

# King's College School Cambridge

## History Department Policy

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Available separately : Short term lesson plans (includes prior work, learning objectives, differentiation, content of lesson, resources, cross-curricular issues and Every Child Matters)

## Pre-Prep Work Schemes

### **Welcome to King's College School, Cambridge History Department**

The History scheme of work at King's College School, Cambridge aims not only to teach children about past events but also seeks to develop the processes and skills by which children can evaluate major events and developments of the past and present. At King's the study of history is not seen as merely the acquisition of information, but also as a subject crucial to the development of the individual pupil's self-knowledge and analytical skills. The department aims to bring history alive, making it relevant to today's world.

Students at King's have the opportunity to engage in research, evaluate arguments and develop presentational skills. History at King's is not a subject confined to the four walls of a classroom; we want our pupils to experience the past by reliving it in trips, activity days and roleplay. For many years there has been an annual History Holiday.

The History department resources (Years 5 - 8) are located in the Head of History's classroom. There is a departmental library of over 1,000 books, a comprehensive selection of worksheets and videos, and numerous CDs, DVDs and artefacts. Many major topics have Power Point presentations, and Boardworks and other software is frequently used on the smartboard.

The junior classes and pre-prep also have their own resources in the above categories. Lessons here are taught in their own classrooms. Two Year 4 classes are taught by the Head of Junior department, and other junior classes by their own Form Tutors.

In Year 3 studies concentrate on Britain since 1930 and Ancient Egypt. In Year 4 Ancient Greece and the invasions of the Romans and Saxons are covered. In year 5, the focus is on exploration, naval history and local History.

Year 6 covers the Middle Ages, Year 7 The Tudors and early Stuarts, and Year 8 the early modern period of history (1660-1815), while preparing for exams.

### **Department Motto : 'Not to know what happened before you were born is to remain forever a child' (Cicero)**

This policy handbook is a statement of the aims, principles and methods for the teaching and learning of History at King's College School, Cambridge.

It was first developed in 1992 and minor amendments and revisions have been made in most subsequent years. Many of the revisions have resulted from departmental meetings and student questionnaires. It will continue to be revised regularly.

### 2014 introduction

This revision takes account of changes to be made made in school academic development plan 2013-17. The department has recently trialled a pilot scheme for National Curriculum attainment targets for appropriate levels (eg Levels 4-5 in Year 5 and 6) recorded for each student, designed to show the Dept. is cognisant of national levels. This scheme continues to be used in the Middle school. Information is also passed at the end of Year 4 by Year 4 teachers to Year 5 teachers about appropriate achievement levels by students. These are **skills rather than knowledge based**. Evidence that the student has attained the target may be one written and one from teacher observation. This should help with reporting and tweaking of work schemes – in particular indicating to parents what the **next steps** in a student's progress might be.

From Autumn 2013 the new Common Entrance Paper paper will have an evidence question (3 sources, 2 written, 1 pictorial as at present) but will now require a single written answer to argue for or against a thesis – three options from different periods of British History as at present. Own knowledge may be used, which is not the case at present. Then there will be a choice of essay from ten titles, the titles will NOT be specific to a period and the questions will all be generic, concentrating more in explanation than description.

Also from Autumn 2013 there has been some reduction in teaching time allocated to History. In Year 5 there are now 2 lessons (and not 2.5) per week. In Years 6, 7 and 8 the time allocation is now 8 lessons per 3 weeks rather than 9. Adjustments are being made to detailed lesson plans.

### Development plan 2014

1. Extend the formal record keeping of attainment levels to Year 7 (see above). It is not envisaged that this will apply to Year 8, where Common Entrance criteria will apply.
2. Taking account of changes to the Common Entrance examination from Autumn 2013, introduce more evidence based work in Year 7.
3. Taking account of student questionnaires, continue to reduce quantities of written homework.
4. Taking account of student questionnaires, provide more opportunities for collaborative learning and learning by doing in Years 5 to 8.
5. Continue to make minor revisions to short term lesson plans to indicate a) which skills will be enhanced in each lesson NB a lesson is defined as week's work – from Sept. 2013 this is now 8 x 30 minutes per 3 weeks b) ensure differentiated outcomes at least two and usually three levels.
6. Enhance students' understanding of grades awarded, and how they can improve.

## 1. Aims and Objectives

The department supports the aims of the school, in particular :

- i) to pursue academic excellence
- ii) to create an excitement and curiosity about the past, and an interest in learning about it for its own sake.
- iii) to develop a sense of chronology
- iv) to use and develop understanding of different types of evidence as part of historical enquiry.
- v) to develop opinions, argue a case and make informed judgements based on evidence, bearing in mind that historical verdicts are provisional and challengeable.
- v) to use imagination, especially in writing about history and interpreting it.
- vi) to encourage openness and responsiveness, and specifically to develop a healthily critical attitude towards historical documents and other evidence.
- vii) to encourage tolerance (religious, cultural and political), and diversity by learning of the history of other social groups, societies and cultures.

To ensure that students taking CE, Scholarship and school exams are sufficiently prepared.

### Why study History?

'History can mean two things: the past and the study of the past. The past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it help pupils make sense of the world in which they live'.

To the question 'Why Study History?' the most direct answer is to try and imagine what any society would be like without a knowledge of its past. It would be backward culturally, economically and politically. At an individual level History is the subject which enables the pupil to discover his identity and to develop knowledge and pride in the society of which he or she is a part. Only by understanding the past is it possible to make sense of the present. History teaches, among other things, responsible citizenship, an appreciation of a society's culture and heritage, an understanding of comparative cultures and an improved grasp of cause and effect, intention and motive. It also provides a grasp of inter-disciplinary connections, generates speculation and a critical approach towards evidence, encouraging critical and independent thinking.

For a detailed explanation of the **Rationale** for the choice of syllabus and study units, see Appendix One : 'What History?' and 'The National Curriculum'

## 2. The Attainment Targets

At each key stage these attainment targets are borne in mind in assessment and reports :

- 1) Knowledge (of facts)
- 2) Understanding
- 3) Use of Sources
- 4) Interpretation – knowing that and why there are different interpretations in History

## 3. Knowledge, Skills and Understanding (formerly 'Key Elements')

In each Key Stage there is a statutory requirement to develop certain elements through the Study Units :

- 1) Chronological understanding
- 2) Knowledge and understanding of events, people and changes in the past
- 3) Historical interpretation
- 4) Historical enquiry
- 5) Organisation and communication.

For examples of Student tasks in Years 5 and 6, which develop Key Elements, see Appendix Two b)

### Summary of key attainments and concepts, which reflect the Level Descriptions of the National Curriculum

By the **age of 7** (end Key Stage 1, roughly equivalent to NC Level 2) students should be able to :

- 1) Understand ideas of 'past', 'present' and 'future'
- 2) Understand that there are many types of historical evidence
- 3) Explain how a famous person has impacted on History
- 4) Talk and write about the past factually and empathetically.
- 5) Use evidence to ask and answer questions.

By the **age of 11** (end Key Stage 2, roughly equivalent to NC Level 4) students should be able to :

- 1) Understand that evidence about the past may be interpreted in different ways and possible reasons for this.
- 2) Write imaginatively about the past without obvious anachronism
- 3) Explain a group of reasons for actions and events in the past
- 4) Compare and contrast features of past and present society
- 5) Distinguish between a primary and secondary source.

By the **age of 13** (roughly equivalent to NC Level 6) students should be able to :

- 1) Be aware of, and be able to evaluate differing judgements about the past
- 2) Be aware of multi-causation eg local, national, long term and short term
- 3) Understand the main reasons for and results of major events
- 4) Use a variety of historical sources to produce a detailed, structured narrative
- 5) Evaluate a source/sources for answering a question

#### **4. The Programmes of Study**

The requirements of the National Curriculum are that in Key Stage 2 (ages 7-11, Years 3 - 6) students should cover six Study Units: one should be a local history unit, there should be three British history studies, a European and a world study.

In Key Stage 3 (ages 11-14, Years 7 - 9), they should undertake six units. Of these it is assumed that two will be studied at the next school. The other four include three which ought to be taught in the prescribed order viz. Britain 1066-1500, Britain 1500-1700 and Britain 1750-1900.

The KCS syllabus covers all twelve and two further units : Ships and Seafarers and Exploration and Encounters.

In the last year of Key Stage 2, two units from Key Stage 3 are undertaken, which saves time in Year 8 to allow for examination preparation and revision. From February of their final year, time will be available for pupils to prepare for transfer examinations.

##### **4b A Scheme of work for each study unit**

The scheme consists of two parts :-

- 1) Part A: A grid indicates the topic for the lesson of the week, and the prep or typical task. Cross-curricular issues, resources etc. are included where appropriate.
- 2) History Lesson Plan. These include place of the unit in the curriculum, prior work, learning objectives, differentiation, summary of main content of lesson, homework/assessment, resources, cross-curricular links and Every Child Matters – statutory expectations. In process of development, skills acquired will also feature.

## 5. King's College School History Department Master Plan Years 3 to 8

	Autumn Term	Spring Term	Summer Term
Year 3	Britain since 1930: Impact of World War Two Ancient Egypt (most of 2 terms)		
Year 4	Ancient Greece Romans and Anglo-Saxons in Britain		
Year 5	Exploration and encounters : the Wider World Vikings, Ships and Seafarers		Local History
Year 6	Medieval Realms 1 : Norman Conquest Crusades	Medieval Realms 2 : Wales and Scotland, Magna Carta, Parliament and 100 years' War	Medieval Realms 3 : Social History: Medieval Village, Black Death and Peasants' Revolt
Year 7	Britain 1500-1700 Part 1 – 1603 The Tudors	Life in Tudor (and Stuart) Times	Britain 1500-1700 Part 2 1603-1660 The early Stuarts
Year 8 CE	Britain 1500-1700 Part 3 1660-1750 start Britain 1750-1900 : The Age of Revolutions	Britain 1750-1900 contd. to c. 1830 CE Evidence Work (set topics)	CE Essay Revision
Year 8 Non CE	Britain 1500-1700 Part 3 1660-1750 start Britain 1750-1900	Britain 1750-1900 The British Empire	Victorian Britain and /or First World War
Year 8 Alpha	Britain 1750-1900 Scholarship Questions		Victorian Britain and/or First World War

## 6. Curriculum Plans for each year group

This is with effect from Sept. 2013 (much of it has been in operation longer)

### Key Stage 2

Year 3 Year 3 will cover two units taught by year 3 Class teachers.

SU 3a **Britain since 1930 - The Impact of the second World War**

SU 6 **Ancient Egypt**

Year 4 Year 4 will now feature two units taught by a Year 4 Class teacher.

SU 4 **Ancient Greece**

SU 1 **Romans, Anglo-Saxons** in Britain.

Year 5 Year 5 will feature three units, the first two of them closely related to each other, and likely to be integrated to some extent.

**Vikings, Ships and Seafarers**

**Exploration and Encounters c. 1450-1550 (The Wider World)**

**Local History: Cambridge and King's, Town and Gown**

Year 6 The programme for the Year 6 will largely concentrate on Medieval History. Although this is Key Stage 3 work our students are well capable of it, and it preserves the chronology better.

**Medieval Realms**

integrated with

**The Crusades**

### Key Stage 3

Year 7 The year's programme will integrate two units in which there is considerable overlap and which will be treated as a single chronological whole :-

**Life in Tudor (and Stuart) Times and the Wider World**, studied in term 2.

**Britain 1500-1750**. This will be divided into two sections : The Tudors, studied in Term 1 and The early Stuarts, studied in Term 3.

Year 8 Common Entrance classes

Year 8 will do one unit after completing **Britain 1500-1700**

**Britain 1750-1900**

The second half of the spring term will be spent on evidence work, especially relating to the Period 1500-1750.

The department is leaving two units to be covered by the Senior School.

The last term and a half of Year 8 will concentrate on evidence question practice and on revision of topics for the essay question on the Common Entrance paper. Non CE will continue with their study of 1750-1900 and then The First World War.

Year 8 Alpha Set

All will do Britain 1750-1900 (see above) and the Lent Term will concentrate on approaches to scholarship questions. All are encouraged to enter the Prep Schools Townsend Warner History competition and some time is spent preparing for this. Also see Section 7 below. After Schol. The First World War is introduced.

## 7. Special Educational Need, Differentiation and Equal Opportunities

King's College School classes are streamed from Year 7 upwards and are reasonably homogenous for the purposes of a subject like History where, although there will be variations in the level of conceptual grasp, factors such as interest, imagination and effort are important ones in ensuring success in the subject.

**Gifted children** Teacher exposition is in general pitched towards a high average, and searching and challenging issues are raised. Most preps and project work is sufficiently open-ended to enable the more able child to do extension work. Normally gifted children will be catered for by **differentiation through outcome**. Teachers will suggest additional resources which may be used for a particular piece of research and an extra question, issue, tasks may be suggested. Many tasks are, in any case, graded with the later questions of a more searching nature, optional. Names of gifted and talented History students are placed on the school's G and T register in accordance with the school's policy.

A number of specialised questions on the nature of evidence and requiring high levels of critical judgement (some based on scholarship papers) have been developed and adapted by the Head of Department for use from Year 7 upwards.

**Dyslexia and other specific learning difficulties** Allowance is made for pupils with specific difficulties such as those for whom English is not their first language, in accordance with the school's policy. Attempts are made to involve all children in class discussion.

Note-taking, essay writing under pressure may be difficult. Extra time in tests (or an allowance) may be made. Although written English is always corrected, credit in assessment is chiefly given for the quality of the historical knowledge, understanding and handling of sources (see Attainment Targets). Written preps often may be word processed. There is liaison with the Special needs department as to the most appropriate tasks for those with reading and writing difficulties.

### Absence

A serious problem in the upper school is student absence from music lessons. Action taken depends on the significance of the particular lesson in relation to the study unit, but relevant information sheets may be issued and the school website contains information from most lessons.

