

Week Start	Content Description	Assessment	Events
September			
3rd	<ul style="list-style-type: none"> Brief Introduction to History, overview of the year and Q and A. <p>Unit 1 History skills:</p> <ul style="list-style-type: none"> To be able to define chronology. To be able to describe and place different time period in chronological order. 	Think, pair, share. Head and tails, questioning, observation, completion of timeline.	
10 th	<ul style="list-style-type: none"> To find out what historical interpretations are and give examples 	Self-assessment, questioning, spider diagram, observation.	10-14 th CEM Assessments (7,9 & 11) 14 th Target Grades Deadline (8,10, 12) 14 th Year 7 Picnic
17 th	<ul style="list-style-type: none"> To know the different types of historical sources To be able to understand how historians use sources, and how you interpret them. To be able to understand what makes sources useful for answering certain historical questions. 	Think, share pair, source analysis, questioning, cloze exercise.	17-20 th CEM Assessments (7,9 & 11)
24 th	<ul style="list-style-type: none"> To be able to argue why historical event/person/development is important. To recognize some types of arguments for historical significance 	Peer assessment, questioning, observation. Completion of spider diagram.	28 th Prophet's Birthday - Observed
October			
1st	<ul style="list-style-type: none"> History skills project: To be able to analyse and explain the significance of historic events in the 20th century (2 lessons) 	Independent research; summative.	4 th Swimming Gala 5 th Armed Forces Day
8 th	Unit 1 revision lesson.	Questioning	8 th Target Grade Deadline (7,9,11) 10 th Careers Day
15 th	<ul style="list-style-type: none"> Unit 1 test. DIRT and self-reflection. 	Flip learning HW task. Bayeaux tapestry research.	
22 nd	Half Term Break		

29 th	Unit 2: The Norman Conquest <ul style="list-style-type: none"> Introduction to unit. To be able to decide who should be king. To be able to analyse what kind of man you need to be King. To be able to list what qualities a king must have. To decide who the Witan should Choose. To examine what happened next? To describe the events leading up to the battle of Hastings. 	Think, pair, share; questioning; observation; summative. Think, pair, share; questioning; timeline activity.	31 st Orange and Black Day
November			
5 th	<ul style="list-style-type: none"> To understand the main differences between William and Harold's army and to evaluate which army is best 	Formative; questioning; source analysis; word search activity.	
12 th	<ul style="list-style-type: none"> To analyse why William won the Battle of Hastings To organize the main reasons for why William won the battle into 3 categories and rank in order of importance. 	Formative; questioning; observation; summative. PEE – extended writing task.	
19 th	<ul style="list-style-type: none"> To understand that William did not have full control of England when he won the Battle of Hastings by looking at his problems and to understand how William might have solved his problems. 	Think, pair, share; questioning; summative. HW – Harrying of the North	AP1 Written Comments Deadline
26 th	AP1 revision AP1 revision	Questioning and completion/marking of revision tasks	
December			
3 rd		AP1 exam	4 th First Day AP1 Exams
10 th	AP1 Feedback	AP1 exam	15 th Last Day AP1 Exams
17 th	To find out what the feudal system was and how it worked. To understand how William used this system to control the English and Welsh.	Formative; questioning; peer assessment; head and tails.	22 nd Winter Break
25 th	Winter Break		
January			
1 st	Winter Break		
7 th	<ul style="list-style-type: none"> To know how and why the Domesday survey was carried out. To understand what the Domesday Book shows us about the effects of the Norman 	Unscramble activity; questioning; source analysis; observation.	8 th First Day

