

HISTORY

CURRICULUM MAP



Young people need a sense of History in order to understand themselves, their identity and their place in the world around them. Access to a diverse curriculum that offers representation to all of our students is vital. Discussions about how History shaped the world we live in and the understanding that people will have different opinions and ideas is pivotal to the History Curriculum. They need to be able to ask questions and evaluate the answers they receive, stepping on the stones that will take them from the shallow to deep to profound answers that as well as telling them about the world around them, also tells them about themselves. History inspires curiosity and fascination, and a desire and confidence to never stop wanting to know more.

We have key assessment objectives that are developed throughout the entire History curriculum from Year 7 to Year 13:

- Chronology
- Cause & Consequence
- Change & Continuity
- Description, explanation and evaluation
- Empathy
- Source utility
- Exam language skills

How this document works:

This Curriculum Map will show you everything we do in History. It shows the learning journey from year 7 to year 13.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact Mrs Chadwick (schadwick@fitzharrys.school) , and Mr Nobbs (anobbs@fitzharrys.school)

HISTORY

CURRICULUM MAP



Our subject vision:

Develop students' understanding of the world around them in order for them to interpret it as it was, is and will be, and their place within it through key historical knowledge and concepts.

<p>Aspiration</p>	<p>We believe that History offers students the opportunity to explore their past and understand why the world is the way it is today. We want to ensure all students have the confidence to question events and motives, evaluate their own opinions and link key themes and concepts to help them paint a narrative of world History. This equips them to question interpretations in a world that offers such a variety of information.</p> <p>Knowledge: In History, we learn how and why significant events happened as well as the impact that had on different sections within society and the world. We study a variety of Histories that offer students a window and mirror perspective of History, researching the wider world and the impact on their local area.</p> <p>Skills: Students will learn to write critically, analytically and with technical expertise, and explaining using Historical context and evaluate significance</p> <p>Understanding: At the end of students' study of History they will be fully equipped to be both effective and precise communicators, be able to evaluate different interpretations, look for significance in evidence and feel confident questioning ideas in the world around them. Across each key stage, students will demonstrate their knowledge and skills verbally through discussion and presentation, and through writing, with evaluative and interpretive detail.</p>
<p>Opportunity</p>	<p>Within the classroom: In History lessons, students will explore world History from 500CE right up until the modern day. They will explore key themes such as religion, Economics and politics and evaluate the significance it has had world events and the formation of the world around them. We take a chronological method of study at KS3, looking at significant time period in British History and how that is reflected in other historical cultures. Then at KS4 and 5 we study key topics in more depth and evaluate the interpretations and sources, enabling then students an in-depth understanding of key topics as well as forming their own ideas and opinions around significant events.</p> <p>Beyond the classroom: Beyond the curriculum, students may participate in:</p> <ul style="list-style-type: none"> • Trips to Warwick castle and the Black country Museum at KS3 • Further trips to be planned at KS4 • Rising opportunities at KS5 to be part of Historical debate as part of the Historical Association
<p>Integrity</p>	<p>Knowledge: We are constantly looking to make sure History offers a more diverse curriculum. We are continuing to develop opportunities to discuss and celebrate diverse cultures, while drawing comparisons to our own. At KS3 we look at African Kingdoms, make comparisons between Feudal Europe and Feudal Japan and discuss the impact the Suffragettes had on gender equality and the work still to be done. We look to incorporate diverse voices, interpretations as well as Histories in order to make sure our students feel represented as well as understanding others.</p> <p>Skills: Students are given the opportunity to develop and explore their own ideas on difficult and controversial topics. They develop the skills to analyse sources and information in order to help them develop their own opinion. They are also taught to look at both sides of the argument and this is incorporated within their writing, to ensure that when they finish History they are able to understand different perspectives and successfully argue their own view points. Empathy, interpretation and evaluation are pivotal skills in History that helps the student both develop in History but also in their own lives.</p> <p>Understanding: They develop their ability to connect key parts of History and understand the chain reaction that significant events can cause. They understand the impact on their current lives and world affairs due to the events of the past. They develop empathy towards other viewpoints and begin to comprehend why and how people may view things differently.</p>

SUBJECT CURRICULUM MAP: KS3



**K
S
4**

Did America need to drop the first Atomic Bomb?

