

Bradfield School - Curriculum Area Booklets.

Subject name:

This booklet contains information about what your child will be studying during years 7, 8 and 9.

Year group	Content
Year 7:	
<i>What is History?</i>	<i>Students learn about key periods, events and dates from History. They then do an introductory assessment which assesses their ability to explain – why an event/person was significant?</i>
Romans	<i>Were the Romans civilised or savage? What the Romans have done for us? (Roman achievements, Boudicca and life for gladiators, leading to an end of topic source assessment.</i>
The Norman Conquest of Britain	<i>The Battle of Hastings and why William won. How did William keep control and establish his power?</i>
C17th Witchcraft trials	<i>The witchcraft trials of Matthew Hopkins and Salem. Why did people believe in witches? How were these punished?</i>
Supporting your child, what can you do to help?	<i>Encouraging your child to do homework when it is set and to the best of their ability.</i> <i>Providing somewhere quiet for assessment and homework completion (students do 3 key assessments each year)</i> <i>Encouraging your child to ask at an early stage if unsure, to back up their ideas and to act on any tips given.</i> <i>Ensuring your child uses the help sheets (including starter sentences and mark schemes) and other support provided for assessment.</i> <i>Helping your child to check and correct their capital letters and spellings.</i> <i>Helping your child to revise for facts tests.</i>

<p>Year 8:</p> <p><i>Topics listed not necessarily in teaching order</i></p> <p>How powerful was the monarchy 1066-1660?</p> <p>Slavery and the British Empire</p> <p>WW1 – reasons, representations and reality</p>	<p>The kings and queens of England 1066-1660 and their strengths and weaknesses in overview</p> <p>Either: Elizabeth and how well she tackled the problems she faced</p> <p>OR William Wallace and Robert the Bruce</p> <p>Students do an essay assessment on one of these subject areas</p> <p>What was the slave system and why were their protests against it?</p> <p>What were the achievements of and reasons for the British Empire?</p> <p>Why did WW1 start?</p> <p>How was WW1 presented to the public at home?</p> <p>What was it really like in the trenches?</p> <p>Students do 3 assessments testing different skills (one source based) within the year</p>
<p>Supporting your child, what can you do to help?</p>	<p><i>Encouraging your child to do homework when it is set and to the best of their ability.</i></p> <p><i>Providing somewhere quiet for assessment and homework completion (students do 3 key assessments each year)</i></p> <p><i>Encouraging your child to ask at an early stage if unsure, to back up their ideas and to act on any tips given.</i></p> <p><i>Ensuring your child uses the help sheets (including starter sentences and mark schemes) and other support provided for assessment.</i></p> <p><i>Helping your child to check and correct their capital letters and spellings.</i></p> <p>Helping your child revise for facts tests.</p>

<p>Year 9:</p> <p>How have different people experienced and viewed terror and genocide throughout History?</p> <p>Have people's lives improved throughout time?</p> <p>Whitechapel Murders</p>	<p>Different examples, views and experiences from around the world e.g. Asia and the Nazi holocaust.</p> <p>Why was this terror and genocide and why did this happen? What lessons can we learn from the Nazi holocaust</p> <p>New laws, rights and inventions – why do some people live longer and some not? When was the worst time to be alive as a poor person?</p> <p>What happened? What evidence do we have on different suspects and how reliable was it?</p> <p>Students do 3 assessments testing different skills (one source based) within the year.</p>
<p>Supporting your child, what can you do to help?</p>	<p><i>Encouraging your child to do homework when it is set and to the best of their ability.</i></p> <p><i>Providing somewhere quiet for assessment and homework completion (students do 3 key assessments each year)</i></p> <p><i>Encouraging your child to ask at an early stage if unsure, to back up their ideas and to act on any tips given.</i></p> <p><i>Ensuring your child uses the help sheets (including starter sentences and mark schemes) and other support provided for assessment.</i></p> <p><i>Helping your child to check and correct their capital letters and spellings.</i></p> <p>Helping your child revise for facts tests.</p>