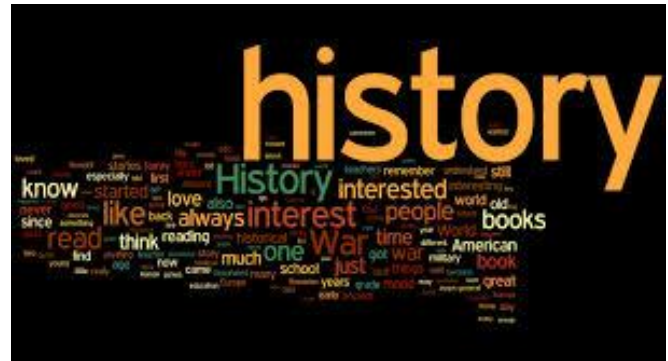


History

Al Risalah

2016-2017



History Overviews KS3 & KS4 - Updated September 2016

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Year 7 History

Updated September 2016

<u>Number of Lessons per two weeks:</u> 3	<u>Homework</u> Up to 1 hour per fortnight.
<u>Assessment</u> Continuous through Classwork & homework tasks. Two Projects.	<u>Trips</u> Museum of London- Subject to arrangement.
<u>Course Outline</u> The emphasis at Year 7 is on enjoyment and learning. Year 7 students learn the necessary skills of historical enquiry and then use these in a detective project. Students explore the causes and effects of the Norman invasion and its impact upon Medieval life. Discussion and group work is considered essential to a 'learning together' philosophy and we make full use of most medias. <u>Course Components:</u> What skills do I need to investigate, analyse and interpret? Who killed the Tollund Man? Why did the Normans win at Hastings? Were the Middle Ages all 'Muck and Misery'? Has football changed much since the Middle Ages? Where did our Parliament come from?	
<u>How You Can Help</u> <ul style="list-style-type: none">• Encourage your child to read historical novels, watch documentaries, take an interest in the World around him/ her.• Provide access to the History Department website: www.alrisaala.co.uk	
<u>Teacher</u> Contact: Br Abu Obaid	

Year 8 History

Updated September 2016

<u>Number of Lessons per two weeks:</u> 3	<u>Homework</u> Up to 1 hour per fortnight.
<u>Assessment</u> Continuous through C/W & frequent written assignments.	<u>Trips</u> Tower of London- Subject to arrangement.
<u>Course Outline</u> Year 8 expands and builds upon the foundations laid during Year 7. Students are challenged to provide deeper and more structured interpretations and analysis. They are expected to grasp the fundamentals of using Primary and Secondary sources to provide evidence for their conclusions. Students are expected to be able to show a developing ability to interpret events in 'their' way according to the information available to them. The curriculum focuses on three main areas: Life in the Middle Ages; Conflict and the gradual shift of power away from 'Kings & Queens' into the hands of the people and the reasons for why this occurred. <u>Course Components:</u> Why were people demanding more freedoms in the Middle Ages? What was it like to live in Tudor England? Was Henry V111 a Renaissance Prince? Why did some people want to ban books? Why was image so important to the Tudors? Why was there a witch craze in the 16 th & 17 th Centuries? Cromwell- Tyrant or Villain? Why did Spain attack England? Why did the English execute their King? Why did England, Scotland & Wales enter a union?	
<u>How You Can Help</u> <ul style="list-style-type: none">• Encourage your child to read historical novels, watch documentaries, take an interest in the World around him/ her.• Provide access to the History Department website: www.alrisaala.co.uk	
<u>Teacher</u> Contact: Br Abu Obaid	

Year 9 History

Updated September 2016

<u>Number of Lessons per two weeks:</u> 3	<u>Homework</u> Up to 1 hour per fortnight.
<u>Assessment</u> Continuous through C/W & frequent written assignments.	<u>Trips</u> Docklands museum - Subject to arrangement.
<u>Course Outline</u> A most enjoyable year awaits our Year 9 students. Lively and interesting topics, which students enjoy, are taught throughout the year. Emphasis on analysis & interpretation, together with written assignments, which answer key questions. Students are continuously prepared for the skills needed to be successful at GCSE history so there is an emphasis on literacy, using evidence and historical sources. Students are directed to make links with the modern World throughout the course. <u>Course Components:</u> Was the First World War a waste of an entire generation? How did the First world war lead to a Second World War? How did the leaders of the Allies change their stances during WW2? Was the Battle of Britain an important victory? What did the bombing of Hiroshima and Nagasaki tell the world about the way USA was going to be perceived from then on? Did the use of violence by the Suffragettes, help or hinder the Campaign for Women's Rights? Why was the Slave Trade abolished?	
<u>How You Can Help</u> <ul style="list-style-type: none">• Encourage your child to read historical novels, watch documentaries, take an interest in the World around him/ her.• Provide access to the History Department website: www.alrisaala.co.uk	
<u>Teacher</u> Contact: Br Abu Obaid	

