

KS3 History

- This scheme of learning is planned with the students' end goal of sitting GCSE History in mind. The aim of this curriculum is to ensure a well-rounded curriculum which thoroughly prepares our students for study in Key Stage 4 if they so wish.
- Assuming 36 teaching weeks. This gives time for assessing prior knowledge and to build up to the skills in this curriculum plan and to spend longer developing and securing new knowledge.
- Students will complete a topic test at the end of each topic and following marking, will complete an upgrade activity in line with the department marking policy. Knowledge Quizzes should be used every half-term to check understanding of content taught over the course of the current topic. Retrieval practice should be used to help students retain knowledge from current and previous topics over an extended period of time. Retrieval practice must be adapted to be relevant to the classes' needs.
- End of term assessments will take place at the end of the autumn term (just before Christmas) and at the end of the summer term (just before the summer holidays) and these will assess all content covered so far across a range of topics.

Autumn	Autumn	Spring	Spring	Summer	Summer
From Romans to Saxons <i>What makes a Historian</i> Roman invasion and impact Roman contributions Evaluate the term 'dark ages' Anglo-Saxon stability Normans Knowledge check	Romans to Saxons <i>Succession crisis</i> <i>Battle of Hastings</i> <i>Impact of the Normans</i> <i>Peasant homes</i> <i>Lives and Leisure</i> <i>Church</i> <i>The role of women</i> <i>End of unit assessment</i>	Medieval Monarchs <i>Matilda</i> <i>Henry II</i> <i>John</i> Parliament	Medieval Monarchs <i>War of the Roses</i> <i>Princes in the Tower</i> <i>The rise of Henry Tutor</i> <i>End of term assessment</i>	The Tudors <i>Henry VIII</i> <i>Religious settlement</i> <i>Successes and failures</i> <i>Impact</i> <i>Knowledge check</i>	The Tudors <i>Elizabeth</i> <i>Religious settlement</i> <i>Poor laws</i> <i>Society</i> <i>End of term assessment</i>

History	Year 7	15 lessons	From Romans to Saxons
National Curriculum Links: Pupils should be taught about the history of Britain from its earliest times to the Norman Conquest including Roman conquest and settlement of Britain and the Anglo-Saxon invasions, settlements and kingdoms.		Key Vocabulary: Source, evidence, interpretation, chronology Invasion, conquest, resistance, legacy Aqueduct, mosaic, villa,	Why this? Why now? <ul style="list-style-type: none"> ● Understanding the Roman and Anglo-Saxon periods provides necessary context for subsequent British history, including the formation of the kingdom and its later developments. ● This unit capitalizes on pupils' burgeoning abilities to connect past events with present circumstances, encouraging a deeper appreciation of Britain's

	<p>Romanization Dark Ages, continuity, change, Saxons Succession, heir, crisis, claim, contender Bayeux Tapestry, primary source, bias, embroidery, narrative Feudal system, Domesday Book, motte-and-bailey castle, oath Norman Conquest, cultural change, legacy, rebellion Peasant, villain, manorial system, serf</p>	<p>complex history at an age where critical thinking and analytical skills are rapidly developing.</p>
<p><u>Aims:</u></p> <ul style="list-style-type: none"> • To provide pupils with a comprehensive understanding of the major historical periods and events from the Roman invasion to the establishment of Anglo-Saxon kingdoms. • To develop an understanding of how these historical foundations have contributed to the identity and culture of modern Britain. 		<p><u>Resources:</u></p> <p>Presentations, workbooks and internet resourced.</p>
		<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p>
		<p><u>Assessment questions:</u></p> <p>What does it mean to be a historian? 1. What happened when the Romans invaded Britain? 2. What was the impact of the Romans on British society? 3. How dark really were the 'dark ages'?</p>
		<p><u>Curriculum links:</u></p> <p>Sketching, landscape features, extended writing</p>
		<p><u>Future Links:</u></p> <p>Physical and human interactions</p>

	Learning Objective By the end of the lesson students will be able...	Lesson content	Learning outcomes
1	To introduce the skills and methods used by historians.	Chronology means arranging events in time order. Primary sources are created during an event; secondary sources analyse them. How historians use evidence is used to build interpretations of the past.	Match terms (e.g., primary/secondary source) to definitions and examples. Students create a timeline of personal life events, placing them in chronological order.
2	To examine the Roman invasion and its impact on Britain.	Identify the reasons for and outcomes of the Roman invasion and describe two consequences of Roman rule in Britain. Compare resistance movements and their outcome. The Romans invaded Britain in AD 43 to gain resources and power. Romans built forts, roads, and towns, laying the foundations for urbanisation in Britain.	Sequence Roman invasion events. Create a concept map connecting the invasion's causes, events, and consequences.
3	To explore Roman contributions to British infrastructure and culture.	Explain key Roman contributions to infrastructure in Britain and Identify how Roman culture influenced British society - aqueducts for clean water supply and paved roads for easier travel. Villas were Roman-style houses built for the wealthy, often decorated with mosaics. Romanization influenced language, laws, and architecture in Britain.	Design a Roman villa using a template worksheet. Jewry wall in Leicester
4	To evaluate the term "Dark Ages" and its accuracy.	Compare contrasting sources about the "Dark Ages" and argue for or against the term "Dark Ages" based on evidence. Examine the period for evidence of continuity and innovation. The term "Dark Ages" suggests cultural stagnation, but the period included science, art, and law advances.	A source pack to compare written accounts and artefacts from the period.
5	To assess the Anglo-Saxon period's stability and achievements.	Identify examples of stability and instability during the Anglo-Saxon period. Evaluate the Anglo-Saxon legacy of governance and society. Assess the impact of Viking invasions on Anglo-Saxon rule.	A written statement suggesting whether the Vikings had a positive impact on society and culture.
		Knowledge check	

6	To explore the reasons for the succession crisis 1066 and the contenders' claims.	Identify key contenders for the throne and summarise their claims. Explain why the succession crisis occurred and analyse the significance of each contender's claim. Edward the Confessor died without an heir in 1066. Harold Godwinson was crowned king but faced challenges. William of Normandy claimed Edward promised him the throne. Harald Hardrada claimed Viking ancestry gave him a legitimate claim.	Complete a cause-and-effect table about why a succession crisis occurred. Match contenders to their claims using source extracts. Summarise each contender's argument using bullet points.
7	To evaluate the reliability of the Bayeux Tapestry as evidence of the Battle of Hastings.	Identify sections of bias in the Bayeux Tapestry. Assess the strengths and limitations of the tapestry as a historical source. Discuss its reliability as evidence for the Battle of Hastings. The Bayeux Tapestry was commissioned by William's half-brother, Odo. It is a primary source but lacks other perspectives.	Annotate a printed section of the tapestry with notes about bias and complete a structured worksheet: strengths vs. limitations.
8	To understand William's methods of consolidating power in England.	Describe William's key methods for consolidating power. Explain the role of castles in maintaining control. Analyse the impact of the Domesday Book on English society. The feudal system ensured loyalty by exchanging land for military service. The Domesday Book catalogued resources to improve taxation. Motte-and-bailey castles were built quickly to control regions. Oaths of loyalty secured noble and clerical support.	A diagram of a motte-and-bailey castle and explain its defensive features. Use of map to locate Norman castles and discuss their strategic placement. Complete a worksheet on the feudal system hierarchy.
9	To assess the impact of the Norman Conquest on England.	Compare the political and cultural features of Anglo-Saxon and Norman England. Identify examples of significant changes brought by the Normans and explain the lasting legacy of the Norman Conquest. <ul style="list-style-type: none"> - Norman England saw the introduction of stone castles and feudalism. - The French language influenced governance and law. - The Domesday Book shows the replacement of Anglo-Saxon elites with Normans. 	Label a diagram of a motte-and-bailey castle and explain its defensive features. A map to locate Norman castles and discuss their strategic placement.
Knowledge check			
10	To describe the daily life of peasants in medieval England.	Identify key roles within the manorial system and explain the daily tasks and lifestyle of peasants. Compare medieval life to modern rural living. <ul style="list-style-type: none"> - Serfs were bound to the land and owed labour to the lord. - Peasant tasks included farming, maintaining livestock, and repairing the manor. - Life was marked by hunger, disease, and hard physical labour. 	Annotate a diagram of a medieval village with specific roles and responsibilities. Complete a table comparing serfs, freemen, and lords. Create a retrieval quiz with key facts about daily life.

