

## OCR SHP GCSE History(4)

Including Year 9 Transition Year

[Link to specification](#)

Year	Year 11 History					
Foci	History Around Us/The Historic Environment - The study of a site in its historical context AO1, AO2, AO4 / Revision and exam preparation					
Time	6- 7 weeks	6y- 7 weeks	6 -7 weeks	6 - 7 weeks	6 - 7 weeks	6 -7 weeks
Subject	History Around Us Launceston Castle	History Around Us Launceston Castle	History Around Us Launceston Castle	Revision	Revision	Revision
Spec. Ref						
Driving Question	How Has Launceston Castle Changed Over Time?	What Was The Purpose Of It Being Constructed	How Can The Remains Of The Site Inform Our Understanding And Help The Historian?	What Do I Need To Know - Preparation For Exam	What Do I Need To Know - Preparation For Exam	What Do I Need To Know - Preparation For Exam
Topics	Introduction to course  Timeline of the castle - key developments in its history Turning points  Develop chronological overview	Changes to the site  Key developments 1066 - Present Day - deeper analysis  Significant developments - why are they significant	Strengths/Weaknesses of the site for the historian  What does the site tell us about the past?  Review of the site	Dependant on need and areas of strength and weakness	Dependant on need and areas of strength and weakness	Dependant on need and areas of strength and weakness
Assessment	Exam based questions used to inform understanding of what is expected. Mock Exams					

Year	Year 10 History					
<b>Foci</b>	Year 10 will be focused on two history units: The Elizabethans 1580 - 1603 and Migrants to Britain c.1250 to Present Day. It will further deepen students' understanding of historical processes and develop further historical skills. AO1, AO2, AO4					
<b>Time</b>	6-7 weeks	6-7 weeks	6-7 weeks	6-7 weeks	6-7 weeks	6-7 weeks-
<b>Subject</b>	The Elizabethans 1580-1603 <b>Elizabeth and Government Catholics</b>	The Elizabethans 1580-1603 <b>Daily Lives</b>	The Elizabethans 1580-1603 <b>Popular Culture The wider world</b>	Migrants to Britain c,1250 - Present <b>Medieval Britain 1250 -1500</b> <b>Early Modern Britain 1500 -1750</b>	Migrants to Britain c,1250 - Present <b>Industrial Britain 1750 - 1900</b>	Migrants to Britain c,1250 - Present <b>Britain since 1900</b>
<b>Spec. Ref</b>	<a href="#">Specification</a>					
<b>Driving Question</b>	<b>Majesty</b> - How did Elizabeth use her power?  <b>Dangerous People'</b> - Why were there so few Catholics in Elizabeth's kingdom by 1603?	<b>Daily lives</b> - What mattered to the Elizabethans?	<b>Merry England</b> - What lay behind changes in popular culture?  <b>Going global</b> - What did the Elizabethan adventurers achieve?	<b>England's aliens</b> -What part did migrants play in English life, 1250 -1500?  <b>Changing times</b> - Who was accepted in early modern England, 1500 - 1750?	<b>Among the crowd</b> -What was the experience of migrants to Britain, 1750 -1900?	<b>Warm welcome or cold shoulder?</b> How should we summarise Britain's response to migrant, 1900 to the present?
<b>Topics</b>	Elizabeth and her court - the Privy Council. The rebellion of the Earl of Essex  Elizabeth and her parliaments  Elizabeth and her people -	Differences in the lives of the rich, middling and poor  Family life - what was it like  Poverty and its causes -how society at the time responded to it	Theatres - their purpose and their opponents  Puritan attacks on popular culture - why/how  The persecution of witches	Medieval England - an overview  Jewish communities experiences  The experiences of Dutch, Flemish and other European communities	Industrialisation - an overview  Migrations from Ireland and the Irish experience  Lascars and the growth of Indian, Chinese and African communities.	World Wars, the end of empire and Britain's changing relationship with the world  'Aliens' and refugees during both World Wars - kindertransport  Commonwealth migrants post

	<p>use of portraits, plays. Local government</p> <p>The enforcement of Elizabeth's religious settlement</p> <p>Catholic plots- spies and spy networks</p> <p>Mary, Queen of Scots, the Spanish Armada</p>		<p>Imperial ambitions - what did Elizabethan Adventurers set out to achieve?</p> <p>England's attempt at a colony - Roanoke</p> <p>Trade with the east - India</p>	<p>Official and unofficial responses</p> <p>The European Reformation - Protestant refugees (Huguenots/Palatines)</p> <p>Diversity of other European migrants - Jews, Gypsies</p> <p>Early African/Indian migrants to Britain</p>	<p>Different groups arriving and their experiences - Italians and Eastern European Jews</p>	<p>WW2 -Windrush - legislation. Experiences - the rise of racist and anti-racist groups</p> <p>Economic migrants -refugees/asylum-seekers 1980's - present day</p>
<p>Assessment</p>	<p>Will based around exam questions. It will take the form of specifically chosen questions midway through the first term for each foci. Elizabethan's will have one type of question and the same for Migrants to Britain there will be an end of year exam in the summer term (Mock Exams)</p>					

