

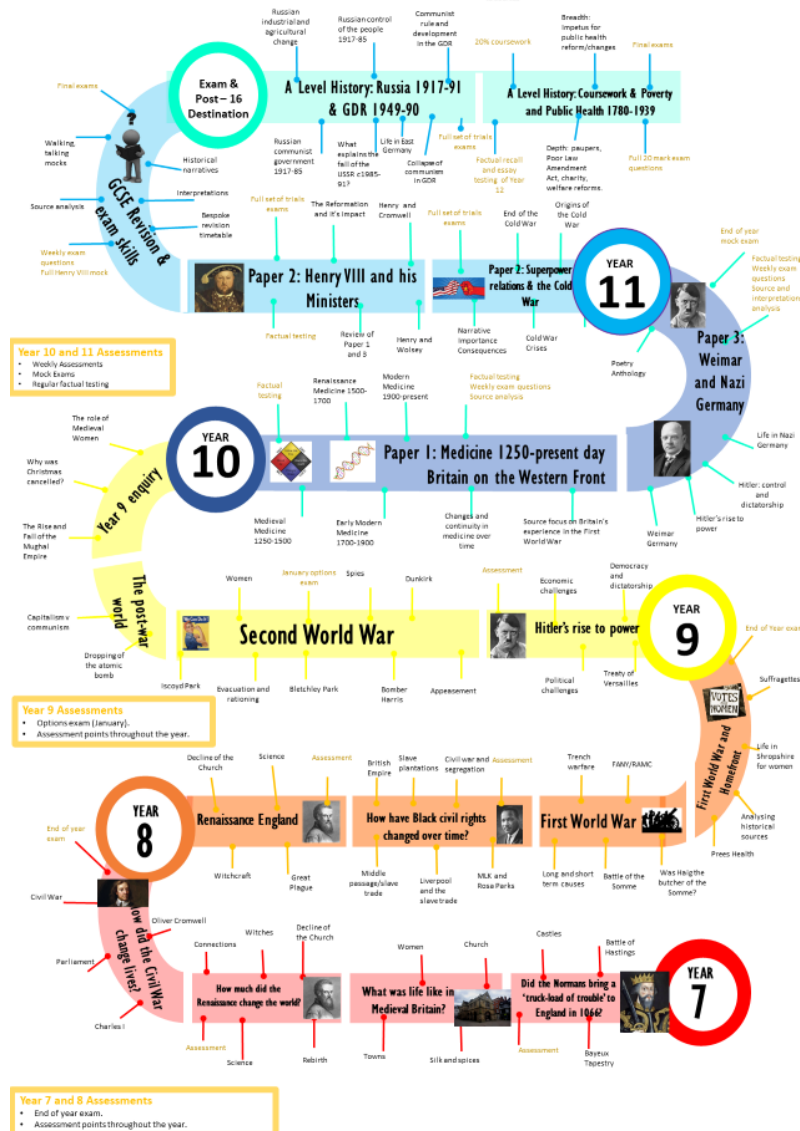
# Humanities - History

## Our vision in Humanities

We are striving to enlighten students to the broader human experience in a 21st century world. Students will be aware of the risks to our planet, tolerant, and celebratory of different faiths and understand the significance of the past and how it has shaped the world today. The seeds that Humanities gives them will grow into curiosity and compassion for the planet and its people.

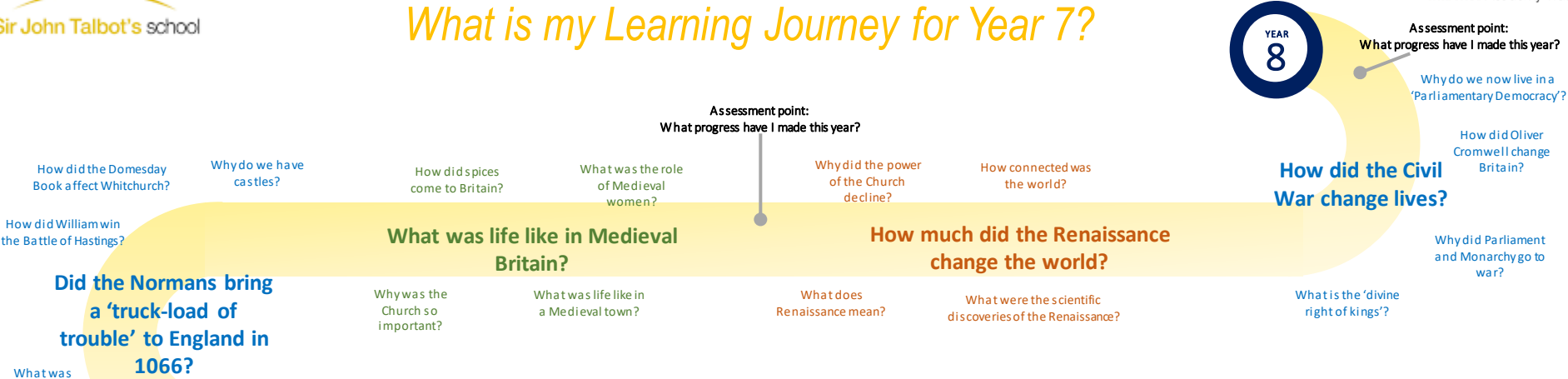
## The Bigger Picture – understanding and applying skills through History

- Describing/making inferences from a historical source.
- Explaining the NOW (nature, origin, purpose) of a source.
- Forming your own historical judgement.
- Explaining historical interpretations.
- Evaluating why a source is useful for a specific enquiry.
- Debating historical topics using evidence to form your arguments.
- Understanding how key historical events and people have influenced societies today.
- Learning about historical development and applying this knowledge to sources.
- Assessing a historical source for bias, context and consequence.
- Comparing time periods for change and continuity.
- Evaluating the importance of historical events.
- Using evidence confidently to support and counter historical interpretations.



# History

## What is my Learning Journey for Year 7?



**How can I extend my learning?**

**Documentary**

1066: A Year to Conquer Britain with John Snow

Terry Jones' Medieval Life

Find out about the Tudors life, you can visit Little Morten Hall in Cheshire.

Find out about Chirk Castle and visit there.

Find out about the English Civil War at Beeston Castle

**Big Picture Questions**

- Where did 'our' British History begin?
- Where did key areas of society begin?
- What makes a 'good' monarch?

**#RealWorldReady**

- Where did the Church's role in British society come from?
- How did medieval society shape us and our towns?
- What does a historian do?
- How do scientific discoveries from the Renaissance influence us today?
- How did we end up with a parliamentary democracy?
- Role of debates and their importance/uses