WWII and ideas around causation and significance. Looking at key events of WWII

How can everyday objects help us to remember the Holocaust?

Introduction of the Holocaust and use of sources and interpretations

How close to midnight were we?

Introduction of the Cold War and political ideologies of the USA and USSR

How did Hitler come to power?

The Rise of Nazi Germany – Hitler's early career in German politics and how he used challenges to the Weimar government to his advantage

Assessments:

- 1 x Framed task per topic
- 1 x other assessed piece of work per topic
- Retrieval, key vocab, questioning, etc through every topic

Trips and visits:

Imperial war museum

Did the Treaty of Versailles make WWII inevitable?

Post WWI, looking at causation and impact. Leading into WWII

How did WWI impact Oxfordshire?

WWI and ideas around causation and significance. Looking at key events of WWI

**Year
9**

What caused the World to go to war?

Introduction of WWI and discussion of ideas around causation and impact

Were women equal by 1920?

Introduction of women's suffrage worldwide and evaluation of modern equality issues

Trips and visits:

Black Country Museum

Assessments:

- 1 x Framed task per topic
- 1 x other assessed piece of work per topic
- Retrieval, key vocab, questioning, etc through every topic

Why did Americans move West?

Looking at key events in 1800's America and reasons for migration West
Assessing the impact this had on Native Americans

End of year assessment

How significant was Religion in the late Medieval period?

The role religion had on the English Civil War and wider religious events in the world

**Year
8**

Should we be proud of the British Empire?

Introduction of colonialism, racism and Empire and the impact it has had

Why was the Colston statue pulled down?

Introduction of slavery and civil rights in both the US and UK

How did the Industry change the world?

How did the Industrial Revolution impact the world and at what rate were different countries effected by it

How significant was Religion in the late Medieval period?

The formation of protestants and the impact of religion on Tudor England

Assessments:

- 1 x Framed task per topic
- 1 x other assessed piece of work per topic
- Retrieval, key vocab, questioning, etc through every topic

Trips and visits:

Warwick Castle

What impact did the Crusades have on us?

Continuing the topic looking at the wider world and the classes of civilisation such as the crusades

How was the medieval period different across the world?

Introducing key medieval concepts, such as feudalism, religion and castles

Who should be King in 1066?

- Continuing the topic looking at Vikings, Normans and modern immigration
- Understanding the effect it has had had on Britain

Why is History significant?

- Looking at key historical skills
- Understanding of immigration and migration
- Looking at the Britons, Celts, Romans and Anglo-Saxons

**Year
7**



Year 9

1 How did WWI impact Oxfordshire?

Why this?	Understanding of the impact that WW1 had upon the population, through the windows of Oxfordshire and Abingdon
Why now?	Continues the topic of WW1 and facilitates investigation of significance, cause and consequence at a local level

2 Did the Treaty of Versailles make WW2 inevitable?

Why this?	GCSE topic that concentrates on the Rise to power of a Right-wing group and the dangers that certain policies can have on a population
Why now?	Allows the students a chance to see what GCSE history is like before picking options and also allows more revision time for those picking the subject

3 Weimar and Nazi Germany GCSE

Why this?	GCSE topic that concentrates on the Rise to power of a Right-wing group and the dangers that certain policies can have on a population
Why now?	Allows the students a chance to see what GCSE history is like before picking options and also allows more revision time for those picking the subject

4 Why did America drop the first atomic bomb?

Why this?	Understanding of the consequences of the actions of Hitler and his allies in Europe and the wider
Why now?	Links chronologically to the Weimar & Nazi Germany topic, and supports the investigation of significance, cause and consequence

5 How can everyday objects help us to remember the Holocaust?

Why this?	The Holocaust is a subject that all students should learn to understand what prejudice and hatred can lead to
Why now?	Very mature topic and therefore year 9 are best suited to study this topic

6 How close to midnight were we?

Why this?	Analysis of the Cold War that gives the students a chance to assess the impact of technology on the world and its current formation
Why now?	Analysis of key political ideologies before GCSE and understanding of current world events

Year 8

1 Should we be proud of the British Empire?

Why this?	Understanding of current race issues and the long-term impact of colonialism
Why now?	Begin to look at the impact of colonialism on the modern world and building on more mature themes than year 7