<b>Year</b>	<b>Year 9 History (Transition Year)</b>					
<b>Foci</b>	<b>Year 9 is a transition year for those students embarking on the GCSE pathway and begins to embed the skills and content needed for KS 4. It is focussed on two main subject areas: Living Under Nazi Rule 1933-1945 and Viking Expansion c.750- c.1050. AO1, AO2, AO3, AO4</b>					
<b>Time</b>	6-7 weeks	6-7 weeks	6-7 weeks	6-7-weeks	6-7 weeks	6-7 weeks
<b>Subject</b>	Living Under Nazi Rule <b>Dictatorship</b>  <b>Control and opposition 1033 -39</b>	Living Under Nazi Rule <b>Changing Lives 1933 -39</b>	Living Under Nazi Rule  <b>Germany in War</b>  <b>Occupation</b>	Viking Expansion <b>Homelands</b>  <b>Volga Vikings</b>	Viking Expansion  <b>Raider and Invaders</b>	Viking Expansion  <b>Settlers</b>  <b>Kings</b>
<b>Spec. Ref</b>	<a href="#">Specification</a>	<a href="#">Specification</a>	<a href="#">Specification</a>	<a href="#">Specification</a>	<a href="#">Specification</a>	<a href="#">Specification</a>
<b>Driving Question</b>	<b>Democracy to Dictatorship</b> - How were the Nazis able to take control so quickly?  <b>Taking A Stand</b> - What made it so hard to oppose Nazi ideas?	<b>Dem Deutschen Volke</b> How did the lives of the German people change?	<b>Germany in war</b> - What was the impact of the Second War on the German people?  <b>Occupation</b> - What did Nazi rule mean fo the people of Europe (The Holocaust)	<b>Homelands</b> - What do we know about Viking life in Scandinavia?  <b>Eastwards Expansion</b> - How should we describe the Volga Vikings?	<b>Raiders and invaders</b> - How did the Vikings attack Western Europe	<b>Settlers in the West</b> -How did Viking settlements vary?  <b>Great Danes</b> - How did Danish kings show their power, 958 -1035?
<b>Topics</b>	Dictatorship Hitler and the Nazi Party in January 1933  Establishing he dictatorship January	Work and home: the impact of Nazi policies on men and women  The lives of young people in Nazi Germany	The move to a war economy and its impact on the German people 1939-42  Growing opposition from	The Viking in Scandinavia  Viking ships, seafaring and trade	The causes/types of raids in the British Isles and France  The nature of Viking warfare  The “great heathen army” in	The types of Viking settlement in the British Isles/France  Jorvik  The types of Vikig settlements

	<p>1933 to July 1933</p> <p>Achieving total power, July 1933 to August 1934</p> <p>The machinery of terror including the SS, the law courts, concentration camps and the Gestapo</p> <p>The range and effectiveness of Nazi propaganda</p> <p>Opposition to Nazi rule including the Left and Church leaders and youth groups</p>	<p>including education and youth movements</p> <p>Nazi racial policy: the growing persecution of Jews</p>	<p>the German people including from elements from within the army</p> <p>The impact of total war on the German people 1939-45</p> <p>The contrasting nature of Nazi rule in eastern and western Europe</p> <p>The Holocaust, including the Einsatzgruppen, ghettos and the death camps</p> <p>Responses to Nazi rule: collaboration, accommodation and resistance</p>	<p>Viking beliefs and rituals</p> <p>The changing nature of Viking trade in Russia</p> <p>The nature of Viking trade and contact with the Arab world</p> <p>Viking relationships with Constantinople and Byzantine Empire</p>	<p>England and "Danelaw"</p>	<p>across the Atlantic: Iceland, Greenland and North America</p> <p>Christianity and the Vikings. Harald Bluetooth and Jelling and their impacts</p> <p>Svein Forkbeard's invasion of England</p> <p>Cnut's Anglo-Scandinavian Empire, 1016 - 1035</p>
<p>Assessment</p>	<p><b>Assessment will be based around GCSE exam questions to prepare for what GCSE will be like. It will take the form of specifically chosen questions midway through the first term for each focus. Nazi Germany will have one type of question and the same for Vikings and there will be an end of year exam in the summer term. (Mock Exams)</b></p>					