1 1	To explore the design and function of medieval homes.	Label and describe the features of a medieval home. Compare medieval homes with modern architecture. Explain the significance of communal living. Medieval homes were made of wattle and daub, with thatched roofs - single-room house often sheltered both people and animals. A central hearth provided heat and light, though it made homes smoky and poorly ventilated.	Annotate an image of a medieval home with its features and functions. Complete a worksheet comparing medieval homes to modern rural homes.
1 2	To examine the Church's role in society.	Explain the Church's influence over education, law, and daily life and identify key roles within the Church hierarchy. <ul style="list-style-type: none"> - Bishops and abbots held political power. - Monasteries provided education, charity, and healthcare. - Pilgrimages to holy sites were a central religious practice. - The Church's authority extended into legal and social matters. 	Create a flowchart of the Church hierarchy and its roles. Analyse primary sources on tithes and monastery activities. Write a short analysis comparing the Church's power to that of the monarchy using evidence.
1 3	To investigate leisure activities in medieval society.	Describe everyday medieval leisure activities and explain how social status influenced access to entertainment. Analyse the role of fairs and jousts in reinforcing social hierarchies <ul style="list-style-type: none"> - Peasants attended fairs and performed dances. - Guilds organised celebrations and provided community support. - Leisure activities reflected and reinforced social hierarchies. 	Analyse illustrations of medieval fairs and jousts. Complete a retrieval task: Match activities to social classes. Read and summarise a description of a medieval fair.
1 5	To analyse the roles and lives of medieval women.	Identify and explain the societal roles of medieval women. Analyse challenges faced by women in different social classes. Discuss the changing roles of women in medieval society. - Peasant women worked the land and maintained households. <ul style="list-style-type: none"> - Noblewomen managed estates and could wield influence. - Women in guilds contributed to trades but faced limitations. - Religious orders offered education and independence to some women. - Women had fewer legal rights than men. 	Research prominent medieval women and their achievements and analyse primary sources discussing women's roles in guilds. Class discussion on how gender influenced medieval life with source support.
1 6	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in geographical skills.	Ability to self-assess geographical skills and understand areas for improvement.

Autumn	Autumn	Spring	Spring	Summer	Summer
From Romans to Saxons <i>What makes a Historian</i> <i>Roman invasion and impact</i> <i>Roman contributions</i> <i>Evaluate the term 'dark ages'</i> <i>Anglo-Saxon stability</i> <i>Normans</i> <i>Knowledge check</i>	Romans to Saxons <i>Succession crisis</i> <i>Battle of Hastings</i> <i>Impact of the Normans</i> <i>Peasant homes</i> <i>Lives and Leisure</i> <i>Church</i> <i>The role of women</i> <i>End of unit assessment</i>	Medieval Monarchs <i>Matilda</i> <i>Henry II</i> <i>John</i> Parliament	Medieval Monarchs <i>War of the Roses</i> <i>Princes in the Tower</i> <i>The rise of Henry Tutor</i> <i>End of term assessment</i>	The Tudors <i>Henry VIII</i> <i>Religious settlement</i> <i>Successes and failures</i> <i>Impact</i> <i>Knowledge check</i>	The Tudors <i>Elizabeth</i> <i>Religious settlement</i> <i>Poor laws</i> <i>Society</i> <i>End of term assessment</i>

History	Year 7	10 lessons	Medieval monarchs
<u>National Curriculum Links:</u>		Key Vocabulary:	<u>Why this? Why now?</u>
Pupils should be taught about the development of Church, state and society in Britain 1509-1745		Matilda, Empire, Baron Henry II, Thomas Becket, reforms, Angevin empire Richard I, Crusades, chivalry, ransom Magna Carta, taxation, barons, rebellion Parliament, Magna Carta, commons, representation	<ul style="list-style-type: none"> Understanding the monarchs of the medieval period provides necessary context for subsequent British history, including the formation of the kingdom and its later expansion into a colonial power. This unit capitalizes on pupils' burgeoning abilities to connect past events with present circumstances, encouraging a deeper appreciation of Britain's complex history at an age where critical thinking and analytical skills are rapidly developing.
			<u>Resources:</u>
			Presentations, workbooks and internet resourced.
			<u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.
<u>Aims:</u>			<u>Assessment questions:</u>
<ul style="list-style-type: none"> To provide pupils with a comprehensive understanding of the major historical periods and events from the early medieval kings to the establishment of a national identity. 			Should Queen Matilda be better remembered? Should Henry II be remembered as more than the king who killed Becket? Does John deserve such a negative interpretation? Where did our Parliament come from? Why did the Wars of the

<ul style="list-style-type: none"> To develop an understanding of how these historical foundations have contributed to the identity and culture of modern Britain. 	<p>Roses break out? What happened to the 'Princes in the Tower'? How did Henry Tudor become king of England?</p>
	<p><u>Curriculum links:</u></p> <p>Source analysis</p> <p>Tudor period</p>

	Lesson Objective By the of the lesson students will be able...	Lesson content	Learning outcomes
1	To investigate Matilda's life to draw wider conclusions about the lives of medieval women.	Summarise the life of Matilda and identify how her life was representative of women. Explain how Matilda was a positive role model Matilda was the daughter of Henry I and was designated as his heir, but her claim was challenged after he died in 1135. The Anarchy (1135–1153) was a civil war between Matilda and Stephen of Blois, marked by chaos and unrest. Her efforts secured her son, Henry II, the throne, shaping England's monarchy.	Create a timeline of key events in Matilda's life and legacy. Annotate a map showing key locations during The Anarchy. Source analysis: Evaluate primary sources on Matilda's rule.
2 + 3	To evaluate Henry II's reign beyond Becket's murder.	Identify key legal and military reforms in Henry II's reign and assess Henry's achievements and controversies, particularly the Becket conflict. Analyse how Henry II's reign shaped English governance. His empire stretched from Scotland to the Pyrenees. His quarrel with Archbishop Thomas Becket culminated in Becket's assassination in Canterbury Cathedral in 1170.	Research Henry II's legal reforms and their impact. Source analysis: Evaluate Becket's murder from different perspectives. Written answer to - "Did Henry II's achievements outweigh his controversies?"
4 + 5	To evaluate King John's reign and reputation.	Identify key actions and decisions that defined King John's reign. Evaluate King John's rule, weighing his failures and successes. Explain the significance of the Magna Carta in limiting royal authority.	Annotate key clauses of the Magna Carta and discuss their significance. Write a speech defending or criticising John's reign.

