

# Curriculum Overview

Subject: History

Year Group: 7

In Year 7 the focus is on Medieval History. Students study a range of topics as they develop their Historical Skills. The topics include Roman Britain, Britain from 1066-Magna Carta, Trade, The Black Death, Renaissance, Reformation and the Age of Discovery.

Students will begin to develop their historical skills depending on their ability. This is based on their skills flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>History Bootcamp</b> Chronology Sources Cause and Consequence Ranking and Justifying</p> <p><b>Roman Britain</b> Growth of the Roman Empire The importance of the Roman Army Why Britain? Boudicca's Revolt Impact of Romans on Britain</p> <p><b>1066-Magna Carta</b> Edward the Confessor Battle of Hastings Castles – Motte and Bailey / Stone Castles</p> <p><b>Skills:</b> 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>1066-Magna Carta</b> Harrying of the North Feudalism Magna Carta</p> <p><b>Changes in Medieval Europe</b> The Church in Medieval Times The Black Death Growth of Towns Emergence of Trade</p> <p><b>Skills:</b> 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Changes in Medieval Europe</b> Impact of the Printing Press Renaissance Reformation Age of Discovery</p> <p><b>Skills:</b> 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>

events studied.		
<p><b>KEY ASSESSMENTS</b></p> <p>Extended writing is completed in lesson on Roman Empire in Britain, The Battle of Hastings and the key features of castles.</p> <p>Weekly recap quizzes also set on the Satchel App</p> <p>End of term assessment</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Extended writing is completed in lesson on the Black Death</p> <p>Weekly recap quizzes also set on the Satchel App</p>	<p><b>KEY ASSESSMENTS</b></p> <p>End of Year 'closed book' Assessment</p> <p>Weekly recap quizzes also set on the Satchel App</p>
<p>Extended reading suggestions and external resources:</p> <p>There are a number of useful websites - <a href="http://spartacus-educational.com">Spartacus Educational (spartacus-educational.com)</a> and <a href="http://Ducksters.com">Ducksters: Education Site</a>  BBC Bitesize is a useful resource for a lot of the topics - <a href="http://www.bbc.co.uk/1/learn/history/ks3/">KS3 History - BBC Bitesize</a> .</p>		

# Curriculum Overview

Subject: History

Year Group: 8

Britain remains a strong focus in Year 8. Students begin the year by examining the reign of Queen Elizabeth I. Topics include the Transatlantic Slave Trade Social and Economic changes during the Industrial Revolution, The British Empire and an enquiry into World War 1.

Students will continue to develop their historical skills depending on their ability. This is based on their Skills flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Elizabethan England</b> Who were the Tudors? Elizabeth's Challenges Religious Settlement Mary Queen of Scots Poverty The Spanish Armada</p> <p><b>Transatlantic Slave Trade Triangle</b> The start of the Transatlantic Trade The Triangle Trade and Middle Passage Life on the Caribbean and US Plantations Slave Resistance</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Transatlantic Slave Trade Triangle</b> Impact of the Slave Trade on the UK Abolition of Slavery in UK and the US</p> <p><b>Britain during the 19<sup>th</sup> Century</b> How did England develop in the 18<sup>th</sup> and 19<sup>th</sup> Century? The British Empire in India, Australia and Ireland</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Local History</b> How did Southend change during the 19<sup>th</sup> Century? How did WW1 change Southend?</p> <p><b>World War 1 Enquiry</b> Why were casualties so high? Failure of the Schlieffen Plan New Weapons Trench Warfare The battle of the Somme</p>

<b>Skills:</b> <b>1:</b> Describing key features <b>2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>4:</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	<b>Skills:</b> <b>1:</b> Describing key features <b>2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>4:</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	<b>Skills:</b> <b>1:</b> Describing key features <b>2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>4:</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.
<b>KEY ASSESSMENTS</b>  Extended writing is completed in lesson on Elizabeth's Challenges and the Spanish Armada  Weekly recap quizzes also set on the Satchel App  End of term assessment	<b>KEY ASSESSMENTS</b>  Extended writing is completed in lesson on Britain's role in the Transatlantic Trade and Abolition of the Transatlantic Trade  Weekly recap quizzes also set on the Satchel App	<b>KEY ASSESSMENTS</b>  Extended writing is completed in lesson on the British Empire  Weekly recap quizzes also set on the Satchel App  End of Year 'closed book' Assessment
Extended reading suggestions and external resources:  There are a number of useful websites - <a href="http://spartacus-educational.com">Spartacus Educational (spartacus-educational.com)</a> and <a href="http://Ducksters: Education Site">Ducksters: Education Site</a> BBC Bitesize is a useful resource for a lot of the topics - <a href="http://KS3 History - BBC Bitesize">KS3 History - BBC Bitesize</a> .		