Year	Year 8 History					
<b>Foci</b>	Year 8 is continuing to look at the national story and the UK's changing relationship with the wider world and the development of the U.K. as an imperial power and it's decline. Year 8 is about continuing developing skills such as source analysis, evaluation, issues of bias, justifying and chronological understanding					
<b>Time</b>	6 - 7 weeks	6 - 7 weeks	6 - 7 weeks	6 - 7 weeks	6 - 7 weeks	6 - 7 weeks
<b>Subject</b>	Tudor England	Tudor England/Stuart England	Britain 1750 -1900	20th Century	20th Century	20th Century
<b>Spec. Ref</b>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>
<b>Driving Question</b>	<b>What Can You Tell From A Name?</b>	<b>Oliver Cromwell - Hero or Villain?</b>	<b>Was Britain Great?</b>	<b>Why Did WW1 Begin?</b>	<b>Can there Ever Be A Fair Peace?</b>	<b>Was WW2 Inevitable?</b>
<b>Topics</b>	Religious See-Saw continued Edward "Bloody" Mary Tudor Elizabeth I  "A woman in a man's world - Elizabeth  Mary Queen of Scots  The Spanish Armada  Use of portraits by Elizabeth (links to GCSE)	Use of portraits by Elizabeth (links to GCSE)  James VI/I -  Gunpowder Plot - who/what/why Consequences?  Charles I - his beliefs A World Turned Upside Down  English Civil War  Ooiver Cromwell	Industrialisation/industrial Revolution  British Empire  The Atlantic Slave Trade/Life on The Plantations?  Impact of Africans on British Culture	Alliances and Assassinations Causes of WW1  Life In the trenches?  Battles of WW1	Treaty of Versaille  Germany 1919-1929  Rise of the Nazis? (Links to GCSE)	Life in Nazi Germany (Links to GCSE)  The Holocaust (Links To GCSE)  League of Nations Appeasement  The Cold War



LEARNING TOGETHER, ACHIEVING EXCELLENCE:  
**CURRICULUM OVERVIEW - Long term plan - History**

Assessment	TBC - but it will take the form of extended written responses developing justifying and selection of evidence and use of sources. They will seek to embed the beginnings of GCSE skills so when it comes to Year 9 (choices year/transition year) students will be better skilled/informed at making their final choices.					

Year	Year 7 History					
<b>Foci</b>	Year 7 is looking at significant changes to the national story and the impact key events had in a 500 year period leading into the beginning of the Tudor reign. It starts with what is history identifying and explaining key skills and terms. Students look at 1066 and the Battle of Hastings the resultant consequences, leading to the Middle Ages and ending in introducing the Tudors/Henry VIII. Year 7 is about developing skills such as source analysis, evaluation, issues of bias, justifying and chronological understanding.					
<b>Time</b>	3- 4 weeks	7-8 weeks	6-7 weeks	6-7 weeks	6-7 weeks	6-7 weeks
<b>Subject</b>	(Introducing History) 1066 And All That	1066 And All That	1066 And All That?	Middle Ages	Middle Ages	Middle Ages
<b>Spec. Ref</b>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>	<a href="#">National Curriculum Programme of Study KS 3</a>
<b>Driving Question</b>	<b>Who Had The Best Claim To The Thrones?</b>	<b>Why Did The Normans Win The Battle of Hastings</b>	<b>What Was The Impact Of The Norman Conquest?</b>	<b>Black Death -What Did People Believe?</b>	<b>King John Good King or Bad? or Why Did The Peasants Revolt?</b>	<b>Who Were The Tudors?</b>
<b>Topics</b>	What is history? Key terms/skills  What was England like in 1066?  Who will were the contenders for the throne What were their claims	The Battle of Stamford Bridge  Make-up of Anglo-Saxon and Norman Forces  Battle of Hastings part 1  Battle of Hastings Part 2  How did Harold actually die	William’s control of England  Castles - changes/attacking and defending  Domesday Book - what was it and how was it used  Harrying of the North -why.how/what happened	Religion - why was it important  Henry vs Becket - why was there differences - what happened  Black Death - what did people believe - causes/cures The impact of the Black Death	Peasants revolt - why/how/what Who was involved?  King John - Good King or Bad leading to  Magna Carta - what/how/why  Development of Parliaments	Who were the Tudors - an overview  Henry VIII - Who was he?  His 6 wives - what happened/why/how Break With Rome  Changes to religion/beginnings of





LEARNING TOGETHER, ACHIEVING EXCELLENCE:  
**CURRICULUM OVERVIEW - Long term plan - History**

		Use of Bayeux Tapestry	Feudal System - what was it and how did it work			religious seee-saw
Assessment	TBC - but it will take the form of extended written responses developing justifying and selection of evidence and use of sources. They will seek to embed the beginnings of GCSE skills so when it comes to Year 9 (choices year/transition year) students will be better skilled/informed at making their final choices.					