**Home Learning**

- Prep booklet tasks
- Revision for end of unit assessments

**Useful websites and support**

- BBC Bitesize
- Oak Academy KS3 History

# Year 7 Curriculum Overview - History

<b>Content</b> Topic/unit name, enquiry question	<b>Disciplinary Concepts (Skills)</b> Actions taken within a topic to gain substantive knowledge	<b>Substantive Concepts (Skills)</b> Actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for a topic, which is connected into a careful sequence of learning	<b>Prior Learning (KS2)</b>	<b>Future learning (KS3)</b> <i>Nb. Year 8 and 9 curriculums are currently in progress.</i>
Introduction to History at SJT  <i>1 lessons</i>	<ul style="list-style-type: none"> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>Invasion</li> </ul>	<ul style="list-style-type: none"> <li>A source is how historians find out about the past.</li> <li>Definition and example of key terms:                             <ul style="list-style-type: none"> <li>Change</li> <li>Continuity</li> <li>Significance</li> <li>Similarity</li> <li>Difference</li> </ul> </li> </ul>	Link to KS1 and 2: <ul style="list-style-type: none"> <li>What prior knowledge do students have?</li> </ul>	<ul style="list-style-type: none"> <li>History at SJT</li> </ul>
Did the Normans bring a 'truck-load of trouble' to England in 1066?  <i>11 lessons</i>	<ul style="list-style-type: none"> <li>Cause</li> <li>Consequence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Invasion</li> <li>Monarchy</li> <li>Power</li> <li>Rebellion</li> </ul>	<ul style="list-style-type: none"> <li>Britain was a rich country in 1065.</li> <li>There were different contenders to the throne, William of Normandy won at the BoH.</li> <li>William had to subdue revolts: Harrying of the North, Feudal System, Domesday Book, Castles</li> <li>The Church was important to medieval people</li> <li>England changed as a result of the conquest – physically and culturally.</li> </ul>	<ul style="list-style-type: none"> <li>Britain has been invaded since the Romans and the British have attempted to resist (KS2).</li> <li>Britain was converted to Christianity during the Anglo-Saxon period (KS2).</li> </ul>	<ul style="list-style-type: none"> <li>Life in Medieval Britain.</li> <li>Role of power within government and society.</li> </ul>
What was life like in Medieval Britain?  Why have historians disagreed about the Peasant's Revolt?  <i>7 lessons</i>	<ul style="list-style-type: none"> <li>Source enquiry</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Church</li> <li>Society</li> <li>Justice</li> <li>Trade</li> </ul>	<ul style="list-style-type: none"> <li>The Church was important to medieval people.</li> <li>The medieval world was very connected – spices and silks traded from Asia.</li> <li>Women were subservient to men within society.</li> <li>Main source of trade was wool.</li> <li>Physical structure of towns and villages.</li> <li>Mostly rural society.</li> </ul>	<ul style="list-style-type: none"> <li>The Church has an important role in society (KS2 &amp; Y7).</li> <li>Everyone had a position in society (Y7).</li> <li>Understanding of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Changing roles in society.</li> <li>GCSE History – Medicine through time</li> <li>GCSE History – Henry VIII and his ministers</li> </ul>
How much did the Renaissance change the world?  <i>10 lessons</i>	<ul style="list-style-type: none"> <li>Change</li> <li>Continuity</li> <li>Source inference</li> </ul>	<ul style="list-style-type: none"> <li>Church</li> <li>Trade</li> </ul>	<ul style="list-style-type: none"> <li>Renaissance means 're-birth'</li> <li>The power of the Church declined during the Renaissance.</li> <li>Superstitious beliefs declined.</li> <li>Scientific discoveries were made and shared through the printing press.</li> <li>Ideas and goods were traded across the globe – links with Mughal India.</li> </ul>	<ul style="list-style-type: none"> <li>The Church has an important role in society (KS2 &amp; Y7).</li> <li>Structure of society (Y7).</li> <li>Different goods were traded around the globe (Y7).</li> </ul>	<ul style="list-style-type: none"> <li>Development of democracy in Britain.</li> <li>GCSE History – Medicine through Time.</li> </ul>
Civil War  <i>7 lessons</i>	<ul style="list-style-type: none"> <li>Change</li> <li>Continuity</li> </ul>	<ul style="list-style-type: none"> <li>Monarchy</li> <li>Government</li> <li>Power</li> <li>Rebellion</li> </ul>	<ul style="list-style-type: none"> <li>Parliament and Monarchy went to war because Charles believed in the 'divine right of kings'.</li> <li>Parliament and Oliver Cromwell won.</li> <li>Birth of Parliamentary democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Structure of society (Y7).</li> <li>Role of monarchs (Y7).</li> <li>Rebellions against the power of the monarch (Y7).</li> </ul>	<ul style="list-style-type: none"> <li>Democracy vs Dictatorship (Year 9)</li> <li>Power and rebellion (Year 8)</li> </ul>

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge- what is essential for their understanding/future learning?
<p>1. What is History?</p> <p><i>Home learning: Create a timeline of the key/important events in your life for next lesson.</i></p>	<p>Link to KS1 and 2:</p> <ul style="list-style-type: none"> <li>• What prior knowledge do students have?</li> <li>• Do they understand key terminology which will be used throughout KS3 and 4 History?</li> <li>• Do they understand the concept of chronology?</li> <li>• Have they used sources before?</li> </ul>	<p>Aim is to assess prior understanding of:</p> <ul style="list-style-type: none"> <li>• Stone Age – Iron Age</li> <li>• Romans</li> <li>• Anglo-Saxons</li> <li>• Vikings</li> </ul> <p>Definition and example of key terms:</p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Continuity</li> <li>• Significance</li> <li>• Similarity</li> <li>• Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology of events (numbering/card sort)</li> <li>• A source is how historians find out about the past.</li> </ul>

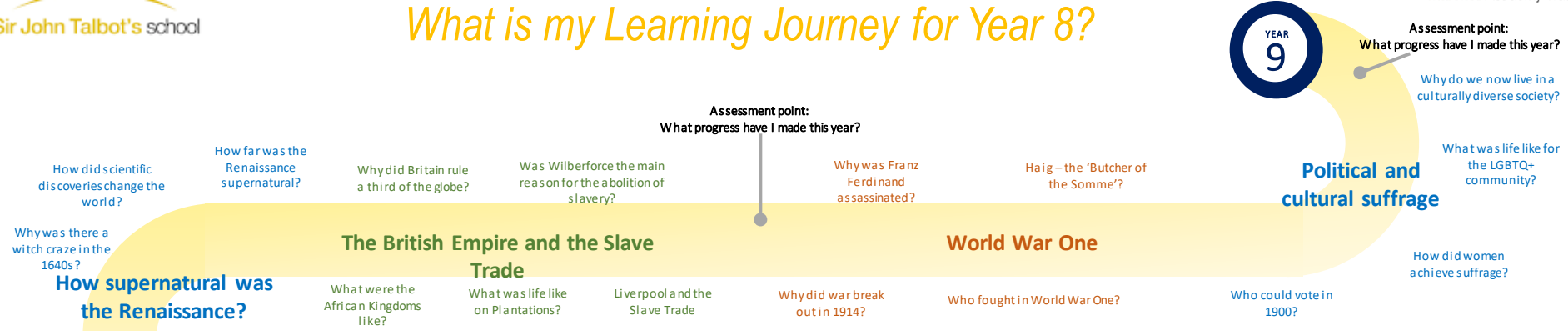
Year 7 History – Did the Normans bring a ‘truck-load of trouble’ to England in 1066? Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
1. What was life like in 1065?	<ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots (KS2 curriculum)</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2 curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Britain has been invaded because it was a rich country – lots of natural resources.</li> <li>There were different contenders to be the King of England in 1066.</li> </ul>	<ul style="list-style-type: none"> <li>Change / continuity</li> </ul>
2. Contenders to the throne	<ul style="list-style-type: none"> <li>Invasions (KS2 curriculum): <ul style="list-style-type: none"> <li>Roman – Claudius and Hadrian’s Wall</li> <li>Anglo-Saxon – settlements and kingdoms (Mercia, Sussex, Wessex, East Anglia)</li> <li>Viking – raids and invasion</li> </ul> </li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2 curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>There were different contenders to be the King of England in 1066.</li> </ul>	<ul style="list-style-type: none"> <li>Change / continuity</li> </ul>
3. The Battle of Stamford Bridge	<ul style="list-style-type: none"> <li>Invasions (KS2 curriculum): <ul style="list-style-type: none"> <li>Roman – Claudius and Hadrian’s Wall</li> <li>Anglo-Saxon – settlements and kingdoms (Mercia, Sussex, Wessex, East Anglia)</li> <li>Viking – raids and invasion</li> </ul> </li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2 curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Harold Godwinson (Anglo-Saxon) beat Harald Hardrada (Viking) at the Battle of Stamford Bridge.</li> <li>Harold Godwinson’s army then had to march from the north down to the south to deal with the Norman invasion.</li> </ul>	<ul style="list-style-type: none"> <li>Change / continuity</li> <li>Cause</li> </ul>
4. The Battle of Hastings	<ul style="list-style-type: none"> <li>Invasions (KS2 curriculum): <ul style="list-style-type: none"> <li>Viking – raids and invasion</li> </ul> </li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2 curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>The Battle of Hastings took place in the south of the country and William, Duke of Normandy won.</li> <li>The Normans used cavalry to beat the Anglo-Saxons.</li> </ul>	<ul style="list-style-type: none"> <li>Change / continuity</li> <li>Cause</li> </ul>
5. What does the Bayeux Tapestry tell us about the events of 1066? <i>Source analysis</i>	<ul style="list-style-type: none"> <li>Students should understand how our knowledge of the past is constructed from a range of sources. (KS2 curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>The Bayeux Tapestry was commissioned by Bishop Odo of Normandy (William’s brother).</li> <li>The Tapestry provides us with a source to understand the events of 1066.</li> </ul>	<ul style="list-style-type: none"> <li>Source enquiry</li> </ul>
6. Threats to the conquest	<ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain – British resistance (KS2 curriculum)</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England - resistance by Alfred the Great and Athelstan, first king of England (KS2 curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Morcar and Edwin (Earls of Northumbria and Mercia) rebelled against William which led to the Harrying of the North.</li> <li>The Harrying of the North was when William destroyed the land and crops in response to the rebellion. This was done to show William’s power.</li> </ul>	<ul style="list-style-type: none"> <li>Consequence</li> </ul>
7. The Feudal System	<ul style="list-style-type: none"> <li>Conquest (KS2 curriculum): <ul style="list-style-type: none"> <li>Roman – Claudius and Hadrian’s Wall</li> <li>Anglo-Saxon – settlements and kingdoms (Mercia, Sussex, Wessex, East Anglia)</li> <li>Viking – raids and invasion</li> </ul> </li> <li>The Harrying of the North as a show of power (Y7)</li> </ul>	<ul style="list-style-type: none"> <li>The Feudal System is a form of control imposed by William after the BoH.</li> <li>Levels: Kings, Barons, Knights, Peasants</li> <li>Each level provides loyalty to the level above in order to receive land/food.</li> </ul>	<ul style="list-style-type: none"> <li>Consequence</li> </ul>
8. How did the Domesday Book affect Whitchurch?	<ul style="list-style-type: none"> <li>Norman Power – Harrying of the North, the Feudal System (Y7)</li> </ul>	<ul style="list-style-type: none"> <li>The Domesday Book was another form of control used by the Normans to control the Anglo-Saxons.</li> <li>The Book logged everything of value in all towns and villages all over England.</li> </ul>	<ul style="list-style-type: none"> <li>Consequence</li> <li>Change / continuity</li> </ul>
9. Why does England have so many castles?	<ul style="list-style-type: none"> <li>Norman Power – Harrying of the North, the Feudal System (Y7)</li> </ul>	<ul style="list-style-type: none"> <li>The Normans used Motte and Bailey castles – these were built from wooden and then replaced with stone.</li> <li>Castles were used as a form of control in the local area after the BoH.</li> </ul>	<ul style="list-style-type: none"> <li>Consequence</li> </ul>
10. The Church	<ul style="list-style-type: none"> <li>Norman Power – Harrying of the North, the Feudal System (Y7)</li> <li>Religion – Britain’s settlement by the Anglo-Saxons and subsequent conversion to Christianity (KS2 curriculum).</li> </ul>	<ul style="list-style-type: none"> <li>The Church was the most important building in a village/town – you can tell this by the size of the building.</li> <li>Religion was incredibly important for Medieval people with everyone going to Church on a Sunday.</li> <li>The Church would help people too by providing care for the sick.</li> </ul>	<ul style="list-style-type: none"> <li>Consequence</li> </ul>
11. Did the Normans bring a ‘truck-load of trouble’ to England in 1066?	<ul style="list-style-type: none"> <li>Britain prior to 1066 (KS2 curriculum)</li> <li>The Norman conquest and subsequent show of Norman power (Y7)</li> </ul>	<ul style="list-style-type: none"> <li>England <b>changed</b> as a result of the Norman conquest : <ul style="list-style-type: none"> <li>Physical landscape changes – Castles and Harrying of the North</li> <li>Cultural changes – The Domesday Book and the Feudal System</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Change / continuity</li> <li>Consequence</li> <li>Interpretation</li> </ul>
12. Did the Normans bring a ‘truck-load of trouble’ to England in 1066? <a href="#">Assessment</a>	<ul style="list-style-type: none"> <li>Britain prior to 1066 (KS2 curriculum)</li> <li>The Norman conquest and subsequent show of Norman power (Y7)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to formulate an answer to the enquiry question: <ul style="list-style-type: none"> <li>Key skills: PEEL paragraph, agreeing or disagreeing with a historian’s interpretation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Change / continuity</li> <li>Consequence</li> <li>Interpretation</li> </ul>