2 Why was the Colston statue pulled down?

Why this?	Understanding of modern racial issues and how we have progressed over time
Why now?	Begin to look at the impact of race on the modern world and building on more mature themes than year 7

3 How did the Industry change the world?

Why this?	Understanding of how the world modernised and it's impact on the current world we lived in
Why now?	Chronologically linked to Empire and wider context of year 8 History

4 Why did Americans move West?

Why this?	Investigating the factors behind white migration and settlement in the US, and the impact this had on the native population
Why now?	Links well with the impact of the industrial Revolution and to GCSE History

5 Were women equal by 1920?

Why this?	Understanding of the world wide fight for female suffrage and discussions around current equality issued in society
Why now?	Similar to Colonialism and race, it helps year 8 students develop understanding around mature issues such as sexism and gender inequality

6 Did one gun kill 40 million people?

Why this?	Analysis of World War One and the impact it had on the entire world. Understanding of causation
Why now?	Links well chronologically between the suffragette movement and links to year 9 History

Year 7

1 What makes us English?

Why this?	Introducing year 7s to KS3 History that gives them an understanding of the early history of the British Isles and the impact different cultures had upon us
Why now?	Introducing year 7 to KS3 History by looking at different topics that students may have done in primary and combining these to give a basic understanding

2 What makes us English?

Why this?	Continues to give them an idea of how different cultures formed what we consider to be British and comparing that with the impact of modern immigration
Why now?	Continuing the key theme from term one that gives students an understanding of what makes up the British culture

3 How was the medieval period different across the world?

Why this?	Looking at what medieval Britain was like and the impact the Normans had upon this, then comparing it with the world as a whole
Why now?	Understanding of key medieval concepts such as feudalism, castles and conflict

4 How was the medieval period different across the world?

Why this?	Looking at how the world was different across the medieval period and analysing the clash of cultures, such as the Crusades
Why now?	Chronological and also introducing students to the impact of religion and culture in the world

5 How significant was Religion in the late Medieval period?

Why this?	Analysing how religion changed during this period, analysing the impact of Protestants and other new forms of religion on life
Why now?	Analysis of the impact of a key historical theme in religion, preparing them for later impact of religion on other topics

6 How significant was Religion in the late Medieval period?

Why this?	Further revision of the impact of religion and how it led to war and conflict in this period, as well as evaluating its significance
Why now?	Analysis of the impact of a key historical theme in religion, preparing them for later impact of religion on other topics



