



Enrichment and Personal Development		Links to Careers in History	
Year 7	<ul style="list-style-type: none"> Encourage pupils to visit historical sites as part of Castles Project. Many use photos of visits. Visit to Warwick Castle for 90 pupils. Pupils are exposed to the wider cultural developments of the Renaissance during a study of Tudor England. Explore relationships and the positive impact that healthy relationships can have. 	Year 7	<ul style="list-style-type: none"> Castles project is an introduction to concepts of research
Year 8	<ul style="list-style-type: none"> 60 pupils are offered the chance to have a guided artefact session and tour of the International Slavery Museum in Liverpool. Pupils learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others through the study of the Slave Trade and its impact on modern day Britain. 	Year 8	<ul style="list-style-type: none"> Careers links in museums and heritage through study of the Slave Trade and visits to Liverpool International Slavery Museum. Further links to the public sector jobs eg law, civil servant, policy officer and social worker.
Year 9	<ul style="list-style-type: none"> 90 pupils participate in a four day guided tour of the Battlefields of World War I in Belgium and France. Strong local history links are developed through family links to the Chorley Pals. Pupils learn how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability has caused damage through the study of Nazi Germany. 	Year 9	<ul style="list-style-type: none"> Careers links to museums, tour guides, archivists and military history. Links to careers in investment management through learning about the Wall Street Crash and Economic Depression from 1929 further links to Human Resources, technology, IT and marketing.
Year 10	<ul style="list-style-type: none"> 50 pupils are offered the chance to participate in a four day guided historical tour of Berlin. This includes a visit to Sachsenhausen Concentration Camp. Pupils learn how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability has caused damage through the study of Nazi Germany. Pupils investigate other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom. 	Year 10	<ul style="list-style-type: none"> Pupils will gain skills linked to careers in law eg barrister, magistrate and solicitor. Further links to careers in politics through the study of different government structures.
Year 11	<ul style="list-style-type: none"> Pupils explore the cultural history of England through a depth study of Elizabeth I's England, eg Shakespeare and the Tudor Theatre. Pupils know and understand about the rise in diseases such as obesity and the pressure this puts on health care. Pupils also look at early vaccination programmes and how this has developed in modern day Britain. 	Year 11	<ul style="list-style-type: none"> Pupils will leave GCSE History with a range of transferable skills that are highly regarded by colleges, universities and employers, eg analysis of complex documents and statistics, the ability to present both sides of an argument coherently and being able to present clear conclusions based on evidence.



Key areas of focus in this unit of work



Subject specific knowledge



Assessment (including both formative and summative)



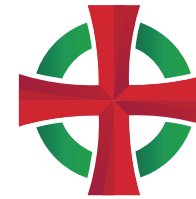
Progression of learning

KS2 Transferable Skills

- Knowledge of chronology.
- Note connections, contrasts and trends over time.
- The accurate use of historical terms.
- Address and devise historically valid questions about change, cause, similarity, difference and significance.
- Source analysis.