		King John heavily taxed his barons, which led to rebellion and the creation of the Magna Carta in 1215. The Magna Carta limited royal authority, establishing rights for barons and influencing constitutional governance. John lost Normandy and other French territories, weakening England's international power.	
Knowledge Check			
6	To trace the origins of Parliament in England.	Explain the steps leading to the creation of Parliament. Analyse the significance of Simon de Montfort's 1265 Parliament. Discuss the role of the Commons in the development of representative governance. Early councils advised the king, but Simon de Montfort's 1265 Parliament included knights and burgesses, broadening representation. The Magna Carta influenced the development of parliamentary checks on royal authority. This foundation led to the modern concept of elected representation and balanced governance.	Compare and contrast the composition of early Parliaments to modern systems. Create a timeline tracing the steps from the Magna Carta to the creation of Parliament.
7	To examine the causes of the Wars of the Roses.	Identify the key houses and their claims. Explain the role of Henry VI's leadership in causing conflict and analyse how local allegiances influenced the war. The Wars of the Roses (1455–1487) were a series of civil wars between the houses of York (white rose) and Lancaster (red rose). The conflict stemmed from weak leadership by Henry VI and competing claims to the throne. Key figures included Henry VI (Lancaster), Richard, Duke of York, and Edward IV (York).	Create a family tree of the Plantagenet dynasty, showing connections between York and Lancaster. Annotate a map of England, highlighting key locations of battles. Create a timeline detailing major events and shifts in power during the Wars of the Roses.
8	To explore the mystery of the Princes in the Tower.	Summarise the theories about the Princes' disappearance. Evaluate evidence for and against Richard III's involvement. Link the Princes' disappearance to Richard III's reign and Leicestershire's history. Edward V and Richard, Duke of York, disappeared in 1483 while in the Tower of London. Richard III, their uncle, declared them illegitimate and took the throne. Theories about their fate include murder by Richard III, Henry VII, or others seeking power.	Source analysis: Evaluate primary sources and secondary interpretations about the princes' disappearance. Write a balanced report presenting the evidence for and against a chosen theory.

9	To understand Henry Tudor's rise to power.	Identify key events leading to the Battle of Bosworth and explain how Henry's victory shaped Leicestershire. Analyse the significance of the battle in establishing the Tudor dynasty. - Henry Tudor, a Lancastrian claimant, defeated Richard III at the Battle of Bosworth in 1485, ending the Wars of the Roses. The battle was fought near Market Bosworth in Leicestershire.	Map the Battle of Bosworth, annotating key movements and decisions by each side. Write a diary entry or letter from a participant's perspective in the battle (soldier, noble, or bystander).
10	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in geographical skills.	Ability to self-assess geographical skills and understand areas for improvement.

Autumn	Autumn	Spring	Spring	Summer	Summer
From Romans to Saxons <i>What makes a Historian</i> <i>Roman invasion and impact</i> <i>Roman contributions</i> <i>Evaluate the term 'dark ages'</i> <i>Anglo-Saxon stability</i> <i>Normans</i> <i>Knowledge check</i>	Romans to Saxons <i>Succession crisis</i> <i>Battle of Hastings</i> <i>Impact of the Normans</i> <i>Peasant homes</i> <i>Lives and Leisure</i> <i>Church</i> <i>The role of women</i> <i>End of unit assessment</i>	Medieval Monarchs <i>Matilda</i> <i>Henry II</i> <i>John</i> Parliament	Medieval Monarchs <i>War of the Roses</i> <i>Princes in the Tower</i> <i>The rise of Henry Tudor</i> <i>End of term assessment</i>	The Tudors <i>Henry VIII</i> <i>Religious settlement</i> <i>Successes and failures</i> <i>Impact</i> <i>Knowledge check</i>	The Tudors <i>Elizabeth</i> <i>Religious settlement</i> <i>Poor laws</i> <i>Society</i> <i>End of term assessment</i>

History	Year 7	10 lessons	The Tudors
<u>National Curriculum Links:</u>		Key Vocabulary:	<u>Why this? Why now?</u>
Pupils should be taught about the history of Britain from its earliest times to the Norman Conquest including Roman conquest and settlement of Britain and the Anglo-Saxon invasions, settlements and kingdoms.		Tudor dynasty, Renaissance, monarchy, succession, c ourt Reformation, Protestantism,	<ul style="list-style-type: none"> Understanding the Tudor periods provides necessary context for subsequent British history, including the formation of the kingdom and its later developments. This unit capitalizes on pupils' burgeoning abilities to connect past events with present circumstances, encouraging a deeper appreciation of Britain's complex history at an age where critical thinking and analytical skills are rapidly developing.

	indulgences, corruption Act of Supremacy, annulment, Dissolution, Protestant , economy, reform Religious Settlement, Puritans, tolerance, persecution diplomacy, piracy Poor Laws, vagabonds, charity, workhouses Exploration, economy, gentry, merchants	<u>Resources:</u> Presentations, workbooks and internet resourced.
<u>Aims:</u> <ul style="list-style-type: none"> To provide pupils with a comprehensive understanding of the major historical periods and events from the Roman invasion to the establishment of Anglo-Saxon kingdoms. To develop an understanding of how these historical foundations have contributed to the identity and culture of modern Britain. 		<u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.
		<u>Assessment questions:</u> Did Henry VIII manage to achieve his aims by the end of his reign? Did Elizabeth manage to solve the religious question? Did Elizabeth create a golden age?
		<u>Curriculum links:</u> Source analysis extended writing
		<u>Future Links:</u> Monarchy and power

	Lesson Objective	Lesson content	Lesson outcomes
1	To assess Henry VIII's early reign and his preparedness for leadership.	Assess Henry VIII's strengths and weaknesses as a young king and identify his early successes and challenges. Henry VIII: Became king in 1509 at age 17, known for his education, athleticism, and charisma. Early Challenges: Henry faced challenges consolidating authority after his father's reign and securing a male heir.	Source-based discussion on Henry's early life and reign. Create a "King's Resume" listing Henry VIII's key traits and early reign achievements.

		Successes: Early victories included military successes in France, but challenges included securing the Tudor dynasty.	
2	To understand the significance of the Act of Supremacy.	Describe why Henry VIII broke with the Catholic Church and explain the impact of the Act of Supremacy on England's religious and political landscape. Act of Supremacy (1534): Declared Henry VIII as the Supreme Head of the Church of England, breaking from Papal authority. Annulment Issue: Henry sought to annul his marriage to Catherine of Aragon but was denied by the Pope, leading to his break from Rome.	Analyse extracts from the Act of Supremacy and discuss its impact. Create a newspaper article reporting on the passage of the Act.
3	To evaluate the social and political outcomes of Henry's religious changes.	Outline changes to religious institutions and their effects. Evaluate resistance movements, such as the Pilgrimage of Grace. Dissolution of the Monasteries (1536–1541): Henry VIII dissolved monasteries to seize wealth and control religious practices. This led to the redistribution of land and wealth but also caused social unrest. Pilgrimage of Grace (1536): A large-scale uprising against the Dissolution and Henry's religious policies, mostly in northern England.	Map the changes to religious institutions and discuss the effects on local communities. Explore resistance movements, focusing on the Pilgrimage of Grace.
4	To assess the legacy of Henry VIII's reign.	Provide examples of successes and failures in Henry's reign. Compare his legacy to those of other monarchs of the Tudor period. Henry VIII's successes: Strengthened the monarchy, reformed religion, established a strong navy, and expanded royal power. Henry VIII's failures: Financial issues from lavish spending, political unrest from his marital problems, and instability after his death. Comparison to other Tudors: Henry's reign set the stage for his children's rule, but his aggressive policies created long-term instability.	Write a balanced assessment of Henry VIII's reign, citing successes and failures. Compare Henry VIII's legacy to those of other Tudor monarchs, like Elizabeth I.
		Knowledge check	
5	To evaluate Elizabeth's Religious Settlement and its effectiveness.	Explain the key components of Elizabeth's Religious Settlement and assess how her policies balanced Protestant and Catholic tensions. Provide examples of successes and challenges. Religious Settlement (1559): Aimed to create a middle ground between Catholicism and Protestantism in England. The Acts of Uniformity and Supremacy were central to the Settlement, establishing Elizabeth	Comparison of Elizabeth's policies with those of her predecessors, such as Henry VIII and Mary I.

