

CURRICULUM SUMMARY – September to October 2010

SUBJECT: History

YEAR GROUP: 7

TEACHER: D. Hughes

Week	Learning objectives	Activities (in brief)
1	Course administration and introduction to topics. The Roman Empire: The origins of Rome. To understand the gradual emergence of the Roman state according to legend and reality.	Source-work enquiry into the several legends and archeological evidence concerning the founding of Rome as a city state around 750BC. Discussion, map-work and reading for empathy, causation and consequence.
2	Roman religion, .customs and traditions. To understand how Roman citizens saw themselves.	Examination of the Roman pantheon and the role of gods in everyday life. Diagrams, sources and discussion on empathy.
3	The Roman State 750- 250BC. Roman government and law. To understand how Rome was controlled and administered and what elements have affected the modern world.	Study of the transition from monarchy to republic. Diagrammatical enquiry into the causation of revolt in 753BC and foundation of the republican system. Discussion on the nature of Roman laws. Causation, consequence, empathy, change and continuity.
4	The Rise of the Roman Empire.250BC – 140BC. The Punic Wars. To examine the rivalry with Carthage and eventual Roman hegemony.	Enquiry into the success of Rome in the first two wars against Carthage. Causation, change, consequence, empathy, map-work,, diagrams. Discussion on the roles of individuals. Article on Hannibal.
5	The Third Punic War and the fall of Carthage. To understand why Carthage fell.	Study of events and the causation, changes and consequences of the development of a Mediterranean super-state. Map-work and discussion. Report on Scipio.
6	The expansion of the Roman Empire into Greece and Spain and civil wars of the 1 st century BC. To know how the Roman Empire spread around the Mediterranean.	Study of the roles of individuals like Marius, Sulla, Lucullus, and Pompey. Report on the War with Pontus and the development of a dictatorship. Causation, consequence, change and continuity, map-work and discussion. Discussion about Roman statesmen and critics like Cicero and Cato.
7	The Roman Army organization. To understand the importance of the Roman army as a change factor central to society.	Enquiry into the professionalism and lifestyle of the various types of soldier. Empathetic analysis of service. Diagrams, map-work and discussion.

CURRICULUM SUMMARY – September to October 2010

SUBJECT: History

YEAR GROUP: 8

TEACHER: D. Hughes

Week	Learning objectives	Activities (in brief)
1	Course administration and Introduction to topic. Late Medieval Europe. The Bubonic Plague: Life in 1340's Europe. To understand how change can be brought on by tragic epidemic.	Descriptive written answers and discussion. Source analysis, causation, map-work, empathy, change and continuity. Analysis of the consequences of the pandemic.
2	Warfare: England and France during the Hundred Years War. To understand the causes and effects of long term conflict.	Explanatory and descriptive answers. Map-work, chronological timeline of causation and change. Analysis of power rivalry and consequence of conflict.
3	The Ottoman Empire in Europe: The Fall of Constantinople and the unification of Spain. The	Reading and comprehension based tasks. Map-work, change and continuity. News article on a crisis and analysis of consequences. Rise of a great house.

	Habsburgs. To examine the clash of religions and the effect on European society.	
4	Trade: The Hanseatic League and Italian despots. To understand the development and effect of great wealth.	Descriptive and explanatory answers. Map-work, roles of individuals. Biographical analysis of Sforza.
5	Poland: The Piast and Jagiellonian dynasties. To know some local history in Poland prior to the changes brought on by the Renaissance.	Local history field trip investigation and written report. Change, empathy and chronology.
6	The Italian Renaissance: Humanism and patronage. The Medici and Borgia families. To examine the rivalry and influence from Rome on the Florentine state.	Descriptive and explanatory answers. Enquiry, reading and discussion. Change, roles of individuals, causation and consequence.
7	The Renaissance Artists. Universal men. To know about the Great Artists of the period.	Biographical CV styled analysis of the men's lifetime achievements. Causation, map-work, empathy, change and continuity.