# Curriculum Overview

Subject: History

Year Group: 9

There is a broad selection of topics covered that will prepare students for their studies at Key Stage 4 whilst ensuring that all students receive a broad History offer. These topics include the Changing Role of Women, Germany in the 1920's and 1930's, The Jewish Community before during and after World War 2.

Students will continue to develop their historical skills depending on their ability. This is based on their Skills flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Role of Women</b> The Witch Trials Women during the 19<sup>th</sup> Century The fight for the Vote The Miss World Protests Margaret Thatcher</p> <p><b>Germany</b> Germany in the 1920's Growth of Nazis after 1929 Propaganda</p> <p><b>Skills:</b> 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Germany</b> Hitler becomes Fuhrer Nazi Police State Women in Nazi Germany Children in Nazi Germany Berlin Olympics</p> <p><b>Holocaust</b> Jewish Community before WW2 Antisemitism Nazi Persecution Ghettos</p> <p><b>Skills:</b> 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Holocaust</b> Warsaw Ghetto Final Solution Life in the Camps Resistance Liberation</p> <p><b>Britain after 1945</b> Post War Rebuilding Windrush Generation Notting Hill Riots / Bristol Bus Boycott Asian Immigration Race Relations The Swinging 60's</p> <p><b>Skills:</b> 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>

<p><b>KEY ASSESSMENTS</b></p> <p>Extended writing is completed in lesson on Women's Suffrage and Why support for the Nazis increased after 1929.</p> <p>Weekly recap quizzes also set on the Satchel App</p> <p>End of term assessment</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Extended writing is completed in lesson on Hitler becoming Fuhrer</p> <p>Weekly recap quizzes also set on the Satchel App</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Extended writing is completed in lesson on Jewish Resistance</p> <p>Weekly recap quizzes also set on the Satchel App</p> <p>End of Year 'closed book' Assessment</p>
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<p>Extended reading suggestions and external resources:</p> <p>There are a number of useful websites - <a href="http://spartacus-educational.com">Spartacus Educational (spartacus-educational.com)</a> and <a href="http://Ducksters.com">Ducksters: Education Site</a></p> <p>BBC Bitesize is a useful resource for a lot of the topics - <a href="http://www.bbc.co.uk/3/history/ks3/ks3history.shtml">KS3 History - BBC Bitesize</a> .</p>
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# Curriculum Overview

Subject: History

Year Group: 10



During KS4, Students study 4 separate Units. In Year 10, they study Early Elizabethan England during the first term. In term 2, the Cold War is the focus. Students then focus on Warfare Through Time and the Blitz for the remainder of the year. Students sit a PPE (mock) exam in April.

Students will continue to develop their historical skills depending on their ability. This is based on their QPG flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b>  <b>Elizabethan England</b> Early Challenges Religious Settlement Mary Queen of Scots Conflict with Spain Spanish Armada Social Changes Poverty Exploration  <b>Superpower Relations / Cold War</b> Grand Alliance and Conferences Satellite States Truman Doctrine / Marshall Plan Berlin Blockade  Skills: <b>AO1:</b> Describing key features <b>AO2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>AO3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>AO4:</b> Analyse, evaluate and make	<b>KNOWLEDGE/SKILLS</b>  <b>Superpower Relations / Cold War</b> Hungarian Uprising Berlin Wall Prague Spring Détente Invasion of Afghanistan Second Cold War / SDI Ronald Reagan and Mikhail Gorbachev End of the Cold War  <b>Warfare 1250-Present</b> Weapons, Tactics, Training, Recruitment, Composition, Impact on Civilians will be studied in 4 time periods 1250-1500 1500-1700  Skills: <b>AO1:</b> Describing key features <b>AO2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>AO3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>AO4:</b> Analyse, evaluate and make	<b>KNOWLEDGE/SKILLS</b>  <b>Warfare 1250-Present</b> Weapons, Tactics, Training, Recruitment, Composition, Impact on Civilians will be studied in 4 time periods 1700-1900 1900-Present  Skills: <b>AO1:</b> Describing key features <b>AO2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>AO3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>AO4:</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.