Year 10 History

Updated September 2016

<p><u>Number of Lessons per two weeks:</u></p> <p>5</p>	<p><u>Homework</u></p> <p>Up to 2 hours per fortnight.</p>
<p><u>Assessment</u></p> <p>Continuous through C/W & frequent written assignments & regular assessment tests.</p>	<p><u>Trips</u></p> <p>Imperial War museum - Subject to arrangement.</p>
<p><u>Course Outline</u></p> <p>Year 10 History GCSE is a very 'busy' year. The bulk of the curriculum is covered and students are tested regularly throughout the course of the year. Students study British Thematic Study topic– Migrants to Britain, c.1250 to present in their first section. This is followed by a depth study on The Norman Conquest, 1065-1087. We look at the rise of extremism in Europe, examine its causes and its consequences. Students are expected to provide detailed written answers that are well- structured, developed and based soundly upon evidence. They are trained in exam techniques, however, the emphasis is firmly on developing their interpretive and analytical skills and enjoyment of history.</p> <p><u>Course Components (OCR Modern World History B):</u></p> <p>Part 1: British Thematic Study topic– Migrants to Britain, c.1250 to present</p> <p>Medieval Britain, c.1250–c.1500:</p> <ul style="list-style-type: none"> - What were the characteristic features of medieval Britain? - Who were the Jewish communities and why were they expelled from England in 1290 - How were attitudes towards migrants: official and unofficial responses <p>Early Modern Britain, c.1500–c.1750:</p> <ul style="list-style-type: none"> - Who were the Protestant refugees including Huguenots and Palatines? - How diverse were other European migrants including Jews and Gypsies - Who were the Early African and Indian migrants to Britain including free Africans, ayahs and child servants? <p>Industrial Britain, c.1750–c.1900:</p> <ul style="list-style-type: none"> - Why was there large-scale migration from? - Who were the Lascars? - How did the Indian, Chinese and African communities grow? - How diverse were the European migrants including Italians and Eastern European Jews? <p>Britain since c.1900</p> <ul style="list-style-type: none"> - What role did 'Aliens' and refugees have during the First and Second World Wars ? - How were migrant communities involved in anti-racism protests? - Who were the economic migrants, refugees and asylum-seekers in the 1980s? 	

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Part 2: British Depth Study topic - The Norman Conquest, 1065-1087

England on the eve of the conquest Issue: The character of late Anglo-Saxon England

- What evidence can historians use to find out about Anglo-Saxon England?
- Who and what had influenced the English Church? (Roman Catholic influences, Celtic influences, language, Dunstan and Alphege)?
- Was Anglo-Saxon England a 'golden age'?

Invasion and Victory Issue: How and why William of Normandy became King of England in 1066

- How did William take control in Normandy?
- Who should be king? Claims of the contenders; Harold Godwineson, Edgar Aethling, Harald Hardrada, William of Normandy.
- Why did William win?

Resistance and Response Issue: The establishment of Norman rule between 1067 and 1071

- What problems did William face after his victory at Hastings?
- What was The Harrying of the North and what was the aftermath?
- How did William win?

Castles Issue: The nature and purpose of Norman castles to 1087

- Where did William build his first castles?
- Where did William build his castles once he had put down the rebellions? (After 1071)
- What evidence can historians use to help them reach their own interpretation?

Conquest and Control Issue: The impact of the Norman Conquest on English society to 1087

- Who collected the information and how was it recorded?
- Who owned the land by 1086?
- Final presentation: Norman Conquest: change or continuity?

Please note: GCSE History is a key section in the awarding of the 'English Baccalaureate' qualification and students must obtain at least a grade 'C'.

Assessments: Exam Board: OCR – Exam June 2017

British thematic study 20% : Migrants to Britain
British depth study 20% : The Norman Conquest
Any site that meets the given criteria 20%
World period study 20%: The Making of America
World depth study 20% :Living under Nazi Rule

How You Can Help

- Encourage your child to read historical novels, watch documentaries, take an interest in the World around him/ her.
- Provide access to the History Department website: www.alrisaala.co.uk
- Place a deposit on a revision guide available directly from the History Department.

Teacher

Contact: Br **Abu Obaid**

Year 11 History

Updated September 2016

<u>Number of Lessons per two weeks:</u>	<u>Homework</u>
5	Up to 2 hours per fortnight.
<u>Assessment</u>	<u>Trips</u>
Continuous through C/W & frequent written assignments & regular assessment tests. Controlled assessment & Final Exam -2 Papers.	Imperial War museum - Subject to arrangement.

Course Outline

Students begin their third unit of study which focuses upon British history and students' ability to negotiate evidence in the form of sources are tested. A highly developed set of analytical & interpretive skills are expected to be deployed by all students. The last element of the course draws together all students skills in a controlled assessment centred on the discussion surrounding the USA being a land of freedom based on the years 1945-1975. OCR moderates the controlled assessment and the students sit two exams in June.

Course Components (OCR Modern World History B):

Part 3: Britain 1900- 1919 (Source Analysis)

- How were social reformers reacting to the social problems of the 1890s?
- How effective were the activities of the suffragists and the suffragettes?
- What was the attitude of the British people at the end of the war towards Germany and the Paris Peace Conference?

Controlled Assessment: The USA, Land of Freedom? 1945–1975

- Who did more for civil rights in America, Martin Luther King or Malcolm X?

Please note: GCSE History is a key section in the awarding of the 'English Baccalaureate' qualification and students must obtain at least a grade 'C'.

Assessments: Exam Board: OCR – Exam June 2016

GCSE HISTORY B J418

A017 01 Aspects of International relations & Depth Study Germany 1918-45	Written exam: 2 hours	81 marks 45% of GCSE
A021 01 How was British society changed, 1890-1918?	Written exam: 1 hour 30	53 marks 30% of GCSE
A010 BA 21 Historical Enquiry	Written exam: 2000 words Controlled assessment	50 marks 25% of GCSE

How You Can Help

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