

MADANI GIRLS SCHOOL / CIVILISATION / HISTORY / 2024 - 25

2024/ 2025	AUTUMN			SPRING		SUMMER			
	HT1	HT2	HT2	HT3	HT4	HT5	HT6		
Y7	<p>Area of study: Migration before 1066</p> <p>Key concepts: Introduction to History Skills</p> <p>Assessment method: Annotated Mural</p>	<p>Area of study: Who should be King in 1066?</p> <p>Key concepts: Cause & Consequence</p> <p>Assessment method: Speech</p>	<p>Area of study: How did the Normans change England</p> <p>Key concepts: Cause & Consequence</p> <p>Assessment method: Exam</p>	<p>Area of study: Medieval Religion</p> <p>Key concepts: Change and Continuity</p> <p>Assessment method: Newspaper report</p>	<p>Area of study: The Silk Roads</p> <p>Key concepts: Interpretations / Source Skills</p> <p>Assessment method: Exam</p>	<p>Area of study: The spread of knowledge and Islam in Western Africa</p> <p>Key concepts: Interpretations / Source Skills</p> <p>Assessment method: Annotated Museum Display Board</p>	<p>Area of study: The Black Death</p> <p>Key concepts: Change and continuity</p> <p>Assessment method: Diary entries / story</p>	<p>Area of study: Peasant's Revolt</p> <p>Key concepts: Significance</p> <p>Assessment method: Exam</p>	<p>Area of study: Local history study</p> <p>Key concepts: Similarity and Difference</p> <p>Assessment method: Guided Tour (map and speech)</p>
Y8	<p>Area of study: The Reformation</p> <p>Key concepts: Change and continuity / Source Skills</p> <p>Assessment method: Exam</p>	<p>Area of study: Elizabeth I</p> <p>Key concepts: Cause and Consequence</p> <p>Assessment method: Essay</p>	<p>Area of study: Why was Akbar considered Great?</p> <p>Key concepts: Significance – Similarity and Difference</p> <p>Assessment method: Exam</p>	<p>Area of study: the British Empire</p> <p>Key concepts: Interpretations / Challenging misconceptions</p> <p>Assessment method: Exam</p>	<p>Area of study: Transatlantic Trade in Enslaved People</p> <p>Key concepts: Change and continuity / Source Skills</p> <p>Assessment method: Essay Annotated Map – Challenging Misconceptions</p>	<p>Area of study: Industrial Revolution and the British Empire</p> <p>Key concepts: Change and continuity / Source Skills</p> <p>Assessment method: Debate – Role Play</p>			
Y9	<p>Area of study: Civil Rights: Black History Month</p> <p>Key concepts: Significance / Interpretations</p> <p>Assessment method: Short Essay</p>	<p>Area of study: How did Women Obtain the Right to Vote</p> <p>Key concepts: Cause and Consequence / Source Skills</p> <p>Assessment method: Speech</p>	<p>Area of study: How should World War I be Remembered?</p> <p>Key concepts: Interpretations / Source Skills</p> <p>Assessment method: Exam</p>	<p>Area of study: Treaty of Versailles and Interwar Germany</p> <p>Key concepts: Source Skills</p> <p>Assessment method: How useful question</p>	<p>Area of study: The Holocaust</p> <p>Key concepts: Interpretations</p> <p>Assessment method: Essay – To what extent question</p>	<p>Area of study: Empire – Partition of India</p> <p>Key concepts: Interpretations – How convincing question</p> <p>Assessment method: How convincing questions</p>			
Y10	<p>Area of study: Elizabethan England</p> <p>Key concepts: interpretations, Source Skills, Cause and consequence</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Elizabethan England</p> <p>Key concepts: interpretations, Source Skills, Cause and consequence</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Migration and Empire</p> <p>Key concepts: Source skills, significance, interpretations</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Migration and Empire</p> <p>Key concepts: Source skills, significance, interpretations</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Migration and Empire</p> <p>Key concepts: Source skills, significance, interpretations</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Russia</p> <p>Key concepts: interpretations, cause and consequence, significance</p> <p>Assessment method: GCSE questions</p>			
Y11	<p>Area of study: Russia</p> <p>Key concepts: interpretations, cause and consequence, significance</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Russia</p> <p>Key concepts: interpretations, cause and consequence, significance</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Peace and Conflict: Interwar Years</p> <p>Key concepts: Source Skills, interpretations</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Peace and Conflict: Interwar Years / Review</p> <p>Key concepts: Source Skills, interpretations</p> <p>Assessment method: GCSE questions</p>	<p>Area of study: Exam preparation</p> <p>Key concepts: Source Skills, interpretations</p> <p>Assessment method: GCSE questions</p>				

NOTES	SKILLS FOR LIFE, FUTURE LEARNING AND EMPLOYMENT
	<ul style="list-style-type: none"> • the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. • the oracy skills to effectively articulate connected arguments and opposing points of view and support points with clear explanation and evidence • the reading skills to identify key evidence and explanation from reading a range of texts linked to historical events • the analytical skills to understand and compare different interpretations of past events and make judgements about the accuracy of the content and views expressed within them. • Historical skills such as identifying and analysing change and continuity over time, the significance of events, the causes and impact of historical events and the actions of historical figures in order to make connections, contrast and compare events and analyse trends over time. • An awareness of opportunities for careers linked to the study of history and employability skills developed in the subject.