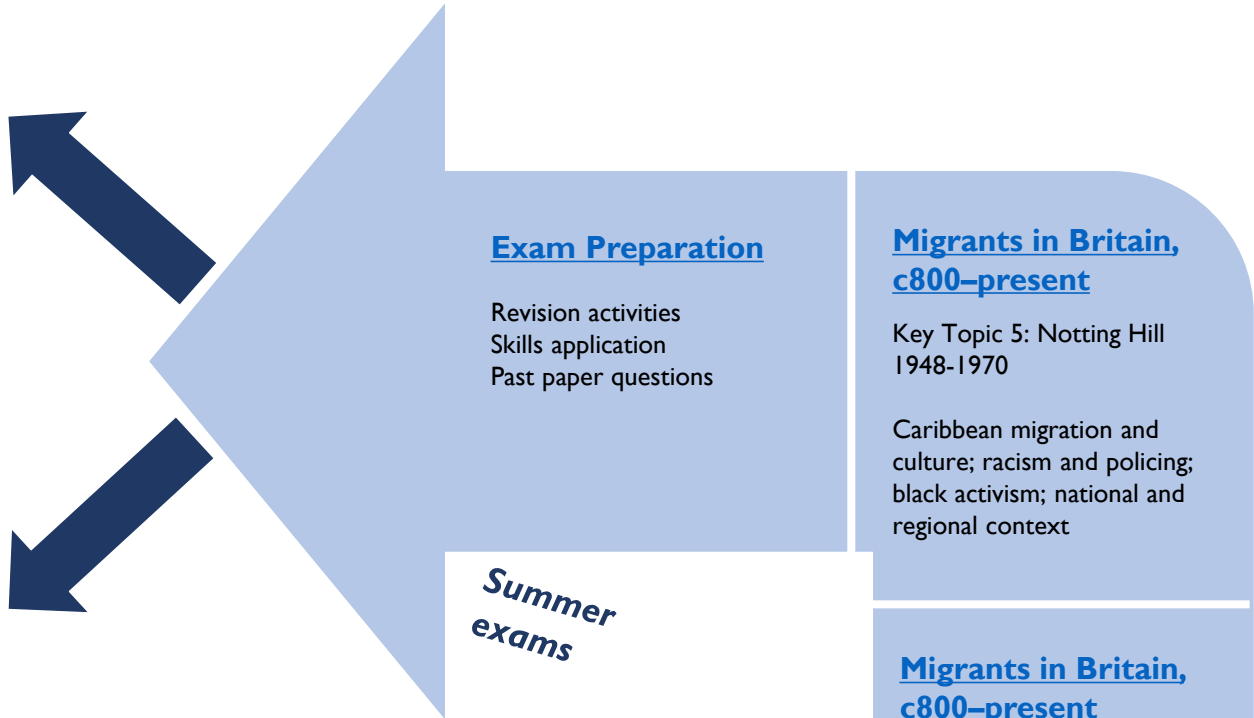
SUBJECT CURRICULUM MAP: KS4

Further study

OCR H505 History at JMF6
 And then...
 A degree in ancient, medieval or modern History; Archaeology; Egyptology...

Career pathways

Journalist
 Lawyer
 Writer/editor
 Business consultant
 Researcher
 Teacher
 Librarian
 Museum archivist



Exam Preparation

Revision activities
 Skills application
 Past paper questions

Migrants in Britain, c800-present

Key Topic 5: Notting Hill 1948-1970

Caribbean migration and culture; racism and policing; black activism; national and regional context

Summer exams

Migrants in Britain, c800-present

Key Topic 4: c1900- today: Migration in modern Britain

Case studies: Bristol in the mid-20th C.
 Asian migrants in Leicester from 1945

Past paper questions:

- Sources
- Description
- Continuity & Change
- Explanation
- Evaluation and judgement



Year 11

Early Elizabethan England c1558-c1588

Key Topic 3: Elizabethan society in the Age of Exploration, 1558-88- Elizabeth's desire for greater influence around the globe, leading to attempts to colonise America

Migrants in Britain, c800-present

Key Topic 1: c800- c1500: Migration in Medieval England

Case study: City of York under the Vikings

Migrants in Britain, c800-present

Key Topic 2: c1500-c1700: Migration in early Modern England

Case studies: Flemish and Walloon migrants in the 16th C.
 Huguenots in the 17th C.

Migrants in Britain, c800-present

Key Topic 3: c1700-1900: Migration in 18th & 19th C. Britain

Case studies: 19th C. Liverpool Huguenots in the 17th C.
 Jewish migrants in 19th C. London

Early Elizabethan England c1558-c1588

Key Topic 2: Challenges to Elizabeth at home and abroad, 1569-88- Elizabeth's reactions to the various plots against her rule, and potential invasion by Spain



Past paper questions:

- Sources
- Description
- Continuity & Change
- Explanation
- Evaluation and judgement



Oxford Castle, Tower of London
 Yorvik Museum

Early Elizabethan England c1558-c1588

Key Topic 1: Queen, government and religion, 1558-69- Elizabeth's rise to the throne of England and asserting her authority

The American West, c1835-c1895

Theme 3: Conflict, Law and Order- The rise of crime and conflict across America and the methods used to combat them

The American West, c1835-c1895

Theme 2: Settlement and Farming- The processes of changing the American landscape to suit the needs of the white settlers

The American West, c1835-c1895

Theme 1: Plains Indians- The life and beliefs of Plains Indians and how they were impacted by the settlement of the white population across America





Year 11

Year 10

1 Topic 1: c800–c1500 Migration in medieval England

Why this?

- Reasons for migration and patterns of settlement
- The context of English society- landownership and the growth of towns; the wool industry; opportunities for migrants; role of the monarchy; England as part of Christendom
- The experience of migrants in England- relations with authorities and the population, including legal status of 'alien' and the impact of the Black Death
- Impact of migrants in England- Danelaw, culture, trade and the built environment
- The city of York under the Vikings

Why now?