### Alpha Set

Even in a relatively small class, the fact that there are one and two year candidates all aiming to take scholarship papers of varying standards of difficulty creates a problem of provision. Individual (free) coaching is given to all candidates in the run up to their exams to discuss an outline programme of revision (which is then monitored) and approaches to questions are discussed.

Scholars are encouraged to enter the Townsend-Warner History competition for Prep schools.

## 7b Every Child Matters :

The History department has a particularly important role to play in fulfilling many of the statutory expectations.

1. **Communication, language and literacy** : many tasks/homeworks involve communicating a narrative, which requires and helps to develop a good level of literacy (including sequencing). There are varied approaches to literacy eg :
  - Imaginative narrative** : eg Black Death and Peasants Revolt in a Medieval Village in Year 6
  - Empathetic writing**. eg Newspaper report and/or Interview eg Battle of Hastings in Year 6 Diary of Crusades in Year 6
  - Kit lists, advertisements, recruiting posters** eg for Crusades in Year 6. For a husband for Elizabeth I in Year 7
  - Cartoon sequence, picture series with captions** eg for Wives of Henry VIII in Year 7 For the Death of Becket in Year 6
  - Role Play/ Small script for play** eg Princess Elizabeth in in Year 7, The Children's Crusade in Year 6, Enclosure and Railway Debates in Year 8
  - Poem** eg Reflection on the defeat of the Aztecs in Year 5
  - Debate** eg Normans and Saxons in Year 6
  - Speech** eg by Charles II in Year 8

There are frequent source material questions and written sentence answers.
2. **Creative development** : many written tasks are creative and empathetic – see 1 above. Additional examples : in groups Year 5 create a small play about the meeting of Columbus and the native American Indians. Year 6 design : Rough Guide to the Crusades, Prospectus for a Medieval Monastery.
3. **Knowledge and understanding of the world** : Many of the great events and ideas that have shaped the world feature in the History Curriculum
  - Examples** : **Voyages of Exploration** in Year 5 **Rise of Islam, the Crusades** in Year 6, **The Reformation** in Year 7, **The Scientific, Industrial, American and French Revolutions** in Year 8.
4. **Personal, Social and Emotional development**

Citizenship : Study of the background to key current issues eg Middle East (Islam and Crusades in Year 6) Ireland (Year 8) students will become more active and aware citizens. Study of the struggle for democracy (Magna Carta Year 6), Civil War (Year 7) and Parliamentary Reform (Year 8) will aim to make students more aware of the responsibility to exercise their democratic rights. Also : see Cultural Diversity below
5. **Physical Development**

Through a study of the underlying causes of the Black Death (Year 6) and the Great Plague (Year 8) the importance of good hygiene and diet can be stressed.
6. **Problem solving, reasoning and numeracy**

Reasoning is an integral part of most questions in Years 7 and 8 on source based material. Problem solving examples : Viking Ship exercise in Year 5, Peasants' Revolt exercise in Year 6. Cambridge maps sequencing task in Year 5.

## **Cultural diversity**

The schemes of work aim to produce programmes of study which appeal to girls and boys equally. In all study units there is discussion of the role of men and women in that society.

The History department may help in promoting cultural/religious equality by :

- 1) Teaching about the history of diverse cultures and societies without assumption of moral superiority.
- 2) Showing the adverse effects of inter-racial (as well as inter-religious and inter-national) conflict in history.

Topics such as the extermination of the native American Indians, Slavery and the Slave trade (Year 5), The Rise of Islam and The Crusades (Year 6), The Reformation (Year 7) The History of Britain in Ireland (Year 8) and the establishment of the British Empire overseas (Year 8) are covered, and the children invited to draw their own conclusions from the evidence as to the morality and cost/benefit of these.

## **8. Cross-Curricular Links.**

History is an inter-disciplinary discipline. All other disciplines have their own specific histories eg. History of Science and Mathematics, Languages are a living history etc. There is, therefore, huge scope for links to be forged between History and other parts of the Curriculum. Some possible links are outlined in the Study Units.

There are very good links established with the **Art** department. In Years 3 and 4 Greek and Roman Art is studied in art lessons. Year 5 Art includes work on the Aztecs and Incas. In year 6 Medieval Art is studied, and a joint trip to the Fitzwilliam Museum to see examples of medieval art and illuminated manuscripts has taken place. In Year 7 Tudor Art and portraiture is studied in Art lessons and joint trips have included the Tate Gallery, Lavenham and especially Kentwell Hall, Suffolk and recently a visit to the College Chapel.

Links with the DT department have included Mummification and Shaduf building in Year 3, and Ship design in Year 5 and the DT dept. have sometimes combined with the History dept. on the year 5 visit to the National Maritime Museum.

The Year 6 visit to Castle Acre Priory now represents a joint History/Maths venture. Some study units have obvious links with other subjects. Divinity is heavily involved in Monasteries, The Crusades (Year 6) and the Reformation (Year 7). Links with Science have included a study of Isaac Newton and the Scientific Revolution

Links with English include a study of the French Revolution in History to coincide with an English study of 'Tale of two Cities' and First World War poetry, in Year 8.

### **8.1 English and Literacy policy.**

The History Dept. accepts that all teachers have a responsibility to teach English. Inaccurate syntax, grammar, punctuation, expression and spelling are corrected in detail from Year 5 upwards.

Selected errors are highlighted in years 3 and 4. Handwriting should also be the best of which the student is capable, although quick writing under time pressure is important in the top years.

History lessons should also contribute to the learning of oral skills : listening attentively and courteously, and talking clearly.

A small line is placed under any written mistake; more detailed correction is at the teacher's discretion. A list of Dept. spellings is in Appendix Two.

## 9. Monitoring of teaching and learning in the History Curriculum

Regular monitoring of teaching and learning takes place in the history department.

**Departmental meetings** Full department meetings are held termly. The upper school department (Year 5 to 8) meet weekly. The Syllabuses and schemes of work are reviewed regularly in departmental meetings and the Scheme of work is normally rewritten and reprinted annually. The implementation of and changes to departmental policy are discussed, along with resources, visits, reports and examinations.

**Sampling of children's work** The Head of Department looks at a sample of children's work from each of the classes in the middle of the year and gives written feedback.

There is an annual review of a sample of pre-prep work in the spring term (Topic books for Reception, History books for years 1 and 2)

**Assessments and Exam results** These and any concerns arising are discussed at regular departmental meetings.

**Classroom observation and visits** An observation visit to each Year 3 and 4 teacher is made biennially.

The Head of Department gives at least one talk to Years 3 and 4 during each academic year.

There is often a similar visit to each pre-prep class.

**Reading and Checking of end of term reports** A sample of these are read and any concerns raised in departmental meetings.

**Informal discussions** also constantly take place. The Head of Department also visits the Junior and prep-prep school to see any displays.

**Assessment Policy – see Section 13**

## 10 Resources

### School Library

The school library has a good history section, with particular emphasis on books useful for research for projects. There is also a growing collection of History software programs, audio and artefacts. Increasing use of the new library's books and IT facilities have been made use of from April 2004.

### General Text Books

The History Library has over 1,000 books. Students are free to borrow books by arrangement.

Students are not issued with a text book for a long period in the traditional way except :-

- 1) For a particular topic, drawing, diagram, map etc. to reinforce a particular point.
- 2) As background reading to catch up work missed through absence (see section Five) or through late arrival in the school.
- 3) As part of a student's own work or research.

A text book from the Galore Park series 'So you really want to learn History?' is available in class for all work covered in Years 6 to 8.

A detailed list of available books appears in Appendix Four. A similar list of Videos and DVDs is appended - see Appendix Five

A list of artefacts is appended in Appendix Nine.

## 11. Teaching Methods

### Time allowed

Year 3 and Year 4 have one double period (1 hour) per week. Year 3 classes are taught by their class teachers and all Year 4 classes are taken by the Head of Junior school. Year 5 have 2 lessons per week. Years 6 to 8 have nine lessons (x 30 or 35 mins.) per 3 weeks, and are mainly taught by the Head of Department. Where possible in years 6 – 8 two of these are blocked together.

### Homework

There is one weekly homework in History for Year 6 and upwards : Year 5 have no homework in term one and fortnightly homeworks (20 mins) in terms 2 and 3, Year 6: 20 mins. Year 7 and 8 : 30 minutes. The school policy on Homework is followed, but in the case of projects some flexibility in deadlines, parental help etc. may be allowed.

### Internet Research guidelines

Students are asked to minimise plagiarism by:

- Being taught what is wrong with plagiarism
  - It hinders the plagiariser in learning the skills of developing their own ideas and expressing ideas in their own words
  - It allows the plagiariser to take credit for ideas that are not their own

- It gives an unfair advantage in comparison with students who diligently work to develop their own ideas in their own words
- Recommending websites and using hand-outs for particular essays so that we are familiar with the material from which students will be developing their work
- Making essay questions specific so that students must tailor their material to answer a question, which websites may not be asking directly. These questions can be used to assess/follow up what was learned in class
- Looking for the following signs of plagiarism and not allowing it to pass without expressing our disapproval:
  - Plagiarised material which is markedly different from a student's normal level (as we can see by comparing in-class and out-of-class work)
  - Surprisingly sophisticated or untidy formatting as a sign of unthinking cut-and-paste work
  - Use of vocabulary beyond the level we would expect and the student's inability to discuss the topic at the same level as their written work

### **Class methods**

In Years 3 and 4 students work in large size exercise books or on photocopies which can be placed in them. In Year 5 and 6 they continue to work in exercise books, although some pieces of work are presented on A4 paper. In Years 7 and 8 work is done on A4 paper, and kept in a ringbinder file. These files are kept in the History room, but students may take them home for Revision.

Notes are taken occasionally to give a basis of factual knowledge. These are often of a timeline type. At all levels pictures are used and drawn to illustrate. Maps and diagrams are used at all levels. Considerable use is made of source material and CE contains a compulsory evidence question. Evidence is presented to children in a variety of formats: written documents, genealogy, statistical tables, maps, visual arts, photographs, replica artefacts, sound etc., which may be investigated individually or in groups. Written work may include the following : Using other written source such as textbook or worksheet - perhaps with the help of keywords, re-writing a story.

Empathetic writing. eg Newspaper report, Radio commentary, Interview Kit lists, advertisements, recruiting posters, proclamations.

Cartoon sequence, picture series with captions

Role Play/ Small script for play, Verse

Extended project with variety of above tasks, Formal essays.

The staple lesson includes an element of teacher exposition (often supported by Power Point Presentation), with discussion.

Boardworks Powerpoint Presentations are used in much Key Stage 3 work.

Summary sheets (many available on school website) exist for many such lessons. This may be issued to all students (including absentees - see section 5) but normally is read and returned; or a section of text-book may be read as follow up.

Drama and role play are used to develop understanding of different historical viewpoints and interpretations. There is occasional use of games and simulations.

Frequent use is also made of video recordings and other audio-visual aids. There is some use of CD ROMs as a research tool, and a number of key issues are explored with the help of ICT (see section 11: History and ICT). Research sessions sometimes take place in the Library especially in Years 5 and 6.

Most preps are related to the Key Elements

There are also excursions. A preparatory sheet is issued, and there is a written follow up.

A one week History Holiday normally takes place in the school summer or Easter holidays.

### **Assessment for Learning**

The History department uses a number of ideas from Assessment for Learning.

Learning Objectives are almost always placed on the board at the start of the lesson. Exemplar work is also used regularly.

In class discussion open questioning, rephrasing of the key question, pairs brainstorming, and hand down methods are all at times employed.

### **Independent Curriculum**

The department wholeheartedly agrees with the philosophy of this :

Students retain more knowledge, probe more deeply, and have more motivation when they are active creators rather than passive recipients of information. It is more than a list of content to be memorised; it is a scheme of work that promotes active engagement, creativity and independent learning in the classroom.

The department intends to follow closely suggestions that might be applied in schemes of work. Likewise ideas which may emerge from the **Prep Baccalaureate**, which has recently been launched.

### **Collaborative work**

The Dept. values this highly and has numerous examples of this.

In the pre-prep

Almost all lessons in Years 3 and 4 involve some pairs work.

Year 5 and 6 often begin a new topic by brainstorming in small groups. Use of this is not limited to the examples below which are written into the lesson plans

Year 5 examples: Aztec mystery object, Pirates, Drake for and against

Year 6 examples : Robin Hood, Peasants' Revolt

In Year 7 most of term two is spent on a carousel of Tudor evidence activities in pairs.

There are slightly fewer examples in Year 8 but pairs discussion is still used eg on Great Fire of London, Bill of Rights.

### **Oral presentation and communication**

This can be time-consuming but is well worthwhile.

There are a number of plays in Years 6 to 8 eg Norman Conquest, Children's Crusade, Gunpowder Plot, Murder of Darnley

Roleplay debating is used eg Medieval Parliament in Year 6, Enclosure and Cambridge Railway debate in Year 8. In these cases each member of the class is assigned the part of historical character. In Year 8 there is a more formal debate about the British Empire.

## 12. History and ICT

The History Dept. makes considerable use of ICT both in delivering the subject didactically and in children's own learning. The department has its own smartboard (since Sept. 2002, junior classes since Sept. 2004) and topics in years 5-8 are frequently introduced with a power point presentation.

Packages such as NCET's 'History using IT' and others developed by the Head of History provide a range of tasks from simple sequencing and dating to more analytical tasks. From a sheet of text student extracts a list of reasons for a historical event. Types of cause eg short and long term, local or national, major and minor can be cut and pasted into linking sentences, phrases to create an essay structure. Students may have to observe a LIMIT on the number of words they can print out.

Each year group from Year 5 to 8 have an opportunity to consider a key question using this method.

### Internet

Students are encouraged to research on line information about certain topics which they are studying. The department's policy is to provide specific questions and tasks from named websites to conduct research. The KCS website has information on almost all of the topics taught. (see internet research guidelines, above). Most homework tasks are on the school website, with the task clearly stated, advice as to length, and information to use. It is hoped that this will pre-empt often long and fruitless open-ended searches for information on the wider web.