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Year 7 Curriculum Journey



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CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>How do historians use chronology and sources to understand and explain the past?</p> <p>What did the Romans do for us? Why did William win the Battle of Hastings?</p>	<p>What was life like in England during the Middle Ages?</p> <p>What caused the Black Death and what consequences did it have for England?</p> <p>Why was Islamic medicine more advanced in the Middle Ages?</p>	<p>Why were castles built and how did they develop in the Middle Ages in England?</p>	<p>How did Religion change under the Tudors and what consequences did this have for people in England?</p> <p>How did Elizabeth I overcome her problems?</p>	<p>What caused the English Civil War and why did parliament win?</p>	<p>What were the consequences of the English Civil War?</p> <p>How did life change in England after the restoration of the monarchy?</p>
<p>Chronology. Pupils explore in depth the reasons behind the Norman Invasion in 1066 and why William triumphed.</p>	<p>Feudal system, Domesday Book, doom paintings, medieval Church, monasteries, public health, bubonic and pneumonic plague, Peasants' Revolt 1381, Islamic societies.</p>	<p>Strategic reasons for early Norman castle building. Motte and Bailey, concentric, sieges.</p>	<p>Tudors, Henry VIII, Reformation, Dissolution of the Monasteries, religious upheaval under Edward VI and Mary I, Elizabeth I and religious Settlement, Church of England, Renaissance, Golden Age, Armada, exploration.</p>	<p>Stuarts, James I, Divine Right of Kings, Charles I, Parliament, causes of conflict, New Model Army, Naseby.</p>	<p>Trial and execution of Charles I and significance. Cromwell and Republic. Drogheda and Ireland. Restoration, Charles II, plague and fire, beginnings of scientific development.</p>
<p>Formative: Explain two detailed and developed points with supporting evidence.</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Formative: State a point, provide/examples to explain the key events, effects and importance.</p> <p>Summative: By the end of the topic pupils should understand key sources analysis skills. Including; why a source is useful, how to support a source with contextual (your own) knowledge, understand what the provenance is and why it is important (who, what, where, when, why).</p>	<p>Formative: Using a source. Including; why a source is useful, how to support a source with contextual (your own) knowledge, understand what the provenance is and why it is important (who, what, where, when, why).</p> <p>Summative: To understand how to make notes effectively using academic books and websites.</p>	<p>Formative: State a point, provide/examples to explain the key events, effects and importance.</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Formative: Using a source. Including; why a source is useful, how to support a source with contextual (your own) knowledge, understand what the provenance is and why it is important (who, what, where, when, why).</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Pupils are asked to reflect on progress in ten assessed pieces of work and review where they are by end Year 7.</p>
<p>Basic key history skills of chronology and essay writing are established that will be developed further Year 8-11.</p>	<p>Basic key history skills of utility and source exams are established that will be developed further Year 8-11. Concepts of monasteries, public health, Islamic societies and epidemics will be explored further in Year 7 and then Year 10.</p>	<p>Basic key history skills of research, project construction and arguing both sides of an argument before forming a conclusion, that will be developed further Year 8-11. Provides conceptual foundation to Welsh history at start of Year 8 (Edward I).</p>	<p>Basic key history skills of essay writing and dealing with several factors are established, that will be developed further Year 8-11. Provides conceptual foundation to Year 11 depth study of Elizabethan England and also important aspects of Year 10 Medicine course.</p>	<p>Basic key history skills of utility and source exams are further developed from Term 1 and will be developed further Year 8-11. Concepts of causes of conflict will be re-visited in Year 9 and 10 (origins of WW1).</p>	<p>By the end of Year 7 pupils have understood and used key historical skills and terms. Preparing for the challenges and new skills in Year 8.</p>



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Year 8 Curriculum Journey



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CATHOLIC HIGH SCHOOL



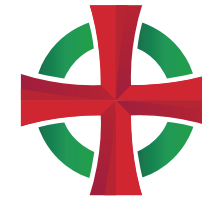
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>How did the United Kingdom form and what consequences has this had for the people of the British Isles?</p> <p>How did the British Empire develop and what are the legacies of colonialism?</p>	<p>How did the United Kingdom form and what consequences has this had for the people of the British Isles?</p> <p>How has the Atlantic Slave Trade affected the lives of black people in America?</p>	<p>How has the Atlantic Slave Trade affected the lives of black people in America?</p> <p>How has crime and punishment developed since the Saxons?</p>	<p>How has crime and punishment developed since the Saxons?</p> <p>Why did the police fail to catch Jack the Ripper?</p>	<p>Why did the police fail to catch Jack the Ripper?</p> <p>How did the Industrial Revolution impact on Britain?</p>	<p>How did the Industrial Revolution impact on Britain?</p> <p>How did health and medicine improve during the Victorian period?</p>
<p>Edward I and attempts to conquer Wales and Scotland.</p> <p>Ireland: Plantation, Famine, Partition and Troubles.</p> <p>Beginnings of Empire, Tudor exploration, Trafalgar and Waterloo.</p>	<p>Colonisation and rebellion: India.</p> <p>Africa: Scramble and Boer War.</p> <p>End of Empire: legacy and evaluation.</p> <p>Trade Triangle, Middle Passage, Plantations, Civil War, Abolition, Civil Rights, Rodney King, Floyd, BLM, Trump.</p>	<p>Pupils employ key knowledge from HT 2 to complete project (designing museum exhibition on black American history).</p> <p>Definitions of crime and punishment. Saxon, Medieval, Tudor, Stuart, 1700s.</p>	<p>Development of police, detectives, punishment and prison in Victorian era.</p> <p>Case study of urban crime and punishment 1800s. Evaluation of police methods to catch Ripper and evaluation of reasons for failure.</p>	<p>Pupils employ key knowledge from HT 4 to plan and execute formal essay.</p> <p>Industrialisation, population growth, factory system, living and working conditions, transport, railways and Cholera.</p>	<p>Inventions and technology: Stephenson, Faraday, Brunel etc.</p> <p>How the 1800s became a revolution in medicine and public health: Jenner, Lister, Simpson, Bazalgette, sewers, vaccinations.</p>
<p>Formative: Using a source. Including; why a source is useful, how to support a source with contextual (your own) knowledge, understand what the provenance is and why it is important (who, what, where, when, why).</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Formative: State a point, provide/examples to explain the key events, effects and importance.</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Formative: Using a visual source. Including; why a source is useful, how to support a source with contextual (your own) knowledge, understand what the provenance is and why it is important (who, what, where, when, why).</p> <p>Summative: To understand how to make notes effectively using academic books and websites.</p>	<p>Formative: State a point, provide/examples to explain the key events, effects and importance.</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Formative: Perfect paragraph to develop introduction technique. This allows pupils to understand the structure of forming an argument.</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Pupils are asked to reflect on progress in ten assessed pieces of work and review where they are by end Year 8.</p>
<p>Year 7 utility and evaluation skills are further developed.</p>	<p>Year 7 explanation and judgement skills are further developed.</p>	<p>Pupils build on Year 7 research and project skills by completing black history project. This links to the Year 9 project.</p>	<p>Year 7 exam skills further developed. Comparing skill introduced and will be important in Years 10 and 11.</p>	<p>Year 7 formal essay skills further developed and links to Year 9 essay exam.</p>	<p>Important concepts on medicine and public health established to support Year 10 and 11.</p>