Students begin the course by analysing why England was a desirable location for migrants, and investigate the impact migrants had on place names, language, the built environment, the Church and trade routes, among other things.

2 Topic 2: c1500–c1700 Migration in early modern England

Why this?

- Continuity and change in reasons for, and patterns of, migration
- The changing context of English society- social structures; economic growth; privateering and trade; emergence of England as a mainly Protestant nation
- The experience of migrants in England- relations with authorities and the population
- Impact of migrants in England- culture, trade, industry and agriculture
- Sandwich and Canterbury- the experiences of the Flemish and Walloon migrants
- Huguenots in England

Why now?

In the early modern period, students look at how changing religious and economic contexts created key 'pull' factors for migrants. We continue to judge the nature, scale and scope of the contributions of migrants to communities where they settled.

3 Topic 3: c1700–c1900 Migration in eighteenth- and nineteenth-century Britain

Why this?

- Continuity and change in reasons for, and patterns of, migration
- The changing context of British society- social structures; Industrial Revolution; urbanisation; transatlantic slavery; growth of the British Empire; civil liberties
- The experience of migrants in Britain- relations with authorities and the population; the role of the media
- Impact of migrants in England- culture, trade, industry, politics and the urban environment
- Liverpool- role in migration and experiences of migrants, including Irish migrants
- Jewish migrants in London's East End

Why now?

Students will assess the growth of the British Empire to provide context for continuing migration. Also, consideration is given to the actions of the British within the Empire that affected migration. Impacts of Migrant groups in Britain are taught on a local and national scale.

4 Topic 4: c1900–present: Migration in modern Britain

Why this?

- Continuity and change in reasons for migration and patterns of settlement
- The changing context of British society- the World Wars, the end of the British Empire, decolonisation and the Commonwealth, EU membership; legislation on immigration and nationality
- The experience of migrants in Britain- relations with authorities and the population; anti-immigration and equal rights movement; Race Relations Act; the role of the media
- Impact of migrants in Britain- culture, politics, the urban environment, public services and economy
- Bristol- experiences of migrants and their impact on society
- Asian migrants in Leicester from 1945

Why now?

As the Empire transforms into the Commonwealth, students look at how job opportunities and legislation impact the continuing migration of people to Britain.

5 Topic 5: Notting Hill, c1948–c1970

Why this?

- Context- Reasons for Caribbean migration to the area; problems of housing
- Influence of Caribbean culture
- Racism and policing
- Black activism; Caribbean and Notting Hill Carnivals
- Britain after WW2; the 'Swing Sixties'; poverty; policing

Why now?

The Notting Hill case study enables students to investigate the physical and social context of communities within the locality. Beginning the period as an unpopular and war-damaged area of London, students see how it developed to become a diverse and vibrant community.

6 Exam Preparation

Why this?

- Revision activities
- Skills application
- Past paper questions

Why now?

Students will prepare for their final assessments to ensure they are familiar with the style of questions they will be faced with, to practice exam skills in order to approach the questions confidently, and apply appropriate and accurate knowledge across the 3 papers

1 Theme 1: Plains Indians

Why this?

- The Plains Indians: their beliefs and way of life
- Conflict and tension
- Changes in the way of life of the Plains Indians
- The Plains Indians: the destruction of their way of life

Why now?

Students are introduced to the lives of the Plains Indians, their relationship with white settlers and the US government, and how a combination of government policy, settlement and conflict ultimately lead to the end of Plains life. early migration and settlement and problems of lawlessness in early settlements, as well as the tensions between the settlers and Plains Indians. * This topic contains content from across the three sections of the American West course, to support the students' understanding of the content in a thematic way, rather than chronologically

2 Theme 2: Settlement and Farming

Why this?

- Migration and early settlement
- The development of settlement in the West
- Ranching and the cattle industry

Why now?

Students investigate the process of migration and settlement across the Great Plains area, looking at how different groups approached the issues in different ways, e.g. the Mormons. They then look at how the development of ranching and the cattle industry changed the lives of the inhabitants of the Great Plains. * This topic contains content from across the three sections of the American West course, to support the students' understanding of the content in a thematic way, rather than chronologically

3 Topic 3: Conflicts, Law and Order

Why this?