### Word Processing

Students are normally allowed to word process any projects or preps but it is often on the condition that the hard copy can be and is, stapled or attached to exercise books. From Year 7 this is less of a problem as they have files. All students are required at least occasionally to hand write a prep, so as not to rely on word-processing totally. This need not apply to special needs users with laptops.

**Written assignments** With WP as with written work, it is the quality of the historical ideas which is the greatest factor in the grade achieved (with due allowance for language and other factors eg. Structure, spelling, syntax, grammar and punctuation).

Extra credit should be marginal for imported graphics so as not to discriminate against students who have access to fewer IT facilities. No credit should be given for downloaded info passed off as the student's work, and this should be discouraged unless it forms part of an appendix etc.

NB The same applies to handwritten work copied from books. Students should be encouraged to indicate their sources.

## History Department Assessment Policy

**Purposes of Assessment** Assessment helps review student performance and improves feedback and gives help in identifying students strengths and weaknesses (including identifying gifted students), develop targets (which may be referred to in reports), monitor teaching effectiveness and modifying schemes of work.

**Summative Assessment** In Years 5-8 there is a summative assessment at least once a term. The assessment will focus on attainment levels appropriate to the particular year group. Students may be given guidance about how their performance relates to attainment levels.

**Methods of Assessment** These include marking of written work, dialogue and oral feedback, peer and self-marking. Written work is assessed in accordance with the Marking policy

**Marking Policy** Most written pieces of work and all preps in Year 5 and above are graded according to the quality and effort of work involved, and a record made in the teacher's mark book. The school policy on marking is followed. Written notes made in class are not always marked, but are subject to periodic checking. Sometimes, in any case, they are rough notes, which are later used as the basis of a final draft.

In Year 4 and below there will not be a mark or grade, but a written comment is always appended.

At all levels:

- the children's ownership of the work is respected
- the teachers' comments are clearly distinguished from the text
- marked work is returned promptly
- comments are as positive as possible, but also honest
- a target for improvement should be indicated for all but the very best work.

### Grading

Written work in years 5 to 8 is graded A – E in accordance with the school's policy, with a separate effort grade from 1 (the highest) to 4. This is the case with scholarship essays and some document questions. A review of the grading system was undertaken during 2012.

Common Entrance document questions and essays are marked out of 10, 15, 20 or 25 as per the exam, but then also graded. Year 8 are given practice test essays/documents under time pressure.

Classes are often given a formal summative assessment at the half way point of the Autumn and Spring terms.

**Examinations** Years 6 and 7 have an annual examination towards the end of the academic year, while Years 4 and 5 have an informal assessment without revision being required. These assessments are graded for internal purposes.

The examinations should test the three main attainment areas : Knowledge of Facts, Understanding and Use of Sources. The exams are marked as a percentage and the normal range should be in the region 40-90%, with a year group mean average of about 65%. The same examination should be taken by all students in a year group.

All Year 8 students do exams in November before the main exam in June. Year 8 scholarship candidates take the 8 Alpha exam in November, and the actual exam in the Spring or Summer terms.

### Example of application of marking policy with possible comments

Presentation is important and may affect your grade.

Grade	Meaning
A	Essay / Narrative - All points covered; fluent; well-structured; balanced. Evidence / Source Questions – Clearly understood; full, accurate answers; direct quotes. Creative Work – High level of creativity; believable context.
B	Essay / Narrative - Most points covered; fluent; structured; both views recognised. Evidence / Source Questions – Well understood; most answers accurate; gist of sources. Creative Work – Good level of creativity; possible context.
C	Essay / Narrative - Some points covered; some fluency; weak-structure; limited balance. Evidence / Source Questions – Fair level of comprehension; some accuracy in answers. Creative Work – Some creativity; unlikely context.
D	Essay / Narrative – Only one or two points covered; weak in structure / fluency; one-sided. Evidence / Source Questions – Largely lacking in comprehension or relevance; no sources. Creative Work – No original work; implausible.
E	The work will need to be repeated.

Exemplar work for a comprehension question:

*Why were Ferdinand and Isabella reluctant to support Christopher Columbus?*

Grade A: Ferdinand and Isabella were reluctant to support Columbus because in the 1480's and 1490's they were at war trying to free their land from the Moors (from North Africa). Therefore they could not afford either the men or the money Columbus wanted. Also, they were not convinced that Columbus would be successful, which would be a waste of their resources.

*Comment:* *Very clear, accurate and detailed. Good use of specific information. Excellent!*

Grade AB: They were reluctant to support him because they were at war and they did not want him to lose them money or men. They did not know if he was right about the world being round, and did not want to risk it.

*Comment:* *You clearly understand the context of the time: good. Now begin to be precise about names; who is 'they'? Who is 'he'? Who was at war?*

Grade B: Ferdinand and Isabella did not support him because they were at war. Also, they thought the world was flat and he would fall off the end and they would have wasted money.

*Comment:* *You summarise the points clearly; a good start. Now begin to explain exactly why those points meant they would not help him.*

Grade C: Ferdinand and Isabella did not support him because they were at war. They were told it would be a bad idea.

*Comment: You include some points. Now begin to explain exactly why people said it was a bad idea.*

Grade D: Ferdinand and Isabella did not help Columbus. He was really Italian but had been to Portugal too and he liked Marco Polo the explorer and studied maps.

*Comment: You have tried to include information about Columbus. Always check the exact question asked. Have you explained why they did not help him?*

Grade D: They did not trust him

*Comment: This is vague and does not answer the exact question asked.*

How to add source material into your answers: a good answer has a **quote** AND an **explanation**.

E.g. In Source A, Columbus demands that '10% of all profit is bestowed' to him. He also wants the title 'Admiral of the Ocean Sea that all may know my name', and wishes to be Viceroy of all newly discovered lands, telling Ferdinand and Isabella 'I shall rule for you honestly and loyally'. He wants gold, glory and power, which are all big demands.

**Audio CDs or Tapes** summarising the year's work are available for revision for Years 6 - 7 and year 8 CE and scholarship candidates. The sound tracks are available on the school website.

**Recognition of good work** Relatively good work by students may be awarded a merit (or merits for a longer piece). Outstanding work may be awarded a commendation or displayed and students may be invited to read aloud interesting pieces - proclamations, dialogues etc. are especially appropriate for this.

Prizes are awarded for extended projects, and there is sometimes a published list of comments. This is particularly the case with the year 5 Local History Project and any History Holiday Projects.

**Reporting** All marks that are recorded in the teacher's mark book are taken into account in the student's report. There is an overall assessment for the subject. The most important part of the report, however, is the written comment, which should be informative and positive, but honest and include **next steps**. Reports are given termly. The Head of Department checks a sample of each class's reports.

### **Teacher responsibility**

Subject teachers will use a variety of methods of assessment and will record progress, from Year 4 passing on any information about levels to the next teachers. Written work will be marked and reports written, in line with the school and department policy.

### **Responsibilities of the Head of Department**

1. Arranging and encouraging outings to sites of historical importance.
2. Organise school's entry into the Townsend-Warner History competition for preparatory schools.

3. In conjunction with school archivist, be prepared to answer queries about school's history.
4. Be responsible for the storage and purchase of historical artefacts and materials.
5. Annually revise the History Department Policy Booklet, updating the Resource lists.
6. Develop policy and ensure the schemes of work are designed to promote progression and continuity throughout the school.
7. Monitor and review children's work and progress, and liaise with teachers of the subject over students who have specific difficulties. This includes book sampling and keeping examples of good quality written pieces of work by students.
8. Advise the Deputy Head Academic on appropriate action required to progress the teaching and learning of History in the school, and any training requirements.

## **14. Strategies for ensuring Progress and Continuity**

The schemes of work appended in Appendix Three were first drawn up in 1992 and are reviewed and updated annually. The History department meets at least once a term. There is an agenda, and minutes are kept. Many of the issues covered in this curriculum plan are raised regularly. This History Department Policy is revised annually by the Head of History.

## **Appendix One**

### **What History?**

Over the last generation there has been a massive debate about what History should be taught in schools (as well as in universities and colleges) and how. Although true to some extent in other subjects, there seems to be in History a unique polarisation of attitudes. The traditionalists assert the supremacy of whole class teaching, using formal, didactic methods (aided by discussion as a means to that end) with considerable emphasis on the acquisition of a body of factual knowledge, chronologically based, much of it political and military and British centred. In this version what happened in the past is presented as received truth by the teacher and the important parts of that truth noted by the student to be learned. Students forming their own opinions matters a lot less than the acquisition of knowledge.

The reformers, the proponents of the 'new history', approach the subject very differently. The content should emphasise social history at least as much as political, and rather than viewing British history as a story of success and progress, they tend to see it as a series of changes resulting from conflicts. 'History from below', the lives of ordinary people they see as worthy of at least as much attention as those of the great and famous. Women's and ethnic history as well as foreign history, play a bigger part here too. Evidence (suitably edited) is presented to children to enable them to form their own conclusions.

This approach has implications for the methods of teaching history. The content or product is less important than the process of finding out, and the development of skills more important than acquiring facts. It matters less what is taught than how. The students become investigating historians themselves, looking at documents and

making their own judgements about their usefulness and reliability to deduce their own version of what happened. Increasingly important are group work and role play, use of objects and paintings, visits to sites all with the idea of learning from discovery.

The Schools History Project was the forerunner in this field. Those who set it up were concerned at the growing lack of enthusiasm for a subject taught from endless pages of dull textbooks, supported by copious written notes for regurgitation at the next test or exam. Of course, traditional history does not have to be taught in this way, but never to see a document, as was the case with many O and A Level students, was to leave out a prime method of interesting students in the work.

**The KCS History department firmly believes in establishing a balance between the two approaches.**

For the first reason given under 'Philosophy', the staple diet of the young historian should be the history of his own country. British (including some Welsh, Scottish and Irish) history forms the basis of most of the National and therefore the King's College School curriculum. In addition a broadly chronological approach is favoured as the most immediately comprehensible by the children. The preferred syllabus is therefore based on a broad outline of English History from Roman Britain up to the eighteenth century or thereabouts, which also matches much of the Common Entrance syllabus (1066 - 1900). An exception is made in the case of 'Britain since 1930', which is taught at the very beginning of Key Stage 2 and, as it were, proceeds backwards from the present and recent past ie that within parental and grandparental recollection, which forms the basis of a lot of work in Key Stage One. Alongside it provision is made, in accordance with the National Curriculum, to study the Greek and Egyptian civilisations.

In addition, because the understanding of comparative culture is an important aim of History, because a number of our pupils belong to these cultures and because many great civilisations and events of international importance either profoundly affected English History or were major landmarks in World History, periodically some considerable attention is given to Foreign History.

### **National Curriculum**

The onset of the National Curriculum has been seen by many as an opportunity to come up with a compromise between these two approaches and as such, is broadly supported by the KCS History Department. It has been largely adopted here, adapted to suit our own needs and preferences. While it is not compulsory for Independent schools to adopt it, the department has implemented it, in so far as the requirements of Public School Scholarship and Common Entrance examinations allow. The latter and the new common scholarship exam are firmly based on it now. In practice this means that all the programmes of study laid down under the National Curriculum are now undertaken, but not necessarily in the prescribed order. A certain amount is also undertaken that is not in the curriculum, but which was, until reduced by the Dering report in 1995. Some of that (notably the 'Wider world' during the Tudor period) has been reintroduced since 2000.

## Appendix Two Examples of pupil tasks, which develop key elements.

- 1 Put in chronological order a number of Victorian and Modern inventions.
- 1 Draw timeline showing main transport inventions in the 19th century.
- 1 Place in chronological order various ships from different eras.
  
- 2 Compare and contrast the Galleons of the 16th century with battleships.
- 2 Compare the Victorian schoolchild's daily life with present day counterpart
- 2 Compare the writing and number systems of Ancient Egypt with the modern West.
- 2 Describe different features of Medieval Cambridge.
- 2 Examine differences and similarities in the Greek and Roman ways of life.
- 2 Explain why the British Empire was extended in the Victorian era.
- 2 Give different reasons for the Greeks' victory over the Persians.
- 2 Look at a variety of factors which led to the discovery and colonisation of America.
  
- 3 Note different stories about breaches in Hadrian's Wall.
- 3 Distinguish some facts and opinions about the Olympic Games.
- 3 Show how explanations of the Armada's defeat have changed as more evidence has become available.
- 3 Classify Spanish remarks about the Aztecs into facts and opinions.
  
- 4 Make deduction from the findings at Sutton Hoo about the Saxons' view of Life.
- 4 Use old maps, drawings and writings to describe pupils' own area.
- 4 Make deductions about Aztec spiritual beliefs from their buildings and objects.
- 4 Make deductions about Egyptian spiritual beliefs from the items left in their tombs.
- 4 Understand how Roman coins and pottery fragments can provide information about trade and settlement patterns.
- 5 Any form of narrative account, written in a structured way eg Alexander the Great, Saint Augustine, Christopher Columbus, Mary, Queen of Scots.

