

Year 7: During primary school, students have missed a variety of learning experiences such as topic work, which helps them to gain a sense of time. This will be caught up by beginning and ending the Autumn term with chronological depth studies with various opportunities to develop second order concept skills. The chronological depth studies will allow them to utilise knowledge they already have, but to extend it, and to set it into context. Year 7s will develop their second order concept skills through assessment tasks. Students will be encouraged to actively participate in lessons sharing their opinions, to develop their confidence. Their gaps in cultural capital will be addressed through the Humanities in the news board and on the share point. This catch up will last the duration of the Autumn term and will be assessed and monitored at the end of each term.

Changes 2020 in red

Year 7 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
<p>Local History Study- How has Halstead changed and why? This is an opportunity to implement/consolidate chronological understanding.</p> <p>The background to the Battle of Hastings.</p> <p>The Battle of Hastings and its impact.</p> <p>History Around Us- The Tower of London</p>	<p>What was Medieval Halstead like? SKILLS- Chronology, change and continuity, diversity</p> <p>What was it like to live in Halstead during the Early Modern era? SKILLS- Chronology, change and continuity, diversity</p> <p>How did living conditions change in Halstead in the Industrial period? SKILLS- Chronology, change and continuity, diversity</p>	<p>They have gained a concept of time and place, they can articulate how and why change occurs.</p> <p>They can make inferences from sources.</p> <p>They can communication cause and effect.</p> <p>They can analyse events and form judgements.</p> <p>They can evaluate the diverse nature of the impact of the conquest.</p> <p>They can make judgements concerning significance of events, people and changes.</p>	<p>BBC The Normans series</p> <p>The story of 1066-Dan Snow</p> <p>The Norman Invasion- https://www.youtube.com/watch?v=3_sCOVe1r_g</p> <p>Netflix- The secrets of the Tower of London</p> <p>The Anarchy- https://www.youtube.com/watch?v=D45lwpaPSAw</p> <p>Secrets of the Tower of London documentary- https://www.youtube.com/watch?v=6myfOHHnTos</p> <p>Marc Morris- Castles (book)</p>

<p>The Anarchy and medieval warfare.</p>	<p>How did the World Wars impact Halstead? SKILLS- Chronology, change and continuity, diversity Assessment How and why has Halstead changed from 1065-today? SKILLS- Chronology, change and continuity, diversity What was it like in Anglo-Saxon England? SKILLS- Causation, Similarity and difference Who were the contenders to the throne? SKILLS- Diversity, significance Battle of Stamford Bridge Skills- cause and effect Battle of Hastings 1 Skills- cause and effect Battle of Hastings 2 Skills- significance How did Harold die- Skills- interpretation focus, using evidence Roadmap from 1066 to coronation Skills- significance</p>	<p>There is an understanding that pupils will have had differing experiences of studying History and some schools may not have had the same amount of time to allocate to the subject. Schools will also have chosen different aspects of history to examine.</p>	<p>Halstead Heritage Museum, The Queen's Hall- Trips to the museum will not be possible in the Autumn term but pupils may choose to visit later in the year</p> <p>Horrible Histories- The Stormin' Normans, Measly Middle Ages</p>
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	<p>Harrying of the North- Skills- interpretation focus, using evidence</p> <p>Motte and Bailey castle Skills- cause and effect</p> <p>History Around Us- The Tower of London- location Skills- causation, significance</p> <p>Tower of London- role in history Skills- chronology, change and continuity</p> <p>Tower of London- skill-change</p> <p>Representations of the Tower of London Skills- using evidence, interpretations</p> <p>Domesday Book- Skills- cause and effect</p> <p>Feudal system Skills- cause and effect</p> <p>Assessment- Write and clear and organised summary which analyses the methods used by William during the Norman Conquest.</p>		
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	<p>Change and continuity Anglo-Saxon to Anglo-Norman Matilda: England's forgotten queen Skills- skills cause and effect</p> <p>Lessons based on London through time will be introduced as another recap re chronology. Our focus will be developing chronology and on beginning to use second order concept language.</p>		
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Year 8: During year 7 students have missed the study of the Black Death, the Peasants' Revolt and the Tudors, although some students will have completed work during lockdown on the Tudors. This has meant that they have lacked the opportunity to gain knowledge and understanding of some curriculum areas. As they move into year 8 they will begin by examining the Gunpowder plot, which will give us an opportunity to examine the Reformation and the impact this had on British history. They will also study the Great Plague, and this will be directly compared to the Black Death. Students will be working on this catch up throughout the Autumn Term, and will be assessed with low stakes testing, such as quizzes, and assessment tasks.