- Law and order
- Conflict and tension

Why now?

In the theme students look at examples of conflict and tension between different groups living on the Plains, such as the Civil War between the North and South, and more local conflicts between ranchers and settlers. Students also investigate crime and punishment to analyse how unlawful actions were dealt with and punished by the government and local law enforcement. * This topic contains content from across the three sections of the American West course, to support the students' understanding of the content in a thematic way, rather than chronologically

4 Topic 1: Queen, government and religion, 1558–69

Why this?

- The situation on Elizabeth's accession
- The 'settlement' of religion
- Challenge to the religious settlement
- The problem of Mary, Queen of Scots

Why now?

Elizabeth ascended the throne at a time of turmoil and so having a solid understanding of the issues that she faced in 1558, both nationally and personally, will provide students with a good baseline for the rest of the study. They should understand that, in the face of threats from France and within England, frequent, though unsuccessful, attempts were made throughout this period to persuade Elizabeth to take a husband and ensure the succession to the throne, breaking Tudor tradition.

5 Topic 2: Challenges to Elizabeth at home and abroad, 1569–88

Why this?

- Plots and revolts at home
- Relations with Spain
- Outbreak of war with Spain, 1585–88
- The Armada

Why now?

This topic deals with challenges to Elizabeth at home and abroad in the years 1569–88. It focusses on Catholic challenges to Elizabeth's throne, the alleged role of Mary Stuart in them, and the role of her Chief Minister Walsingham in neutralising them. Students will also investigate Philip II's power – as King of Spain and also ruling over the Netherlands, England's most important trading partner – and that he wanted to restore England to Catholicism. They should be aware that Philip's empire in the Americas came under attack from English privateers such as Francis Drake. This, along with England's involvement in the Netherlands and the execution of Mary Stuart in 1587, led to the Spanish Armada of 1588.

6 Topic 3: Elizabethan society in the Age of Exploration, 1558–88

Why this?

- Education, and leisure
- The problem of the poor
- Exploration and discovery

Why now?

This topic covers Elizabethan society in the Age of Exploration, 1558–88. Students analyse domestic life in this period and it provides context for the rebellions and international crises covered in key topics one and two. They should be aware of the social developments that take place in this period, such as the nature of education in the home, schools and universities and the social groups involved. Students should study the cultural activities and sports that were popular, their key features and the role of rich and poor. Students should also be aware of issues concerning the poor and unemployed, the growth of poverty and unemployment and the different steps taken to tackle the problem. Finally, students will study the technical developments which stimulated voyages of exploration and discovery



SUBJECT CURRICULUM MAP: KS5

Y100 extended essay/revision

- Confirmation of topic focus
- Submission of essay titles and validation by OCR
- Seminar sessions focussing on Y100 structure and mark scheme expectations
- Individual focus on essay completion
- Tandem sessions revising Y212 American Revolution content and skills practice
- Essay submission April
- Revision focus post-Y100 submission

Exam Preparation

- Revision activities – American Revolution
- Skills application
- Past paper questions

Summer exams

A degree in ancient, medieval or modern History; Archaeology; Egyptology...

**Further study
Career pathways**

Journalist
Lawyer
Writer/editor
Business consultant
Researcher
Teacher
Librarian
Museum archivist

Mock Exams

Past paper questions:

- Explanation
- Evaluation and judgement

Year 13

Y100 extended essay

- Identification of possible topics of focus
- Initial research of primary and secondary sources
- Creation of essay titles and themes
- Practicing structure and applying to essays
- Completion of first draft

Mock Exams

Past paper questions:

- Explanation
- Evaluation and judgement

The Early Republic 1783-1796

- The move the creation of a constitution
 - Articles of Confederation
 - Foreign relations
 - Economic problems and civil disobedience
 - 1787 Philadelphia Convention
 - 1787 Constitution
 - Struggle for ratification
 - The first Government, Washington and the Executive
 - 1791 Bill of Rights
 - Finding Washington's successor
- Y100 extended essay**
- Essay structure
 - Use of sources in debate
 - Beginning of first draft