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
Medieval Villages	<ul style="list-style-type: none"> <li>• Domesday book</li> <li>• Feudal system</li> <li>• The Church has an important role in society (KS2 &amp; Y7).</li> <li>• Everyone had a position in society (Y7).</li> <li>• Understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Roles and structures within the Medieval village               <ul style="list-style-type: none"> <li>• Church - was central to people's life</li> </ul> </li> <li>• Feudal system determined status and role of individuals</li> </ul>	Source analysis Interpretations Significance Causation
Medieval Towns	<ul style="list-style-type: none"> <li>• Domesday book</li> <li>• Feudal system</li> <li>• The Church has an important role in society (KS2 &amp; Y7).</li> <li>• Everyone had a position in society (Y7).</li> <li>• Understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>• People lived in much more crowded conditions which often caused disease</li> <li>• Trade - There was a variety of guilds and trades that made up a Medieval town</li> </ul>	
Religion in the Medieval period	<ul style="list-style-type: none"> <li>• Black death (KS2)</li> <li>• Religion – Britain's settlement by the Anglo-Saxons and subsequent conversion to Christianity (KS2 curriculum).</li> <li>• The Church has an important role in society (KS2 &amp; Y7).</li> <li>• Everyone had a position in society (Y7).</li> <li>• Understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Main source of teaching/ knowledge for everyday people</li> <li>• Church had huge influence on people's everyday life</li> <li>• Played a role in caring for people through early hospitals</li> </ul>	
Women in the Medieval period	<ul style="list-style-type: none"> <li>• The Church has an important role in society (KS2 &amp; Y7).</li> <li>• Everyone had a position in society (Y7).</li> <li>• Understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Women were subservient to men               <ul style="list-style-type: none"> <li>• Specific punishments reserved for Medieval women</li> </ul> </li> <li>• The role women played in society – Nuns caring for people in hospitals and wise women</li> </ul>	
Life of Medieval peasants	<ul style="list-style-type: none"> <li>• The Church has an important role in society (KS2 &amp; Y7).</li> <li>• Everyone had a position in society (Y7).</li> <li>• Understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Working and living and conditions were incredibly tough for peasants               <ul style="list-style-type: none"> <li>• Peasants worked the land of a local lord</li> </ul> </li> <li>• Taxes were high and there was very little in the way of justice</li> </ul>	
Peasant's revolt	<ul style="list-style-type: none"> <li>• William's use of power</li> <li>• The Church has an important role in society (KS2 &amp; Y7).</li> <li>• Everyone had a position in society (Y7).</li> <li>• Understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Power lay with the Lords/ nobles</li> <li>• Peasants were angry about a range of issues including low pay and working conditions</li> <li>• Revolt did achieve some aims in terms of improvements in rights, but not all aims achieved and leader Wat Tyler was killed</li> </ul>	
Peasants Revolt	<ul style="list-style-type: none"> <li>• William's use of power</li> <li>• The Church has an important role in society (KS2 &amp; Y7).</li> <li>• Everyone had a position in society (Y7).</li> <li>• Understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Power lay with the Lords/ nobles</li> <li>• Peasants were angry about a range of issues including low pay and working conditions</li> <li>• Revolt did achieve some aims in terms of improvements in rights, but not all aims achieved and leader Wat Tyler was killed</li> </ul>	

# History

## What is my Learning Journey for Year 8?



**How can I extend my learning?**

Documentary:  
Black and British: A Forgotten History with David Olusoga  
They Shall Not Grow Old

Film:  
Suffragette (2015)



Explore the International Slavery Museum in Liverpool.



Visit the Imperial War Museum in Manchester.

**Big Picture Questions**

- How did Britain change from the Medieval era to the Renaissance?
- What was Britain's role in the Slave Trade?
- Was World War One inevitable?

**#RealWorldReady**

- How people protested and what was effective
- Links to local city (Liverpool) and its role in the Slave Trade
- Importance of diversity
- Long lasting impact of the Slave Trade and the ability to engage with debates surrounding this