		as the Supreme Governor of the Church of England.	
6	To investigate Elizabeth's foreign alliances and their significance.	Identify Elizabeth's key foreign alliances and their motivations. Evaluate the role of piracy in English foreign policy. Foreign Alliances: Elizabeth sought alliances with Protestant powers to counter Catholic threats, particularly Spain. Piracy and Privateering: English privateers like Sir Francis Drake disrupted Spanish shipping, boosting England's economy and weakening Spanish influence.	Analyse key trade agreements and their impact on England's foreign relations. Debate the importance of piracy in English foreign policy.
7	To explore poverty and the Poor Laws during Elizabeth's reign.	- Explain the causes of poverty in Elizabethan England. - Describe the Poor Laws and how they aimed to address poverty. - Assess the effectiveness of these policies. Causes of Poverty: Factors included economic disruption, population growth, and rising unemployment. Poor Laws (1601): Categorized the poor into the "deserving" and "undeserving," with relief given to the former. Workhouses: These were introduced to provide support but were often harsh and punitive, especially towards vagabonds.	Compare the Elizabethan Poor Laws to modern welfare systems. Role-play decisions on helping the poor, using case studies of the time.
8 + 9	To assess the social and economic impact of Elizabeth's reign.	Identify key changes in Elizabethan society. Explain how exploration and trade shaped the economy. Evaluate who benefited most from these changes. Exploration and Trade: The expansion of trade routes, exploration (e.g., Sir Francis Drake's circumnavigation), and the rise of the merchant class transformed the economy. Social Shifts: The rise of the gentry as a new social class marked changes in the traditional nobility. Economic Growth: Urban growth, market development, and new wealth from trade led to prosperity for some, but not all.	Rank who benefitted most from Elizabethan social and economic changes (gentry, merchants, etc.). Analyse data from Elizabethan trade and economy using historical records.
10	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in geographical skills.	Ability to self-assess geographical skills and understand areas for improvement.

Year 8

Autumn	Autumn	Spring	Spring	Summer	Summer
English Civil War James I Causes of the Civil war Oliver Cromwell Puritanism The return of the monarchy End of unit assessment	Slavery Origins Role of Britain Triangular trade Resistance and abolition Impact End of unit assessment	Social Revolution Industries Key impacts Economic and social Transportation Technological innovations Knowledge check	Social revolution Social change Key figures Women's rights Impact of the movement End of unit assessment	First world war Causes of WWI Trenches Battle of the Somme Volunteers Knowledge Check	First world war World War? American involvement End of war Lessons from war End of unit assessment

History	Year 8	8 lessons	English Civil War
<p><u>National Curriculum Links:</u></p> <p>Develop critical thinking through cause and consequence.</p> <p>Build a coherent chronological understanding of British history.</p> <p>Encourage debate and evaluation of historical figures and events.</p>		<p>Key Vocabulary:</p>	<p><u>Why this? Why now?</u></p> <ul style="list-style-type: none"> The English Civil War (1642–1651) is a crucial turning point in British history. It's included in the curriculum because it helps students explore key historical concepts and themes: Power and Authority: Democracy and Government: Conflict and Division: Religion and Society. At the stage when students encounter this topic (usually KS3 in the UK), they are ready to: Make connections across time: They've often studied the Tudors and Reformation, so they can see how those developments contributed to later tensions. Engage with complex issues: They can begin to handle the idea that history isn't just about events, but about interpretations, causes, and consequences. Understand modern democracy: Studying how power shifted from monarchy to Parliament helps them grasp how British government evolved into what we have today.
		Civil War Monarch Divine Right Parliament Royalist (Cavalier) Parliamentarian (Roundhead) Oliver Cromwell Charles I Republic Execution Constitutional Monarchy Puritan Commonwealth Restoration Power	<p><u>Resources:</u></p> <p>Presentations, workbooks and internet resourced.</p>

<p><u>Aims:</u></p> <p>Develop Historical Skills: Enhance critical thinking, source analysis, and the ability to construct coherent arguments about historical events.</p> <p>Make Connections to Modern Politics: Investigate how the outcomes of the Civil War influenced the development of constitutional monarchy and democratic principles in Britain.</p>		<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p> <p><u>Assessment questions:</u></p> <p>1. What was the legacy of James I? 2. Why did England turn itself upside down in C17th? 3. What happened when the Royalists laid siege to Leicester? 4. What impact did the New Model Army have on the Civil War? 5. Who was the man who banned Christmas? 6. Why was the monarchy restored in 1660?</p> <p><u>Curriculum links:</u></p> <p>Source analysis</p> <p>Tudor period</p>

	Learning Objective By the end of the lesson students will be able...	Lesson content	Learning outcomes
1	To explore James I's reign and his impact on England.	Identify key events of James I's reign. Explain the concept of the Divine Right of Kings and its implications for governance. Describe the significance of the King James Bible and its impact on religion in England. Explain James I's role in early English colonisation.	Debate the effectiveness of James I's policies (Divine Right, colonisation, religious tolerance, etc.). Primary source analysis: Extracts from the King James Bible (e.g., Psalms, the Lord's Prayer).

2 + 3	To investigate the causes of the English Civil War.	Explain the English Civil War's social, political, and economic causes. Describe the conflict between Parliamentarians and Royalists. Explain how absolutism and the tensions over religious power contributed to the war.	Source analysis: Parliamentary debates and documents from the period (e.g., Petition of Right, Grand Remonstrance).
		Knowledge check	
4 + 5	To assess the role of Oliver Cromwell and Puritanism.	Assess Cromwell's role in establishing the Protectorate and the Commonwealth. Evaluate his reforms, including his religious, political, and social changes. Analyse how Cromwell's Puritan beliefs influenced his policies and governance.	Debate Cromwell's actions: Was he a tyrant or a reformer? Research Puritan policies, such as banning certain holidays and theatres, and their impact on local communities.
6 + 7	To analyse the reasons for the return of the monarchy	Identify what issues impacted the return of the monarchy	
8	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in skills.	Ability to self-assess skills and understand areas for improvement.

Autumn	Autumn	Spring	Spring	Summer	Summer
English Civil War <i>James I</i> <i>Causes of the Civil war</i> <i>Oliver Cromwell</i> <i>Puritanism</i> <i>The return of the monarchy</i> <i>End of unit assessment</i>	Slavery <i>Origins</i> <i>Role of Britain</i> <i>Triangular trade</i> <i>Resistance and abolition</i> <i>Impact</i> <i>End of unit assessment</i>	Social Revolution <i>Industries</i> <i>Key impacts</i> <i>Economic and social</i> <i>Transportation</i> <i>Technological innovations</i> <i>Knowledge check</i>	Social revolution <i>Social change</i> <i>Key figures</i> <i>Women's rights</i> <i>Impact of the movement</i> <i>End of unit assessment</i>	First world war <i>Causes of WWI</i> <i>Trenches</i> <i>Battle of the Somme</i> <i>Volunteers</i> <i>Knowledge Check</i>	First world war <i>World War?</i> <i>American involvement</i> <i>End of war</i> <i>Lessons from war</i> <i>End of unit assessment</i>

History	Year 8	8 lessons	Slavery
<u>National Curriculum Links:</u>		<u>Key Vocabulary:</u>	<u>Why this? Why now?</u>
<ul style="list-style-type: none"> Understand the challenges, complexities and the interdependence of people in the historical context. Explore the wider world and its interconnectedness through economic, social, and ethical dimensions across periods. 		<ul style="list-style-type: none"> Transatlantic Slave Trade, Triangular Trade, Abolition, Plantation, Resistance, Emancipation, Colonisation, Merchants, Slave, Master, Middle Passage. 	<p>Studying the Transatlantic slave trade provides students with a crucial understanding of historical injustices and their enduring impact on contemporary society. This topic fits within broader educational goals aimed at promoting inclusivity, understanding global history, and recognising the consequences of historical actions in modern times. It also ties in with global discussions about rights, freedoms, and racial equality, making it relevant and significant in today's educational context.</p>
			<u>Resources:</u>
			Presentations, workbooks and internet resourced.
<u>Aims:</u>			<u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.

