

**Al Jazeera Academy Humanities Department: Programme of Study (11 Sept – Nov 2011)**

<b><u>Year Group</u></b>	<b><u>Topics Covered</u></b>	<b><u>Knowledge and content</u></b>	<b><u>Key skills taught</u></b>	<b><u>Useful Websites / Books used</u></b>	<b><u>What will we test?</u></b>	<b><u>How can we help?</u></b>
Year 7	<p>Feudal System in England 11<sup>th</sup> Century</p> <p>Domesday Book</p> <p>Building of Castles</p> <p>How was William able to keep control of England</p>	<p>Students will get a sense of chronology and place the medieval period in the context of time</p> <p>Knowledge of the key contenders to the English throne and how England was won by the Normans in 1066</p> <p>How the Normans changed England through introducing the Domesday Book, building castles and developing the feudal system</p>	<p>Understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.</p> <p>Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.</p>	<p>Heinemann History Scheme Life in Medieval Times</p> <p>BBC Website History</p>	<p>Poster display to show how William took control of England</p> <p>Spelling Test on the Key Words in Year 7 History</p> <p>Essay on How did William the Conqueror become King of England in 1066</p>	
Year 8	<p>The Spanish Armada and its impact on 16<sup>th</sup> Century Europe</p> <p>Elizabeth I Rise of the Tudors</p> <p>Industrial Revolution</p>	<p>Students will improve their deduction and inference skills by interpreting famous historical portraits</p> <p>Discovering the impact of Elizabeth on medieval Europe</p> <p>The rise of industry in England</p>	<p>Understanding how historians and others form interpretations.</p> <p>Understanding why historians and others have interpreted events, people and situations in different ways through a range of media.</p> <p>Evaluating a range of interpretations of the past to assess their validity.</p>	<p>Heinemann History Scheme The Early Modern World</p> <p>BBC Website History</p>	<p>Sources based assessment on pictures and what they can tell you about an event/individual/period.</p> <p>Spelling Test on the Key Words in Year 8 History</p>	
Year 9	<p>Into the Twentieth Century</p> <p>Black peoples of America- from slavery to equality</p> <p>Civil Rights</p>	<p>Knowledge of what a slave is and how people became slaves in the early Africa</p> <p>The demand for equal treatment between Blacks and Whites in Twentieth Century America</p>	<p>Identifying and explaining change and continuity within and across periods of history.</p> <p>Analysing and explaining the reasons for, and results of, historical events, situations and changes.</p>	<p>Heinemann History Scheme Into the Twentieth Century</p> <p>BBC Website History</p>	<p>Slave Narrative Diaries</p> <p>Spelling Test on the Key Words in Year 9 History</p>	

<p><b>Year 10</b> <b>IGCSE History</b></p>	<p>USA 1917-1929 Impact of the First World War</p> <p>Reactions to the War</p> <p>Immigration</p> <p>Prohibition and crime</p> <p>Why Prohibition failed</p>	<p>Investigating how the war boosted the US economy</p> <p>Knowledge of how Europe was dependant on US loans</p> <p>Investigating how to make inferences from sources</p>	<p>Evaluating a range of interpretations of the past to assess their validity.</p> <p>Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies</p> <p>Understanding why historians and others have interpreted events, people and situations in different ways through a range of media.</p>	<p>GCSE Bite-size History First World War 1914-1918</p>	<p>Poster Assessment on Prohibition and crime</p> <p>Source based assessment B4 The USA 1917-1929 Question on the Roaring Twenties</p> <p>YR 10 Christmas Exam Unit 1 Exam</p>	
<p><b>Year 11</b> <b>MYP Humanities</b></p>	<p>Rise of Stalin</p> <p>Modernisation in Russia 1928-1941</p> <p>Qatar 2030</p>	<p>Identify the reasons that led to Stalin acquiring complete control of Russia</p> <p>Collectivization and its impact on Russia</p> <p>Industrialization and its impact on Russia</p> <p>How will Qatar 2030 change Qatar</p>	<p>Understanding how historians and others form interpretations.</p> <p>Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world</p>	<p>GCSE Bite-size History Russia 1928-1941</p> <p>Qatar 2030 Website</p>	<p>K / U Test on How Stalin introduced changes in Russia</p> <p>First MYP Assessment for Year 11 is a compare and contrast evaluation of how Russia modernized in the twentieth century compared with Qatar in the twenty-first century. Students will evaluate what similarities and differences are being used today in Qatar</p>	
<p><b>Year 12 (AS level)</b></p>	<p>Not offered at this level</p>					
<p><b>Year13 (IBDP)</b></p>	<p>Impact of Stalin as a left wing authoritarian leader</p> <p>Impact of Collectivization on the Russian People – Kulaks Ukrainian Famine</p> <p>Impact of Industrialization – Magnitogorsk –</p> <p>Crime and Fear in Stalinist Russia – Gulags – Show Trials</p> <p>Internal Assessment</p>	<p>Students in the second term will gain a greater understanding of the economic, cultural and social reforms that occurred in Russia from 1928-1953.</p> <p>Students will investigate the modernization of Russia that dragged Russia from a failed country in 1920 to a superpower by 1945</p> <p>Completing the Internal Assessments</p>	<p>Evaluating a range of interpretations of the past to assess their validity.</p> <p>Understanding how historians and others form interpretations.</p> <p>Comparing authentic sources from Russia and interpreting their reliability and utility for modern day historians.</p>	<p>Hodder Guides IB Textbook</p>	<p>Presentation K/ U on the impact of the 5 YR plans on Stalinist Russia.</p> <p>Industrialization and Collectivization Test</p> <p>Going through Internal Assessment to ensure it meets all the criteria of the IB Diploma Internal Assessment</p>	