substantiated judgements about interpretations in the context of historical events studied.	substantiated judgements about interpretations in the context of historical events studied.	
<p><b>KEY ASSESSMENTS</b></p> <p>Half term 2: Warfare</p> <p>Weekly homework – recap quizzes and written tasks based on GCSE questions</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Weekly homework – recap quizzes and written tasks based on GCSE questions</p> <p>PPE</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Weekly homework – recap quizzes and written tasks based on GCSE questions</p>
<p>Extended reading suggestions and external resources:</p> <p>The BBC bitesize is a useful resource - <a href="#">GCSE History - Edexcel - BBC Bitesize</a>.</p> <p>The History Department has also placed resources in the School's workspace - this will include all videos used in lesson. Scans of the textbooks used in lesson are also available.</p>		



# Curriculum Overview

Subject: History

Year Group: 11

In Year 11, Students complete their Warfare Through Time Unit. They finish their learning with Germany 1918-39. Students have PPE (Mock) exams in December and March.

Students will continue to develop their historical skills depending on their ability. This is based on their QPG flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>London during the Blitz</b> Preparations for the Blitz Conditions in the Shelters Impact of the Blitz VI and V2 Rockets Bethnal Green / Balham Tube Disaster</p> <p><b>Germany 1918-1939</b> Treaty of Versailles Challenges to Weimar Stresemann Hitler and Early Nazi Party</p> <p>Skills: <b>AO1:</b> Describing key features <b>AO2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>AO3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>AO4:</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Germany 1918-1939</b> Munich Putsch Growth of Nazis after 1929 Hitler becoming Chancellor and Fuhrer Propaganda and Censorship Life in Nazi Germany – Women/Children Economy/Living Standards Treatment of Jews/Minorities</p> <p>Skills: <b>AO1:</b> Describing key features <b>AO2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>AO3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>AO4:</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Revision</b> Students will be revising for their three GCSE papers.</p> <p>Lessons will focus on knowledge recap, exam drills and question feedback. The exact order of lessons will depend on the PPE exams and the areas that need to be addressed.</p> <p>Skills: <b>AO1:</b> Describing key features <b>AO2:</b> Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) <b>AO3:</b> Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. <b>AO4:</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>

<p><b>KEY ASSESSMENTS</b></p> <p>PPE</p> <p>Weekly homework – recap quizzes and written tasks based on GCSE questions</p>	<p><b>KEY ASSESSMENTS</b></p> <p>PPE</p> <p>Weekly homework – recap quizzes and written tasks based on GCSE questions</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Weekly homework – recap quizzes and written tasks based on GCSE questions</p>
<p>Extended reading suggestions and external resources:</p> <p>The BBC bitesize is a useful resource - <a href="#">GCSE History - Edexcel - BBC Bitesize</a>.</p> <p>The History Department has also placed resources in the School's workspace - this will include all videos used in lesson. Scans of the textbooks used in lesson are also available.</p>		

# Curriculum Overview

Subject: History

Year Group: 12

KS5 history is a two-year course. In Year 12, the students will study the British Empire between 1763-1914. The students will then study 17<sup>th</sup> Century Britain from a social, political, economic, and religious perspective.

The students will undertake a PPE exam in the Spring for their British Empire module.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>British Empire</b> Causes and consequences of the American War of Independence 1760-1783 The evolution of Australia as a colony between 1788-1829 The Durham Report and unification of Canada 1829-1841 The causes and consequences of the Indian Mutiny 1757-1858 The Nile Valley 1860-1898 Trade policies in the Empire 1763-1914 Role of the Royal Navy 1763-1914</p> <p>Skills: <b>AO1:</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance <b>AO2:</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context <b>AO3:</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>17<sup>th</sup> Century Britain</b> Political instability in 17<sup>th</sup> Century Britain from Charles I to James II Religious reforms in 17<sup>th</sup> Century Britain from Charles I to James II</p> <p>Skills: <b>AO1:</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance <b>AO2:</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context <b>AO3:</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>17<sup>th</sup> Century Britain</b> Radical Ideas Changes to Society in 17<sup>th</sup> Century Britain Domestic Economic Changes in 17<sup>th</sup> Century Britain Rise of the British Empire 1630-1707 Glorious Revolution</p> <p>Skills: <b>AO1:</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance <b>AO2:</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context <b>AO3:</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>

