**Music Stuff SOW (Long-Term)**

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| **Subject** | | **History** | | **Year** | **10** | |
| **Term** | **Autumn 1** | | **Spring 1** | | | **Summer 1** |
| **Unit of learning** | **Crime and Punishment (1250-1900+)** | | **Viking Expansion (750-1050)** | | | **The Norman Conquest (1065-1087)** |
| **Intent** | Unit 1: Medieval Britain, 1250-1500: What explains the nature of medieval crime and punishment?  **Skills/SOCs: Cause & consequence/interpretations**  Unit 2: Early Modern Britain, 1500-1750: More of the same?  **Skills/SOCs: Change and continuity** | | Unit 1: Homelands: What do we know about the Vikings living in Scandinavia in 750 AD?  **Skills/SOCs: Significance/evidence**  Unit 2: Volga Vikings: How should we describe the Volga Vikings?  **Skills/SOCs: Cause & consequence/interpretations**  Unit 3: Riders & Invaders: How did the Vikings attack western Europe?  **Skills/SOCs: Cause & consequence/change** | | | Unit 1: Too good to be true? What was Anglo-Saxon England really like in 1065?  **Skills/SOCs: Diversity/change/similarity & difference**  Unit 2: ‘Lucky Bastard’? What made William a conqueror in 1066?  **Skills/SOCs: Interpretations and sources**  Unit 3: ‘Brutal Slaughter’: Is this how William gained full control of England in 1067-71?  **Skills/SOCs: Historical context/key features** |
| **Term** | **Autumn 2** | | **Spring 2** | | | **Summer 2** |
| **Unit of learning** | **Crime and Punishment (1250-1900+)** | | **Viking Expansion (750-1050)** | | | **The Norman Conquest (1065-1087)** |
| **Intent** | Unit 3: Industrial Britain, 1750-1900: Why was there so much change to crime, policing and punishment in 1750-1900?  **Skills/SOCs: Change, cause and consequence**  Unit 4: Britain since c.1900: Should we be encouraged by the story of crime and punishment since 1900?  **Skills/SOCs: Evidence, how far do you agree questions** | | Unit 3: Raiders & Invaders: How did the Vikings attack Western Europe?  **Skills/SOCs: Cause & consequence/change**  Unit 4: Settlers in the West: How did the Viking settlements vary?  **Skills/SOCs: Summary writing with SOCs**  Unit 5: Great Danes: How did Danish kings show their power, 958-1035?  **Skills/SOCs: Summary writing with SOC** | | | Unit 3: ‘Brutal Slaughter’: Is this how William gained full control of England in 1067-71?  **Skills/SOCs: Historical context/key features**  Unit 4: Military Fortresses or Status Symbols: What can research reveal about early Norman castles?  **Skills/SOCs: Significance**  Unit 5: A ‘Truck-Load of Trouble’: What was the impact of the Norman Conquest on the English by 1087?  **Skills/SOCs: Consequence** |
| Rationale: | The KS4 history curriculum aims to deepen students' understanding of key historical events, developments, and individuals that have shaped the modern world. Following the OCR Entry Level Certificate specification in conjunction with the OCR GCSE History B (Schools History Project) specification, this curriculum emphasizes thematic breadth and depth, critical thinking, and the development of skills essential for historical analysis. The course is designed to foster an appreciation of history’s relevance in today’s world, encourage curiosity and questioning, and equip students with the tools to evaluate sources and interpretations critically.  Throughout the course, students will develop:   * Analytical Skills: Identifying, explaining, and evaluating historical significance, causation, and consequence. * Source Evaluation: Assessing the reliability and utility of diverse sources. * Interpretative Skills: Understanding and critiquing differing historical viewpoints. * Written Communication: Constructing coherent, evidence-based arguments.   The curriculum incorporates diverse perspectives, exploring histories of different cultures, social classes, and communities, while broadening students’ understanding of the wider world.  The history department at Music stuff also aims to support literacy across the board. By engaging with diverse texts, students develop:   * Reading Skills: Analysing primary and secondary sources, identifying key information, and interpreting texts. * Writing Skills: Crafting well-structured essays, using appropriate historical terminology, and supporting arguments with evidence. * Speaking and Listening Skills: Participating in discussions, articulating ideas clearly, and responding to differing viewpoints. * Vocabulary Development: Exposure to subject-specific language and varied historical contexts broadens students' understanding and use of sophisticated vocabulary.   By integrating these elements, history contributes to students' overall literacy, fostering their ability to communicate more effectively across subjects. | | | | | |

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| **Subject** | | **History** | | **Year** | **11** | |
| **Term** | **Autumn 1** | | **Spring 1** | | | **Summer 1** |
| **Unit of learning** | **Viking Expansion (750-1050)** | | **History Around Us: Quarry Bank Mill** | | | **Revision Focus** |
| **Intent** | Unit 1: Homelands: What do we know about the Vikings living in Scandinavia in 750 AD? **Skills/SOCs: Significance/evidence**  Unit 2: Volga Vikings: How should we describe the Volga Vikings?  **Skills/SOCs: Cause & consequence/interpretations**  Unit 3: Riders & Invaders: How did the Vikings attack western Europe?  **Skills/SOCs: Cause & consequence/change** | | Unit 1: Why study Quarry Bank Mill?  **Skills/SOCs: Significance**  Unit 2: What do we know of the history of Quarry Bank Mill?  **Skills/SOCs: Evidence**  Unit 3: How has the site been used?  **Skills/SOCs: Change and continuity** | | | Students will focus on guided revision focussing on exam technique and gaps in knowledge |
| **Term** | **Autumn 2** | | **Spring 2** | | | **Summer 2** |
| **Unit of learning** | **Viking Expansion (750-1050)** | | **History Around Us: Quarry Bank Mill** | | |  |
| **Intent** | Unit 3: Raiders & Invaders: How did the Vikings attack Western Europe?  **Skills/SOCs: Cause & consequence/change**  Unit 4: Settlers in the West: How did the Viking settlements vary?  **Skills/SOCs: Summary writing with SOCs**  Unit 5: Great Danes: How did Danish kings show their power, 958-1035?  **Skills/SOCs: Summary writing with SOC** | | Unit 4: How can we use the physical remains of Quarry Bank Mill?  **Skills/SOCs: Significance**  Unit 5: How is the site typical?  **Skills/SOCs: Similarity and difference** | | |  |
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