**Home Learning**

- Prep booklet tasks
- Revision for end of unit assessments

**Useful websites and support**

- BBC Bitesize
- Oak Academy KS3 History



# Year 8 Curriculum Overview - History

<b>Content</b> Topic/unit name, enquiry question	<b>Disciplinary Concepts (Skills)</b> Actions taken within a topic to gain substantive knowledge	<b>Substantive Concepts (Skills)</b> Actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for a topic, which is connected into a careful sequence of learning	<b>Prior Learning (KS2)</b> See previous slide for Year 7 2022-23	<b>Future learning (KS3)</b>
How supernatural was the Renaissance?  <i>5 lessons</i>	<ul style="list-style-type: none"> <li>Change/continuity</li> <li>Source enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Church</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Renaissance means 're-birth'</li> <li>The power of the Church declined during the Renaissance.</li> <li>Superstitious beliefs declined.</li> <li>Scientific discoveries were made and shared through the printing press.</li> <li>Gutenberg invented the printing press in 1440 – ideas could be printed instead of handwritten.</li> </ul>	<ul style="list-style-type: none"> <li>Role of the Church (Y7)</li> <li>Henry VIII's break with Rome (Y7)</li> </ul>	<ul style="list-style-type: none"> <li>Decline of traditional institutions (Year 8).</li> <li>GCSE History – Medicine through Time.</li> <li>Year 9 enquiry – The English Civil War.</li> </ul>
The British Empire and the Slave Trade  <i>9 lessons</i>	<ul style="list-style-type: none"> <li>Cause</li> <li>Consequence</li> <li>Source enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Power</li> <li>Empire</li> <li>Slavery</li> </ul>	<ul style="list-style-type: none"> <li>An Empire is a group of countries under the control of another country. e.g. the British Empire or the Roman Empire.</li> <li>Countries want an empire for: protection, trade, raw materials, money, power, selling goods</li> <li>The Triangular Slave Trade transported copper, guns and pots from Europe to Africa, enslaved people from Africa to the Caribbean, and sugar, rum, coffee and cotton from the Caribbean back to Europe.</li> <li>6 factors led to abolition – religious, media, economic, beliefs and ideas, key individuals and political/legal.</li> <li>The Slave Trade made ports such as Liverpool, Bristol and London incredibly wealthy.</li> </ul>	<ul style="list-style-type: none"> <li>William's suppression of rebellions (Year 7)</li> <li>Feudal System (Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>World War One and the role of Empires (Year 8)</li> <li>The decline of the British Empire (Year 9)</li> <li>Year 9 enquiry – Mughal India.</li> </ul>
World War One  <i>9 lessons</i>	<ul style="list-style-type: none"> <li>Cause</li> <li>Consequence</li> <li>Significance</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>War</li> <li>Empire</li> <li>Power</li> </ul>	<ul style="list-style-type: none"> <li>World War One broke out in 1914.</li> <li>There were a variety of long-term causes leading to war (alliances, empires, nationalism, militarism, Weltpolitik) and a short-term cause (assassination of Archduke Franz Ferdinand).</li> <li>Different groups of people fought or were linked to the Cheshire regiment.</li> <li>Haig has been called the 'Butcher of the Somme' and is a controversial character.</li> </ul>	<ul style="list-style-type: none"> <li>The Norman Conquest (Year 7)</li> <li>The British Empire</li> </ul>	<ul style="list-style-type: none"> <li>Hitler's rise to power (Year 9)</li> <li>The Second World War (Year 9)</li> <li>GCSE History – Britain on the Western Front / Weimar and Nazi Germany</li> </ul>
Political and cultural suffrage (Suffragettes and LGBTQ+ enquiry)  <i>8 lessons</i>	<ul style="list-style-type: none"> <li>Change/continuity</li> <li>Source enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Universal Suffrage</li> <li>Power</li> <li>Government</li> </ul>	<ul style="list-style-type: none"> <li>In the early 1900s, women were considered unable to vote.</li> <li>The Suffragettes used violent methods to achieve suffrage, the Suffragists used peaceful means.</li> <li>Emily Davison threw herself underneath a horse at the Epsom Derby 1913.</li> <li>Women worked during World War One to support the war effort.</li> </ul>	<ul style="list-style-type: none"> <li>World War One</li> <li>William's suppression of rebellions (Year 7)</li> <li>Feudal System (Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>Post-War World 1945 (Year 9)</li> <li>GCSE History – Britain on the Western Front / Weimar and Nazi Germany</li> </ul>

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
What can we remember from Year 7?	<ul style="list-style-type: none"> <li>Year 7 curriculum key concepts</li> </ul>	<ul style="list-style-type: none"> <li>Centuries</li> <li>Chronology</li> </ul>	
1. Decline of the Church	<ul style="list-style-type: none"> <li>Role of the Church (Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>Supernatural - Beyond the understanding of science – such as religion or the belief in witches.</li> <li>Science - The study of natural things and the knowledge that we obtain about them. Ideas can be tested.</li> <li>Gutenberg invented the printing press in 1440 – ideas could be printed instead of handwritten.</li> </ul>	<ul style="list-style-type: none"> <li>Change/continuity</li> </ul>
2 & 3. Witches <i>Home learning: Complete prep booklet – Royal Society</i>	<ul style="list-style-type: none"> <li>Role of the Church (Year 7)</li> <li>Supernatural/science</li> </ul>	<ul style="list-style-type: none"> <li>1640s – ‘Witch Finder General’ Matthew Hopkins begins the witch hunting craze</li> <li>Witchcraft accusations became popular because: relatively few scientific breakthroughs, disputes with neighbours, rural society, to gain money.</li> </ul>	<ul style="list-style-type: none"> <li>Cause</li> <li>Source enquiry</li> </ul>
4. Scientific discoveries <i>Home learning: Complete prep booklet – Great Plague</i>	<ul style="list-style-type: none"> <li>Invention of the printing press helps to spread ideas</li> </ul>	<ul style="list-style-type: none"> <li>The Renaissance is the re-birth of learning</li> <li>Key people/discoveries – Gutenberg, Isaac Newton, Da Vinci, Abu Al Qasim Al Zahrawi, the clock.</li> </ul>	<ul style="list-style-type: none"> <li>Change/continuity</li> </ul>
5. How far was the Renaissance supernatural? <a href="#">Assessment</a>	<ul style="list-style-type: none"> <li>Decline of the Church</li> <li>Supernatural nature of witches</li> <li>Scientific discoveries</li> </ul>	<ul style="list-style-type: none"> <li>How supernatural was the Renaissance?</li> </ul>	<ul style="list-style-type: none"> <li>Change/continuity</li> </ul>

Year 8 History – The British Empire and the Slave Trade  
Curriculum Unit Core Elements

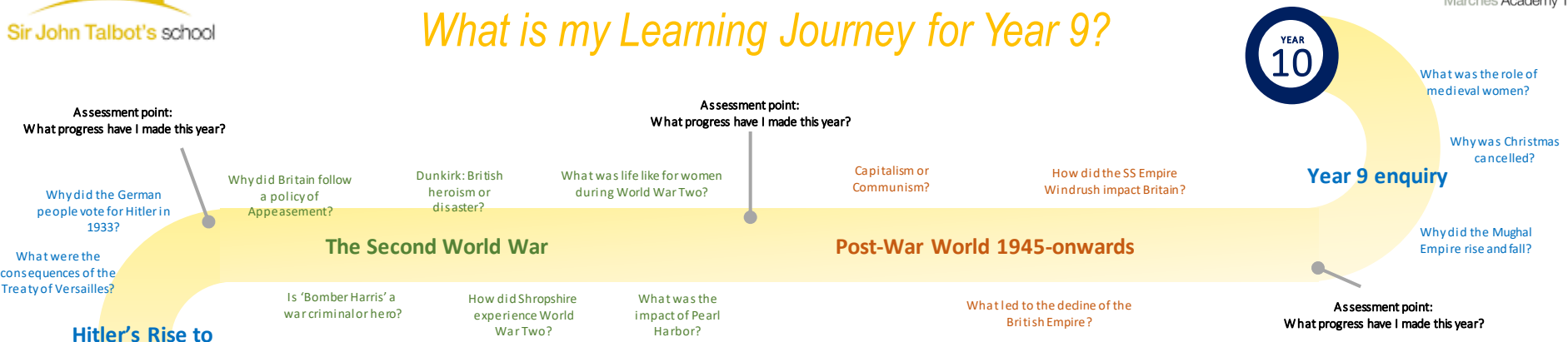
Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
African Kingdoms	<ul style="list-style-type: none"> <li>Power and it is wielded (Year 7 – King John)</li> </ul>	<ul style="list-style-type: none"> <li>Mali had a very wealthy empire ruled over by Mansa Sahrawi.</li> <li>The Songhai Empire encouraged cohesion between Muslims and Pagans.</li> <li>Zimbabwe was incredibly wealthy, they had lots of gold and ivory.</li> </ul>	<ul style="list-style-type: none"> <li>Change / continuity</li> </ul>
Introduction to the British Empire	<ul style="list-style-type: none"> <li>Power and it is wielded (Year 7 – King John)</li> <li>Ideas of slavery from Romans, Vikings, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Britain became very wealthy from their Empire</li> <li>Empires can share resources; this is because there are different resources in colonies. As a result, Empire's can take parts of these cultures as their own.</li> <li>Colonies learnt new skills and sports from Empires that are still used today.</li> <li>Empires forced their colonies to change religion. For example, Britain forced its colonies to become Christian</li> </ul>	<ul style="list-style-type: none"> <li>Change / continuity</li> <li>Source enquiry</li> </ul>
The British Empire and Slavery <i>Home learning: Complete prep booklet – Slave Trade Triangle</i>	<ul style="list-style-type: none"> <li>Power and it is wielded (Year 7 – King John)</li> <li>Ideas of slavery from Romans, Vikings, etc.</li> </ul>	<ul style="list-style-type: none"> <li>An Empire is a group of countries under the control of another country. e.g. the British Empire or the Roman Empire.</li> <li>Countries want an empire for: protection, trade, raw materials, money, power, selling goods</li> <li>There were economic, religious and racial beliefs used to justify slavery.</li> </ul>	<ul style="list-style-type: none"> <li>Cause</li> <li>Consequence</li> </ul>
Middle Passage	<ul style="list-style-type: none"> <li>British Empire's involvement in the Transatlantic Slave Trade</li> </ul>	<ul style="list-style-type: none"> <li>The Triangular Slave Trade transported copper, guns and pots from Europe to Africa, enslaved people from Africa to the Caribbean, and sugar, rum, coffee and cotton from the Caribbean back to Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Source enquiry</li> </ul>
What was life like on Plantations? <i>Home learning: Complete prep booklet – Slave rebellion and resistance</i>	<ul style="list-style-type: none"> <li>Concepts of farming (KS1)</li> </ul>	<ul style="list-style-type: none"> <li>Life for slaves – lived in huts, families could be separated, singing and dancing kept culture alive</li> <li>Work – 10 hour days, would pick and clean cotton</li> <li>Punishment – brutal whipping, rebels were hanged, pregnant women were beaten</li> <li>Cotton industry – millions of bales produced per year, 4m slaves worked on cotton</li> </ul>	<ul style="list-style-type: none"> <li>Source enquiry</li> </ul>
Rebellion case studies: Nat Turner and Barbados	<ul style="list-style-type: none"> <li>Concepts of rebellion (Year 7 – Normans, King John)</li> </ul>	<ul style="list-style-type: none"> <li>Bussa Rebellion – slaves wanted freedom, Bussa commanded 400 slaves against the troops and they fought against the West India Regiment.</li> <li>Shows determination to get freedom and influences abolition movement.</li> </ul>	<ul style="list-style-type: none"> <li>Cause</li> <li>Source enquiry</li> </ul>
Was Wilberforce the main reason slavery was abolished?	<ul style="list-style-type: none"> <li>Links with the role of religion (Year 7 – Church)</li> </ul>	<ul style="list-style-type: none"> <li>William Wilberforce made speeches against slavery in Parliament.</li> <li>6 factors led to abolition – religious, media, economic, beliefs and ideas, key individuals and political/legal.</li> </ul>	<ul style="list-style-type: none"> <li>Cause</li> <li>Significance</li> <li>Interpretations</li> </ul>
Liverpool and the Slave Trade	<ul style="list-style-type: none"> <li>British Empire's involvement in the Transatlantic Slave Trade</li> <li>Materials created on plantations</li> </ul>	<ul style="list-style-type: none"> <li>The Slave Trade made ports such as Liverpool, Bristol and London incredibly wealthy – trading was restricted to these ports in the Slave Trade Act of 1799.</li> <li>Racial relations were tense in Liverpool – 1919 Race Riots.</li> </ul>	<ul style="list-style-type: none"> <li>Source enquiry</li> </ul>

