Autumn 2</b>	<u>Why was Jack the Ripper never caught?</u> >Causes of crime >Jack the Ripper >Reasons for failed investigation >1 lesson a week is: Elizabethan England	-Identifying and describing sources. -Making an inference from a source. -Evaluating the usefulness of a source. -Making a judgement about the sources usefulness.	Mini assessment + Mocks
<b>Spring 1</b>	<u>How did Hitler come to power?</u> ≥ 1920s Germany; the problems and solutions. >Rise of Hitler to dictator. >Nazi Germany >1 lesson a week is: Crime	-Identifying and describing causation. -Ranking different causes in order of importance. -Describing a historian's interpretation. -Adding detailed own knowledge to support the historian's statement. -IDEA paragraphs.	Mini assessments
<b>Spring 2</b>	<u>How did Elizabeth overcome religious turmoil</u> >Religious problems and settlement >Catholic opposition >Puritan opposition >Foreign policy.	-Describing and explaining causation. -Ranking different causes in order of importance. -Categorising of causes and consequences into factors. - IDEA paragraphs.	Mocks