## Appendix Three

### Historical spellings for Years 3 and 4

Disease	Building
Egypt	Burial
Exhibition	Christianity
Factory	Civilisation
Family	Conquest
Farming	Emperor
Goddess	Invasion
Industry	Legend
Irrigation	Military
Medicine	Myth
Pharoah	Religion
Pyramid	Settlement
Railway	Temple

Servant	Trade
Worker	Viking
<b>Year 3</b>	<b>Year 4</b>

### Historical spellings for years 5 to 8

Year 5	Year 6	Year 7	Year 8
Archaeology	Abbey	Cavalier	Agrarian
Architecture	Cathedral	Conference	Colonial
Armada	Crusade	Constitutional	Commercial
Circumnavigate	Culture	Dissolution	Conservative
Compass	Execution	Elizabethan	Economic
Design	Feudalism	Monarchy	Effect
Development	Foreign	Non-conformist	Enclosure
Discovery	Government	Petition	Exhibition
Disease	Illegal	<b>Protestant</b>	Imperial
Exploration	Manor	Puritan	<b>Independence</b>
Galleon	<b>Medieval</b>	Rebellion	Industrial
Navigation	Monastery	Reformation	Jacobite
Oceanic	Morale	Religious	Military
Overseas	<b>Parliament</b>	Renaissance	Nationalism
Population	Peasant	Restoration	Radicalism
Quadrant	Plague	<b>Revolution</b>	Reactionary
Sailing	Political	Revolutionary	Reform
Scientific	Sanctuary	Succession	Socialist
Seafarer	Society	Taxation	Strategic
Transport	Treason	Toleration	Technological

The above are some of the main spellings. Those in **bold** are particularly prone to misspelling

## Appendix Four

### KCS History Department - list of Books, CD Roms etc.

#### Text Books Year 5

Cambridge : a short history by Horridge and Janaway 20  
 'The Story of Cambridge' Stephanie Boyd 30

#### Year 6

A Preparatory History by M. Peacock 2  
 So you really want to learn History 1066-1500 Vol. 1 Pace 40  
 The Middle Ages (Burrell) Oxford 16  
 Medieval Realms (McLeavy) 20

#### Year 7 and 8

Evidence : The Tudors (Nichol) 24  
 So you really want to learn History 1066-1500 Vol. 2 Oulton 40  
 So you really want to learn History 1750-1900 Vol. 3 Pace 25

Making of the UK (Unwin) 25  
 Britain since 1700 (RJ Cootes) 16  
 Expansion, trade and Empire (Mason) 18

### **Year 3 and 4 text books**

'Britain since 1930' (Oxford) and  
 'Britain since 1930' (Collins) 2 class sets of 20  
 Pyramid (Macdonald Young Books) 24  
 The Greeks (Burrell) 45  
 Encyclopedia of Ancient Greece (Usborne – internet linked) 25  
 Ancient Greece (Powell) 10  
 The Invaders (Burrell) 40  
 The Romans, The Saxons and Vikings (Knowing British History) 15 of each

**Topic Books** are issued especially for Project Work, and research; also for selective reading.

Ancient Greece	30
The Vikings	35
Alfred and the Danes	18
Roman Britain	14
The Norman Conquest	18
Magna Carta	20
The Medieval Village	20
The Medieval Town	20
The Medieval Castle	40
The Medieval Monastery	24
The Crusades	25
Medieval Pilgrimages	3
Medieval Tournaments	8
Scotland in the age of Wallace and Bruce	25
Two families in the Wars of the Roses	5
Elizabethan Citizen	20
The Spanish Armada	25
Elizabethan Ship	6
The Pilgrim Fathers	13
Samuel Pepys	10
Jacobite Risings	20
Roads and Canals	25
Agrarian Revolution	25
The Railway Revolution	25
Nelson's Navy	8
The French Revolution	6

### **Source Books**

The Black Death	6
The Peasants' Revolt	6
The Norman Conquest	32
The road to Civil War	6
Tudor selection	20
Making of UK	1 photocopiable

**CD Roms**

MS Encarta, World of Vikings, Mary, Queen of Scots, John Cabot, Explorers and Exploration, English Civil War, Stowaway, Medieval Realms, JFK.

**Play Scripts (written by RJ Henderson)**

The Battle of Hastings  
 The Children's Crusade  
 The Peasants' Revolt  
 The Wars of the Roses  
 The Private Life of Henry VIII  
 Martin Luther  
 Who killed Darnley?  
 The Gunpowder Plot  
 The Trial of Charles I (transcript of the trial)  
 Eve of the French Revolution.

**Roleplays**

Old World meets the new (Year 5)  
 Medieval Parliament (Year 6)  
 Village Enclosure (Year 8)  
 Cambridge Railway Debate (Year 8)

**Appendix Five****KCS History department - list of available videos (Sept. 2003)**

P = Pre-recorded    B = Britain 1750-1900    E = Egypt    G = General  
 I = Invaders    L = Local History    M = Medieval    S = Ships and Seafarers  
 T = Tudors and Stuarts (1500-1750)    V = Victorians    W = World Wars  
 comp. = compilation of different programmes. NB where two or more programmes form different periods are on the same tape the classification is by the most important programme.

	Title	Mins.	Comment
B1	Arkwright		
comp.	Railways		
	Peasants' Revolt		
B2	<u>Clive in India</u>	90	Brilliant solo performance by Kenneth Griffith
comp.	'The Private Life of Henry VIII'	90	Feature film

B3 comp.	<u>I remember Nelson : Battle</u> John Wycliff	50	Last in 4 pt. TV series featuring the death of Nelson - a bit gory
B4	Waterloo I remember Nelson Waterloo	125 45 25	Feature film  Play - low budget but very useful for the life of a recruit
B5	Culloden ; two progs Documentary (1996) and a drama (BBC 1960s) Bayonet	2x60  30	
E1	Tutankhamun	3x60	First three of four part series on Howard Carter's discovery of the tomb of Tutankhamun
G1	Iceman		
G2	Writing and Printing Series of progs, the first two cover up to the invention of printing	5x20	
G3	History of the Isle of Man	60	
G4	2 <sup>nd</sup> Pompeii (1 hr), What the Stuarts did (Science 30 min.), The Pyramids ( 1 hr.)	2x60 1x30	
G5	War Walks : Hastings, Bosworth, Naseby, Dunkirk 'The Purple Secret' C4 prog. on Porphyria	4x30  1 hr	Richard Holmes. Useful on weapons and tactics
I1 comp.	Arthur Medieval Lincoln <u>1793</u> Roundheads and Cavaliers		'That was the year that was' Good on weapons
I2	Zigzag : The Romans 5 programmes on various aspects of Roman life eg. Roman army, Villas, roads, trade The Great Commanders : Alexander the Great	5x20  45	KS2 Invaders and settlers  First of a 6 part series
I3	Zigzag : The Vikings	5x20	KS2 Invaders and settlers + 25 mins of Saxons v. Vikings at Hastings re-enactment
I4	Home Videos : Battle Abbey, Kirby, Castle Acre and Priory (with 15th century music), Wroxeter and Wall Roman sites (English heritage special event for 1950th anniversary of Roman conquest with commentary)	15 17 60	Particularly useful on the Roman Army
I5	Zigzag : The Anglo-Saxons	6x20	KS2 Invaders and settlers , the first about West Stow, nos 4-6 include a drama.

I6	Zigzag : Roman Britain	5x20	
	The Great Commanders : Alexander the Great	45	
17	Life in Anglo-Saxon Britain	55	WH Smith general purpose video
I8	The Lost Vikings	55	Ch. 4 'Secrets of the Dead'
L1	Local History : Cambridge	25	Official city video
	Cambs. and the Fens	50	East Anglia Film Archive: includes army life, farming in World War 2, old crafts and Cambridge in the 1950s
M1	Wool Trade		
comp.	Gothic Cathedrals		
M2	Zigzag series on the Normans : Invasion, Castles, Rule, Hungry times Pt. 1 :the trap and pt.2: trial Computers in education	6x20	
M3	Series of programmes on Medieval History : Peasants' revolt, Black death, Monasteries, Medieval trade, Medieval Town, William Marshal.	6x22	All children's programmes except 'The Black Death' which is a Timewatch programme.
M4	Home Videos : Castles : Rochester, Bodiam, Newark, Ashby, Kirby Muxloe, Castle Acre and Priory, Pevensey, Eynsford, Upnor, Totnes, Dartmouth.	5 av.	
M5	Home Videos : Monasteries : Castle Acre, Whiteladies, Wenlock and Buildwas	5 av.	
M6	Rievaulx/Local History/Northumbrian castles	3x15	English Heritage
M8	The Crusades	4x50	BBC Series, entertainingly narrated by Terry Jones
M9	<u>Middle Ages programmes</u> : Norman Conquest, The Church (includes Becket), Magna Carta, Wales, Farming	5x20	
comp	Open University Programme : Portuguese voyages of discovery	25	
M11	Longbow	30	'Decisive Weapons' -Brilliant
M12	Becket (Schama), Richard Lionheart	1x60 1x30	
PB1	Waterloo	60	WH Smith documentary
PB2	Trafalgar	80	WH Smith documentary
PB3	Ironbridge	30	Guided tour
PE1	Mummies		
PL1	Grimes Graves	13	English Heritage production
PL2	Prehistoric Sites	18	English Heritage production
PL2	Flag Fen	30	English Heritage

PL3	Cambridge	60	Video of the city with commentary by Colin Day
PM1	Henry V (Branagh)	132	Film version of Shakespeare
PM2	Battle of Mortimer's Cross	80	
PM3	Richard III	130	Film of Shakespeare play
PM4	Henry V	130	Film of Shakespeare play
PM5	Warwick Castle	30	Guided tour
PM7	The Mystery	15	English Heritage production about Castle Acre Priory
PM8	The Norman Conquest	16	English Heritage production
PM9	Looking at an Abbey	17	English Heritage production
PM10	Looking at a Castle	19	English Heritage production
PM12	Castle Clues	30	Produced by and about the Tower of London.
PM13	Richard the Lionheart	55	WH Smith documentary
PM14	Peasants' Revolt	55	WH Smith documentary
PM15	Agincourt	55	WH Smith documentary
PM17	Castles Alive - Edward I's establishment of castles in North Wales	30	Welsh education service
PM18	A ring of Castles - as above but far more detailed	90	
PS1	Nelson : the Great Commanders	45	Channel 4
PS2	Battleships at War	50	
PS3	Columbus	50	The Biography Channel
PT1	Civil War	60	WH Smith documentary
PT2	Boscobel	15	English Heritage production
PT3	Gunpowder Plot	55	WH Smith documentary
PT4	Fire and Fever	55	WH Smith documentary
PT5	Sedgemoor	55	WH Smith documentary
PT6	Culloden	55	WH Smith documentary
PW1	The War Years 1: Phoney War		
PW2	The War Years 2: Battle of Britain		CBS
PW3	The War Years 3 : Blitz		
PW4	The War Years 4 : The Tide turns		Distribution
PW5	The War Years 5 : Final Chapter		
PW6	'All quiet on the western front'	120	1932 Black and White feature film
PW7	Life in the trenches	55	WH Smith documentary
PW8	The Great War remembered	55	WH Smith documentary
PW10	D-Day	9	Education video
PW11	VE Day Remembered	60	Castlelevision
PW14	Station X (Bletchley Park & Enigma)	4x50	Channel 4
S1	<u>Columbus</u>	50	Timewatch - voyage re-enacted
comp.	Limestone	60	Building from medieval Gothic until the 18th century

S2	Battleship	30	Presentation by Adm. Lord Hill Norton (1980)
S3	Columbus	5x50	1992 First five in a 7 pt series presented by Mauricio Obregon
S4	Columbus	2x50	Parts 6 and 7 of the series above - all visually superb
S5	Landmarks series on Exploration and Encounters : The World in 1500, The Aztecs, The Portuguese voyages, Columbus (1), Columbus (2), Later exploration	6x22	KS2  <i>S6 missing</i>
S7	The Spanish Armada : series of three documentary programmes	3x50	400th anniversary series - brilliant.
S8	1496 - The Conquest of Paradise	120	Feature Film
S9	Great journeys - Mexico Henry Purcell - 1 hr BBC biography for tercentenary of composer's death Purcell concert	50 60 60	Traces Cortes' route
S10	Drake's last voyage Time team : An Armada ship?	60 60	BBC prod for quatercentenary
S11	The Spirits of the Jaguar : Natural history, Mayas, Taino, Aztecs	4x45	
S12	Conquistadors : Cortes, Pizarro	4x50	Michael Wood
S13	Nelson at the Nile Lusitania	1x50 1x30	
S14	Mary Rose, Armada	2x60	Ch. 4 docs
S15	Nelson's Trafalgar	80	
S16	Pirates	2x60	Esp. No. 2 = Golden age of Pirates
T1 comp.	Ring a ring ' <u>By the sword divided</u> ': <u>Restoration</u> Plague	50 20	last in a TV series
T2 comp.	Landmarks series on Tudors and Stuarts : Henry VII, Henry VIII, Mary Rose, Elizabeth I, The Armada, Gunpowder Plot, Charles I, Charles II, Great Plague.	9x20	Suitable for KS2/3
T3	Landmarks Tudor and Stuart life: Great Fire of London, Printing also Elizabeth I in portraits and Home video of Kentwell, Kirby, Boscobel, Kenilworth and Framlingham	2x17  15 8, 5, 20,12 15	KS2

T4	<u>St. Paul's Cathedral</u>	25	Open University
comp.	Countdown to War	80	BBC play made in 1989 - superb
	Sept. 3, 1939	15	The news headlines
	interspersed with two epic one-day cricket matches from 1989		
T5	The Jews in Medieval England	50	Timewatch
comp.	'Traitors'	60	Play about the Gunpowder plot giving the Catholic viewpoint
	<u>Cromwell</u>	60	Part of the feature film
	The Siege of Colchester	25	One of a an ITV series 'The War in East Anglia'
	Hardwick Hall	25	Open University
T6	The Tudors : a series of programmes : The two vicars of Hessle, Mary, Queen of Scots, Ships and Seafarers, Tudor houses	4x22	The two vicars very good on the Elizabethan religious settlement
T7	Elizabeth R : The Enterprise of England	75	Play by John Prebble
	<u>Martin Luther</u>	65	500th anniversary TV play
	That was the year that was : 1642	25	The news headlines for 1642
T8	The Six Wives of Henry VIII	145	Feature film starring Keith Michel
T9	Victorian paintings	40	after 30 min. gap
comp.	<u>Elizabeth R No. 1 'The Lion Cub'</u>	55	
T10	100 years of Sopwith	60	
comp.	<u>Holbein portraits (including 'The Ambassadors')</u>	30	Part missing
	The Castle	20	
	Nazi Germany	20	
T11	'Changing Faces'		
	Elizabethan portraits	25	
	Portraits of the Age of Charles I	25	
T12	How we used to live : England in the 1580s : interacts Will Shakespeare and Edmund Campion	5x21	
T13	Elizabeth R Nos. 2 and 3 'Marriage' and 'France'	2x75	
T14	The Making of the UK series of programmes : Tudor and Stuart society, Religion, Causes of Civil War, Cromwell, Restoration (2 and 3 interspersed with 2 progs on Newton)	5x20	
T15	Isaac Newton series of programmes	5x20	
	Open University programmes on history : 'Evidence' and 'The Future of History'		

