Newent Community School & Sixth Form Centre

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	**Introduction to History and the Stone Ages** To teach the students chronology as a concept and through change over time. That most historical change is slow, gradual or evolutionary, but can be abrupt, fast moving and tumultuous. A key concept that underpins all future studies and clearly links to GCSE Paper 1 topics.	**Classical civilisations** A study of Bronze and Iron Age societies, whose development and influence have had such a significant impact on later European societies and culture. These thematic studies will help to reinforce both chronology and change over time in the first unit.	**England's invaders** To help students understand why this was one of the defining moments in English history. The Conquest is important foundation knowledge for GCSE Paper 2 "Anglo-Saxon & Norman England"; with the role of kingship also important in our next study of later monarchs in KS3.	**Medieval England** To teach the students that this period was largely a time of continuity, which is the opposite of change. That even during times of great upheaval, some institutions, traditions, ideas and human behaviours remained constant. Key knowledge taught that will feature in all GCSE Paper 1 topics.	**The Tudors** To introduce students to the frameworks of political, social, economic and cultural; which can act as "dividers", allowing historians to discuss specific events or groups within a much larger population. Further key knowledge for GCSE Paper 1 - unit 2, which focuses on the years 1500-1700	**The Stuarts** To introduce students to the frameworks of political, social, economic and cultural; which can act as "dividers", allowing historians to discuss specific events or groups within a much larger population. Further key knowledge for GCSE Paper 1 - unit 2, which focuses on the years 1500-1700
Content What are they learning? (including keywords)	**What are they learning** • Chronology • Anachronisms • Old Stone Age • Middle Stone Age • New Stone Age Revolution • Homes & monuments • The Metal Ages **Key words**	**What are they learning** **Lesson 1** -Introduction to Ancient Egypt, Greece & Rome **Lessons 2-10** Choice of three themes for three lessons each: • Architecture • Language • Medicine	**What are they learning** • The Celts • Roman Britannia • The Heptarchy • Danelaw • Edward the Confessor • Stamford Bridge & Hastings • Feudal system • Motte & bailey castles • Domesday Book	**What are they learning** • The Christian Church • Monks & nuns • The Crusades • The Black Death • Matilda & Stephen • Thomas Becket • King John & Magna Carta • Richard II and the Peasants' Revolt	**What are they learning** • The Early Tudors • The Mary Rose • The English Reformation • "Bloody Mary" • Elizabeth's "Golden Age" • Black Tudors – Blackman, Cattelena & Blanke	**What are they learning** • James I & the Gunpowder Plot • The English Civil Wars • Cromwell's Commonwealth • The Great Plague & Fire of London • Witchcraft • The Monmouth Rebellion

	Chronology, timeline, decade, century, millennium, anachronism, Paleolithic, Mesolithic, Neolithic, henge, copper, bronze, iron, revolution, monument, roundhouse, agriculture, herding, cave art.	• Religion • Women **Lessons 11-12** Draft essay, correct & rewrite in final form **Key words** Civilisation, empire, city-state, River Nile, Homer, pharaoh, slavery, pyramids, hieroglyphics, tyrant, Parthenon, Mediterranean, warfare, society, religion	**Key words** Doggerland, invasion, conquest, kingdom, heirless, Heptarchy, Danelaw, Beaker People, Celts, Romans, Anglo-Saxons, earldom, Normandy, Wessex, Stamford Bridge, Hastings, fyrd, housecarls, knights, shield wall, feudal system, motte and bailey castles, Domesday Book, Villein	• Origins of the "V" sign • Joan of Arc and the HYW • The Wars of the Roses • Princes in the Tower **Key words** Siege, baron, sheriff, Heaven and Hell, doom painting, tithe, monastery, nunnery, Pope, convent, chronicles, dowry, crusaders, pilgrimage, motive, warfare, technology, Latin, heraldry, excommunication, cathedral, Magna Carta, parliament, revolt, rebellion, protest, bubonic plague, Black Death, Yorkists, Lancastrians, princes, Tower of London	• Rising poverty **Key words** Armada, Catholic, citizen, Dissolution, excommunication, execution, galleon, labourer, merchant, monarch, Poor law, Protestants, Reformation, Religious Settlement, Renaissance, sturdy beggar, treason, vagabonds	**Key words** Bill of Rights, Catholic, Cavalier, cavalry, citizen, civil war, colony, Commonwealth, , divine right, execution, Interregnum, labourer, Lord Protector, merchant, monarch, musketeer, Parliamentarian, pike men, Puritans, Reformation, regicide, Renaissance, republic, Restoration, Roundhead, Royalist, ship money, high treason,
Skills How are they learning it?	Chronology, cause and effect, continuity and change, significance, consequences, factors, judgment, analysis and evaluation. Creating and interpreting timelines, taking notes, and	Chronology, cause and effect, continuity and change, significance, source utility (usefulness), consequences, source inferences, judgment, analysis and evaluation.	Chronology, cause and effect, continuity and change, analytical narrative, significance, source utility (usefulness), consequences, source inferences, factors, judgment, analysis and evaluation.	Chronology, cause and effect, continuity and change, analytical narrative, significance, source utility (usefulness), consequences, source inferences, factors, judgment, analysis and evaluation.	Chronology, cause and effect, continuity and change, analytical narrative, significance, source utility (usefulness), consequences, source inferences, factors,	Chronology, cause and effect, continuity and change, analytical narrative, significance, source utility (usefulness), interpretations, consequences, source inferences, factors,

	using these to write short explanations and form diagrams.	Drafting an essay and then responding to feedback advice to write a final version.	Completing structured tasks within class that build on each other to show change over time. Working towards the skills needed for a GCSE "Explain why…" question	Through case studies that link to each key question, each addressing particular issues.	judgment, analysis and evaluation. Structured tasks and activities that focus on the key issues of the time.	judgment, analysis and evaluation. Structured tasks and activities that focus on the key issues of the time.
Key Questions	What do we know about early human history? Why was the Neolithic Revolution a turning point in Human history?	Which ancient civilisation was the most interesting and why?	What was England like before 1066? What was the Norman Conquest?	Why was the Church so important in Medieval England? Who really ruled Medieval England? Can a disease change the world? Why was England always at war in the later Middle Ages?	In what ways did the Tudors change England?	How did the power of Parliament change during the 17th Century? Was the "Merry Monarch's" reign a success?
Assessment (specific assessed piece(s); milestone(s))	**Peer assessment** – history knowledge and skills **Summative assessment 1 (Knowledge & understanding)** – the Neolithic Revolution **Model challenge –** make a Neolithic monument	**Formative assessment 1 (Judgement)-** which ancient civilisation was the most interesting and why? **Skills check** - Source question practice – how useful…choice of source dependent on themes selected for study.	**Skills check** – 2 x PEEL paragraphs on Battle of Hastings **Summative assessment 2 (causation)** – Hastings and after **Model challenge** – a motte and bailey castle	**Summative assessment 3 (knowledge & sources)** – the Black Death **Skills check** - Explain why… (2 paragraphs)– on causes of Peasant's Revolt	**Model challenge** – a Tudor portrait **Summative assessment 4 (sources)–** Mary Rose	**Skills check** – "How useful" source question – English Civil War **Formative assessment 2 (interpretations)** – were the Gunpowder Plotters deliberately set up?