Year 8 History – WW1  
Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
Europe in 1914	Norman Conquest (Yr 7) Empire Monarchy (year 7)	Alliances – how and why they were formed Nations and Nationalism – how and why there was a strong sense of nationalism in 1914	Change/ continuity
Long term causes	Empire Monarchy (year 7)	Militarism – desire of European nations to build up armies and prove their army is the best Nationalism – Strong sense of national pride in Europe in the early 20 <sup>th</sup> century Alliances – Countries grouping together to ensure greater security	Causation
Short term causes	Empire Renaissance – Technological advancements	Militarism – desire of European nations to build up armies and prove their army is the best Nationalism – Strong sense of national pride in Europe in the early 20 <sup>th</sup> century Alliances – Countries grouping together to ensure greater security Assassination of Archduke Ferdinand – the spark that leads to WW1	Cause/ consequence
What was the most significant cause of WW1?	Empire Renaissance – Technological advancements	Militarism – desire of European nations to build up armies and prove their army is the best Nationalism – Strong sense of national pride in Europe in the early 20 <sup>th</sup> century Alliances – Countries grouping together to ensure greater security	Cause/ consequence Significance
Diverse narratives: Trenches  (2 lessons)	Migration (KS2) Alliance system and British Empire Renaissance – Technological advancements	Changing nature of modern warfare – Technology and use of trenches Empire – diverse nature and roles of those who fought for and alongside Britain in WW1 Impact of WW1 on local area – focus on Cheshire regiments	Source enquiry Significance
Battle of the Somme	Civil War Norman conquest Renaissance – Technological advancements	Nature of the battle – Why it was so bloody and significant Importance of the battle – why it can be considered a turning point in WW1 and why it leads to some people in Britain questioning the government	Cause and consequence Change/ continuity Significance
Was Haig the Butcher of the Somme?  (2 lessons)	Trench warfare Civil War (year 7) Norman conquest (year 7)  Renaissance – Technological advancements	Haig’s role – have an understanding of who Haig was and what role he played at Somme  Understand why Historians have debated the role Haig played in the Battle of the Somme	Source enquiry Historical interpretations

# History

## What is my Learning Journey for Year 9?



**How can I extend my learning?**

Documentary:  
Rise of the Nazis  
The Unwanted: The Secret Windrush Files with David Olusoga

Film:  
Dunkirk (2017)



Visit Hack Green – the secret nuclear bunker in Nantwich.



Visit the Imperial War Museum in Manchester.

**Big Picture Questions**

- What was behind the rise of fascism?
- What was the impact of World War Two on the world?

**#RealWorldReady**

- Political ideologies: capitalism and communism
- Fascism and why it rises
- The role of the historian curating museum exhibits and researching for films.
- Political campaign jobs/roles

**Home Learning**

- Prep booklet tasks
- Revision for end of unit assessments

**Useful websites and support**

- BBC Bitesize
- Oak Academy KS3 History

# Year 9 Curriculum Overview - History

Content Topic/unit name, enquiry question	Disciplinary Concepts (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Concepts (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
Hitler's rise to power <i>5 lessons</i>	<ul style="list-style-type: none"> <li>• Cause</li> <li>• Consequence</li> <li>• Significance</li> </ul>	<ul style="list-style-type: none"> <li>• Power</li> <li>• Political ideologies</li> <li>• Democracy / dictatorship</li> </ul>	<ul style="list-style-type: none"> <li>• The German people did not like the Treaty of Versailles.</li> <li>• Germany had to pay £6.6bn in reparations, lost land, lost some of their army and their air force, and received the blame for World War One.</li> <li>• Hitler became the leader of the German Worker's Party and renamed it the National Socialist German Worker's Party (NSDAP).</li> <li>• Hitler appealed to the German people because; talented public speaker, propaganda, the SA and the Wall Street Crash.</li> </ul>	<ul style="list-style-type: none"> <li>• World War One (Year 8)</li> <li>• Role of government (Year 8)</li> <li>• Political suffrage (Year 8)</li> </ul>	<ul style="list-style-type: none"> <li>• The Second World War (Year 9)</li> <li>• GCSE History – Weimar and Nazi Germany</li> </ul>
The Second World War <i>15 lessons</i>	<ul style="list-style-type: none"> <li>• Interpretations</li> <li>• Source enquiry</li> <li>• Cause</li> <li>• Consequence</li> </ul>	<ul style="list-style-type: none"> <li>• Power</li> <li>• War</li> <li>• Invasion</li> </ul>	<ul style="list-style-type: none"> <li>• Britain was reluctant to take part in another war which led to Appeasement.</li> <li>• Arthur Harris ordered bombings to take place in Dresden.</li> <li>• The British had to be evacuated from Dunkirk in June 1940 and did not return to Europe until D-Day in 1944.</li> <li>• Women had a variety of jobs during WW2 – spies, land army, munitions.</li> <li>• Shropshire had a flood of military personnel, evacuees and refugees.</li> <li>• The Americans entered the war after the Japanese bombing of Pearl Harbor.</li> </ul>	<ul style="list-style-type: none"> <li>• World War One (Year 8)</li> <li>• Hitler's rise to power</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE History – Weimar and Nazi Germany</li> </ul>
Post-War World 1945-onwards <i>4 lessons</i>	<ul style="list-style-type: none"> <li>• Change/continuity</li> <li>• Source enquiry</li> <li>• Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Migration</li> <li>• Political ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• After 1945, Europe was decimated – there was a choice between Capitalism and Communism.</li> <li>• The British Empire declined after WW2 because it was hard to justify after fighting the Nazis and it was too costly.</li> <li>• Britain became a more diverse country due to the Windrush generation.</li> </ul>	<ul style="list-style-type: none"> <li>• The Second World War</li> <li>• Democracy vs dictatorship</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE History – Superpower relations and the Cold War</li> </ul>
Year 9 enquiry: • Why did the Mughal Empire rise and fall? <i>13 lessons</i>	<ul style="list-style-type: none"> <li>• Cause</li> <li>• Source enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Empire</li> <li>• Power</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>• The Mughals descended from the Mongol Empire.</li> <li>• The Mughals were Muslims and most of the population of India were Hindu.</li> <li>• The Mughals traded with the British Empire and allowed British traders free reign in India.</li> <li>• The Empire fell due to the British Empire.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for Empire (Year 8)</li> <li>• Structure of society (Year 7).</li> <li>• Role of monarchs (Year 7).</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE History – Weimar and Nazi Germany - interpretations</li> </ul>
Year 9 enquiry: • Why was Christmas cancelled? <i>13 lessons</i>	<ul style="list-style-type: none"> <li>• Cause</li> <li>• Consequence</li> <li>• Source enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Government</li> <li>• Power</li> <li>• Rebellion</li> </ul>	<ul style="list-style-type: none"> <li>• Parliament and Monarchy went to war because Charles believed in the 'divine right of kings'.</li> <li>• Parliament and Oliver Cromwell won and Charles was executed.</li> <li>• Birth of Parliamentary democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of society (Year 7).</li> <li>• Role of monarchs (Year 7).</li> <li>• Rebellions against the power of the monarch (Year 7).</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE History – Weimar and Nazi Germany - interpretations</li> </ul>
Year 9 enquiry: • What was the role of medieval women? <i>13 lessons</i>	<ul style="list-style-type: none"> <li>• Significance</li> <li>• Source enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Power</li> <li>• Gender</li> <li>• Church</li> </ul>	<ul style="list-style-type: none"> <li>• Empress Matilda could have become the first Queen Regnant.</li> <li>• Women were subservient to men.</li> <li>• Women could show power through religion (e.g. Abbesses).</li> <li>• The jobs of peasant women.</li> </ul>	<ul style="list-style-type: none"> <li>• Medieval society (Year 7)</li> <li>• The role of the Church (Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE History – Weimar and Nazi Germany - interpretations</li> <li>• GCSE – Medicine through Time</li> </ul>