T16	Landmarks series on Tudor and Stuart life: Court, Childhood, Food, Water, Farming, Building, Medicine 1-6 interspersed with Life in the Civil war: a fictional narrative set in Yorkshire	7x17 5x21	KS2
T17	Elizabeth R Nos. 4 and 6 'Mary, Queen of Scots' and 'Essex'	2x75	
T18	Mary, Queen of Scots	125	1971 Feature Film
T19	The forgotten Tudors : Edward VI, Mary	2x60	David Starkey
T20	Civil War doc.	90	
T21	BC Britain x2, Last two of Henry VIII's six wives ie last 4 wives	4x60	Francis Pryor David Starkey
T22	Elizabeth	4x60	David Starkey
T23	Civil War, Ironbridge	4x30, 50	Tristram Hunt
W1	World at War : The new Germany Distant War France falls	3x60	
W2	World at War : Italy The desert war to El Alamein Germany v. USSR 1942-44	3x60	
W3	World at War : Germany v. USSR The bombing of Germany Resistance in Germany	3x60	
W4	World at War : Normandy 1944 Arnhem/Warsaw/Bulge The Jews	3x60	
W5	World at War : Berlin Japan 1941-45 USA v. Japan in Pacific	3x60	
W6	Battle of Britain	125	Feature film
W7	<u>The Somme</u>	50	Timewatch
comp.	The fatal attraction of Adolf Hitler	60	TV documentary
W8	The Norman Conquest	50	Timewatch
comp.	<u>The D-Day deception plan</u>	90	TV documentary
W9	Churchill	3x60	The first three of four TV documentary programmes.
W10.	The Battle of the Somme	60	Documentary narrated by Leo McKern - very good
	Blackadder : two programmes from the Prince Regent series	60	

W11	<u>Timewatch prog. on causes of</u>	60	Very lucid
comp.	<u>World war One</u>		
	Austerlitz (from the Great	40	
	Commanders series)		
	Medieval, Elizabethan and Stuart	3x15	
	furniture		
W12	<u>The Somme - documentary</u>	50	
comp.	<u>about Haig</u>		
	Black Adder general Election	25	
	special		
W13	World War One	5x22	

## DVDs

**PDVD 1 : Battlefield Britain 2 disks 8x1 hour programmes** : . Boudicca's Revolt 61 AD 2. The Battle Of Hastings 1066 3. Battle For Wales 1403 4. The Spanish Armada 1588 5. Battle Of Naseby 1645 6. Battle Of The Boyne 1690 7. Battle Of Culloden 1746 8. The Battle Of Britain 1940

**PDVD2 : Henry VIII** Channel 4 production starring Ray Winstone 2 x 2 hours

**PDVD3 : Waterloo** Feature Film Rod Steiger, Christopher Plummer (3 hours)

PDVD4: **Cromwell** feature film Richard Harris

PDVD 5 :

**DVD One** : Life of Nelson 1 hour - Michael Portillo (BBC)

**DVD Two** : Timewatch : The Gunpowder Plot (1 hour), Battlefield Britain : Hastings 1 hour

Animation of Christmas Day 1914

Battlefield Britain : Spanish Armada 1 hour

**DVD Three** : The Year 1066 : Channel Four programme 90 mins

**DVD Four** : Reformation, Empire 2 x 1 hour BBC 2 Learning Zone

**DVD Five:** Life in Britain 1066-1900 2 hours BBC 2 Learning Zone

**DVD Six** : The Greatest Knight (Life of William Marshal) 1 hour BBC 2 Timewatch

**DVD Seven** : The Crusades Terry Jones 2 disks 3 hours

**DVD Eight** : The Longbow 30 mins (Decisive Weapon Series on BBC 2)

**DVD Nine** : Moctezuma (Dan Snow BBC 60 mins)



Year 3 Term 1 Study Units Part A: KS2 11 Britain since 1930 The impact of the Second World War

Unit title	Learning Objectives	Suggested activities	Resources/tasks
1.Timelines	To order chronologically, key words relating to time.	Discuss timeline of children's lives Place and record key events of 1900s on a timeline & discuss.	Create Year 3 timeline of photos showing change since 1930 (for prep)
2.The Great Depression	To know about some of the reasons for WW2 To know about child living conditions in 1930s	Discuss photos of children/people in 1930s in general & in depression. Compare & contrast life at this time with today.	Photos from video IWB Notebook Writing frame
3.Outbreak of WW	To know why, when and where WW2 took place To begin to know about leaders and key events and dates of war.	Intro key info including when war took place, main countries, why it started. Shade in map of key countries. Talk from Head of History	Prep: To find out about the war from the recollections of a survivor
4.Air raids, evacuation	To know about the effects of air raids and characteristics of blitz and types of area to be effected.	Discuss reasons for/effects of bombing Use map to identify targets. Use pictures, video & eye witness accounts .	Video Activity sheets
5. Rationing	To know why rationing was necessary and about the impact on the way of life.	Discuss rationing: definition and why it was necessary. Discuss alternatives to 'normal' food.	Pics, ration books, DVD, Rationing sheet
6. Dig for Victory/Land Girls/other government campaigns	To know about restrictions on people's lives during the war, their courage, resilience and creativity. What life was like in WW2	Discuss different government war campaigns & why they were necessary using DVD & Notebook of campaign posters.	Discuss interview prep – share ideas from what children discovered
7. Stibbington – VE day	To find out the experiences and feelings of evacuees. To find out how the local area was affected by WW2	Visit Stibbington for day re-enactment. Write about experience as prep.	Stibbington centre Clothes and masks
8. Dunkirk, Battle of Britain, D-Day, VE day	To know about Dunkirk, Battle of Britain and D-Day. How the war ended	Discuss key events of the war using Ntbk (BBC website) information & text book.	Group research about end of the war in groups
9. Changes Since 1948 The 1950s	To understand developments and changes in Britain since 1945.	Use timeline & key event/date cards to learn about some of significant events since 2WW.	Picture research inventions in use since 1945
10. Changes Since 1948 The 1960s	To understand developments and changes in Britain since 1945, related to specific themes eg telephones, toys, homes.	Use telephone picture cards to develop idea of change since 2WW. To know about key events in 1960s.	Research in pairs IWB Notebook
11.Changes Since 1948 The 1990s	To understand developments and changes in Britain since 1945, related to specific themes eg toys, homes, and compare them to life in 2009.	Research key themes of 1960s using textbooks & BBC DVD. Record in research booklets. Review learning from topic, particularly comparing life during 20 <sup>th</sup> Century to now – what is same/different?	BBC DVD <i>Britain since 1948</i> Textbooks for research.

## Year 3 KS2 13 A world history study : Ancient Egypt (11 weeks x 2)

Week	Lesson 1	Lesson 2	Typical tasks
1.	Introduction to Ancient Egypt. How do we know?	Primary and Secondary Sources	Select which sources are primary and secondary from given list.
2. and 3.	River Nile and its importance Farming and Food		Map of the Nile with key places labelled. Making a shaduf Examine foodstuffs. Make bread; write a menu
4	Scribes Children at school		Write on papyrus (Art: Painting on papyrus) Research writing tools, draw and label diagrams.
5	Hieroglyphs Use of papyrus Rosetta stone		Writing on papyrus using hieroglyphs to represent own names or those of friends
6.	Symbols of power To know how society was governed To find out how a range of people lived and worked.		Draw the hierarchy. Label the pharaoh's deathmask. Empathise with different characters and write thought bubbles.
7.	How mummification took place. Weighing of the heart ceremony		Drama for ceremony. Sequence the paragraphs, sentences for the mummification process.
8.	Tutankhamun To know the story of Howard Carter. To know what was found and its significance. Mummification and tombs		Write a news report or make a radio broadcast. Explain the process, and do a class model of a mummy
9.	To know some of the gods names and functions To know about the afterlife		Matching exercise. Research information.
10.	To re-enact the court of Akhenaten with drama specialist. To make bread, play senet, do tomb paintings, make pottery, jewellery (ie practise activities done by Egyptians)		Visiting specialists: History off the Page A day in the life of ancient Egypt drama and practical activities.
11.	To consider "Why were they built and how?"		Read as a class the pyramid book. Discuss, draw diagrams. Make a model.

Videos : BBC landmarks and Eureka series

Activity Day Audio cassette (priest) Mummification model book

Year 4 KS2 SU 4 : Ancient Greece

(8 weeks x 2)

Week	Lesson 1	Lesson 2	Typical tasks
1.	Where and when : main events of the Ancient Greeks, whereabouts on main timeline.		Timeline and write names on to blank maps & affix to book
2.	Minoans and Mycenaeans Questions on text in book		Questions about Mycenae
3.	Theseus and the Minatour. Video, artoon from Burrell		Children cut out pictures & stick in books in correct order, writing sentences underneath the pictures about what happens in the story. <b>PREP:</b> Children research a god/goddess (couple of weeks)
4.	Trojan War (BBC AG Video Prog 1) , what would it have been like to be inside the horse.		Draw in books and write a paragraph
5.	Soldiers: Use pottery pictures to discuss what we can deduce from Greek evidence generally.		Using knowledge from discussion & text books chn draw picture of soldier in books & label.
6	Marathon and Salamis Their importance in the Persian Wars Usborne p46-49 Information sheet BBC AG video programme 3		chn choose whether to find out about Marathon or Salamis & write fact file. Instead write fact file on Persian Wars. Usborne & video give enough info.
7.	Athens and Sparta : read through activity sheets and texts in pairs. Which would you prefer and why? British Museum website daily life story		In books chn write paragraph about which city they would prefer to live in and why/Activity Sheet
8.	People and Slaves Read Helen's story together. What would being a child/woman/slave be like of today Sound Learning		Using texts children describe roles of different people; stick in books. <b>Prep:</b> research famous person Alexander the Great
.9.	Education and the Alphabet Using website & text books discuss how school is same/different to now.		In books draw table to compare Greek school & KCS (School: same/different). Using alphabet sheet children write their names in Greek in books, then write a secret message for a friend to decode in Greek.
10.	Olympics : Discuss recent Olympics in Beijing & link to Greek Olympics. Go through events on Olympics cartoon on website. Which event would be your favourite? Why?		Chn design a programme for Olympic games.
11.	Theatre : Using website discuss different parts of theatre. How are theatres same/different to now?		Chn stick theatre sheet into books, copy theatre picture & label, then write fact file about Greek theatre.

Possible visit to Cambridge University Museum of Classical Archaeology, Fitzwilliam Museum

Usborne internet-linked book

Textbooks : 'The Greeks' (Burrell) and 'Ancient Greece' by A Powell

Artefacts

Sound learning: Life in Ancient Greece

Videos : BBC AG videos and Eureka Ancient Greek

## Year 4 KS2: 9 Romans, Anglo-Saxons and Vikings in Britain

( 11 weeks x 2)

Week	Lesson 1	Lesson 2	Typical tasks
1. Founding of Rome Romulus & Remus	Discuss story of Romulus & Remus. Discuss that this is a <i>legend</i> <i>Video</i>		Cartoon and story of legend
2 Spread of Roman Empire	Group work investigating spread of Roman Empire. Groups on 1) Conquest of Italy, 2) Masters of Med, 3) Birth of Empire		Groups report back to class
3 Roman Army	Video : Fighters and builders. Who were legionaries and what did they do?		Create Roman legionary model and label
4 Roman Roads	How and why roads were built		Diagram of Roman road
5 Celts Maiden Castle	Celtic Britain and tribes Druids Hillforts eg Maiden Castle		Spidergram about Celtic life
6 Roman Invasion of Britain	Why Romans came Watch video Roman Britain 1 Children establish hierarchy of importance of causes		Cut out and arrange statements in order of importance
7.	History off the Page Roman Day - children write recount of day		
8 Boudicca	Video recap from 6. Events of Boudicca's Revolt Read from 'Historical stories – The Story of Boudicca'(Library)		Make model of Boudicca's chariot, and write her speech
9 Hadrian's Wall	Use Interactive map of Hadrian's Wall and photos of its present day appearance. (Internet links)		Cross-section of wall drawn, with facts on the bricks
10 Education and family life.	Roman schoolday Subjects, resources		Draw a scroll on lined page and write school prospectus
11 Houses, homes and towns	Roman Villa activity sheet. Write sentence answers. Homework : create Roman villa model from activity sheet		
12 Way of Life – gladiators, religion, baths	In pairs choose chapter to read and create factfile and share with class.		

Boardworks ppt : Roman invasion, Boudicca

Textbooks : 'The Invaders' (Burrell), 'Roman Britain' by B Williams, 'The Saxons and Viking' by B Williams. Usborne and internet linked pages

BBC video : 'Roman Britain'

Sound Learning : 'Life in Roman Britain'

Year 5 Terms 1 and 2 School specific study unit **Vikings and Ships and Seafarers** (10 weeks x 2.5)

Week	Lesson 1	Lesson 2	Lesson 3	Typical preps or tasks
1a	Who were the Vikings? Reasons for their raids/invasion of Britain Viking Life : Houses, clothes PPT			'I am a Viking'
1b	Reading Viking Ships, draw pic and short video		Audio tape 'A Viking settler'	Questions based on tape
2	Viking ships and voyages of exploration (incl. Video 'Viking Saga') Go to next unit for rest of Term One		The Viking legacy	Write on or make Viking model
3	The development of the 'Race-built' galleon	The 'Mary Rose'. Pairs discussion of evidence	Videos about 'Mary Rose'. Why it sank.	Newspaper report : the Sinking of the Mary Rose.
4	Background to the Spanish Armada.	The Spanish plans and English preparations. PPT and topic books		Questions on background to the Armada
5	Tactics and Weapons.	Battles in the channel. Short video.		Empathy account Describe the fighting
6	The fireships and the decision to head north	The voyage home and aftermath. IT room based essay on why Armada failed		Finish the essay
7	Pirates : PPT to introduce. Myths of pirates	Library based research on pirates from books and websites. Video of pirates in golden age		Pirate questions
8	The Man o War and its differences from the galleon. Draw a cross-section.	Research from 'Cross sections' aspects of Life on a man of war		Life on a Man o' War : research two aspects
9	Nelson's life PPT	Recount Battle of Trafalgar with brief video		Plan or Battle of Trafalgar account
10	19 <sup>th</sup> & 20 <sup>th</sup> century ships Ppt.	Possible National Maritime Museum Visit		Write up trip

This unit is integrated with Exploration and Encounters 1450-1550.