Year
9



History Department

Year 9 Curriculum Journey



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CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduction to the Twentieth Century.</p> <p>What caused World War I?</p> <p>What was WWI like and how did it end?</p>	<p>What was WWI like and how did it end?</p> <p>What caused World War II?</p> <p>Why did Hitler lose WW2?</p>	<p>Why did Hitler lose WW2?</p> <p>How did the Nazis take over Germany?</p> <p>How did life change for Germans under the Nazis?</p>	<p>How did life change for Germans under the Nazis?</p> <p>How did the Nazis persecute Jews in Germany 1933-39?</p> <p>What was the Holocaust and what were its effects?</p>	<p>What was the Holocaust and what were its effects?</p> <p>What were the key events in 20th century America?</p>	<p>What were the key events in 20th century America?</p> <p>What were the biggest changes in the 20th century?</p>
<ul style="list-style-type: none"> Brief introduction to selected chronological events of 20th Century. Causes of conflict in 1914: imperialism, nationalism, individuals, alliances, assassination. Failure of German war plans and reasons behind trench warfare. 	<ul style="list-style-type: none"> Key features of life and war in the trenches: Somme, weapons, technology, life, poetry, art, shot at dawn, Chorley Pals. Why war ended: revolution, America, 100 Days, Armistice. 1919-30s and key international events: Versailles, Hitler, Appeasement, Munich. WW2: blitzkrieg, Dunkirk, Battle of Britain. 	<ul style="list-style-type: none"> Evaluation of turning points: Stalingrad, D Day, Pearl Harbor, Atomic Bombs. Germany 1918-29: defeat, Weimar, Golden Age of culture, Depression. Rise of Nazis 1919-29 and then take over 1929-34. Elections, propaganda, dictatorship. Concentration camps, Youth, women, police state. 	<ul style="list-style-type: none"> Pupils employ key knowledge from HT 3 to complete project (diary of teenage Berliner 1933-45). Anti-Semitism, racism, persecution, Nuremberg Laws, Kristallnacht. Definitions of genocide and Holocaust. Ghettos and Einstazgruppen, Auschwitz, liberation and survivors. 	<ul style="list-style-type: none"> Pupils complete Holocaust exam after revising HT 4. USA: overview, 1920s, women, changes, race, Wall St Crash, Depression, Space Race, nuclear arms race, Cuba Missile Crisis. 	<ul style="list-style-type: none"> Assassination of JFK. Moon landings. Vietnam: why were American troops sent, what tactics they use and why they failed to win. Role of media, protest and link to cultural changes in 1960s and 70s. How did the Cold War end. 9/11 and challenges to American supremacy (China).
<p>Formative: Perfect paragraph to develop skills on how to conclude an essay. This allows pupils to understand the structure of forming an argument.</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Formative: Using a source. Including; why a source is useful, how to support a source with contextual (your own) knowledge, understand what the provenance is and why it is important (who, what, where, when, why).</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Formative: Explain two detailed and developed points with supporting evidence.</p> <p>Summative: To explain more than one side of an argument and reach a decision on the most important /significant event.</p>	<p>Formative: State a point, provide/examples to explain the key events, effects and importance.</p> <p>Summative: To understand how to make notes effectively using academic books and websites.</p>	<p>Formative: Analyse a secondary source to compare and explain differences and make a decision on the more convincing.</p> <p>Summative: Analyse a secondary source to compare and explain differences and make a decision on the more convincing.</p>	<p>Pupils are asked to reflect on progress in ten assessed pieces of work and review where they are by end Year 9.</p>
<p>Year 7 and 8 essay writing skills are further developed.</p> <p>Important concepts for Year 10 Conflict course introduced.</p>	<p>Year 7 and 8 utility and source skills further developed.</p> <p>Important skills and concepts for GCSE developed with a particular focus on parliamentary changes and attitudes.</p>	<p>Year 7 and 8 utility and source skills further developed.</p> <p>Important skills and concepts for GCSE developed. Concepts also allow pupils to understand societal change over time.</p>	<p>Year 7 and 8 project and research skills built on.</p> <p>City of Berlin introduced: 50 pupils will be offered chance to visit for a historical tour in Year 10.</p>	<p>Key GCSE concept of Interpretations introduced and practiced. A high level skill which will prepare them for GCSE and also equips pupils to draw informed conclusions when presented with a range of information.</p>	<p>By the end of KS3 History, pupils have learned a key framework of knowledge and skills to equip them for success at GCSE level.</p>