<p><b>KEY ASSESSMENTS</b></p> <p>The students undertake regular written essays in class time. They will complete a source question and breadth question per case study. They will also complete two depth questions for trade and navy.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p>	<p><b>KEY ASSESSMENTS</b></p> <p>The students will undertake a PPE for their British Empire module.</p> <p>The students undertake regular written essays and will complete an essay per key topic.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p>	<p><b>KEY ASSESSMENTS</b></p> <p>The students undertake regular written essays and will complete an essay per key topic.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p>
<p>Extended reading suggestions and external resources:</p> <p>The students have access to a library in their classroom. Additional reading is also uploaded to Satchel. Some of these titles include:</p> <p>John Dunn – John Locke</p> <p>Antonia Fraser – Religion during the 17<sup>th</sup> Century</p> <p>Tim Harris – Excellent historian on numerous aspects of the module, including: The Restoration, party politics and Glorious Revolution</p> <p>Christopher Hill – Social and economic</p> <p>Nick Heard - Economics</p> <p>Julian Hoppit – Glorious Revolution</p> <p>Tristram Hunt – Accessible read on the earlier aspect of the 17<sup>th</sup> Century</p> <p>Ronald Hutton – Oliver Cromwell</p> <p>Sophie Smith – Intellectual historian</p> <p>Kevin Sharp – Personal Rule</p> <p>Quentin Skinner: Hobbes and Republicanism</p> <p>Grant Tapsell – Charles II</p> <p>George M Trevelyan – Glorious Revolution</p> <p>Richard Tuck - Hobbes</p> <p>Judith Brown - India</p> <p>Nick Bunker – America</p> <p>Peter Burroughs – Canada</p> <p>PR Carstens and TL Sanford - Canada</p> <p>Matty Crotty - Australia</p> <p>Bruce Collins – Trade</p> <p>Stephen Conway – Royal Navy</p> <p>William Dalrymple – India</p>		

# Curriculum Overview

Subject: History

Year Group: 13

KS5 history is a two-year course. In Year 13, the students will study the causes and consequences of the French Revolution from 1774-1799. They will also undertake personal research to complete a 3000-4000 word essay for coursework.

They will take PPE exams for all three units and from February Half Term undertake specialised revision in lessons.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>French Revolution 1774-1799</b>  <b>The causes of the French Revolution 1774-1789</b>  The rise of the French Republic 1789-1793  The Great Terror 1793  The rise and fall of The Directory 1793-1799</p> <p><b>Coursework</b>  Selection of resources and first plan</p> <p>Skills:  <b>AO1:</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance  <b>AO2:</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context  <b>AO3:</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Revision</b>  Students will be revising for their three A-Level papers.</p> <p>Lessons will focus on knowledge recap, exam drills and question feedback. The exact order of lessons will depend on the PPE exams and the areas that need to be addressed.</p> <p><b>Coursework</b>  Submission of final essay</p> <p>Skills:  <b>AO1:</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance  <b>AO2:</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Revision</b>  Students will be revising for their three A-Level papers.</p> <p>Lessons will focus on knowledge recap, exam drills and question feedback. The exact order of lessons will depend on the PPE exams and the areas that need to be addressed.</p> <p>Skills:  <b>AO1:</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance  <b>AO2:</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context  <b>AO3:</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>

	<b>AO3:</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	
<p><b>KEY ASSESSMENTS</b></p> <p>The students undertake regular written essays in class time. They will complete a source question and breadth question per section.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p> <p>The PPE papers will be the British Empire and 17<sup>th</sup> Century Britain.</p> <p>Students will start to write their coursework</p>	<p><b>KEY ASSESSMENTS</b></p> <p>The students undertake regular written essays in class time. This will be based on all three papers.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p> <p>The PPE papers will be the French Revolution and 17<sup>th</sup> Century Britain .</p> <p>Students will be expected to submit their coursework.</p>	<p><b>KEY ASSESSMENTS</b></p> <p>The students undertake regular written essays in class time. This will be based on all three papers.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p> <p>An in-class French Revolution PPE paper will be sat too.</p>
<p>Extended reading suggestions and external resources:</p> <p>The students have access to a library in their classroom. Additional reading is also uploaded to Satchel. Some of these titles include:</p> <p>Citizens: A Chronicle of the French Revolution" by Simon Schama</p> <p>"The French Revolution: From Enlightenment to Tyranny" by Ian Davidson</p> <p>"The Coming of the Terror in the French Revolution" by Timothy Tackett</p> <p>"A Critical Dictionary of the French Revolution" edited by François Furet and Mona Ozouf</p> <p>"Twelve Who Ruled: The Year of the Terror in the French Revolution" by R.R. Palmer</p> <p>"Revolutionary Ideas: An Intellectual History of the French Revolution" by Jonathan Israel</p>		