



History

	Content
Year 7 HT1	<p>Before studying any of the chronological topics students have a selection of lessons that cover some of the key historical skills. These lessons introduce the substantive key notions of chronology, cause and consequence as well as timelines and the concept of time including centuries and decades.</p> <p><u>The Romans:</u> This starts our students' journey into the study of Historical topics through a chronological approach. They look at how and when Rome was founded as a city and then how it acquired its vast empire and the skills and attributes needed to do this such as having an advanced and developed army and an exceptional system of public health. Students then look at how Britain was affected by the Roman Empire and then move even more locally to look at Boudicca and her relationship with the Romans and Roman Colchester. Students are assessed on their understanding of key words and concepts and their extended writing answer focuses on key consequences.</p>
Year 7 HT2	<p><u>The Normans and Norman Castles:</u> Students study the succession crisis of 1066 and how this led to a series of battles and how this led to the start of the Norman Dynasty. Students get to consider the selection of candidates for the throne in 1066 and make a judgement on who they think would have been the best choice. They then study England under the leadership of William the Conqueror. The focus here is looking at the problems he had and the solutions he came up with for these problems, especially the building of castles.</p>
Year 7 HT3	<p><u>The Middle Ages:</u> This term starts by continuing to look at the leadership of King William including his introduction of the Feudal System and the Domesday Book. It then moves on to a social history element where students study the lives of the people in Britain. This includes the everyday life of a peasant living in the 13th and 14th centuries and the difficulties involved in this. We then move on to look at how England was affected by the Black Death in 1348 and how the lack of medicine available then led to a series of weird and wonderful ideas about the causes and cures for this Plague. Students are introduced to 'Explain why...' GCSE style questions in the assessment for this term where they are taught to write three PEEL paragraphs in order to excel in this type of question.</p>
Year 7 HT4	<p><u>The Tudors:</u> Students begin this unit by looking at the complicated family tree of the Tudor family and then go on to look at how this led to Henry VIII's break with the Catholic Church. Many of the key substantive concepts are embedded here when we look at the topics of the Reformation and the dissolution of the monasteries. Students then look at the difficult reigns of Henry's daughters Mary I and Elizabeth I by covering the key questions of 'Did Mary I deserve her nickname of Bloody Mary?' and 'Was the Spanish Armada a success for Elizabeth or a failure for Philip and the Spanish?'</p>
Year 7 HT5	<p><u>The Stuarts:</u> This unit moves away from just focussing on the Monarchs of the time and looks at key events that happened while the Stuart dynasty were in power. Students study the Gunpowder plot and the English Civil War including the local history element of the siege of Colchester. The local History is then continued with a look at Matthew Hopkins and the witch trial in East Anglia.</p>
Year 7 HT6	<p><u>World History Project:</u> This unit is a stand alone unique unit that gives students an element of independence to shape their learning. We start the unit by introducing single lesson case studies on the History of different countries. These include the Aboriginal tribes in Australia, Native American life in the USA, The Mongolian Empire under Genghis Khan, The Aztecs and The life of Mansa Musa in Africa. After these lessons, students get to choose one topic they particularly connected with and complete a project of their choice.</p>
Year 8 HT1	<p><u>Slavery and Empire:</u> This term begins with a reintroduction of the concept of Empire and a study of how vast and diverse Africa was before the Atlantic slave trade begun. Lessons then focus on the slave trade. Students study how the slave trade begun before moving on to look at the life of the enslaved people. This includes their time during the middle passage of the trade triangle, how they were sold and their life on the plantations. It then moves through to the emancipation of slavery in the late 1800s and the positive and negative elements of this, such as the Jim Crow laws and the creation of the KKK.</p>
Year 8 HT2	<p><u>The Industrial Revolution:</u> This term usually sees the completion of the Slavery and Empire unit before moving on to looking at how Britain changed during the Industrial Revolution. This is a mini unit that focuses on changes in the population in Britain and the lives of children working in the factories in the 1700s and 1800s. Links are made in this unit to the cotton production during the slave trade and the success of the Industrial Revolution. The assessment in this unit introduces the use of sources and the skill of deciding how useful a source is for a particular enquiry.</p>



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Year 8 HT3	<u>The Causes of WW1:</u> This term we begin by looking at the main powers in Europe in 1914 and students get to compare data to make a judgement as to who they think was the strongest. This then moves them on to focus solely on the different causes of WW1 looking at Kaiser Wilhelm, the arms race and the assassination of Archduke Franz Ferdinand. After a consideration of all of the different causes, students are assessed to see which one they think is the most important cause.
Year 8 HT4	<u>War in the Trenches:</u> Students get to look at the key issues affecting the people of Britain during WW1 as well as studying what the fighting was actually like. Conditions in the trenches is a key focus in this unit as well as looking at the key focus for the people back home, especially women.
Year 8 HT5	<u>The Inter-War Years Part 1:</u> This term we look at how the war ended and the Treaty of Versailles that was signed as part of this. We focus on the different terms of this Treaty and consider what the short term and long term consequences of these terms would be.
Year 8 HT6	<u>The Inter-War Year Part 2:</u> This unit focuses on the effect of the end of the war in Germany. It studies the Rise of Hitler and the changes that he made to Germany. It ends by looking at the persecution of minority groups inflicted by Hitler and the horrors of the Holocaust
Year 9 HT1	<u>World War Two:</u> This unit starts by looking at the early days of WW2 focussing particularly on the success of Germany through the use of Blitzkrieg. Students then move on to looking at different turning points such as the Battle of Britain and the Battle of Stalingrad in Russia. We then look at the war in the East including the bombing of Pearl Harbor and the retaliatory attack by the USA on the dropping of the atomic bomb. We end by looking at the events of D'Day and the reasons for German defeat in this war.
Year 9 HT2	<u>British Social History 1920-2000:</u> This is a new unit introduced in September 2023 designed to enrich and diversify our current curriculum offer. We take a close look at groups of society and focus on their experiences of post war life and beyond. This topic includes a look at people disabled from war and their place in society once the war had ended. We look at the plight of the LGBTQ+ community and the struggles faced throughout History as well as the Gypsy, Roma and Traveller community and the key events faced in the 80 year period.
Year 9 HT3	<u>Medieval Medicine:</u> This term sees the start of a focus on GCSE History for all Year 9 students. We start by looking at the old ancient beliefs of The Four Humours and Clinical Observation that formed the core of the beliefs on medicine in the Medieval times. We then go on to focus on the key ideas regarding the causes, treatments and prevention of illness in this time period of 1250-1500.
Year 9 HT4	<u>Renaissance Medicine:</u> We continue the core focus of causes, treatment and prevention of illness, this time focussing on the time period 1500-1700. We revisit the concept of Reformation here and focus on the impact that this had on medicine and then we start to look at how medicine progressed.
Year 9 HT5	<u>Industrial Medicine:</u> This term the focus again will be the causes, treatments and prevention of illnesses. This unit focuses on some of the major developments such as the invention of vaccinations, the discovery of germs and the major improvements in surgery of anaesthetics and antiseptics. Assessments focus on different GCSE questions featured on the Edexcel paper 1 on Medicine Through Time.
Year 9 HT6	<u>Modern Medicine:</u> Causes, treatment and prevention of illness is again a focus, this time looking at medicine from 1900 to the present day. This unit therefore focuses on the improvements in medicine in hospitals, the introduction of the NHS, the discovery of DNA and the rise in genetic medicine. There is also a focus on lifestyle choices and how they can affect people's health and a case study looking at lung cancer and the different treatments available for this.