Year
10



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Year 10 Curriculum Journey



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CATHOLIC HIGH SCHOOL



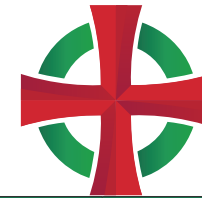
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AQA GCSE Paper 1: Conflict and Tension, 1894-1918	AQA GCSE Paper 1: Conflict and Tension, 1894-1918	AQA GCSE Paper 1 Germany 1890-1945 Democracy and Dictatorship	AQA GCSE Paper 1 Germany 1890-1945 Democracy and Dictatorship	AQA GCSE Paper 1 Germany 1890-1945 Democracy and Dictatorship AQA GCSE Paper 2 Britain: Health and the people, c1000 to the present day	AQA GCSE Paper 2 Britain: Health and the people, c1000 to the present day
Pupils will investigate the causes of the First World War breaking out and they will provide evidence and evaluate the main cause. They will learn about the key battles of the First World War looking at the Western Front in particular and how a new war front was attempted to break the stalemate.	Pupils will gain an understanding of how trench warfare developed and how technology on the Western Front advanced. They will explore how WWI came to an end making a judgement about the key reason.	Pupils will investigate the key events in German history and their consequence on its people 1890-1945. The first part of the course will explore how Germany was run under Kaiser Wilhelm II pre 1914 and make a judgment about the strengths and weaknesses of Weimar democracy post 1918.	Pupils will gain an understanding of the rise of the Nazis and fascism in Germany. They will then explore how life changed under the Nazis with a particular focus on social groups such as, the youth, women, Jews and religious organisations.	Pupils will complete their study of German history and complete the third practice exam. Pupils will begin to investigate how medicine, surgery and public health developed over time starting with the Middle Ages.	Pupils will have assessed why medicine was seen to 'stand still' in the Middle Ages and the influence key factors had. Pupils will begin to explore how the Renaissance was a turning point for medical progress and why it was seen as the 'beginning of change'.
A formal 1 hour exam which includes key exam skills will be completed. Source analysis, utility, write an account, evaluation. GCSE exam questions will be set weekly or fortnightly for HW.	A formal 1 hour exam which includes key exam skills will be completed. Source analysis, utility, write an account, evaluation. GCSE exam questions will be set weekly or fortnightly for HW.	A formal 1 hour exam which includes key exam skills will be completed. Interpretations of secondary sources, describe, explain and evaluation. GCSE exam questions will be set weekly or fortnightly for HW.	A formal 1 hour exam which includes key exam skills will be completed. Interpretations of secondary sources, describe, explain and evaluation. GCSE exam questions will be set weekly or fortnightly for HW.	A formal 1 hour exam which includes key exam skills will be completed. Source utility, significance, comparison and evaluation. GCSE exam questions will be set weekly or fortnightly for HW.	A formal 1 hour exam which includes key exam skills will be completed. Source utility, significance, comparison and evaluation. Year 10 Mock exam: a full paper 1 will be completed (one hour on WW1 and one hour on Germany). GCSE exam questions will be set weekly or fortnightly for HW.
They will have gained a key understanding of causation and will be able to make sustained judgements. This will support them at GCSE level but also further study at A Level.	Pupils will embed key knowledge and practice exams skills and techniques as they progress through the course. Pupils will be able to assess and evaluate how movement was created after a prolonged period of stalemate. Factors that cause change will be readdressed throughout the medicine course in Year 11.	Pupils will embed key knowledge and practice exams skills and techniques as they progress through the course. Pupils will be able to understand the significance of government reforms and assess the consequences of continuity and change. Looking at societal changes will help pupils during Personal Development days. Giving a broader understanding of social developments.	Pupils will be able to make a sustained judgment on how Hitler and the Nazis secured power in Germany. They will be able to evaluate how the lives of Germans changed under Nazi rule. Using evidence to make judgements prepares pupils for the demands of post-16 education.	Pupils will embed key knowledge and practice exams skills and techniques as they progress through the course. Pupils will understand change over time and will be able to assess the significance of key factors in order to make a judgment. Key concepts from this section will be readdressed throughout the Elizabeth course in Year 11.	Pupils will reflect on their progress by end of Year 10 and set improvement targets for Year 11. Pupils will begin to take ownership of their own learning which will prepare them for the demand of Year 11. They will be able to structure and devise their own revision plans.