<ul style="list-style-type: none"> • To enable students to gain a deep understanding of the origins, functions, and impacts of the Transatlantic slave trade. • To foster critical thinking about the ethical implications and long-term effects of the slave trade on modern society. • To encourage empathy and an understanding of historical perspectives and human experiences through various activities like debates and role-play. 		<p><u>Assessment questions:</u></p> <p>1. What impact did the slave trade have on Africa? 2. What impact did life on the Plantations have on enslaved Africans? 3. What was the contribution of European abolitionists to the end of the Transatlantic slave trade?</p>
		<p><u>Curriculum links:</u></p> <p>Source analysis</p> <p>Tudor period</p>

	Learning Objective By the end of the lesson students will be able...	Lesson content	Learning outcomes
1	To explore the kingdoms of the Sahel	Introduction to the Transatlantic slave trade, discussing its origins, timeline, and initial impact. Activities include a timeline creation and a classroom discussion on why the trade may have begun.	Understanding of what the Transatlantic slave trade was and when it began.
2	To explore the role of Britain in the slave trade	Examination of Britain's involvement focusing on key figures, legislations, and economic gains. Students will analyse texts and debate on the ethical implications of Britain's role.	Insight into how Britain was involved in the slave trade and significant British figures.
3	To learn about the triangular trade	Detailed exploration of the routes, goods exchanged, and economic impacts through map activities and tracking the flow of goods like sugar, cotton, and tobacco. Discussion on how the trade benefited European economies.	Knowledge of the triangular trade route and the economic rationale behind it.
4	To understand the life of slaves on plantations	A look at daily life, treatment, and working conditions on plantations. Includes a video documentary viewing and diary entry writing exercise from the perspective of a plantation slave.	Awareness of the harsh realities and conditions faced by slaves on plantations.

5	To examine resistance and abolition movements	Study of key resistance movements and abolition efforts, including significant figures like Olaudah Equiano and Harriet Tubman. Role-play and debate on different forms of resistance.	Understanding of how slaves and abolitionists resisted the slave trade and pushed for its end.
6	To investigate the impact of the slave trade on modern society	Discussion on the long-term social, economic, and cultural impacts of the slave trade, including contemporary racial issues. Students will create presentations on how this history shapes modern society.	Insight into the lasting effects of the slave trade on today's society.
7	To reflect on historical perspectives and modern interpretations	Reflect on how the slave trade has been viewed historically and how perspectives have changed. Includes analysis of historical texts and a class debate on different modern views about the trade.	Ability to critically analyse how interpretations of the slave trade have evolved over time.

Autumn	Autumn	Spring	Spring	Summer	Summer
English Civil War <i>James I</i> <i>Causes of the Civil war</i> <i>Oliver Cromwell</i> <i>Puritanism</i> <i>The return of the monarchy</i> <i>End of unit assessment</i>	Slavery <i>Origins</i> <i>Role of Britain</i> <i>Triangular trade</i> <i>Resistance and abolition</i> <i>Impact</i> <i>End of unit assessment</i>	Social Revolution <i>Industries</i> <i>Key impacts</i> <i>Economic and social</i> <i>Transportation</i> <i>Technological innovations</i> <i>Knowledge check</i>	Social revolution <i>Social change</i> <i>Key figures</i> <i>Women's rights</i> <i>Impact of the movement</i> <i>End of unit assessment</i>	First world war <i>Causes of WWI</i> <i>Trenches</i> <i>Battle of the Somme</i> <i>Volunteers</i> <i>Knowledge Check</i>	First world war <i>World War?</i> <i>American involvement</i> <i>End of war</i> <i>Lessons from war</i> <i>End of unit assessment</i>

History	Year 8	10 lessons	Social revolution
<u>National Curriculum Links:</u>		Key Vocabulary:	<u>Why this? Why now?</u>
This unit links directly to the Key Stage 3 History curriculum which requires pupils to study a significant society or issue in world history and its interconnections with other world developments.		Industrial Revolution, suffragettes, emancipation, trade unions, urbanisation, labour movement, feminism, suffrage,	<ul style="list-style-type: none"> Understanding the Roman and Anglo-Saxon periods provides necessary context for subsequent British history, including the formation of the kingdom and its later developments. This unit capitalizes on pupils' burgeoning abilities to connect past events with present circumstances, encouraging a deeper appreciation of Britain's

<p>It covers aspects of the economic and social history of Britain and the wider world.</p>	<p>technological innovation.</p>	<p>complex history at an age where critical thinking and analytical skills are rapidly developing.</p>
<p>Aims:</p> <ul style="list-style-type: none"> To explore the profound changes brought about by the Industrial Revolution and the suffragette movement, understanding their impacts on contemporary society and recognising the development of industry, changes in society, and the struggle for women's rights. 		<p><u>Resources:</u></p> <p>Presentations, workbooks and internet resourced.</p>
		<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p>
		<p><u>Assessment questions:</u></p> <p>Explore the impact of the industrial revolution on life in England (as a woman, poor, rich, young and old). How did women's rights change as a result of the suff movement.</p>
		<p><u>Curriculum links:</u></p> <p>Extended writing</p>
<p><u>Future Links:</u></p> <p>How revolution influenced war</p>		

Lesson Objective By the of the lesson students will be able to...	Lesson content	Learning outcomes
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1	Understand the onset of the Industrial Revolution	Introduction to the Industrial Revolution, including its origins and early developments with a focus on why it started in Britain. Activities include a timeline creation of significant events leading to the industrialisation and class discussions on the factors contributing to its rise in Britain.	Key reasons why the Industrial Revolution began in Britain, including technological innovation and capital growth.
2	Explore the key industries transformed by the Revolution	Examination of specific industries such as textiles, coal mining, and steel making. Students will engage in group projects to present how each industry was changed by the revolution, backed up by data and statistics. There will also be a virtual field trip to the Museum of Science and Industry.	Understanding of how specific industries were transformed during the Industrial Revolution.
3	Investigate the social and economic impacts	Analysis of the effects of industrialisation on urbanisation, living conditions, and the working class. Classroom activities include role-playing scenarios to explore the life of factory workers and interactive discussions on the increase in urban populations.	Insights into the social and economic changes caused by the Industrial Revolution, especially in urban areas.
4	Study the changes in transportation	Study the development of railways and steamships, including their societal and economic impacts. Students will create a case study analysis of a local town before and after rail expansion to understand the broader implications.	Knowledge of how transportation was revolutionised during the Industrial Revolution and its effects on society.
5	Analyse the technological innovations	Delve into key inventions of the period such as the spinning jenny, steam engine, and the power loom. Activities include invention sketches and "inventor's pitch" presentations where students explain an invention's significance and the problem it solved.	Detailed knowledge of major technological innovations of the Industrial Revolution and their inventors.
		Knowledge check	
6	Understand the rise of labour movements and early impact	Discuss the formation of trade unions and the early strikes, exploring their causes and outcomes. Students will participate in a debate representing either factory owners or workers, arguing about the needs and impacts of labour unions.	Understanding of the emergence of labour movements and their early challenges and achievements.

7	Introduce the background to women's suffrage	Background on the social and political position of women in the early 19th century, leading to the rise of the suffrage movement. Class discussion on societal norms and key readings from period documents presenting early feminists' views.	Understanding of the context for the rise of the women's suffrage movement in Britain.
8	Focus on key figures and events in the suffrage movement	Detailed study of significant suffragettes like Emmeline Pankhurst and events such as the Cat and Mouse Act. Interactive timeline creation and analysis of primary sources like speeches and protest posters.	Detailed knowledge about key figures and events in the women's suffrage movement.
9	Reflect on the impact and legacy of the suffrage movement	Reflective session analysing the outcomes of the suffrage movement and its influence on contemporary society. Debates on different perspectives involving the legacy of the movement and exploring contemporary documents and media representations.	Understanding of the impacts and long-term legacies of the suffragette movement, including changes in legislation.
10	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in historical skills.	Ability to self-assess historical skills and understand areas for improvement.

