

All KS3 units assessed by a knowledge quiz and an MYP focused assessment

KS4 is assessed through use of knowledge quizzes and exam questions (specific to need of class)

KS5 is assessed through exam questions/essays (specific to need of class)

| History        | Term 1                                           | Term 2                                                   | Term 3                                            | Term 4                                                                                | Term 5                                                               | Term 6                                                                                                     |
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|                |                                                  |                                                          |                                                   |                                                                                       |                                                                      |                                                                                                            |
| Year 7         | What can we learn from different civilizations?  | Was the Norman conquest really significant?              | What was life like in the Middle Ages?            | Why did English barons rebel against their kings?                                     | How did the Black Death affect England?                              | What does the story of Mansa Musa reveal about Medieval West Africa?                                       |
| MYP Assesement | Creation of display board and working as a group | How sources can help historians explain impact of events | Creation of podcast about life in the Middle Ages | Academic piece of writing focusing on why barons rebelled against their English kings | Students compare interpretations about the impact of the Black Death | Students explore which sources are more useful to a historian putting together an exhibition on Mansa Musa |

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| <b>Year 8</b>         | What changed between 1450-1550?                                | What was the impact of Henry VIIIs break from Rome?                                                             | How does exploration affect global interactions?                                                                                      | How far was Elizabethan England a “golden age”?                                                                 | How has sugar impacted people's lives?   | Who was the greatest Mughal emperor?                                                           |
| <b>MYP Assessment</b> | Paragraph explain how much has changed                         | Selection of statements that can be supported by sources                                                        | Pupils create an interactive map that shows how native populations were impacted by new settlers in the 16th, 17th and 18th centuries | Pupils select which interpretation best sums up the Elizabethan aged supported by own knowledge                 | Academic response to the question        | Pupils consider which sources are best to use when arguing who was the greatest Mughal Emperor |
| <b>Year 9</b>         | What is the story of migration?<br><br>What changed 1603-1750? | Why were so many people protesting at St Peters Field in 1819?<br><br>Should we be proud of the British Empire? | Why did Oliver Smith end up at war?                                                                                                   | How did experiences of WW1 affect culture?<br><br>What was the role of Empire soldiers?                         | How did Hitler become leader of Germany? | How and why did the Holocaust happen?                                                          |
| <b>MYP Assessment</b> | Interpretation task                                            | Source choice activity<br><br>Expressing viewpoint orally with evidence                                         | TED talk about how to avoid war                                                                                                       | Analyze a cultural artefact that has been created in the aftermath of WW1 and explain how well it has been done | Academic response to question            | Create a museum information board                                                              |

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|                |                                                                             |                                   |                                                                           | Analyse a selection of sources to determine what they can tell us about the contribution of Empire soldiers |                                               |  |
| <b>Year 10</b> | AQA GCSE - Power & The People                                               |                                   |                                                                           | AQA GCSE - USA 1919-1973 - Opportunity & Equality                                                           |                                               |  |
| <b>Year 11</b> | AQA GCSE - USA 1919-1973 - Opportunity & Equality                           | AQA GCSE - Conflict & Tension WW1 |                                                                           | AQA GCSE - The reign of Elizabeth I                                                                         |                                               |  |
| <b>Year 12</b> | Military Leaders - Genghis Khan<br><br>Authoritarian Regimes - Nazi Germany |                                   | Military Leaders - Richard I<br><br>Authoritarian Regimes - Castro's Cuba |                                                                                                             | Independent Investigation<br><br>The Cold War |  |
| <b>Year 13</b> | Higher Level - The French Revolution<br><br>The Cold War                    |                                   | Higher Level - The Russian Revolutions<br><br>The Cold War                |                                                                                                             | Higher Level - Diplomacy and war 1919 - 1945  |  |