

<b>Subject</b>	History
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	<b>Power and Protest (Crown, Parliament and British people)</b> <b>How has our democracy developed?</b>

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- Comparison of royal visits
- A typical Tudor Royal progress
- The progress of 1575 to Worcester and Kenilworth.
- Role of monarchy then and now.
- Visit to Kenilworth Castle
- England in 1066
- Contenders for throne
- Invasions and battles
- Battle of Hastings
- Conquest & settling

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Use and compare a variety of sources and interpretations as evidence (AO3)
- Evaluation of sources as evidence for usefulness (AO3)
- Selection and use of knowledge of Kenilworth, 1575 (AO1)
- Compare the events and purpose of visits to Kenilworth and Worcester (AO1&2)
- Written report about ways Harold died, at Hastings, 1066 (AO1)

**Formative Assessment/key piece of work prior to end of unit:**

There are three assessed pieces. The first follows up the work done on site at Kenilworth about the visit of Elizabeth, 1575

The second is a written report comparing the visits to Worcester and Kenilworth in the same summer of 1575.

The third is a written task based on evidence about the death of Harold Godwinson in 1066 at Hastings.

Pupils will receive written feedback after drafting their explanation so they can improve the quality of their writing. The criteria is published and shared to help all pupils to produce excellent history. An overall final standard is then given when finished

**Summative Assessment**

Each task is given a summative grade – excellent or not. Pupils will be shown the criteria again for each task to make them aware of what is needed to be excellent. Work that is not excellent will be deemed good or developing. This attainment is recorded in an overview in their folders.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Goodrich castle and Medieval Worcester links can be explored to develop knowledge and understanding of 1575. The Norman conquest will also draw on the visit to Goodrich with the need for castles and keeps especially in the 11<sup>th</sup> century. Pupil’s knowledge and understanding of sources and interpretations can be built on again with the investigation of Harold’s death.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

- Key word lists
- Study guide, Kenilworth
- Drafting written reports
- Pupil checking and correction of spelling
- Literacy mats

**Link forward: where next for the learning?**

The theme for the year is power and protest – how our society has become a democracy and how equality has developed. This theme is investigated from 1066 to women gaining the vote in 1918 and then 1928. Enquiries into the power of Medieval kings, growth of Parliament and civil war follow. The final study will examine the rise of protest in the 19<sup>th</sup> and 20<sup>th</sup> centuries with groups like the Chartists and Suffragettes.

<b>Subject</b>	History
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<b>Module</b>	<b>Power and Protest (Crown, Parliament and British people)</b> <b>How has our democracy developed?</b>

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- England in 1066
- Contenders for throne
- Invasions and battles
- Battle of Hastings
- Conquest & settling
- Medieval kings – John & Henry II
- Problems of control and ruling

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Describe and explain what England was like before the Norman conquest (AO1&2)
- Use and compare a variety of sources and interpretations as evidence of death of Harold (AO3)
- Evaluation of sources as evidence for utility death of Harold (AO3)
- Selection and use of knowledge of role of parliament (AO1&2)
- Written report about ways Harold died, at Hastings, 1066 (A01)

**Formative Assessment/key piece of work prior to end of unit:**

There are **two** assessed pieces. The first is a short written report bringing together key knowledge about England before the Norman invasion of 1066.

The second is a longer written task based on evidence about the death of Harold Godwinson in 1066 at Hastings.

Pupils will receive written feedback after drafting their explanation so they can improve the quality of their writing. The criteria is published and shared to help all pupils to produce excellent history. An overall final standard is then given when finished

**Summative Assessment**

Each task is given a summative grade – excellent or not. Pupils will be shown the criteria again for each task to make them aware of what is needed to be excellent. Work that is not excellent will be deemed good or developing. This attainment is recorded in an overview in their folders.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The Norman conquest will also draw on the visit to Goodrich with the need for castles and keeps especially in the 11<sup>th</sup> century. Pupil's knowledge and understanding of sources and interpretations can be built on again with the investigation of Harold's death. Pupils have used a variety of sources through a number of periods in Year 7.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

- Key word lists
- Study guide, Kenilworth
- Drafting written reports
- Pupil checking and correction of spelling
- Literacy mats

**Link forward: where next for the learning?**

The theme for the year is power and protest – how our society has become a democracy and how equality has developed. This theme is investigated from 1066 to women gaining the vote in 1918 and then 1928. Enquiries into the power of Medieval kings, growth of Parliament and civil war follow. The final study will examine the rise of protest in the 19<sup>th</sup> and 20<sup>th</sup> centuries with groups like the Chartists and Suffragettes.