Autumn	Autumn	Spring	Spring	Summer	Summer
English Civil War <i>James I</i> <i>Causes of the Civil war</i> <i>Oliver Cromwell</i> <i>Puritanism</i> <i>The return of the monarchy</i> <i>End of unit assessment</i>	Slavery <i>Origins</i> <i>Role of Britain</i> <i>Triangular trade</i> <i>Resistance and abolition</i> <i>Impact</i> <i>End of unit assessment</i>	Social Revolution <i>Industries</i> <i>Key impacts</i> <i>Economic and social</i> <i>Transportation</i> <i>Technological innovations</i> <i>Knowledge check</i>	Social revolution <i>Social change</i> <i>Key figures</i> <i>Women's rights</i> <i>Impact of the movement</i> <i>End of unit assessment</i>	First world war <i>Causes of WWI</i> <i>Trenches</i> <i>Battle of the Somme</i> <i>Volunteers</i> <i>Knowledge Check</i>	First world war <i>World War?</i> <i>American involvement</i> <i>End of war</i> <i>Lessons from war</i> <i>End of unit assessment</i>

History	Year 8	10 lessons	First World War
<p><u>National Curriculum Links:</u></p> <ul style="list-style-type: none"> The Holocaust as part of the study of World War II and its consequences. Key events, individuals, and developments: How Nazi ideology led to the Holocaust, the role of propaganda, and the impact on Europe. Analyze the impact of world events on individuals and communities. Understanding the perspectives of different groups during the Holocaust, including Jewish survivors, Nazi officials, and post-war investigators. 		<p>Key Vocabulary:</p> <p>World War I, alliances, assassination, militarism, nationalism, imperialism Recruitment, patriotism, propaganda, conscription, trench warfare Haig, Somme, trench warfare, casualties, Empire, colonial troops, global conflict, nationalism, race relations United States, neutrality, Lusitania, Zimmerman Telegram, world power</p>	<p><u>Why this? Why now?</u></p> <p>Interpretations of History:</p> <ul style="list-style-type: none"> Understanding the perspectives of different groups during the Holocaust, including Jewish survivors, Nazi officials, and post-war investigators. Students need to be aware how interpretations have a major impact on our understanding of history. <p><u>Resources:</u></p> <p>Presentations, workbooks and internet resourced.</p> <p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p>
<p><u>Aims:</u></p> <ul style="list-style-type: none"> Understand the origins and development of the Holocaust, including the rise of Nazi ideology and the role of key events like the Nuremberg Laws and Kristallnacht. Analyze the key methods of persecution and extermination used by the Nazis, 			<p><u>Assessment questions:</u></p> <p>1. Why did the WORLD go to War in 1914? 2. Why did men sign up in 1914? 3. To what extent was Haig the ‘Butcher of the Somme’? 4. Why does David Olusola call it the ‘World’s War’? 5. Why did the United States of America enter the War in 1917? 6. What was the impact of WWI on those left at home? 7. How did countries try to avoid any more wars?</p>

including the establishment of ghettos, concentration camps, and the “Final Solution.” <ul style="list-style-type: none"> • Evaluate the moral and ethical lessons of the Holocaust, considering its legacy in modern society, particularly in relation to human rights and social justice. 	<u>Curriculum links:</u>
	<u>Future Links:</u>

	Lesson Objective By the of the lesson students will be able...	Lesson content	Learning outcomes
1	To identify the main causes of WWI	<ul style="list-style-type: none"> - Identify the main causes of WWI. - Explain how the assassination of Archduke Franz Ferdinand led to war. - Analyse how alliances and imperialism contributed to the outbreak of war. The assassination of Archduke Franz Ferdinand by Gavrilo Princip in June 1914 triggered the war. - Underlying causes: militarism, nationalism, imperialism, and complex alliances between major powers. 	Key reasons why the Industrial Revolution began in Britain, including technological innovation and capital growth.
2	To explain the reasons why men volunteered for WWI in 1914	<ul style="list-style-type: none"> - Explain the reasons why men volunteered for WWI in 1914. - Evaluate the impact of propaganda on recruitment. - Discuss the role of patriotism and peer pressure in influencing men’s decisions to sign up. - Propaganda, a sense of duty, and patriotism motivated many men to sign up. - Volunteerism was high in the first months of the war before conscription was introduced in 1916. - Peer pressure and local pride influenced many men’s decisions. 	Understanding of how specific industries were transformed during the Industrial Revolution.
3	To understand trench warfare	Explain why trench warfare was important Conditions in the trenches How did the soldiers keep up morale? Shred experiences	Insights into the social and economic changes caused by the Industrial Revolution, especially in urban areas.

4 + 5	Battle of the Somme	<ul style="list-style-type: none"> - Evaluate Haig's leadership during the Battle of the Somme. - Discuss the impact of Haig's tactics on the soldiers. - Critically assess whether Haig should be considered the 'Butcher of the Somme'. <ul style="list-style-type: none"> - General Haig's leadership during the Battle of the Somme was controversial. - The battle, fought in 1916, saw high casualties for little territorial gain. - Haig's direct assault tactics were heavily criticised, but some argue they were necessary for breaking the deadlock. 	Knowledge of how transportation was revolutionised during the Industrial Revolution and its effects on society.
Knowledge Check			
6	To explain why WWI is considered the 'World's War'.	<ul style="list-style-type: none"> - Understand why WWI is called the 'World's War' - Identify colonial troops' role and contribution to the war effort. - Analyse the impact of global empires on the scale of the conflict. <ul style="list-style-type: none"> - Over 4 million colonial troops across the British Empire fought in WWI. - Olusoga argues that WWI was a world conflict due to the involvement of colonies from Africa, Asia, and the Caribbean. - The war had a significant impact on global race relations. 	Detailed knowledge of major technological innovations of the Industrial Revolution and their inventors.
7	To evaluate the reasons behind the United States' entry into WWI in 1917	<ul style="list-style-type: none"> - Explain the reasons behind the United States' decision to enter WWI. - Analyse the impact of events like the sinking of the Lusitania and the Zimmerman Telegram. - Assess the significance of the US entry into the war and its outcome. <ul style="list-style-type: none"> - The US entered WWI in 1917 due to several factors, including the German submarine campaign (sinking of Lusitania) and the Zimmerman Telegram. - The US also saw the war as an opportunity to assert itself as a world power. 	Understanding of the emergence of labour movements and their early challenges and achievements.
8	To explain the impact of WWI on civilians at home	<ul style="list-style-type: none"> - Explain how the war affected civilians at home. - Discuss the role of women and children in supporting the war effort. - Analyse the impact of rationing and propaganda on daily life. <ul style="list-style-type: none"> - Women took over many jobs previously held by men, such as in munitions factories. - Rationing was introduced to manage supplies, and propaganda was used to maintain morale. 	Understanding of the context for the rise of the women's suffrage movement in Britain.

		<ul style="list-style-type: none"> - The war had a significant impact on families, with many losing loved ones. 	
9	To understand how countries tried to avoid further wars after WWI	<ul style="list-style-type: none"> - Explain the terms of the Treaty of Versailles and how it aimed to prevent future wars. - Assess the role of the League of Nations in maintaining peace. - Discuss the impact of the treaty on Germany and other countries. The Treaty of Versailles officially ended WWI and imposed heavy reparations on Germany. - The League of Nations was established to promote diplomacy and prevent future wars. - The treaty's terms were controversial and contributed to the conditions that led to WWII. 	Detailed knowledge about key figures and events in the women's suffrage movement.
10	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in skills.	Ability to self-assess skills and understand areas for improvement.

Year 9

Autumn	Autumn	Spring	Spring	Summer	Summer
World War II and legacy Causes of WW2 Rise of Nazis Appeasement Knowledge Check	World War II and Legacy Role of Britain War Holocaust Impact and legacy End of unit assessment	Heading West Key impacts Economic and social Transportation Technological innovations Knowledge check	Heading West Social change Key figures Women's rights Impact of the movement End of unit assessment	USA 1920's – 1980's Causes of WWI Trenches Battle of the Somme Volunteers Knowledge Check	USA 1920's – 1980's American involvement End of war Lessons from war End of unit assessment

History	Year 9	15 lessons	Second World War and Legacy
<u>National Curriculum Links:</u> <ul style="list-style-type: none"> The Holocaust as part of the study of World War II and its consequences. Key events, individuals, and developments: How Nazi ideology led to the Holocaust, the role of propaganda, and the impact on Europe. Analyze the impact of world events on individuals and communities. 		Key Vocabulary: <ul style="list-style-type: none"> Appeasement Axis Powers Allied Powers Totalitarianism Nazi Party Blitzkrieg Battle of Britain Operation Barbarossa D-Day Pearl Harbor The Blitz The Battle of Stalingrad Evacuation 	<u>Why this? Why now?</u> <ul style="list-style-type: none"> Understanding the perspectives of different groups during the Holocaust, including Jewish survivors, Nazi officials, and post-war investigators. Students need to be aware how interpretations have a major impact on our understanding of history.
			<u>Resources:</u> Presentations, workbooks and internet resourced.

