



## **Subject: History**

### **How fair was life in the Middle Ages?**

This topic focuses on social aspects of the medieval period including the Peasant's Revolt and the Black Death. Students will also consider the changing relationship between Monarch, Church and the people, through studying the murder of Thomas Beckett and the Magna Carta.

This enquiry encourages students to critically engage with historical evidence by interpreting sources, identifying and selecting quotes and using them to effectively support arguments.

#### **Key Performance Indicators**

Students will be assessed to see if they use:

- Knowledge

A range of accurate historical knowledge is used relevantly.

- Explanation

Clear and detailed explanations, which are logical and support a judgement.

- Sources

A range of sources are quoted from to show good understanding. Sources are evaluated using nature, origin, purpose and own knowledge.

- Interpretations

Good understanding of different interpretations of historical periods. Interpretations are evaluated using content and own knowledge.

#### ***Suggested Resources***

<http://www.bbc.co.uk/education/subjects/zk26n39>



## **Subject: History**

### **What was the real cause of World War One?**

Historians have argued over the cause of World War One for decades. The assassination of Archduke Franz Ferdinand has often been cited as the 'trigger' for the world's first 'Total War'. However, militarism and a growing nationalistic outlook also had their role to play and as part of this investigation students will engage with these and make wider links to contemporary events and politics today.

### **What was life like for soldiers during World War One?**

Some of the 20<sup>th</sup> century's greatest poetry was written in the trenches of the Western Front. Students of both History and English have used poems such as *Dulce et Decorum Est* as a window into the lives and experiences of soldiers during this horrific time. Students during this unit of work will explore life on the Western Front both from the perspectives of soldiers and their relatives at home, using sources to describe and engage with these moving and visceral accounts as well as historians' own view on the events and their relative importance.

### **Key Performance Indicators**

Students will be assessed to see if they use:

- Knowledge

A range of accurate historical knowledge is used relevantly.

- Explanation

Clear and detailed explanations, which are logical and support a judgement.

- Sources

A range of sources are quoted from to show good understanding. Sources are evaluated using nature, origin, purpose and own knowledge.

- Interpretations

Good understanding of different interpretations of historical periods. Interpretations are evaluated using content and own knowledge.

### **Suggested Resources**

- [http://www.johndclare.net/causes\\_WWI2.htm](http://www.johndclare.net/causes_WWI2.htm)
- <http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/>