<b>Subject</b>	History
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	<b>Power and Protest (Crown, Parliament and British people)</b> <b>How has our democracy developed?</b>

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Contenders for throne  
 Battle of Hastings  
 Conquest & settling  
 Medieval kings – John & Henry II  
 Problems of control and ruling  
 How parliament changes  
 Civil war causes and events  
 Execution of Charles I

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Use and compare a variety of sources and interpretations as evidence of death of Harold (AO3)
- Evaluation of sources as evidence for utility death of Harold (AO3)
- Selection and use of knowledge of role of parliament (AO1&2)
- Written report about ways Harold died, at Hastings, 1066 (AO1)

**Formative Assessment/key piece of work prior to end of unit:**

There are three assessed pieces.  
 The first follows up the enquiry about the Norman conquest after 1066 and the death of Harold Godwinson (may be started before Xmas and finished in Spring term)  
 The second is a timeline exercise with annotation about the changing role of parliament  
 Pupils will receive written feedback after drafting their explanation so they can improve the quality of their writing. The criteria is published and shared to help all pupils to produce excellent history. An overall final standard is then given when finished

**Summative Assessment**

Each task is given a summative grade – excellent or not. Pupils will be shown the criteria again for each task to make them aware of what is needed to be excellent. Work that is not excellent will be deemed good or developing. This attainment is recorded in an overview in their folders.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The Norman conquest will also draw on the visit to Goodrich with the need for castles and keeps especially in the 11<sup>th</sup> century. Pupil's knowledge and understanding of sources and interpretations can be built on again with the investigation of Harold's death. The changing nature of power and challenges to this is the main theme for this development study. Pupils have already studied how a monarch like Elizabeth I shows power and stays in control.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

- Key word lists
- Study guide, Kenilworth
- Drafting written reports
- Pupil checking and correction of spelling
- Literacy mats

**Link forward: where next for the learning?**

The theme for the year is power and protest – how our society has become a democracy and how equality has developed. This theme is investigated from 1066 to women gaining the vote in 1918 and then 1928. The final study will examine the rise of protest in the 19<sup>th</sup> and 20<sup>th</sup> centuries with groups like the Chartists and Suffragettes.

<b>Subject</b>	History
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	<b>Power and Protest (Crown, Parliament and British people)</b> <b>How has our democracy developed?</b>

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- Civil war causes and events
- Execution of Charles I
- How the armies fought
- The Republic 1649-1660
- The return of Monarchy 1660 and the restoration of 1688
- The voting system and protest before 1832
- Reform and the rise of Chartism
- Protest groups in 19<sup>th</sup> century
- The extension of Franchise
- The Women's Suffrage Movement to 1914

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Recall and use of knowledge the Civil War 1642-9 (AO1)
- Understanding of the events, people and changes of the English Civil war with sources (AO3)
- Use of an interpretation as evidence the Peterloo protest in 1819 (AO3)
- Understanding of the causes and nature of evidence of the Peterloo protest of 1819 (AO2)

**Formative Assessment/key piece of work prior to end of unit:**

There are two assessed pieces.

**Formal test (see below)** This will involve a series of tasks designed to practice the retrieval of knowledge and using sources with knowledge about the English Civil War.

**Who was to blame for “Peterloo”?**

Cartoon from 1819 showing an interpretation of the events of 1819 in Manchester.

Pupils will be asked to develop answers about the version and its context.

Pupils will receive written feedback after drafting their explanation so they can improve the quality of their writing. The criteria is published and shared to help all pupils to produce excellent history. An overall final standard is then given when finished

**Summative Assessment**

**Formal one hour test**

This will involve a series of tasks designed to practice the retrieval of knowledge and using sources with knowledge about the English Civil War. Pupils will be supported with a knowledge organiser and revision will be modeled to help them prepare.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The development of democracy from the 17<sup>th</sup> century is supported with study in CPSE in different years and this also builds on their knowledge acquired so far this year in the story of Power and Protest. Links with units in Year 7 include living conditions in towns in the 19<sup>th</sup> century and how this links to protest groups. Local examples can be built on like Powick, Shrawley, Siege and Battle of Worcester.

**Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

- Key word lists
- Drafting written reports
- Pupil checking and correction of spelling
- Literacy mats

**Link forward: where next for the learning?**

The theme for the year is power and protest – how our society has become a democracy and how equality has developed. This theme is investigated from 1066 to women gaining the vote in 1918 and then 1928. The final study will examine the rise of protest in the 19<sup>th</sup> and 20<sup>th</sup> centuries with groups like the Chartists and Suffragettes.