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Year 11 Curriculum Journey



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CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
AQA GCSE Paper 2 Britain: Health and the people, c1000 to the present day	AQA GCSE Paper 2 Britain: Health and the people, c1000 to the present day AQA GCSE Paper 2: Elizabethan England	AQA GCSE Paper 2: Elizabethan England	AQA GCSE Paper 2: Elizabethan England Revision	Revision and exam period
Pupils will investigate how medicine, surgery and public health developed over time. Pupils will explore how medicine developed rapidly with the introduction of new scientific methods and technology in the 18th and 19th centuries.	Pupils will investigate how medicine, surgery and public health developed in the modern day. They will investigate how new diseases are resistant to medicine and how our lifestyles are putting a strain on the National Health Service. Pupils will then begin to look at how Elizabeth I ruled England and how she tried to overcome a range of threats and challenges to her power.	Pupils will look at Elizabeth I, including key people within her court and parliament. Pupils will explore what it was like to live in Elizabethan England. Pupils will assess whether Elizabeth's greatest troubles came from home or abroad.	Pupils will finish the Elizabeth course by completing a case study on one aspect of Elizabethan England (Historic Environment). They will use a range of sources and resources to investigate what had the greatest impact/significance. Pupils will begin to revise for their GCSE exams.	A thorough in-class revision programme will be supplemented by after school, lunch and Easter revision.
A formal 1 hour exam which includes key exam skills will be completed. Source utility, significance, comparison and evaluation. GCSE exam questions will be set weekly or fortnightly for HW.	A formal 1 hour exam which includes key exam skills will be completed. Interpretation of a secondary source, explain, write an account. Year 11 Mock exam: a full paper 1 will be completed (one hour on WW1 and one hour on Germany). GCSE exam questions will be set weekly or fortnightly for HW.	A formal 1 hour exam which includes key exam skills will be completed. Interpretation of a secondary source, explain, write an account. GCSE exam questions will be set weekly or fortnightly for HW.	Pupils will complete their third Elizabeth exam – focus on Historic Environment which will evaluate the impact or significance of a place Further additional practice exams will be sat as time allows. GCSE exam questions will be set for HW where appropriate.	Further additional practice exams will be sat as time allows.
They will be able to apply knowledge of the development of medicine to assess how and why things developed. Skills taught through this course will prepare them for A-Level and the demand of writing at a higher level for example developing evaluation skills.	The Year 11 mock exam will further embed key knowledge and exams skills from Year 10. Pupils will be able to understand how changes over time have impacted the modern day and they will be able to make a judgement about why this has happened. Skills taught through this course will prepare them for A-Level and the demand of writing at a higher level.	Pupils will embed key knowledge and practice exams skills and techniques as they progress through the course. Pupils will assess the significance of events, change and continuity and evaluate the impact of people, events and places. Skills taught through this course will prepare them for A-Level and the demand of writing at a higher level.	Pupils will embed key knowledge and practice exams skills and techniques as they progress through the course. They will understand how to approach the Historic Environment question and evaluate the significance of a historic place. This section will allow pupils to work independently, preparing them for the demands of Further Education.	Pupils will learn how to plan their time and organise their own learning which will prepare them for Post-16 study and work.