CURRICULUM SUMMARY – September to October 2010

SUBJECT: History

YEAR GROUP: 9

TEACHER: D. Hughes

Week	Learning objectives	Activities (in brief)
1	Course administration and Introduction to topic. The French Revolution. The Ancien Regime. To understand French society in the European context.	Discussion and descriptive written answers. The effect of the American War of Independence: Republicanism and Constitutional Government. Late 18 th Century France. Change, empathy and chronology.
2	The French Revolution 1780-89: Society and monarchy. European States. A look at France's neighbours.	Enquiry and explanatory written answers. Source analysis of causation and empathy. Map-work and diagrammatical descriptions.
3	The Estates General and the storming of the Bastille. To understand the causes of unrest and the first stage of revolution.	Reading and comprehension based descriptive answers. Analysis of the constitutional rights of French citizens, Characters, factions, reaction to change and causation of events. News article.
4	The Constitutional Monarchy and war. September 1792. To understand the developing hysteria and causes of atrocities.	Analysis of weaknesses of French society and economic, social and political problems. International consequences of domestic actions. Judgmental written analysis. Burke style diary extract. Causation.
5	The rival political groups and personalities. Regicide and republican government. To understand the rivalry between emergent factions.	Analysis of the roles played by Marat, Corday, the Rolands and the mob. Girondins vs Jacobins. Reading and comprehension exercises. Empathy, causation, change and consequence.
6	The Terror 1793-94. To know what the Jacobins did once they had become ascendant.	Enquiry into the causes of terror and discussion on empathy. Statistical analysis of victims. Video of Danton.
7	The collapse of Robespierre's Committee System.	The causation, events and characters involved with the Thermidorian coup. Reading and analysis

	To understand how Robespierre's unusual dictatorship was toppled.	of Robespierre's comeuppance.
	The Directory. A look at the immediate reaction and continuation of revolution.	Description and analysis of the reaction to change after 1794.. Diagrams, reading and discussion. Analysis of characters and problems faced by society up to 1798.

CURRICULUM SUMMARY – September to October 2010

SUBJECT: History IGCSE

YEAR GROUP: 10/11

TEACHER: D. Hughes

Week	Learning Objectives	Activities (in brief)
1	IGCSE Core Unit: International Relations 1919-39. To examine the nature of the topic and approach to questions requiring quality exposition.	Course Administration. Course outline and exam paper 1, 2 and 4. Reading synopsis of the core and optional topics for recap.
2	The ending and aftermath of the First World War and the ensuing 'Peace Settlement' 1918-20. To understand the situation conditions and feelings prevalent at the time.	Time-lined chronology of 1918. Comparison of world leaders. Map-work, note-taking, discussion sessions and questions testing knowledge, explanatory and judgmental analyses. Knowledge and understanding of causation, consequence, change, continuity and empathy,
3	The Versailles Treaty with Germany. To know the punishing details affecting the nation.	Map-work, note-taking, discussion sessions and questions testing knowledge, explanatory skill and judgmental analyses on the world leaders' decisions. Source-work analyses on consequences. Empathy towards victors and vanquished,
4	The other treaties and agreements 1919-23. To know the details of treaties with the other losing nations.	Note-taking, discussion sessions and questions testing knowledge recall and analytical comparisons. Revision diagram.
5	Turkish and French foreign policies 1919-25. To examine efforts to change, reverse and ignore the restrictions placed on the vanquished nations.	Time-lined chronology. Viewing of filmed documentary. Note-taking, discussion sessions and questions testing knowledge, explanatory skill and judgmental analyses. Knowledge and understanding of causation, consequence, change, continuity, empathy and the role of individuals.
6	The League of Nations Organization. To understand the principles behind collective security and the departmental structure of the organization.	Diagram of the organization's covenant, structure, powers and protocol. Assessment of strengths and weaknesses of the League. Note-taking, discussion sessions and questions testing knowledge, explanatory skill and judgmental analyses.
7	The League of Nations and peace keeping 1918-28. To examine the success and failure rate of the organization's dispute solving body.	Map-work and tabularized track record of the League's performance. Criteria for criticism. Note-taking, discussion sessions and questions testing knowledge, explanatory skill and judgmental analyses. Viewing of filmed documentary for analysis of the League's track record.