Resources : Videos : Viking Saga (History Channel, first 40 min), Viking Ships (20) Mary Rose, Armada (20 min progs on each), Pirates in Golden Age, Trafalgar (Last part of Nelson biog.) Sound Learning audio tape : A Viking settler

Then and There topic Books : The Vikings, Elizabethan Ship, A Naval Captain in the Reign of Queen Anne and Nelson's Navy (about 12 of each). Information Packs and numerous Library Books on the Armada.

Cross- Curricular: Geography: Trade, Discovery, maps, Charts etc.

Art and DT: Drawings / Models of Ships.

Year 5 Terms 1 and 2 School specific unit **Exploration and Encounters** (9 weeks x 2.5)

Week	Lesson 1	Lesson 2	Lesson 3	Preps/typical task
1	Pupils make deductions from comparison of Ptolemy's map to present day world map	Medieval man's knowledge of the world and why so limited. Myths and reality.	Video and discussion : main civilisations outside Europe in 15th century	Ptolemy map questions or Write about one of the civilisations
2	The caravel and navigation methods.	The Portuguese voyages of discovery.	Navigation instruments : demonstrate a shadow quadrant	
3	Introduction to Columbus. Examine the evidence about him.	Reasons for his voyage. (Toscanelli)	Video (1) or audio about voyage 1- why his journey took so long to be accepted?	Columbus questions
4	Pupils draw map of Columbus voyage. Video (2) about 1492	Role play '1492' Groups devise a small play to enact the first meeting of the Spanish and native Americans Or 1519 Cortes and Moctezuma		Summative test Complete play
5.	Magellan's voyage (proving Columbus idea correct)	Las Casas who was he? Roleplay Teacher is Las Casas class are the slaveowners.		Las Casas questions
6	Origins of the Aztecs : read from Aztec mythology Huitzilpochtli and Tenochtitlan.	Groupwork : investigate a pic of Aztec calendar stone, state what seen, guesses and questions that could be made.		Write up the investigation
7	PPt The Aztecs	The conquest of Tenochtitlan Draw map while teacher tell story.		Questions on The Aztecs or poem on Aztec defeat
8	Inca mythology and civilisation. The arrival of Pizarro.	Atahualpa and Pizarro. Extract from Michael Wood video		Inca creative writing eg story, poem
9	The Columbian Exchange	Exercise identifying direction of products exchanged between old and new worlds		

This unit is integrated with Ships and Seafarers

Resources : Videos : 5 x 20 min. Landmarks (One on civilisations, 1 on Portugal, 1 on Aztecs, and 2 on Columbus) Dan Snow 'Moctezuma' (2009) Michael Wood videos on Cortes and Pizarro  
Then and There topic Books : 3 Ginn books on Aztecs + Teachers' Book. Mythology book  
Visit to University Museum of Arch. and Anth., in summer with Aztec/Inca displays

Year 5 Term 3 Key Stage 2 : 7 **Local History** (9 weeks x 3)

Week	Lesson 1	Lesson 2	Lesson 3	Preps and typical tasks
1	Cambs. geology as a factor determining settlement patterns. Cam and fenlands.	Prehistoric Cambs. Grimes Graves. Geography and geology : The Fens.	Iron age Cambs : Wandlebury. The coming of the Romans. Roman roads in the county.	Make deductions from maps as to why settlement patterns took the form they did.
2	The Romans in Cambridge and Cambs. : the evidence	Draw map of Saxon Cambridge	Place name evidence of Saxons in S. Cambs. Devil's Dyke (8 min. audio)	Worksheet on Roman and Saxon Cambridge
3	Later Saxon Cambridge	Domesday Book. How it is a valuable source in local History:	Medieval Cambridge before the University.	Deductions from photocopied Cambridge Maps in 1065, 1280 and 1574
4	The University's origins. Recruiting poster for Cambridge students The rise and expansion of the University until the Black Death		Reasons for rivalry between <b>Town and Gown.</b>	Empathetic account of a town v. gown riot.
5	Perambulation of Cambridge (with visit to Univ. Museum of Arch. and Anth.)		Pupils read sheet on history of early Cambridge.	Write up Museum/visit research
6	Foundation of King's College; life for a chorister in this period	King's College Chapel (with visit if possible) The choir school and its subsequent development.		A description of the Chapel or college
7	Timeline of main dates in later Cambridge History . Mention other colleges.	Pupils problem solving : sort 8 maps into chronological order.		Obtain material for Local History project.
8	Pupils begin and choose own Local History Project eg Cam Bridges, Trinity college, the Fens, own village			Continue with research topic. Research topic (with holidays to complete)
9	East Anglian Film Archive of Fen Life and Cambridge earlier this century Modern Cambridge. Science and technology and industry.			

Resources :Home Videos : Cambridge (two), E. Anglia film archive of Cambs. life in early 20th century.

Power points : Cambridge and each of county main early stages eg. Roman Cambs, King's College Chapel

Books : Brief History of Cambridge : 20 copies. 'The Cambridge Story' topic book 30 copies  
Local History library.

Cross- Curricular: Geography (especially Week 1)

Visits : University Museum of Archaeology and Anthropology, King's College Chapel

Year 6 KS3 : 8 **Britain 1066-1500** (30 weeks x 3) Part (Term) 1 : The Norman Conquest and The Crusades

Week	Lesson 1	Lesson 2	Lesson 3	Preps and typical tasks
1	The Background to 1066	The Battle of Hastings, home video of battlefield /Battlefield Britain video Pt 2	Slides incl. some of Bayeux Tapestry ppt	Examine the evidence and write a news article about Battle of Hastings
2	After Hastings. Rebellions. Play on the Battle of Hastings. Long term and short term effects of Norman Conquest eg language, architecture effects			Write up visit to Castle Acre Priory
3	Video : Zigzag 'Hungry Times'. Saxon-Norman relations The later Norman kings		1066 Good or Bad?	The Norman and Saxon views of 1066
4	Short Video : the Norman Conquest. The harrying of the north. Feudalism and establishment of Norman power - diagram. Domesday Book and why it is useful. Group work : Translate a section of Domesday Book.			Domesday Book for King's College School at present (or extract)
4b	The Medieval Castle : ppt, draw and label Motte and Bailey videos of shell and rectangular keeps			Research a castle
5	Church in Middle Ages Henry II and Thomas Becket (read from chronicles)		Video on Medieval church	Cartoon story of Becket's murder.
6	The idea of Medieval Christendom Mohammed and the rise of Islam - comparison of Islam and Christendom. Map of middle east		The Middle East after the Romans : Arabs, Turks and Mongols.	Motives of crusaders : recruiting poster
7	Preparation for the Crusades : the masses Story of First Crusade Ppt. The events of the first Crusade; the masses, knights and the princes.			Map of middle east and routes of the Crusades.
8	Complete story of First Crusade		Class discussion Sieges of Antioch and Jerusalem. Video of the first Crusade.	Empathetic account of First Crusade
9	Crusades timeline. Round Church. Crusader kingdoms and map.		Pupils read about Saladin, Battle of Hattin and recapture of Jerusalem.	Richard I on the 3rd crusade. Boardworks 'Thou shalt not kill' discussion.
10	The failure of the crusades and why.		Video on the later crusades.	The Children's Crusade. Play Write last scene.
11	Impact of the Crusades. Fourth Crusade, sack of Constantinople. Fall 1453. Effects lasting to present.			
<p>Videos : Terry Jones : Medieval lives (6 x 25), Medieval realms (5 x 20), Hungry Times (2 x 20), Home videos : Totnes and Rochester Terry Jones ; Crusades (4 x 50)</p> <p>Powerpoints : Norman Conquest, The Medieval Castle, Crusades, Then and There topic Books : Norman Conquest (Reeves), The Crusades (Williams)</p> <p>Text Books : MacLeavy (Medieval realms), Pace (Britain 1066-1500)</p>				

Year 6 KS3 : 8 <b>Britain 1066-1500</b> (10 weeks x 3) Part (Term) 2 : Magna Carta, Wales and Scotland, 100 Years' War			
1 and 2	Richard I in England . Myth of his qualities, compared to unfavourable reputation of John Magna Carta : ppt	Magna Carta : video and discussion of who benefited.	Whom did Magna Carta benefit? Or Magna Carta for King's
3	William Marshal : Chivalry. Video and reading.	The Robin Hood legend. Ppt.	The Robin Hood legend. Video extract
4	Henry III and Simon de Montfort	The Barons War – de Monfort's 1265 Parliament	Comparison of Parliament Then and Now
5	Edward I in Wales. Draw map, Watch Video 'Castles Alive'	Should Edward now attack Scotland?	Make a speech for a Parliament roleplay
6	Parliament roleplay. Edward I and Scotland. Origins and course of the Scottish War of Independence	Battle of Bannockburn	Write up the battle with questions
8.	Recap Bannockburn, Edward II and his deposition	Class/pairwork : what really happened to Edward II	The fate of Edward II
9	Edward III the origins of the 100 Years' War. Sluys and Crecy	The origins of the Black Death. The Plague cycle	Draw weapons of the 100 years' War
10.	Henry V and the second stage of the 100 Years' War. Agincourt	Watch Longbow in Decisive weapons	Questions on 'The Longbow'
11.	Medieval Village	Draw own village	Write own village description to accompany the drawing
<p>Videos : Terry Jones : Medieval lives (6 x 25), Medieval realms (5 x 20, includes Magna Carta and Wales), Castles Alive (30) Magna Carta (30) Robin Hood Fact or Fiction (45) Henry V (Branagh – extract), Longbow (Decisive weapons 25) Roleplay sheets for Medieval Parliament Powerpoints : Magna Carta, Edward in Wales and Scotland, Hundred Years' War Then and There topic Books : Magna Carta (Holt), Scotland in the Age of Wallace and Bruce, The Medieval Village (Reeves) Text Books : MacLeavy (Medieval realms), Pace (Britain 1066-1500)</p>			

Year 6 KS3 : 8 <b>Britain 1066-1500</b> (8 weeks x 3 + 2 weeks for exam) Part (Term) 3: Black Death, Peasants' Revolt, Monasticism, Wars of the Roses			
1	Symptoms, cures and spread of the Black death. Map.	Video : History Channel 1348	Evidence questions on Medieval Medicine
2	Ppt 'The Black Death'	Read a fictional account of the Black Death in a Medieval Village (Ziegler)	Pupils use own village and describe Black Death in it
3	Origins of Peasants' Revolt : Groupwork on causes	Play : Events of the Revolt	Doc. work on the Revolt
4	Events of the revolt with powerpoint and play reading More doc. material on the Revolt	Pupils write account of revolt coming to their village or wanted posters	
Week 5 is exam revision before the exams in Week 6			
7	Exam debrief	The Medieval Monastery Ppt, video 'The Silent Years'	Devise a prospectus for a Medieval Monastery
8	The Medieval Monastery Part 2 Life in a Monastery Why and how did Monasteries decline?		No prep (Activity week)
9	Causes of the Wars of the Roses 1455-61	Events of the Wars of the Roses 1455-61 (Ppt)	Chronological list of battles and their outcomes
10	Part 2 of Wars of the Roses 1461-71 Video Battle of Bosworth (this will be the first week's lesson in Year 7)		

Videos : , 1348 (Hist. Channel) (25), Peasants' Revolt (22), Wars of The Roses (50)

Powerpoints : Black Death, Peasants' Revolt. Wars of the Roses Parts 1 and 2.

Cross-curricular : Science (Black Death)

Topic Books : A few copies of source questions on the Black Death and The Peasants' Revolt , a few Then and There books on 'The Wars of The Roses', 20 copies of 'The Medieval Monastery' (Reeves)

KS3 : Year 7 **Britain 1500-1700 (Part A The Tudors) Term 1** (11 weeks x 3)

Week	Lesson 1	Lesson 2	Lesson 3	Preps/tasks
1	The Mystery of the Princes in the Tower. Outline of background events.	The Battle of Bosworth. Battle plan and brief video extract from Richard III.	Students group investigation of the evidence concerning the Princes	Complete investigation and draw conclusions. Case study in Historical bias
2	Presentation of findings.	Henry VII and the establishment of the Tudor dynasty	Henry VII (2) - problems and solutions PPT	Henry VII. Essay on his reign or character sketch.
3	The early years of Henry VIII : the Battle of Flodden	Henry VIII and the way he is shown in pictures. Video	Wolsey and the Reformation background	Questions about Wolsey
4	Martin Luther and the ideas of Protestantism Play about Luther		Luther video cont.	Scenes from the Life of Luther or Design an Indulgence
5	Henry VIII's English reformation. Timeline.	Henry VIII's wives : 1536-43. Play : Private life of Henry VIII		Research one or more of the 6 wives/ Cartoon story
6	Last years of Henry VIII.	Edward VI and Religion	Edward VI and the Price Rise. The Beggars.	Questions on the Price Rise (with advice to Edward VI
7	The Princess Elizabeth in Mary Tudor' reign.	Mary Tudor and the persecution of the Protestants. Extracts from 'Elizabeth R'		Play scene about Elizabeth in Mary Tudor's reign/ evidence work on the burnings
8	Mary Tudor and Elizabeth. The character of Elizabeth I	Recap English religious change 1529-59. Identify religious groups. The Elizabethan settlement.		Religious opinions in Elizabethan England.
9	Video '2 Vicars of Hesse' on Eliz. settlement	Marriage, succession and the problem of Mary, Queen of Scots. PPT	Elizabeth's possible husbands	Poster advertising for a husband for Eliz. 1st
10	Intro Mary, Q of Scots Murder of Darnley Play : Part 1	Mary, Queen of Scots 1567-87	Brief Video of Mary, Queen of Scots.	Theory as to who might have killed Darnley

Resources : Videos : Films : Richard III, Mary, Queen of Scots, Cromwell. BBC Landmarks series on monarchs 5x20, Making of the UK 5x20. Elizabeth R no. 1 'The Lion Cub'.