Year 9 History – Hitler’s rise to power  
Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
What can we remember from Year 8?	<ul style="list-style-type: none"> <li>Year 8 curriculum key concepts</li> </ul>	<ul style="list-style-type: none"> <li>Centuries</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>Sense of chronology</li> </ul>
1 & 2. Democracy and Dictatorship	<ul style="list-style-type: none"> <li>Role of government (Year 8)</li> <li>Political suffrage (Year 8)</li> </ul>	<ul style="list-style-type: none"> <li>Dictatorship - One person or group have total control of how a country is governed. Ordinary people have no say and can be punished for criticising the leader.</li> <li>Democracy - Ordinary people have a say in how their country is governed. They usually vote in elections to choose who will represent them</li> </ul>	<ul style="list-style-type: none"> <li>Similarity/difference</li> </ul>
3 & 4. The Treaty of Versailles  <i>Home learning: Complete prep booklet – Hitler</i>	<ul style="list-style-type: none"> <li>World War One (Year 8)</li> </ul>	<ul style="list-style-type: none"> <li>The German people did not like the Treaty of Versailles.</li> <li>Germany had to pay £6.6bn in reparations, lost land, lost some of their army and their air force, and received the blame for World War One.</li> </ul>	<ul style="list-style-type: none"> <li>Consequence</li> </ul>
4. Hitler’s rise to power	<ul style="list-style-type: none"> <li>The Treaty of Versailles</li> <li>Democracy vs Dictatorship</li> </ul>	<ul style="list-style-type: none"> <li>Hitler became the leader of the German Worker’s Party and renamed it the National Socialist German Worker’s Party (NSDAP).</li> <li>Hitler appealed to the German people because he was a talented public speaker.</li> <li>Hitler used propaganda to enhance his appeal.</li> <li>The SA intimidated Hitler’s political opponents.</li> <li>The Wall Street Crash and Great Depression accelerated Hitler’s rise to power.</li> </ul>	<ul style="list-style-type: none"> <li>Cause</li> </ul>

Year 9 History – The Second World War – part 1  
Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
1. Appeasement	<ul style="list-style-type: none"> <li>World War One (Year 8)</li> <li>The Treaty of Versailles</li> <li>Democracy vs Dictatorship</li> </ul>	<ul style="list-style-type: none"> <li>Appeasement is the term used to describe Chamberlain’s policy towards Hitler in the 1930s. It is often described as ‘giving in to Hitler’.</li> <li>Arguments to support appeasement: fear of communism, cost of war, not ready for war, Hitler’s limited aims, ‘legality’ of Hitler’s actions, public hostility.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretations</li> <li>Cause</li> <li>Source analysis</li> </ul>
2 & 3. Is Sir Arthur Harris a war criminal or war hero?  <i>Home learning: Complete prep booklet – Dunkirk</i>	<ul style="list-style-type: none"> <li>World War One (Year 8)</li> <li>Haig – Butcher of the Somme? (Year 8)</li> </ul>	<ul style="list-style-type: none"> <li>Operation Sealion’s aim was to try and destroy the Royal Air Force and also the factories that supplied it.</li> <li>The pilots who fought in the Battle of Britain became known as ‘The Few’. There were pilots from across the Empire.</li> <li>Dresden was retaliation for the Battle of Britain.</li> <li>Arthur Harris is a controversial figure due to his policy of ‘saturation’ or ‘area’ bombing of German cities, namely Dresden.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretations</li> <li>Source analysis</li> </ul>
4 & 5. Dunkirk: British heroism or disaster?  <i>Home learning: Complete prep booklet – The Home Front</i>	<ul style="list-style-type: none"> <li>World War One (Year 8)</li> </ul>	<ul style="list-style-type: none"> <li>German Blitzkrieg meant that the British and French armies were pushed back to Dunkirk.</li> <li>There was a risk that the entire BEF would be destroyed.</li> <li>Operation Dynamo saw ‘small boats’ rescue the BEF.</li> <li>Dunkirk was a military disaster but was spun as a victory.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretations</li> <li>Source analysis</li> </ul>
6 & 7. How did Shropshire experience World War Two?	<ul style="list-style-type: none"> <li>Dunkirk</li> <li>World War One (Year 8)</li> </ul>	<ul style="list-style-type: none"> <li>Shropshire had a flood of military personnel, evacuees and refugees.</li> <li>Shropshire experienced blackouts, air raids and rationing, but did not have the horrors of the Blitz.</li> <li>Iscoyd House was used as a hospital during World War Two.</li> <li>Hinton Hall in Whitchurch was Czechoslovakian boarding school with many German students.</li> </ul>	<ul style="list-style-type: none"> <li>Source enquiry</li> </ul>



Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
Women in WW2 - spies	Political and cultural suffrage (Year 8)  Diverse narratives (year 8)  Medieval Britain – role of women (year 7)	Role of SOE – to know what the special operations executive did and what impact they had on WW2	Source enquiry  Cause/ consequence
Women in WW2 – other roles	Political and cultural suffrage (Year 8)  Diverse narratives (year 8)  Medieval Britain – role of women (year 7)	Roles women played on the Homefront – understand how women contributed in WW2 through the land army, services and factories and the impact this had on WW2	Source enquiry  Cause/ consequence
D-Day	Dunkirk  Rise of Hitler	To understand what D-day was, why and how it was planned and carried out  To understand the significance of D-day in the wider context of WW2	Source enquiry  Significance
Pearl Harbour & Atomic bomb  (2 lessons)	D-day  WW1 – Alliances/ militarism (year8)  WW1 -Technological advancements in Warfare (year 8)	Pearl Harbour - Understand what happened at Pearl harbour and give reasons for why it was and wasn't justified  Atomic bomb – Understand why the Atomic bomb was dropped and the impact it had and give reasons for why it was and wasn't justified	Source enquiry  Significance  Interpretations

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) knowledge – what is essential for their understanding / future progress?	Core disciplinary knowledge
Capitalism and communism  (2 lessons)	<ul style="list-style-type: none"> <li>• The Second World War</li> <li>• Democracy vs dictatorship</li> </ul>	Post WW2 – Understand that the allies were divided after WW2  Ideologies – Know the difference between capitalism and communism and be able to give examples of key beliefs of both and name capitalist and communist countries	<ul style="list-style-type: none"> <li>• Change/continuity</li> <li>• Source enquiry</li> <li>• Interpretations</li> </ul>
Empire and Windrush  (2 lessons)	<ul style="list-style-type: none"> <li>• The Second World War</li> <li>• British Empire and role in the Slave Trade (Year 8)</li> </ul>	Empire - Understand why the British Empire was dismantled and evaluate the impact it had  Changing attitudes – understand how the attitude towards the Empire changed  Britain became a more diverse country due to the Windrush generation.	

# GCSE History

## What is my Learning Journey for Year 10?



**Big Picture Questions**

- Why has medical knowledge changed?
- How was Hitler able to create a dictatorship from a democracy?