	<p>Conquest on Britain. To work out how William could use this book to control his subjects.</p> <ul style="list-style-type: none"> To understand how castles would enable William to control large areas of England and Wales. To understand the key features of a Motte and Bailey castle and why they were built 	Questioning; group work; observations.	
14 th	<ul style="list-style-type: none"> To be able to describe the formation Stone Keep castles and evaluate the strengths and weaknesses of its design. 	Formative; questioning; observations; quick fire evaluation question.	
21 st	<ul style="list-style-type: none"> To be able to describe the formation Concentric castles and evaluate the strengths and weaknesses of its design. Unit 2 exam revision. 	Quiz, questioning; observation; 3-2-1.	25 th National Holiday
28 th	Unit 2 exam.	HW: Build your own castle	
February			
4 th	<p>Unit 3: Life in the middle Ages</p> <ul style="list-style-type: none"> To be able to explain how town life changed in the Middle Ages. To be able to examine Law and Order in the Middle Ages 	<p>Source analysis; questioning; observation.</p> <p>Role play; questioning; group work; observation.</p>	
11 th	<ul style="list-style-type: none"> To find out how medieval criminals were brought to justice: Trial by Ordeal 	Role play; questioning; group work; observation.	
18 th	<ul style="list-style-type: none"> DIRT – review of Unit 2 exam. The Black Death – introduction. What caused it? (Medieval beliefs) 	Questioning; sorting activity; observation.	21-22 nd Half Term
25 th	<ul style="list-style-type: none"> Black Death – to develop an understanding of actual causes and symptoms. 	Quick fire recap quiz; questioning; observation; summative.	
March (10th Ramadan Starts)			
3 rd	<ul style="list-style-type: none"> To be able to examine some of the medieval cures of the Black Death cures and evaluate their effectiveness. 	Quiz; questioning; formative; summative.	

	<ul style="list-style-type: none"> To be able to analyse the consequences of the Black death. To evaluate, the positive and negative consequences of the Black Death 	Cloze activity; source analysis; questioning; peer assessment. PEE – extended writing task.	
10 th	Unit 3 project lesson. (2 week deadline)		
17 th	<p><u>Unit 4: The Tudors</u></p> <ul style="list-style-type: none"> Introduction: To use reading skills, thinking skills and numeracy skills to discover basic information about the Tudor Family. To develop knowledge and understanding of the reign of Henry VII. 	<p>Think, pair, share; analysis of family tree; questioning; self-assessment. 3 stars and a wish.</p> <p>Questioning; formative; diamond nine activity; observation.</p>	
24 th	<ul style="list-style-type: none"> To be able to examine the life of Henry VIII. To identify and challenge assumptions about Henry VIII. 	Think, pair, share; questioning; formative; observation.	
April			
31 st	<ul style="list-style-type: none"> To examine the problems facing Henry VIII and the decisions he had to make in order to overcome them. To evaluate whether Henry was a good or bad king. To understand why Henry divorced Catherine of Aragon and why this was significant. 	<p>Questioning; self-assessment; observation; evaluation task.</p> <p>Think, pair, share; questioning; observation; 3 stars and a wish.</p>	
7 th	<ul style="list-style-type: none"> To demonstrate knowledge and understanding of Henry's problems and how he solved them. To evaluate how well he solved his problems. Unit 4 revision 	Think, pair, share; questioning; observation; PEE – extended writing evaluation task.	10-11 th Eid Holiday
14 th	Unit 4 exam.	Exam	
21 st	<p><u>Unit 5: The Industrial Revolution</u></p> <ul style="list-style-type: none"> Introduction to the Industrial Revolution – to develop an understanding of what it was and its impact on our lives today. 	Think, pair, share; questioning; observation; timeline activity; quick fire task.	25 th Spring Break
28 th	Spring Break		
May			
5 th	<ul style="list-style-type: none"> To be able to explain the key stages of the Industrial Revolution in Britain. To identify key changes in 	Inference activity and change and	7 th Start of Term 2

	<p>Britain during the industrial revolution</p> <ul style="list-style-type: none"> Life in an industrial town: To examine the living conditions in Merthyr at the time. To explain the consequences of the living conditions on the people of Merthyr. 	<p>continuity task; questioning.</p> <p>Formative; questioning; observation.</p>	
12 th	<ul style="list-style-type: none"> Life in an industrial town: To examine the living conditions in Merthyr at the time. To explain the consequences of the living conditions on the people of Merthyr. <p>EOY exam revision – including review of Unit 4 exam.</p>	<p>Formative; source analysis; questioning; observation.</p>	
19 th	EOY exam revision		
26 th	EOY exam		
June			
2 nd	EOY Feedback		6 th End of year assembly
9 th	End of term activities		12 th Last day for Students 13 th Last day for Teachers
End of Year			
<u>Additional Notes:</u>			