Richard Holmes 'Bosworth'

Channel 4 Feature film 'Henry VIII'

Two Vicars of Hesse. Mary, Queen of Scots 2 x 20

Text Books : Oulton 'Britain 1485-1750' (20 copies), Unwin 'The Making of the United Kingdom' (24 copies). Nichol 'Tudors: Evidence' (16 copies)

Powerpoint presentations : Henry VIII, Edward VI, Mary Tudor, Elizabeth I, Mary, Queen of Scots

Plays : Martin Luther and Private life of Henry VIII

Year 7 : KS2 **Tudor and Stuart Life Term 2** (9 weeks x 3)

Week	Lesson 1	Lesson 2	Lesson 3	Prep or typical task
1	Spanish Armada – recap background and events (covered in Year 5)		Video : The Armada	CE evidence question about The Spanish Armada
2	The end of Queen Elizabeth 1st's Reign Timeline summary		Elizabethan Poor Law	Doc question 'The End of The Reign' (Nichol)
3	Video on the structure of Elizabethan Society	The Elizabethan Court (or The Elizabethan Citizen).	The Elizabethan nobility and gentry	Identify differences between ranks in Tudor society
4	The Gentry and Merchants. The Yeoman, craftsmen and small farmers. The poor.			Write on any one social class.
5	The Tudor poor, peasant life, the 3 Field system and Tudor enclosure	2 of 3 periods spent on activity carousel :  1. Internet research 2 and 3 Handwriting 4 Quiz 5 Fire, Light and Heat 6. Food and crockery 7. Coins 8. Wordsearch 9. Occupations 10. Health and Medicine		Tudor farming or village diagram
6	Housing : video of little Moreton Hall to show building techniques. Hardwick Hall.			An account of changes wrought by the Tudors in Housing, with illustration
7	Industry			Tudor town questions
8	Food and drink. Health and Medicine.			Tudor food
9	Education. Games and pastimes. Childhood.			Day in the life of Tudor child

2 of Weeks 3 -9 may be omitted to start The Stuarts before the end of Term 2.

This unit is integrated with Britain 1500-1700 Part A

Resources : Numerous BBC (including Beggars, Houses, Ships, Colonisation) and Channel Four 'Timeline' Programmes on Tudor Life : Water power, Farming, Food, Health, Housing, Childhood.

Home videos : various Tudor and Stuart houses incl. Kentwell, TV prog. on Hardwick Hall

Then and There topic Books : Elizabethan Citizen

Cross- Curricular: Divinity : Religious Change

Art : Tudor and Stuart Art and Architecture. Costume and accoutrements for Kentwell trip

Visit : Kentwell Hall. Full Tudor recreation in summer term, with costume

Year 7/Year 8 **Britain 1500-1750 (Part B The Stuarts)** (15 weeks x 3)

Week	Lesson 1	Lesson 2	Lesson 3	Prep + typical tasks
1 & 2 End of Spring term	The Stuart family tree. Overview of the period	Character of King James Gunpowder Plot : outline story PPT	Gunpowder plot play (Part 1).	Pupils challenge traditional theory.
	Gunpowder plot play (Part 2)	Gunpowder Plot Video Class discussion of alternatives to traditional version		Pupils write an alternative version
3 Start of summer term	James I and the disputes with Parliament	Some events of James I's reign Other topics : The Pilgrim Fathers, 30 Years' War.		Questions from sheet on James I and dispute with Parliament.
4	Charles I : character and the early years 1625-28.	The Personal Rule of Charles I : Strafford and the financial aspects. The Road to Civil War Work in IT room		Documentary evidence about the character of Charles I
5	Work on causes of Civil War	Allegiances, Tactics, organisation and weapons in the Civil War.		IT Essay Causes of Civil War
6	Battle of Edgehill Video : 1642	Outline of events of First Civil War		Complete map
7	Battle of Naseby	2nd Civil War outline and video on siege of Colchester.		Exam Revision
<b>Year 7 Summer Exam at this point</b>				
8	Trial of Charles I - read transcript	The Trial cont'd. and the execution. Video Aftermath		Assess the legality of Charles I's trial
9	3rd Civil War, escape Charles II	Oliver Cromwell - for and against		Assess evidence about Cromwell.
Visit to Kentwell near end of term END of YEAR 7				
10	Restoration and Clarendon Code	Great Plague as seen by Samuel Pepys	Video of Plague; introduce the Great Fire PPT	Essay on Plague
11	Great Fire; group work on Causes – Long, medium and short term Video/PPT on Great Fire; the effects.		Christopher Wren and the rebuilding of London	Essay or doc question on Great Fire
12	Charles II's reign from 1667 including Wren, Newton	Exclusion, Monmouth's rebellion : Battle of Sedgemoor	James II and the Glorious Revolution.	Bullet points for essay on the Glorious Revolution
13	William and Mary and Bill of Rights	Outline of Irish History after treaty of Limerick Ppt Look at effects still present today		Ireland questions
14	Brief survey of war of Spanish succession Ppt	Jacobitism : origins and early risings	Events of '45 Ppt	Causes of Jacobitism
15	The Battle of Culloden	IT based essay on why Jacobitism failed.		Complete essay
END of AUTUMN Half Term. Exam at this point or shortly afterwards				

Videos : Gunpowder Plot, Charles I, 1642, Cromwell (brief extracts), Great Plague and Fire, Culloden (1960s black and white)

Topic books : Samuel Pepys in London 1660-70, Jacobite Rising of 1745

Text Books : Oulton 'Britain 1485-1750' (20 copies), Unwin 'The Making of the UK (24 copies).

Powerpoint presentations : James 1, Charles I, Civil War (Tactics, Organisation and Weapons)

Plays : Gunpowder Plot, Great Plague, Great Fire, Ireland, Jacobitism

Year 8 Term One Second Half and start of Term two KS3 : 10 **Britain 1750 – 1900** (11 weeks x 3)

Week	Lesson 1	Lesson 2	Lesson 3	Preps/typical tasks
1	Reasons for the Agrarian Revolution : the Three Field System PPT	Agricultural innovations : Tull, Townshend, Coke, Bakewell etc. Read Enclosure role play : landowner, tenant, peasant and squatter		Speech for enclosure role play
2	Enclosure role play	Why Britain first industrial nation Diagram of a steam engine Iron		Diagram and explanation of the Steam Engine
3	The need for coal : changes in the methods of mining	Textiles : main spinning and weaving inventions.	Richard Arkwright video : impact of mill system	CE Doc question on changes in industry and their impact
4	Changes in the industrial system.	Discussion of the social results of the industrial revolution.		CE Essay question : conditions of work in industry.
5	Transport revolution : need for improved transport. Roads.	Canals		Townsend Warner Quiz.
END of AUTUMN Term.				
6	Railways : PPT	Video on Railways, read pages from Cootes. Explain the reasons for the opposition to railways in Cambridge		Cambridge Railway debate
7	Railway debate – evidence question on Cambridge Railway		7 Years' War in Canada. Background to American Revolution	CE or school evidence question on American Revolution
8	Outline of American Revolution	American Revolution declaration and French Declaration of Rights of Man comparison		Questions about impact of American Revolution
9	The background to the French Revolution. Dialogue.		Events summary of French Revolution.	News account 1789
10	Napoleon - what did he achieve in France?	Battle of Waterloo: map and detailed description.	Extract from film 'Waterloo'.	Pupils write account of battle of Waterloo
Half term				

Resources : Then and there Sets : Agrarian Revolution, Roads and Canals, Railway Revolution  
 Topic Books : Steam engine, Transport Revolution, Agrarian Revolution, Struggle for Canada  
 Textbooks : Britain since 1700 (Cootes), Expansion, Trade and Empire (Mason)  
 Videos: 'Waterloo', British Social History : Arkwright, Stephenson.  
 Cross-Curricular : Geography (population, location of industry and agriculture, Transport, British Empire) Science : Steam Engine.

Year 8 Term 2 School Specific Unit, for CE Examination : **Evidence practice**  
(4 weeks x 3) for Year 8 non CE Reform and Empire

Week	Lesson 1	Lesson 2	Lesson 3	Prep/typical tasks
Practice questions : Week One : The Middle Ages general with examples taken from Hannah and Spencer eg First Crusade, King John (particularly if any relate to essay topics chosen for revision in Summer term) Week Two : The Middle Ages, the two set topics eg 2010 Richard I and the Third Crusade and The Black Death, with examples taken from Hannah and Spencer Week Three : Continue Week Two with two further practice examples devised by the Head of History Week Four: The Making of the UK – look at one or two examples eg Gunpowder Plot (particularly if any relate to essay topics chosen for revision in Summer term)				
Students share examples of how they have answered different parts of the questions				
1, Peterloo and Great Reform Act	PPT Peterloo Massacre	Research into the Parliamentary system 1832 –	Blackadder prog. Highlighting absurdities in Boroughs	Questions on Reform Act
3. Victorian Reform	The story of the Great Reform Act	The Chartists	Read and list Whig Reforms of 1830s eg abolition of slavery	A Parliamentary speech
4. British Empire	Origins of the Empire	Why did it grow in Victoria's Reign?	Research into its good and bad effects	
5. British Empire Part 2	Debate/discuss the good and bad points of the British Empire	Why did the Empire decline after 1900? Watch video.		

Resources : Textbooks 'Britain since 1700 (Cootes), Mason 'Expansion, Industry and Empire  
Powerpoint presentations : Peterloo, British Empire

KS3 : Year 8 Non CE and 8 Alpha **World War One Term 3** (6 weeks x 3)

Week	Lesson 1	Lesson 2	Lesson 3	Preps/tasks
1		The Victorian Legacy What were the main highlights and achievements of Queen Victoria's reign? 8 Alpha : Eton schol. questions		Questions on Queen Victoria
2	Ppt : Origins of World War One		PPT : Propaganda in World War One	Select 3 main origins of First World War/Schol. revision
3	Timewatch Video : Origins of World War One and Discussion		Ppt :Weapons of the War Read 'Death's men'	Questions about Propaganda in World War One
4	IT research into life in the trenches Watch part of video : All Quiet on the Western Front		Ppt ; The Western Front	Questions on the nature of fighting in World War One
5	Continue 'The Western Front'	Other aspects of the War : Jutland, Gallipoli		Doc. Question on Western Front
6	How the war was ended	Legacy of the War : Treaty of Versailles, Remembrance.		

Resources : Videos : Films : All Quiet on the Western Front BBC series on the War 5x20, BBC 2 Timewatch programme 'The Background to the War'

Text Books : Cootes 'Britain since 1700'

Powerpoint presentations : Origins of The First World War, Propaganda in the War, Gallipoli, Jutland, Weapons of the First World War, The Western Front.

Topic Books : 'Death's Men' (Winter), Sheets

KS3 : Year 8 CE **Essay Revision Programme Term 3** (6 weeks x 3)

Week	Lesson 1	Lesson 2	Lesson 3	Prep/typical tasks
<p>Practice Essay questions (2010) Lesson 3 = Revision of topic Prep = Student Revision Lesson 1 = Essay test in 2 parts Lesson 2 = Essay return and introduce this week's prep topic.</p> <p>Week One and Two : The Background to 1066, The Battle of Hastings, the effects of the battle and why William won. ISEB Revision Guide pp 4 – 7 Pace Chapter One Week Three: The Church in the Middle Ages, the quarrel between Henry II and Thomas Becket, why Becket was killed and the consequences ISEB Revision Guide pp 18-19 Pace 51-54 Week Four : The Peasants' Revolt, the reasons for it, the events, why it failed and the consequences ISEB Revision Guide pp 41 Pace 123-126 Week Five: The Gunpowder Plot, the reasons for it, the events, why it failed and the consequences ISEB Revision Guide pp 90-91 Oulton 103-04 Week Five alternative: The Agricultural Revolution, the Reasons for it, Enclosure, the main changes (Tull, Bakewell and Townshend), and the consequences Week Six : Final recap of how to tackle evidence questions</p>				

Resources : Textbooks Pace 'Britain 1066-1500'

Oulton 'Britain 1485-1750 Adams 'ISEB Revision Guide'

Powerpoint presentations : Norman Conquest, Peasants' Revolt, Gunpowder Plot, Agricultural Revolution



## Appendix Seven History in Years 3 and 4

### Key Elements

The schemes of work for History in years 3 and 4 are based on Key Stage 2 of the National Curriculum. Certain key elements will be developed through the Study Units.

#### Chronology

Pupils will increasingly be able to place people, events and changes within a chronological framework, and use dates and terms to indicate the passing of time eg Ancient, Medieval, AD, BC, Victorian.

#### Historical Knowledge and Understanding

Pupils will be able to identify features of particular periods and societies, including their beliefs and ideas. They will be increasingly able to identify causes and effects of particular events.

#### Interpretations

Pupils will increasingly be aware of different interpretations in history and why they occur.

#### Historical Enquiry

Pupils will use a variety of sources of information about the past eg artefacts, pictures, written sources, maps and photographs.

#### Organisation and Communication

Pupils will have practice in recalling and organising historical information and become increasingly aware of the meaning of terms such as monarchy, court, civilisation, invasion, conquest and settlement. They will develop narrative writing skills.

### Study Units

Four Study Units are undertaken, two in each year.

The first such unit is 'Britain since 1930'. This represents a 'reverse' chronological step from aspects of 20th century life, which are frequently encountered by children in the pre-prep in their non-chronological topics. Thereafter the units, in common with those throughout the rest of the school, are studied in broadly chronological order.

