

Week Start	Content Description	Assessment	Events
September			
3rd	<ul style="list-style-type: none"> Introductory lesson – getting to know students and providing an overview of the year. Q & A. Unit 1: Titanic: Introduction to Unit 1 (Titanic) through assessment of prior knowledge and research.	Pupil reflection questionnaire; questioning. Questioning; observations of students; Self-assessment.	
10 th	<ul style="list-style-type: none"> Introduction to Unit 1 continued as pupils gain an overview of the Titanic disaster and are introduced to key terminology. 	Think, Pair, Share; formative; questioning, observations students.	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 use numeracy to understand the social implications of the loss of life in the Titanic disaster (2 lessons) 	Questioning, observation of students, source analysis. Self-assessment.	17-20 th CEM Assessments (7,9 & 11)
24 th	<ul style="list-style-type: none"> To gain an understanding of what Britain was like in the early 1900s and to draw conclusions about what British society was like in the early 1900s from the film 'Titanic'. 	Analysis of film's interpretation.	28 th Prophet's Birthday - Observed
October			
1st	To draw conclusions about why the Titanic sank and why so many people died from studying the film 'Titanic' (2 lessons).	Source analysis, completion of spider diagrams, questioning, observations.	4 th Swimming Gala 5 th Armed Forces Day
8 th	To analyse the usefulness of a source by comparing it with other evidence	Source analysis and evaluation, peer discussion, teacher questioning.	8 th Target Grade Deadline (7,9,11) 10 th Careers Day
15 th	<ul style="list-style-type: none"> To analyse the usefulness of a source by comparing it with other evidence continued. Project lesson: pupils will undertake an independent research project where they are		

	expected to demonstrate their knowledge and understanding of the topic as well as their ability to assess causation (2 week deadline).	Pupils apply what they have learnt over previous lesson, carry out independent research. Present findings.	
22 nd	Half Term Break		
29 th	<ul style="list-style-type: none"> Unit 1 History exam revision (2 weeks from revision lesson). Unit 2: WWI: Introduction to Unit 2 (WWI) through assessment of prior knowledge and research. Pupils begin to examine long-term causes (MAIN)	Self and peer assessment Think, pair, share. Questioning and observation. Analysis and identifying key important information from a text.	31 st Orange and Black Day
November			
5 th	Pupils complete examination of long term causes of WWI.	PEE/essay writing – long term causes of WW1 – scaffolded for less able students.	
12 th	<ul style="list-style-type: none"> Unit 1 History exam Introduction to short term causes of WWI – assassination of AFF.	Exam Think, pair, share. Analysis of documentary material and identifying key events in order to construct a chronology of these key events.	
19 th	Assassination AFF (2 part lesson) where pupils watch reenactment of event and compile police report identifying the main causes and consequences – making links between long term (e.g. nationalism) and short term consequences.	Directed questions. PEE paragraph(s) on short term causes – can be given as HW – scaffolded for less students.	AP1 Written Comments Deadline
26 th	AP1 revision – History element.	Knowledge quiz.	
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	Pupils will in this lesson will investigate the main motives why men signed up to fight in WWI through source analysis.	Pupils apply what they learnt through completion of their own WWI recruitment poster	22 nd Winter Break