**#RealWorldReady**

- Fascism and why it rises
- Understanding the purpose of sources and pieces of information
- Political campaign jobs/roles

**Home Learning**

- Revision and consolidation tasks
- Past paper questions

**Useful websites and support**

- BBC Bitesize
- GCSE Pod

## The Big Picture

Students study three GCSE topics, and cover all the content and skills for Paper 1 and Paper 3. Paper 1 Medicine Through Time and Britain on the Western Front and Paper 3 Weimar and Nazi Germany.

Year Group: 10

### Intent

**Units covered:** Medieval, Renaissance, Early Modern and Modern Medicine. Britain's role on the Western front. Weimar Germany, Hitler's rise to power, Hitler's Germany.

**Skills covered:** students will look at change and continuity within Medicine, source analysis skills including utility and inference and lastly dissection of interpretations including how and why they differ.

**How does this link with their previous learning?** Students began the introduction to Medicine by covering Medieval in year 9. The skills are all skills that students have begun to grow from years 7-9 including the GCSE question wording which features in all KS3 assessments.

### Implementation

- The three GCSE units are organised chronologically. See scheme overview for details.
- **LORIC** will be promoted through the incorporation of group tasks, including sugar paper source analysis tasks. Students will have independent ownership of GCSE work booklets where onus is on them to use this as a tool for independent revision, organisation and extended reading.
- Flipped learning activities will be set as homework tasks including GCSE pod booklets. GCSE exam questions are set as home learning tasks to practice exam skills. Flashcards/Mind Map outlines will be set to encourage revision continuously throughout the year.

**Where are the WOW moments?**

Students will experience the system of evacuation in the First World War at all 4 stages including the RAP, Dressing Stations, Casualty Clearing Station and Base Hospital. There is an extended revision project homework on Medicine. There is the opportunity for role play with the Munich Putsch and other events.

**How are literacy skills to be developed and extended?**

All answers are written, extended answers. Structure strips are used through the GCSE course to help guide answers. Full key word lists and glossaries feature in all GCSE booklets to help students learn and process difficult historical terminology.

**Low stakes testing and AFL will take place frequently throughout the year molding to the needs of the class.**

**Facts tests regularly feature in the booklet as a starter to test previous knowledge recall.**

**Live marking will take place in every lesson where possible.**

**Autumn Term**

Two full Medicine papers are completed as exam assessments on each time period.

**Spring Term**

One full Medicine paper and one Britain on the Western Front Paper.

**Summer Term**

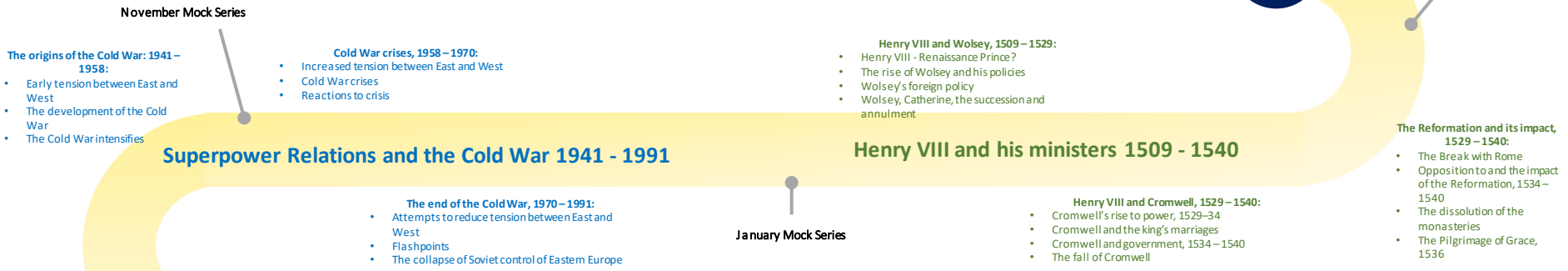
Year 10 mock exam on Paper 3 (Weimar and Nazi Germany).

### Impact

By the end of the year students in year 10 will have a confident understanding of the changes and continuities throughout Medicine since 1250. They will be able to comment on why historical sources are useful, and how to follow a source up. Students should have a detailed knowledge of life in Weimar and Nazi Germany, being able to recall specific facts/examples. Students should feel confident about GCSE interpretations knowing what they are, which parts they agree with using their own knowledge and why they may differ.

# GCSE History

## What is my Learning Journey for Year 11?



**How can I extend my learning?**

**Documentary:**  
Six Wives with Lucy Worsley  
The Cold War: Seven Minutes to Midnight

**Films and TV series:**  
Oppenheimer (2023)  
Wolf Hall



Find out about the Tudors life and visit Little Morten Hall in Cheshire.



Visit the Imperial War Museum in Manchester.

**Big Picture Questions**

- Why were the tensions between the USA and USSR?
- How did Henry change the Church in England?

**#RealWorldReady**

- Political ideologies: capitalism and communism
- How the changes Henry made impact the Church today
- International political tensions
- Political campaign jobs/roles

**Home Learning**

- Revision and consolidation tasks
- Past paper questions

**Useful websites and support**

- BBC Bitesize
- GCSE Pod

## The Big Picture

Year Group: 11

Students cover all of Paper 2 in year 11, which is a knowledge-based paper with no source or interpretation questions. The one lesson per week is designed for recall and practice of the skills of Paper 1 and 2 from Christmas onwards.

### Intent

**Units covered:** Superpower relations and the Cold War 1949-1990 and Henry VIII and his Ministers.

**Skills covered:** Students will look at consequence, importance and historical narratives in the Cold War with change and continuity the main feature of Henry VIII. One lesson per week after the Autumn Term will be dedicated to year 10 content and skills including source skills.

**How does this link with their previous learning?** Continues chronologically on from Weimar and Nazi Germany up until 1990. Henry VIII is a stand-alone topic which allows them to revisit the knowledge of the Renaissance when looking at Henry VIII.

### Implementation

- 3 lessons per week, all Cold War up until Christmas. Henry VIII in two lessons per week after Christmas. 1 lesson per week for consolidation and practice of previous skills.
- **LORIC** will be promoted through the incorporation of group tasks, including sugar paper source analysis tasks. Students will have independent ownership of GCSE work booklets where onus is on them to use this as a tool for independent revision, organisation and extended reading.
- Flipped learning activities will be set as homework tasks including GCSE pod booklets. GCSE exam questions are set as home learning tasks to practice exam skills. Flashcards/mind map outlines will be set to encourage revision continuously throughout the year. Specifically narrative account cards will be constructed for the Cold War.

**How are literacy skills to be developed and extended?**

The use of process words such as ‘catalyst, deteriorated, escalated’ are a key feature of all of the Cold War unit. Students are presented with these and encouraged to research sophisticated terms to reach top marks. Peer and self marking activities highlight this for identification and development.

The practicing of extended essay writing in the Paper 1 and Paper 3 one lesson per week practice allows the format to be developed. A focus on how to use the PEEL format.

**Low stakes testing and AFL will take place frequently throughout the year molding to the needs of the class.**

**Facts tests regularly feature in the booklet as a starter to test previous knowledge recall.**

**Live marking will take place in every lesson where possible.**

#### Autumn Term

Full Paper 1 and 3 during first set of mock exams.

#### Spring Term

Full Paper 1, 2 and 3 during second set of mock exams.  
Possibility of second Paper 2 mock depending on results.

#### Summer Term

Real exams in all 3 papers.

### Impact

The knowledge of all of Paper 2 should be coherent by the end of the Spring Term (bringing chronology up to 1990 historically, with a depth study on Henry VIII). The newest skills of consequence and constructing a historical narrative will have been learnt and applied to Cold War content.

Crucially, the retention of knowledge should have resulted in a positive improvement across the two sets of year 11 mock exams.

# A Level History Overview

## What is my Learning Journey?

### What to expect...

**Content** – establishing and consolidating Communist rule, development of East German state, life in East Germany and crisis and collapse of communist rule in the GDR.

**Assessment** – *In class timed essays, including source and essay questions.*

#### **Bigger Picture Question**

What was life like in the GDR? How did rule in the GDR collapse?

### What to expect

## Opposition in Nazi Germany (Coursework)

**Content** – Reasons for public health reforms, changes in public health. Paupers and pauperism, Poor Law Amendment Act, government (self help and charity), social and welfare reforms and poverty in interwar years.

**Assessment** – In class timed essays.

**Bigger Picture Question** – Why was there changes to public health? What impact did the welfare reforms have?

### What to expect

**Content** – Opposition and resistance in Nazi Germany. From groups such as women, the Church and army.

**Assessment** – 4000 word document

**Bigger Picture Question** – How effective was the opposition? Which group posed the greatest amount of opposition?

## Poverty and Public Health

On to Higher education



## USSR, from Lenin to Yeltsin

### What to expect

**Content** – Communist governments, industrial and agricultural policies, control of the people, social developments and collapse of the USSR.