Each unit lasts for about half the school year and consists of 10-14 weekly sessions of one hour.

### Year 3

#### Key Stage 2 11 Britain since 1930

The main objective is to learn about impact of the Second World War on the lives of ordinary people

The main themes are **The Great depression, The background to the war, The Blitz, Evacuation, Rationing, Technological change.** The main events of the war are also presented chronologically. There is a visit to Stibbington, in which students roleplay evacuees.

#### Key Stage 2 Study Unit 6 A past non-European Society : Ancient Egypt

Study of a non-European society gives the child the chance to draw comparisons between that and his or her own. Key features of this society to be studied include : **The importance of the Nile, Religious beliefs and rituals, Politics and**

**government, People at work and Family Life.** The unit includes coverage of the role of archaeological evidence in finding out about the people and society. There is an Egypt Day.

#### **Year 4**

##### **Key Stage 2 Study Unit 4 Ancient Greece**

Pupils are taught about the way of life, beliefs and achievements of the ancient Greeks and the legacy of their civilisation to the modern world. Particular topics include : **Athens and Sparta, Arts and Architecture, Myths and Legends and Relations with other peoples.**

##### **Key Stage 2 Study Unit 1 Romans and Anglo-Saxons in Britain**

The history of the British Isles from 55BC to the early 11th century is outlined, and the ways in which British society was shaped by different invaders explained. There will be outline coverage of the Roman conquest and its impact on Britain and on the Viking raids and settlements.

There will be a more in depth study of the **Anglo-Saxons**. Topics include : The **conversion of the Anglo-Saxons to Christianity, King Alfred And the wars with the Vikings**, Houses, and the **legacy of the Anglo-Saxon era**, especially Place names and settlement patterns, myths and legends and artefacts.

**A trip to West Stow and Sutton Hoo is run in the summer term.**

## Appendix Eight Topic Lists and Key Elements for Years 5 to 8 History Syllabus Year 5

### Key Elements

**1. Chronology** Students will increasingly be able to place events and people within a chronological framework. They will be increasingly familiar with terms relating to the passing of time such as ancient, medieval, modern, BC, AD, century and terms defining certain periods eg. Roman, Tudor, Victorian.

**2. Comprehension** Students will show increasing understanding of changes in ideas, beliefs and values between societies in different periods. They will identify reasons for and results of historical events and changes.

**3. Interpretations** Students will discuss reasons for differing interpretations of the past.

**4. Enquiry** Practice will be given in making historical deductions from a variety of sources including documents, pictures, maps, buildings, music.

### **5. Organisation and communication**

Students will be tested on their knowledge of events, people and terminology. More structured narratives, descriptions and empathetic accounts will feature prominently.

### Topics List

#### **Term 1 Exploration and Encounters**

The Vikings Early Ships

Medieval Europe's geographical knowledge of the world

Reasons for the voyages of discovery

Technical improvements : Compass, Quadrant, Astrolabe, the Caravel

The Portuguese voyages of discovery in the 15th century

Christopher Columbus

Aztec Civilisation Cortes and the conquest of the Aztecs by Spain

Later 16th century voyages

#### **Term 2 Ships and Seafarers**

Mary Rose and the 16th century galleon : the uses of underwater archaeology

Drake, Hawkins and the English Elizabethan Pirates

The Spanish Armada : a case study in changing historical interpretations.

The Ship of the Line; Pirates

Horatio Nelson The Trafalgar Campaign

The age of steam, ironclad, clipper and liner.

The 20th century battleship and the importance of seapower in the World Wars.

Visit to National Maritime Museum

#### **Term 3 Local History**

The geography of Cambridgeshire; comparison of the south chalklands and north fens and their effect on early settlement patterns

Archaeological finds from Iron Age, Romano-British, Saxon and Viking periods.

Reasons for the location and growth of Cambridge

Cambridge and Cambs as religious and monastic centres

The coming of the University King's College - Chapel and its History

Town v. Gown : the 700 Years' War

Visit to University Museum of Arch. and Anthropology, King's College Chapel and perambulation of Cambridge

If time : Anglia at war and changes in Fenland life in the 20th century

Local History project of student's choice

## History Syllabus Year 6

### Key Elements

**1. Chronology** Students will increasingly be able to place events and people within a chronological framework. They will be increasingly familiar with terms relating to the passing of time such as ancient, medieval, modern, BC, AD, era etc. and terms defining certain periods eg. Medieval, Early Modern.

**2. Comprehension** Students will show increasing understanding of changes in ideas, beliefs and values between societies in different periods. They will identify reasons for and results of historical events and changes. They will increasingly be able to make links and comparisons across different societies and periods.

**3. Interpretations** Students will discuss reasons for differing interpretations of the past.

**4. Enquiry** Practice will be given in making historical deductions from a variety of sources including documents, pictures, maps, buildings, music. Selection and recording of information will be practised.

### **5. Organisation and communication**

Students will be tested on their knowledge of events, people and terminology. Frequent structured narratives, descriptions and empathetic accounts will feature prominently.

## Topics List

### **The Middle Ages      Term 1**

The Background to 1066

The Battle of Hastings and the completion of the Norman Conquest 1066-70

Visit to Castle Acre Priory

The Feudal System, Domesday Book.

The later Norman Kings

The Medieval Castle - detailed project and visit

Henry II and the quarrel with Thomas a Becket

The conquest of the Middle East by Islam

The Crusades

Richard I and the Third Crusade

The Children's crusade

### **Term 2**

King John and Magna Carta

Henry II and the Baronial Revolt of Simon de Montfort

The development of Parliament in Edward I's reign

Edward I's conquest of Wales

The Scottish War of Independence

100 Years' War      Henry V and the Battle of Agincourt

### **Term 3**

The origins of the Hundred Years' War; fighting methods - the longbow

The Black Death

The Peasants' Revolt

The Medieval Monastery

The Wars of the Roses

## History Syllabus Year 7

### Key Elements

**1. Chronology** Students will increasingly be able to place events and people within a chronological framework. They will be increasingly familiar with terms and conventions that describe historical periods eg Reformation, Renaissance, Elizabethan, Jacobean.

**2. Comprehension** Students will be able to analyse changes in ideas, beliefs and values between societies in different periods. They will explain reasons for and results of historical events and changes. They will increasingly be able to make links and comparisons across different societies and periods and assess the significance of the main events, people and changes studied.

**3. Interpretations** Students will explain, analyse differing interpretations of the past.

**4. Enquiry** Practice will be given in investigating and evaluating a variety of sources including documents, pictures, maps, buildings, music. Selection and recording of information will be practised and conclusions drawn.

### 5. Organisation and communication

Students will be tested on their knowledge of events, people and terminology. Frequent structured narratives, descriptions and essay work will show increasing depth.

### Topics List

#### The Tudors and Stuarts

The Mystery of the Princes in the Tower  
Henry VII and the recovery of royal power  
Thomas Wolsey

Martin Luther and the Reformation  
Religious change in England 1539-59  
Enclosure and social unrest in England in the mid-Tudor period  
The accession of Elizabeth 1: her image  
Mary, Queen of Scots  
The Spanish Armada

#### Term 2 Tudor and Stuart Life

The closing years of Elizabeth I's reign.  
The Monarchy and the Court  
The Nobility and the gentry  
The Merchants; town life; crafts and trades  
The Peasants; village life and farming  
Houses - featuring especially Hardwick, Little Moreton Hall  
Clothing and Furniture  
Education and Pastimes  
The Gunpowder Plot; a case study in the making of a legend

#### Term 3 The Stuarts

James I and the dispute with Parliament  
Charles I and the background to the Civil Wars  
Civil war weapons and tactics; allegiances  
Main events esp. the Battle of Naseby  
The Second Civil War: the siege of Colchester

#### Term 1 The Tudors

The Battle of Bosworth

The Trial and execution of Charles I  
 Oliver Cromwell : an assessment      The Restoration

## History Syllabus Year 8 Common Entrance

### Key Elements

**1. Chronology** Students will increasingly be able to place events and people within a chronological framework. They will be increasingly familiar with terms and conventions that describe historical periods eg Reformation, Industrial Revolution.

**2. Comprehension** Students will be able to analyse changes in ideas, beliefs and values between societies in different periods. They will explain reasons for and results of historical events and changes. They will increasingly make links and comparisons/contrasts across different societies and periods and assess the significance of the main events, people and changes studied.

**3. Interpretations** Students will explain, analyse and evaluate differing interpretations of the past.

**4. Enquiry** Practice will be given in investigating and interpreting a variety of sources including documents, pictures, maps, buildings. Detection of bias and understanding of motive will be increasingly expected.

### **5. Organisation and communication**

Students will be tested on their knowledge of events, people and terminology. Frequent structured narratives, descriptions and empathetic accounts will feature prominently. Essay work will show increasing depth, structure and balance, and students will increasingly write under time pressure.

### Topics List

#### **Term 1      The Stuarts** (contd. from Year 7)

The Great Plague and the Great Fire of London  
 The Exclusion Struggle, The Battle of Sedgemoor  
 James II and the Glorious Revolution  
 Marlborough and the War of Spanish Succession  
 The Jacobite Rising of 1745

#### **Expansion, Trade and Industry**

The Agrarian Revolution  
 Why Britain became the first Industrial nation  
 The Steam Engine      The Iron and Coal industries  
 The Textile Industry: spinning and weaving inventions  
 The Factory System and other social results of the Industrial Revolution : childhood in the early 19th century. Enclosure and Railway debate roleplays.

#### **Term 2**

The Seven years' War: Wolfe at Quebec and Clive in India  
 The American Revolution  
 The French Revolution and the rise of Napoleon      The Waterloo Campaign  
 The struggle for political reform and the Great Reform Act of 1832  
 Practice in document questions from 1066-1750

#### **Term 3      CE Essay Revision**

Topics selected from previous five terms' work. Typical selection:  
 Mary, Queen of Scots  
 Spanish Armada  
 Gunpowder Plot

Great Plague and the Great Fire of London  
 Glorious Revolution  
 Jacobite Rebellions

### History Syllabus Year 8 Alpha/Non CE

#### Key Elements

**1. Chronology** Students will increasingly be able to place events and people within a chronological framework. They will be increasingly familiar with conventions that describe historical periods eg Reformation, Industrial Revolution.

**2. Comprehension** Students will be able to analyse changes in ideas, beliefs and values between societies in different periods. They will explain reasons for and results of historical events and changes. They will increasingly make links and comparisons/contrasts across different societies and periods and assess the significance of the main events, people and changes studied.

**3. Interpretations** Students will explain, analyse and evaluate differing interpretations of the past.

**4. Enquiry** Practice will be given in investigating and interpreting a variety of sources including documents. Detection of bias and understanding of motive will be increasingly expected. Evaluation, comparison, synthesis and other higher order thinking skills will be developed.

**5. Organisation and communication** Students will be tested on their knowledge of events, people and terminology. Frequent structured narratives and analyses will feature prominently. Essay work will show increasing depth, structure and balance and will be of an analytical rather than a narrative kind.

#### Topics list

##### Year 8 Scholarship Term 1 The Stuarts (contd. from Year 7)

The Great Plague and the Great Fire of London

The Exclusion Struggle, The Battle of Sedgemoor

James II and the Glorious Revolution

Marlborough and the War of Spanish Succession. The Jacobite Risings

##### Expansion, Trade and Industry

Sir Robert Walpole

The Seven years' War: Wolfe at Quebec and Clive in India

The American Revolution The Agrarian Revolution

Why Britain became the first Industrial nation

The Steam Engine The Iron and Coal industries

The Textile Industry: spinning and weaving inventions

The need for improved transport: Roads, Canals and Railways.

The Factory System and other social results of the Industrial Revolution : childhood in the early 19th century

NB Students who are in their second year in Year 8 spend the first half-term doing a more detailed study of nineteenth century Britain.

**Term 2** General factual revision as preparation for Townsend-Warner History competition for Prep schools.

The French Revolution and the rise of Napoleon The Waterloo Campaign

The struggle for political reform and the Great Reform Act of 1832

**Terms 2 and 3** Final practice and revision:

**Specific History Issues** : eg Role of church in Middle Ages, The Tudor Revolution in government, Religion in Tudor England, Background to and significance of the Civil War and French and Industrial Revolutions

**General History Issues** : eg Interaction of History with Geography, Psychology, Computing, Value of History, Historiography, Types of historical source, Nature of Revolutions, Causes of wars.

**Post-scholarship** First World War.

## Appendix Nine

### History Department

### List of Artefacts

Replicas unless otherwise stated

#### **Egyptian**

Papyrus and Papyrus making set

Egyptian cat - Bust and basket

Sphinx

Statutette of a pharoah

Tut Tut game of hieroglyphs

Tutankhamun pack

Jewellery

#### **Greek**

Athenian Helmet

Athenian coins

Oil lamp

Wax Tablet

Discus

#### **Roman**

Roman coins

Roman pottery (genuine - a few fragments)

Wax Tablet

#### **Anglo-Saxon**

Bone comb

Bowl

Coins

Amphora of Hercules

#### **Aztec**

God Of Maize

Ocharina - musical instrument

Aztec calendar Stone (includes representation of their known universe)

#### **Medieval**

Medieval coin set from the reign of Henry VI

Two handed ceremonial cup

Magna Carta copy  
Large cooking pot

PTO

### **Tudors**

Hornbook - Rote learning tool, containing Lord's Prayer, alphabet and numbers  
Elizabeth I coin set  
Elizabeth I Armada Medal  
Elizabethan Swan Pendant and Angel  
Coins from the reigns of Henry VII and Henry VIII  
Pair of clay tobacco pipes  
Pomander necklace and pomander kit  
Pewter Goblet  
Pewter candlestick  
Rushlight holder  
Tudor oil lamp  
Tudor thimble  
Tudor writing set : six quills, 2 sandshakers, two inkwells  
Hand held sundial (with compass) and notes  
Wattle and daub framework

### **Stuarts**

Charles I coin set  
Dutch frying pan  
Firemark - Salop iron  
Grenado (Civil War period)