<p><u>Aims:</u></p> <ul style="list-style-type: none"> • Understand the key causes • Explore the main events and turning points • Investigate the impact of the war on civilians, • Analyze the role of propaganda • Evaluate the outcomes and legacy • Develop historical skills 	<ul style="list-style-type: none"> • Rationing • Propaganda • Victory in Europe (VE Day) • Victory over Japan (VJ Day) • The United Nations • Nuremberg Trials 	<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p>
		<p><u>Assessment questions:</u></p> <p>What were the main causes of World War II?</p> <p>How did the Battle of Britain and the Blitz shape British wartime experience?</p> <p>Why was the invasion of Normandy (D-Day) a turning point in the war?</p> <p>How did propaganda affect public opinion during WWII?</p> <p>What was the role of women during WWII?</p> <p>What were the main outcomes of WWII for Germany and the rest of the world?</p> <p>How did WWII affect the global balance of power and lead to the Cold War?</p> <p>What role did the United States play in WWII, and how did its involvement change the course of the war?</p>
		<p><u>Curriculum links:</u></p>
		<p><u>Future Links:</u></p>

<p>Learning Objective – by the end of the lesson students will be able to</p>	<p>Lesson Content</p>	<p>Lesson Outcomes</p>
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1	Explain the causes of World War II	- Overview of the causes of WWII: Treaty of Versailles, rise of totalitarian regimes (Hitler, Mussolini, and Japan). - Impact of the Great Depression on Europe and the rise of authoritarian regimes. - Nazi ideology and territorial expansion.	Understand the long-term and immediate causes of WWII. Identify key events leading to the war. Discuss the failure of the League of Nations and appeasement.
2	Understand the role of Hitler and Nazi ideology	- Hitler's rise to power in Germany, the Nazi Party, and the establishment of a totalitarian state. - Nazi propaganda and the promotion of Aryan supremacy. - The importance of Lebensraum (living space) and territorial expansion.	Explain how Hitler came to power and the methods used to consolidate his rule. Analyze the impact of Nazi ideology on Germany and Europe.
3	Explore key events leading to war: 1939	- The invasion of Poland and the outbreak of war. - The Munich Agreement (1938) and appeasement policy. - The Molotov-Ribbentrop Pact between Germany and the Soviet Union.	Analyze the significance of the invasion of Poland. Understand the role of appeasement in escalating the war. - Discuss the impact of the Nazi-Soviet non-aggression pact.
4	Examine the impact of WWII on Britain's home front	- The Battle of Britain: air raids, evacuation, and civilian life. - Rationing, propaganda, and women in the workforce. - The Blitz and its effects on morale and daily life.	Understand the challenges Britain faced during the war. Describe the importance of civilian involvement and the spirit of unity. Analyze the impact of the Blitz on Britain.
5	Understand the major battles and strategies of WWII	- The Battle of Britain: key events and tactics used by the RAF and Luftwaffe. - Operation Barbarossa: Nazi invasion of the Soviet Union. - D-Day and the liberation of France.	Identify the key battles and turning points of the war. - Understand the significance of military strategy. Analyze the importance of key battles for the outcome of WWII.
6	Learn about the role of women during the war	- Women's roles in factories, the armed forces, and the auxiliary services (e.g., WAAF, ATS). - Impact of women's participation on post-war society. - Propaganda and the "women's war effort."	Understand the changing roles of women during WWII. Assess the impact of WWII on women's rights and post-war expectations.
7	Understand the role of propaganda in WWII	- How both the Axis and Allied powers used propaganda to maintain morale and encourage enlistment. - Examples of posters, films, and radio broadcasts. - Propaganda techniques (appeals to patriotism, fear, and hate).	Identify different types of propaganda used in WWII. Evaluate the effectiveness of propaganda in

			influencing public opinion and behaviour.
8 & 9	Investigate the role of the United States in WWII	- The US's initial isolationist stance and shift towards involvement after Pearl Harbor. - The Lend-Lease Act and military aid to Allies. - Key contributions of the US to the war effort (military, technology, industry).	- Explain the reasons behind the US's entry into WWII. - Discuss the significance of the US's military and economic contributions to the Allied victory.
10	Explore the importance of alliances in WWII	- The Axis Powers (Germany, Italy, Japan) and the Allied Powers (Britain, France, USSR, USA). - The role of the Soviet Union in the Eastern Front and its alliances with the Western Allies. - Tensions and cooperation within the Allied Powers.	Understand the significance of alliances and their impact on the course of the war. - Analyze the reasons behind cooperation and conflict among the Allies.
11	Examine the end of the war in Europe	- The D-Day landings and the liberation of France. - The fall of Berlin and Hitler's suicide. - The unconditional surrender of Nazi Germany and VE Day.	Identify the key events leading to the end of the war in Europe. - Understand the significance of VE Day and the impact on Europe.
12	Investigate the origins of the Holocaust	- Early persecution of Jews: Nuremberg Laws, Kristallnacht. - Creation of ghettos and forced labor camps. - The Nazi policy of racial purity.	Understand the ideological roots of the Holocaust. - Identify key early events that led to systematic persecution.
13	Examine the events and methods of mass extermination	- The establishment of concentration and death camps (e.g., Auschwitz, Treblinka). - The "Final Solution" and systematic genocide. - Identify the methods used by the Nazis to carry out the Holocaust.	The "Final Solution" and systematic genocide.
14	Understand the human cost of the Holocaust	- The experience of Jewish people in ghettos, concentration camps, and during the death marches. - The resistance within the camps and the role of survivors. - Post-Holocaust trauma and the impact on Jewish communities worldwide.	The role of the Einsatzgruppen in mass shootings.
15	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in skills.	Ability to self-assess skills and understand areas for improvement.

Autumn	Autumn	Spring	Spring	Summer	Summer
World War II and legacy Causes of WW2 Causes of the Civil war Oliver Cromwell Puritanism The return of the monarchy End of unit assessment	World War II and Legacy Origins Role of Britain Triangular trade Resistance and abolition Impact End of unit assessment	Heading West Key impacts Economic and social Transportation Technological innovations Knowledge check	Heading West Social change Key figures Women's rights Impact of the movement End of unit assessment	USA 1920's – 1980's	USA 1920's – 1980's

History	Year 9	10 lessons	Heading West
<u>National Curriculum Links:</u> <ul style="list-style-type: none"> ● Historical Knowledge and Understanding ● The development of the United States and the expansion into the American West: ● The causes, events, and consequences of conflicts in the American West: ● Social, political, and economic changes: ● Historical Enquiry ● Developing historical skills ● Interpretation of sources 		<u>Key Vocabulary:</u> <ul style="list-style-type: none"> ● Manifest Destiny, Homesteading, Settler, Frontier, Gold Rush, Cattle Drives, Reservations, Railroads, Outlaws, Landmarks Treaty 	<u>Why this? Why now?</u> <ul style="list-style-type: none"> ● This unit provides a rich context for discussing themes of migration, conflict, and technological progress, which are relevant to understanding both historical and contemporary issues. ● Exploring the American West allows students to reflect on themes of resilience, adaptation, and the impacts of human actions on different communities – crucial for their understanding of history and its influence on present-day society.
			<u>Resources:</u> Presentations, workbooks and internet resourced.