		to be completed over the holidays.	
25 th	Winter Break		
January			
1 st	Winter Break		
7 th	<ul style="list-style-type: none"> Pupils be able to describe what trenches were and explain why they were dug. <p>Pupils will analyse both primary and secondary sources to gain an understanding of what conditions were like in the trenches.</p>	Source analysis, questioning, observation.	8 th First Day
14 th	<ul style="list-style-type: none"> Pupils will gain an overview of the Battle of Somme and analyse evidence on General Haig and his role in WWI (2 lessons). 	Source analysis and evaluation, completion of fact file.	
21 st	<ul style="list-style-type: none"> See above After presenting their cases set project: pupils will carry out an investigation into various aspects of life in the trenches and present their findings in the form of a government report – using PEE. 	HW - Pupils choose to write a case for or against Haig being the butcher of the Somme.	25 th National Holiday
28 th	Pupils will be able to explain how and why the British Government used censorship in WWI and how people at home were affected by the war.	Analysis and identifying key important information from a text. Questioning, completion of spider diagram.	
February			
4 th	Pupils will develop an understanding of the different factors that caused Germany to lose the war and evaluate which factor was the most important (2 lessons)	Think, Pair, share. Extended writing task – using PEE. Task should be scaffolded for less able students.	Unit 2 project due this week
11 th	Booklet review	Written feedback – with individual targets.	14 th - YR9 Murder Mystery
18 th	Review continued		21-22 nd Half Term
25 th	Unit 3: Rise of Hitler: Introduction to Unit 2 (WWI) through assessment of prior knowledge and research. Pupils gain an overview of Hitler's rise to power (2 lessons).	Peer assessment Analysis and identifying key important information from a text.	Attainment and effort grade for AP2 deadline

		Text should be scaffolded for less able students.	
March (10th Ramadan Starts)			
3 rd	Reason number 1 – Pupils will be encouraged to make links between our previous topic on World War I and the rise of Hitler. They will develop this knowledge further by evaluating why the treatment of Germany at the end of the War would help Hitler gain support and come to power (2 lessons)	Think, Pair, Share. Questioning, spider diagram.	
10 th	Reason number 1 – Pupils will be encouraged to make links between our previous topic on World War I and the rise of Hitler. They will develop this knowledge further by evaluating why the treatment of Germany at the end of the War would help Hitler gain support and come to power (2 lessons)	Set HW in booklet on ToV.	
17 th	<ul style="list-style-type: none"> REASON 2 – Germany’s problems after World War I. Pupils continue to make links between our previous topic on World War I and the rise of Hitler. They will develop this knowledge further by evaluating how the problems that Germany faced at the end of the War would help Hitler gain support and come to power (2 lessons) 	(Set HW in booklet on – speech writing activity). Source analysis, comprehension questions, questioning, observation.	
24 th	<ul style="list-style-type: none"> REASON 3 – Hitler becomes famous. Pupils will understand why Hitler became famous throughout Germany with a focus on the importance of the Munich Putsch and Mein Kampf in Hitler’s rise to power (2 lessons) 	Source analysis and comprehension questions – scaffolded for less able students.	
April			
31 st	<ul style="list-style-type: none"> See above Reason number 4 – The Wall Street Crash. Pupils will understand how the Wall street Crash helped Hitler into power.	Set HW on Mein Kampf fact file. Think, Pair, Share.	
7 th	Reason number 5 – Support from the people. Pupils will understand how Hitler’s ideas and skills as an orator encouraged people to support the party. Pupils will evaluate how	Directed questioning. Evaluation task to be scaffolded for less able students.	10-11 th Eid Holiday

	important Hitler was to the rise of the Nazi party (2 lessons)	Teacher observation.	
14 th	Reason number 6 – helped into power.	Directed and bounced questioning. Teacher observation	
21 st	Project lesson	Essay writing – introduction of PEEL for more able students.	25 th Spring Break
28 th	Spring Break		
May			
5 th	Life in Nazi Germany. Students develop an understand of what life was like in Nazi Germany from a variety of different perspectives. Students to then carry out independent research into a specific group.	Directed and bounced questioning. Teacher observation.	7 th Start of Term 2
12 th	<ul style="list-style-type: none"> Students present their findings from previous lesson. 	Peer assessment – 2 stars and a wish. Self- assessment with a target set for EOY exam.	
19 th	EOY Revision	Directed questioning and teacher observation.	
26 th	EOY Exams	Directed questioning and teacher observation.	
June			
2 nd	Feedback		6 th End of year assembly
9 th	Final week activities		12 th Last day for Students 13 th Last day for Teachers
End of Year			
<u>Additional Notes:</u>			