<b>Subject</b>	History
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	<b>Power and Protest (Crown, Parliament and British people)</b> <b>How has our democracy developed?</b>

### Skills and concepts to be developed and assessed:

- Recall and use of knowledge the Civil War 1642-9 (AO1)
- Understanding of the events, people and changes of the English Civil war (AO2)
- Use of an interpretation as evidence the Peterloo protest in 1819 (AO3)
- Understanding of the causes and nature of evidence of the Peterloo protest of 1819 (AO2)

### Factual knowledge to be taught and assessed:

- Civil war causes and events
- Execution of Charles I
- How the armies fought
- The Republic 1649-1660
- The return of Monarchy 1660 and the restoration of 1688
- The voting system and protest before 1832
- Reform and the rise of Chartism
- Protest groups in 19<sup>th</sup> century
- The extension of Franchise
- The Women's Suffrage Movement to 1914

### Formative Assessment

There are two assessed pieces.

#### 1- Formal one hour test

This will involve a series of tasks designed to practice the retrieval of knowledge and using sources with knowledge about the English Civil War. Pupils will be supported with a knowledge organiser and revision methods will be modeled to help them prepare.

## 2 - Who was to blame for "Peterloo"?

Cartoon from 1819 showing an interpretation of the events of 1819 in Manchester. Pupils will be asked to develop answers about the version and its context.

### Summative Assessment

The test is only summative and shows what pupils can do on a given day with preparation. The second task is given a summative grade – excellent or not. Pupils will be shown the criteria again for this task to make them aware of what is needed to be excellent. Work that is not excellent will be deemed good or developing. This attainment is recorded in their folders.

### Building Retention

The development of democracy from the 17<sup>th</sup> century is supported with study in CPSE in different years and this also builds on their knowledge acquired so far this year in the story of Power and Protest. Links with units in Year 7 include living conditions in towns in the 19<sup>th</sup> century and how this links to protest groups. Local examples can be built on like Powick, Shrawley, Siege and Battle of Worcester.

### Spelling, Punctuation and Grammar: How will you promote high standards within this module?

Knowledge organiser for Civil War test  
Drafting written reports  
Pupil checking and correction of spelling  
Literacy mats

### Link forward: where next for the learning?:

The theme for the year is power and protest – another theme is developed next year, Conflict and Cooperation. This will be a development study of events in the Twentieth Century.

- First World War and Peace Settlements
- Rise of Nazism
- The Holocaust
- Slavery, resistance and emancipation
- The development of civil rights and equality in the USA

<b>Subject</b>	History
<b>Term</b>	Cycle 3
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<b>Module</b>	<b>Power and Protest (Crown, Parliament and British people)</b> <b>How has our democracy developed?</b>

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- Comparison of royal visits
- A typical Tudor Royal progress
- The progress of 1575 to Worcester and Kenilworth.
- Role of monarchy then and now.
- Visit to Kenilworth Castle

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Select, describe and explain the events in Worcester in 1575 (AO1&2)
- Selection and use of knowledge of Worcester, 1575 (AO1)
- Use and explain the physical evidence of an historical site, Kenilworth (AO3)
- Use written and the physical remains as evidence of the visit of 1575 (AO3)

**Formative Assessment/key piece of work prior to end of unit:**

There are **two** assessed pieces.

- Field Visit guide from Kenilworth – using and explaining what the written and physical remains can tell us about the time and visit
- Annotated A4 or A3 Worcester map with explained labels about the different preparations and activities on the 13<sup>th</sup> August 1575.

Pupils will receive oral and some written feedback after developing their booklets and labels. Criteria is published and shared to help all pupils to produce excellent history. An overall final standard is then given when finished. Exemplars used extensively.

**Summative Assessment**

The field visit guide is mainly summative but will also involve the use of exemplars from previous years for pupils to model and develop excellence

Again the labelled map of the Worcester visit of 1575 will use exemplars to develop excellence in presentation and quality of detailed written explanation

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils have visited Goodrich in Year 7 and this will help them with the investigation of the physical remains of the past at Kenilworth. They have also studied Medieval Worcester and this will help them to map the shape and different locations for the visit of 1575. This should enrich, deepen and widen their knowledge of a changing locality.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

- Key words in study guides, field visit booklets and slides in class
- Pupil checking and correction of spelling
- Literacy mats

**Link forward: where next for the learning?**

The theme for the year is power and protest – another theme is developed next year, Conflict and Cooperation. This will be a development study of events in the Twentieth Century.

- First World War and Peace Settlements
- Rise of Nazism
- The Holocaust
- Slavery, resistance and emancipation
- The development of civil rights and equality in the USA