**Assessment** – *In class timed essays, including an interpretation question*

**Bigger Picture Question** – How did the USSR exert control? How effective were the economic policies?

#### **Bigger Picture Question:-**

How effective was Communism as an ideology for a country?  
How effective was opposition?  
Why did the government become more active in public health?

#### **Cultural Connections/ #Realworldready**

- Current international political tensions between the West and Russia
- Political and economic ideologies
- Public Health and the NHS
- Using sources

#### Home Learning

You will be set revision and consolidation tasks to complete at home

**Create** revision resources for each sub topic, flash cards and mind maps

**Apply** knowledge to exam questions

#### **What can I do at home?**

**For Russia and GDR, look at your wider reading lists.**

You will use your information booklets and GCSE pod Resources to complete these.

**The Big Picture**

Students complete 50% of their a-level including the unit on Russia 2 lessons per week, with the GDR the remaining 2 lessons per week. Students complete GDR in the Spring Term and start their coursework (20%) for the remaining Summer Term.

Year Group: 12

**Intent**

**Units covered:** Russia (30%) German Democratic Republic (20%). See unit overviews for specific topics.

**Skills covered:** students develop source enquiry skills (GDR), change/continuity, significance, sim/difference and historical interpretations (Russia and coursework).

**How does this link with their previous learning?** Students are building upon the extended writing, source and interpretations skills from GCSE. Topics of Russia and the GDR link well with the Superpower Relations and the Cold War unit at GCSE.

**How can this be extended?** Wider independent reading. Links with current events in the news about international tensions especially regarding America and Communist nations.

**Implementation**

- The GDR and Russia units are taught in parallel to ensure feedback over numerous skills can be given at once for a rounded picture of student progress.
- **LORIC** will be promoted through the insistent on flipped learning and reading of the knowledge of topics. Organisation of folders and learning materials will be checked regularly. Presentations to the class on knowledge topics are frequent.
- Flipped learning activities will be set as homework tasks including the gathering of notes for lessons. In addition, independent revision on each topic. Set 20-mark essays will be set periodically. MAD Time tasks in relation to these can also be homework activities.
- **Where are the WOW moments?**

Real-life footage of the key events, such as the collapse of the Berlin Wall. Manchester University lecture on Russia over time.

- **How are literacy skills to be developed and extended?**

Coaching on extended essay skills, evaluative language and how to incorporate a criteria into introductions. Exposure to historian's works and the language/academia used. Wider reading list supplied for all topics, including a large bank of books in the library.

**Consider your assessment Markers**

- Moderation after both mocks.
- Weekly written formal assessments with one page profile feedback per week. Either source, own knowledge or interpretations questions.
- Regular folder checks.

**Autumn Term**

Induction based assessment in both units. Students complete one essay per week in one of the units.

**Spring Term**

January mock exams in Paper 1 and 2. Students complete one essay per week in one of the units.

**Summer Term**

June mock exams in Paper 1 and 2. Paper 1 interpretations essays weekly. Coursework regulations- no formal feedback until first draft.

**Impact**

By the end of the year students should be fully familiar with the exam requirements and exam questions of Paper 1 and 2. Students should have a chronological understanding of the leaders and their policies in Russia from Tsarist Russia to Gorbachev/Yeltsin. Within the GDR students will have a narrative of events from 1949-1990 with a depth of knowledge about all areas of society such as the economy and welfare. Student's skills in interpretations will show a clear understanding of the 4 reasons the Soviet Union fell and how convincing they find the arguments. Source skills of looking at NOP and setting sources in the context to which they were made will have been developed and applied to a range of sources.

Next year students will have one lesson per week of revision of Russia and GDR to aid consolidation and practice of exam skills.



## The Big Picture

A detailed look at Russia. 1917-1991 from Lenin to Yeltsin.

Year Group: 12 Russia

### Intent

**Units covered:** Communists governments in the USSR, industrial and agricultural change, control of the people, social developments and reasons for the fall of the USSR

**Skills covered:** Own knowledge essays and how to write them (explanation and evaluation) and analyzing historians interpretations

**How does this link with their previous learning?** Builds on their knowledge of the Cold War from GCSE

**How can this be extended?** Wider reading of the subject is expected, using the wider reading list provided in the course handbook.

### Implementation

- The lessons will be taught chronologically but signposting to which theme each lesson is on, through the SOW provided to students in the course handbook
- **LORIC** will be promoted through the requirement of independent learning outside lesson time ready for application to skills within the lesson. Organisation is essential in keeping on top of homework and consolidation. Group work will be used for presentation and interpretation skills. This will also develop their communication and being able to be a leader in learning.
- Wider reading and consolidation is essential outside of lessons, frequent essays outside school

**Where are the WOW moments?**

WOW moments will include group presentations so students lead the learning on Russian education. Other moments include the atrocities of the 1930s during Stalin's purges. In addition, enquiry into the use of terror during the during various rulers.

**How are literacy skills to be developed and extended?**

High standards of literacy will be essential for essay writing and skills. This will be done through academic language mats (in handbook) and marking of essays. Feedback on a selection of essays will focus on written communication and forming essays.

**Low stakes testing in class with feedback. On going essays through out the year based on learnt knowledge for homework.**

**Autumn Term**

Section A and B mock  
On going essays and wider reading.

**Spring Term**

Section A and B mock  
On going essays and wider reading.

**Summer Term**

Whole paper mock  
On going essays and wider reading.

### Impact

By the end of the year students in year 12 will have a detailed understanding of Russia from 1917 to 1991. They will be confident in writing depth and breadth own knowledge essays. Students will also have analysed and evaluated historians interpretations relating to the 4 key historical debates about the fall of the USSR. Students will be able to explain change and continuity across the time period as well as draw out and evaluate similarities and differences. In addition, students will be able to explain and evaluate the importance of events on the impact on the Soviet Union.

## The Big Picture

Year Group: 13

Poverty and Public Health accounts for 30% of their final a-level grade- 3 lessons per week. Students complete their final coursework draft before the end of Autumn 1 term (Nazi Germany). One lesson per week is on separate revision of year 12.

### Intent

**Units covered:** Poverty and Public Health 1780-1939 in Britain. One lesson per week is dedicated to revision of Russia and GDR from year 12 with a primary focus on essay writing.

**Skills covered:** source enquiry and the extent a source is useful to two different enquiries. Change and continuity, consequence, sim/diff and significance.

**How does this link with their previous learning?** Students are recalling and applying knowledge from year 12 units one lesson per week. The Poverty unit links with previous GCSE learning on Medicine Through Time.

**How can this be extended?** Through exploration of contemporary texts and looking at historian's works other than the 2 standard textbooks.

### Implementation

- Students are taught the two breadth topics of Poverty first to give an overview of the time period 1780-1939. Followed by 5 depth topics spanning the whole time period. Please see the individual Excel overview for specific topics/lessons.
- **LORIC** will be promoted through the insistent on flipped learning and reading of the knowledge of topics. Organisation of folders and learning materials will be checked regularly. Presentations to the class on knowledge topics are frequent.
- Flipped learning activities will be set as homework tasks including the gathering of notes for lessons. In addition, independent revision on each topic. Set 20 mark essays will be set periodically. MAD Time tasks in relation to these can also be homework activities.
- **Where are the WOW moments?**

Case study on a local workhouse to highlight the impact on the surrounding area. Optional trip to this location.

- **How are literacy skills to be developed and extended?**

Coaching on extended essay skills, evaluative language and how to incorporate a criteria into introductions. Exposure to historian's works and the language/academia used. Year 13 in particular focuses on 'old' English and recommended reading of the classics such as Dickens to aid this is promoted.

#### Consider your assessment Markers

- Moderation after first mocks.
- Moderation after Term 1 of GDR and Russia essays.
- Weekly written formal assessments with one page profile feedback per week. Either source, own knowledge or interpretations questions.
- Regular folder checks.

**Autumn Term**  
Weekly essay set throughout the year on either GDR, Russia or Poverty. Timed in class essay at least one per half term.

**Spring Term**  
See above.  
Mock exams in January (all 3 papers)

**Summer Term**  
Real exams in the Summer Term. 3 papers.

### Impact

A comprehensive knowledge of 5 depth topics (paupers and pauperism, Poor Law Amendment Act, the government and self help, social and welfare reforms and depression and the dole. In addition to an understanding of the 2 breadth topics of impetus for change 1780-1939 and changes in public health in the time period. Students should be fully prepared for their final a-level exams in all 3 papers by having practiced and applied skills in significance, change and continuity, similarity and difference and source enquiry.