The American Revolution 1774-1783

- The move towards independence
 - Outbreak of hostilities
 - Key military developments and their role in British defeat
 - American unity
 - Role of Washington
 - French entry to the war
 - British military leadership
 - 1783 Peace of Paris
- Y100 extended essay**
- Primary and Secondary source analysis
 - Discovery of sources relevant to problematic and themes

Year 12

The Development of British Hegemony

- Colonies in North America in 1740
 - Socio-economic development and relations with settlers and Native Americans
 - Territorial expansion to 1765
 - Wars with France and reasons for British success
- Y100 extended essay**
- Research of topic of interests
 - Research skills – use of JSTOR and online resources

Causes of the American Revolution

- Relationship between Britain and the colonies in 1763
 - British policies and American reactions 1763-1775
 - Developments in political thought and emerging leaders
 - Colonial and political ideas including views on trade and taxation
- Y100 extended essay**
- Creation of questions
 - Analysis of the problematic
 - Looking at themes



Exam Preparation

Why this?

- Revision activities
- Skills application
- Past paper questions

Why now?

Students will prepare for their final assessments to ensure they are familiar with the style of questions they will be faced with, to practice exam skills in order to approach the questions confidently, and apply appropriate and accurate knowledge across the paper.

The Early Republic - 1783-1796

Why this?

- The move the creation of a constitution
- Articles of Confederation
- Foreign relations
- Economic problems and civil disobedience
- 1787 Philadelphia Convention
- 1787 Constitution
- Struggle for ratification
- The first Government, Washington and the Executive
- 1791 Bill of Rights
- Finding Washington's successor

Why now?

The closing section of the course content analyses the attempts to make the new United States of America a strong, stable country. The struggles that the states suffer are focussed on to identify the final successes that are achieved through the Constitution and Bill of Rights. The future of America is the final point of the course in observing how the government sets about choosing George Washington's successor as President.

The American Revolution - 1774-1783

Why this?

- The move towards independence
- Outbreak of hostilities
- Key military developments and their role in British defeat
- American unity
- Role of Washington
- French entry to the war
- British military leadership
- 1783 Peace of Paris

Why now?

The outbreak of the War of Revolution is examined in relation to the Acts that Britain imposed upon the colonies, and the point at which the colonies had reached breaking point. The War is analysed in depth on both sides of the conflict in order to identify the reasons for the eventual outcome of American victory. Then the repercussions of the conflict are studied through the elements of the Treaty of Paris.

Causes of the American Revolution

Why this?

- Relationship between Britain and the colonies in 1763
- British policies and American reactions 1763-1775
- Developments in political thought and emerging leaders
- Colonial and political ideas including views on trade and taxation

Why now?

The course moves on to the deterioration of the relationship between the colonies and Britain. The students assess the various Acts that the British government implements in North America to solidify their rule and recoup money spent on the wars conducted during the previous decade. The Acts are assessed in terms of their strengths and weaknesses and their role in the breakdown of loyalty to Britain. The part played by key characters such as Thomas Paine and John Dickinson (among others) is also investigated, as is the change in political and colonial ideas.

The Development of British Hegemony

Why this?

- Colonies in North America in 1740
- Socio-economic development and relations with settlers and Native Americans
- Territorial expansion to 1765
- Wars with France and reasons for British success

Why now?

Students begin the course by analysing the origins of the colonial areas in North America and how they developed, identifying their key characteristics and interactions with each other and the native American populations. We then move on to the growth of the colonies within America, and how conflict with France initiated further growth into the 1760s internationally.

Y100 extended essay/revision

Why this?

- Identification of possible topics of focus
 - Initial research of primary and secondary sources
 - Creation of essay titles
 - Confirmation of topic focus
 - Submission of essay titles and validation by OCR
 - Seminar sessions focussing on Y100 structure and mark scheme expectations
 - Individual focus on essay completion
 - Tandem sessions revising Y212 American Revolution content and skills practice
- Essay submission May
Revision focus post-Y100 submission

Why now?

Following the completion of the American Revolution content students must focus on writing their Y100 extended essay- an essay title of their choice which should facilitate discussion and debate. If students need support, they may choose one of the suggested essay titles from the exam board. This independent task is completed under supervision and is reinforced by seminar style sessions to support structure and expectations of the mark scheme. Submission of the essay is in May.

Year
12&
13