<ul style="list-style-type: none"> • Thematic Study 		
<p><u>Aims:</u></p> <ul style="list-style-type: none"> • To explore the socio-economic and cultural development of the American West from early settlement to the late 19th century. • To understand the impact of migration, conflict, and economic changes on different groups including Native Americans, settlers, and the growing nation. • To develop skills in historical inquiry, critical thinking, assessing evidence, and presenting coherent arguments. 		<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p> <p><u>Assessment questions:</u></p> <p>What were the primary motivations for Americans moving westward in the 19th century? Discuss how the introduction of the railroad impacted the development of towns and economic activities in the American West. Evaluate the effects of the California Gold Rush on the local indigenous populations and migrating settlers. Describe the role of law and order in shaping the societies of the Old West. Analyse the challenges faced by farmers and how they influenced settlement patterns in the American West. Explain the social and economic impact of cattle drives on the development of the American West. Reflect on the participation and impact of women and minorities in the transformation of the American West.</p> <p><u>Curriculum links:</u></p> <p><u>Future Links:</u></p>

Lesson Objective By the of the lesson students will be able to...	Lesson content	Learning outcomes

1	Understand the early migration to the West	Introduction to the American West, focusing on early motivations for migration through class discussions, examining primary sources	Reasons for migration including economic opportunities, manifest destiny, and escaping persecution.
2	Explore the life of early settlers	Students will explore daily life, challenges, and survival strategies of early settlers via role plays and diary entry analyses	Knowledge of homesteading, land acquisition, and adaptations to the new environment.
3	Investigate the conflict with Native Americans	Examine the impact of westward expansion on Native American tribes through debates and reviewing treaty documents.	Impact on Native American communities, key conflicts, and treaties.
4	Analyse the role of the railroads	Study the development and influence of the railroad in the West using map analyses and timeline creation	How railroads facilitated further expansion, economic growth, and changes in settlement patterns.
Knowledge Check			
5	Discover the Gold Rush and its effects	Investigate the California Gold Rush and its implications on migration and economy through examining artefacts and gold miner letters	Economic impacts of the Gold Rush and the subsequent population inflow.
6	Examine law and order in the Old West	Focus on the establishment of law and order, exploring figures such as sheriffs and outlaws through historical records and role-play scenarios	Understanding of the justice system, key historical figures and events in law enforcement.
7	Explore the cattle industry	Discuss the rise of the cattle industry, cow towns, and cattle drives through group discussions and case studies of key cattle routes	Economic importance of cattle drives and the development of towns along the routes.
8	Understand the farming challenges	Analyse the difficulties faced by farmers, including environmental and economic factors, via simulations and problem-solving activities	Problems like locust plagues, weather conditions, and competition with ranchers.
9	Study the role of women and minorities	Explore roles and contributions of women and minorities in the American West through documentary viewings and discussions	Contributions to settlements, challenges faced, and societal changes they promoted.

10	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in skills.	Ability to self-assess skills and understand areas for improvement.
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Autumn	Autumn	Spring	Spring	Summer	Summer
World War II and legacy <i>Causes of WW2</i> <i>Causes of the Civil war</i> <i>Oliver Cromwell</i> <i>Puritanism</i> <i>The return of the monarchy</i> <i>End of unit assessment</i>	World War II and Legacy <i>Origins</i> <i>Role of Britain</i> <i>Triangular trade</i> <i>Resistance and abolition</i> <i>Impact</i> <i>End of unit assessment</i>	<i>Heading West</i> <i>Key impacts</i> <i>Economic and social</i> <i>Transportation</i> <i>Technological innovations</i> <i>Knowledge check</i>	Heading West <i>Social change</i> <i>Key figures</i> <i>Women's rights</i> <i>Impact of the movement</i> <i>End of unit assessment</i>	USA 1920's – 1980's	USA 1920's – 1980's

History	Year 9	10 lessons	1920's to 1980's USA
<u>National Curriculum Links:</u> <ul style="list-style-type: none"> • Historical Knowledge and Understanding • The development of the United States and its impact on the world. 		Key Vocabulary: <ul style="list-style-type: none"> • Roaring Twenties • Harlem Renaissance • Wall Street Crash • New Deal 	<u>Why this? Why now?</u> Studying this period offers insights into the significant transformations that have shaped contemporary global relations and societal structures. The era's relevance to current issues like racial equality, economic policies, and international relations justifies its study in the current educational climate.

<ul style="list-style-type: none"> • Social, political, and economic changes • Historical Enquiry • Developing historical skills • Interpretation of sources 	<ul style="list-style-type: none"> • Cold War • Consumerism • Civil Rights • Vietnam War • Frontier, 	<p><u>Resources:</u></p> <p>Presentations, workbooks and internet resourced.</p>
<p><u>Aims:</u></p> <ul style="list-style-type: none"> • To understand the major social, economic, and political changes in the USA from the 1920s to 1970s. • To evaluate the impact of these changes on modern America and the wider world. • To develop critical thinking and analytical skills through examining primary and secondary sources. 		<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p>
		<p><u>Assessment questions:</u></p> <p>Discuss the role of the USA in World War II. How did the war impact its global position? Analyse the inception and implications of the Cold War. What strategies did the USA deploy to counter communism? Describe the social, economic, and cultural trends of 1950s America. How did consumerism change during this period? What were the key successes of the Civil Rights Movement in the 1960s? Discuss with reference to notable figures and legislation. Examine the reasons for the Vietnam War and evaluate its impact on American society and international relations. Summarise the significant changes in American society from the 1920s to the 1970s. How have these changes shaped contemporary America?</p>
		<p><u>Curriculum links:</u></p>
		<p><u>Future Links:</u></p>

	Lesson Objective By the of the lesson students will be able to...	Lesson content	Learning outcomes
1	Understand the social impact of the 1920s in the USA	Students start with a video on the Roaring Twenties, followed by group discussions on jazz and the Harlem Renaissance. They analyse primary sources from the era.	Key characteristics of 1920s America, including cultural developments and societal changes.
2	Explore the economic boom of the 1920s in the USA	Lecture on key technological advances followed by a worksheet on consumer goods proliferation. Discussion on how these elements led to economic boom.	Causes and effects of the economic boom during the 1920s in America.
3	Analyse the causes and implications of the Great Depression	Exploration through a timeline activity mapping the events leading to the Wall Street Crash, followed by a debate on its economic and social ramifications.	Understanding of the Great Depression's impact and its triggering factors.
4	Assess the New Deal and its effectiveness	Interactive presentation on New Deal policies followed by a role-play exercise simulating a 1930s relief office. Groups evaluate the success of different New Deal Programs.	Knowledge of key New Deal measures and their impact on American society and the economy.
		Knowledge Check	
5	Evaluate the USA's involvement in World War II	Starts with a short documentary, followed by analysis of wartime propaganda. Students write essays on the Lend-Lease Act and its significance.	Understanding of America's role in WWII and how it affected its global position.
6	Understand the development and impact of the Cold War on USA	Students map out key events of the early Cold War using a digital interactive timeline and discuss the effects of the Truman Doctrine and Marshall Plan.	Key events of the early Cold War period and their implications for the USA.
7	Explore American society during the 1950s	Investigate consumerism and the rise of suburbia through photo analysis and group discussions. Simulation game on 'suburbia life' to understand social conformity.	Understanding of social, economic, and cultural trends in 1950s America.

8	Investigate the Civil Rights Movement in the 1960s	Examine key civil rights speeches and participate in a mock trial assessing different actions taken during the movement. Summaries on key figures.	Key figures, legislation, and events of the Civil Rights Movement and their impact on American society.
9	Examine the Vietnam War and its impact on American society	Group project analysing the causes of the Vietnam War followed by creating infographics on its course. Discussion circles evaluating the war's impact on society both in the USA and globally.	Understanding the reasons behind the Vietnam War, its progression, and impacts both abroad and at home.
10	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in skills.	Ability to self-assess skills and understand areas for improvement.