Changes in red

Year 8 Autumn Term

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
<p>The Gunpowder Plot examining the links to the Reformation</p> <p>The English Civil War examining the links to the Reformation</p> <p>Life during the Interregnum</p> <p>Breadth study of migration</p>	<p>Gunpowder plot- cause and effect</p> <p>Why is it connected to religion? Were the Catholics framed? Source evaluation</p> <p>Long term causes of civil war- causation</p> <p>Short term cause of civil war</p> <p>Assessment- How far do you agree that belief in Divine Right was the main reason for the English Civil War?</p> <p>Fighting in civil war- diversity</p> <p>Battle of Naseby- cause and effect, significance</p> <p>The siege of Colchester- significance, local History</p> <p>Why Charles was executed? causation</p> <p>What should happen after the execution? diversity</p>	<p>They have gained a concept of time and place, they can articulate how and why change occurs.</p> <p>They can make inferences from sources.</p> <p>They can communication cause and effect.</p> <p>They can analyse events and form judgements.</p> <p>They can evaluate the diverse nature of the impact of The English Civil War, Plague</p> <p>They can make judgements concerning significance of events, people and changes.</p> <p>They can recognise change and continuity across time</p> <p>Pupils may not be as sophisticated in terms of how they deploy their second order concepts therefore there will be lots of modelling to help them to bridge the gap.</p>	<p>To Kill a King- Film</p> <p>Cromwell- Film</p> <p>The Gunpowder Plot: Exploding the Legend- Richard Hammond Documentary</p> <p>Nick Knowles- Meet the Plotters- documentary</p> <p>Horrible Histories- Slimy Stuarts- book</p> <p>The Great Plague documentary- https://www.youtube.com/watch?v=HPe6BgzHWY0</p> <p>Samuel Pepys' diary</p> <p>Daniel Defoe- Journal of a plague year</p>

	<p>Cromwell hero or villain? Judgement, evaluation, significance</p> <p>The restoration of Charles II- cause and effect, significance</p> <p>The causes of the Great Plague</p> <p>Responses to the Great Plague- diversity, causation</p> <p>Comparison of Black Death and Great Plague- change and continuity This will be new knowledge to this year group.</p> <p>The great fire of London- cause and effect, significance</p> <p>Migration depth period- Medieval</p> <p>Early Modern, Industrial, Modern. change and continuity</p>		
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Year 9: During Year 8 pupils missed the study of the British Empire and the Industrial Revolution. Although some students will have completed work during lockdown on these areas. This has meant that they have lacked the opportunity to gain knowledge and understanding of some curriculum areas. As they

move into year 9 they will begin by examining imperialism and the industrialisation of war in relation to the causes of WW1. Students will be working on this catch up throughout the Autumn Term, and will be assessed with low stakes testing, such as quizzes, and assessment tasks.

Year 9 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
WW1 The Suffragettes The immediate consequences of WW1	MAIN causes/ long term causes of WW1 recapping imperialism, industrialisation short term cause- assassination Assessment- Write and clear and organised summary which analyses the causes of WW1. Why stalemate Fighting in trenches- weapons, reference to the role soldiers from the empire played Battle of Somme Trench life Conscientious Objectors Home front/ propaganda posters Why opposition to women voting The campaigns of the Suffragettes Assessment- How useful are sources A and B and interpretation C for a	They've gained a concept of time and place, they can articulate how and why change occurs. They can make inferences from sources. They can communication cause and effect. They can analyse events and form judgements. They can evaluate the diverse nature of the impact of They can make judgements concerning significance of events, people and changes. They can recognise change and continuity across time Pupils may not be as sophisticated in terms of how they deploy their second order concepts therefore there will be lots of modelling to help them to bridge the gap.	Films 1917 My Boy Jack All quiet on the Western Front Gallipoli BBC Teach The Suffragette From defeat to victory They shall not grow old Sarajevo Testament of youth

	<p>historian studying attitudes towards women and the vote? In your answer, refer to the two sources and interpretation as well as your own knowledge.</p> <p>Emily Davison Treaty of Versailles Rise of dictatorships</p>		
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Year 10: During year 9, students missed the study of WW2 and the Cold War. Whilst very high-quality work was completed during lockdown they may have missed the opportunity to develop knowledge of how the war played out for Germany which is needed in Year 11 Living Under Nazi Rule unit. This will be addressed in Year 11. Subject specific vocabulary will be another focus for the whole of the Autumn term, to ensure that students are aware of the need to use subject specific terms consistently and appropriately. There will be a focus on developing second order concept skills and this will be done through the use of modelling. Students will be working on this catch up throughout the Autumn Term, and will be assessed with low stakes testing, such as quizzes, and assessment tasks.

Year 10 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
The People's Health 1250-today	The unit covers 4 time period- Medieval, Early Modern, Industrial and Modern. Within each time	Pupils will be able to draw comparisons between time periods, recognise diversity and be able to comment on	Filthy Cities Plague Documentary The Forgotten Fallen Wellcome Trust resources/website

	<p>period pupils will look at living conditions. Epidemics and developments in/threats to the health of the people. Developing/extending the skills of analysis, explanation, chronology, significance, change and continuity, cause and effect, recognising diversity.</p>	<p>significance of events/people. Pupils will be shown a wide range of model answers to help them to recognise and effectively deploy second order concepts.</p>	BBC Bitesize

Year 11

Year 11 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
Chapter 3, 4 and 5 Making of America	American Civil War- causes and Reconstruction Life and conflict on the Plains America 1877-1900	Pupils will be able to draw comparisons between time periods, recognise diversity and be able to comment on	Into the West Ray Mears How the West was won Glory Harriet 12 Years a slave

Reviewing The People's
Health and the Norman
Conquest

Developing/extending the
skills of analysis,
explanation, chronology,
significance, change and
continuity, cause and effect,
recognising diversity.

Work covered at home will be
revisited in the Autumn term.

significance of
events/people.

The course will be narrower in
2020 as we do not have to
teach the Nazi Unit. Therefore
we will regularly be revisiting
the units from Year 10.