

Year 7 Curriculum Planning – History

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p><u><i>The Norman Conquest</i></u></p> <ol style="list-style-type: none"> To use a range of sources to assess what England was like before the Battle of Hastings? To order key events into Chronology and the Anglo-Saxons To make an informed decision as to who had the strongest claim to the throne of England. To investigate the lead up to the battle (Stamford Bridge). To write a description from a variety of sources of what happened. To use clues to complete an enquiry report as to why Harold lost at Hastings. Describe how people lived in Anglo-Saxon England. Complete a problem solving task to assess how William solved his problems. To describe the role and function of the doomsday book to evaluate how William took control of England. Assessment week: presentation 	<p><u><i>Jack The Ripper</i></u></p> <ol style="list-style-type: none"> Pupils will understand what the conditions of London were like during the late 1800's. To analyse sources and explain why he was able to strike. To describe the victim's lifestyles looking for similarities by creating a living graph. Pupils will gather and evaluate evidence to identify his Modus Operandi and how he killed by compiling a police report. Pupils will analyse letters written by 'Jack' assessing their reliability. Assessment week: pupils will write their own letters from Jack. 	<p><u><i>Jack The Ripper</i></u></p> <ol style="list-style-type: none"> Pupils will compare and contrast eye witness reports to decide who Jack was To decide what the police could and could not do then. Through writing a report they will decide if enough was done by the police. To analyse top suspect cases and make a judgement as to who Jack could have been record this in a PEE paragraph. Discussion of how the events could lead to positive change for London. How could improving the living conditions have helped-pupils to present ideas. Pupils will research a modern day serial killer of their choice. They can present findings as a poster or PP presentation. Assessment: source analysing task. 	<p><u><i>Were the Dark Ages really dark?</i></u></p> <p><i>Place empires into chronological order to understand context from Romans, Vikings, to Anglo Saxons. After the collapse of the Roman Empire was it fair to name it the 'Dark ages'?</i></p> <ol style="list-style-type: none"> Pupils will compare and describe different Empires Analyse how the Roman Empire influenced us today and consider significance. Pupils will use a variety of sources to judge how/why the Empire collapsed and explain this in a paragraph. Using a variety of sources pupils will complete fact files to find out who the Vikings were. To use the internet to research the Anglo Saxons and complete an Anglo Saxon passport. Assessment: Evaluate whether it was dark or not by challenging myths around the room. 	<p><u><i>The Black Death and Peasants Revolt</i></u></p> <p><i>During the first three lessons learners can construct a narrative about the past that describes what happened, most should have studied at Primary school so can build on prior knowledge.</i></p> <ol style="list-style-type: none"> Pupils will be able to describe London at the time to understand why the Black Death was so bad. Pupils will investigate causes and symptoms of the Black Death and complete fact files. Through an interactive quiz pupils will investigate different Stuart medicines and gain knowledge of those used for the Black Death. Pupils will interpret a variety of sources by answering comprehension questions considering pro and cons of the effects, summarising these in a written letter. To research reasons for the revolt and make an informed judgement deciding the most significant reason Assessment: pupils will assess the different interpretations of the revolt and write a newspaper article. 	<p><u><i>Migration:</i></u></p> <ol style="list-style-type: none"> Pupils will be able to describe the first English people. The arrival of the Anglo-Saxons c.AD450 Pupils will use a variety of sources to assess the reasons that drove people to migrate. Viking settlement of Britain Migration through time Pupils can identify the influences that migrants have had on Britain and describe in a paragraph. Assessment week

Year 8 Curriculum Planning – History

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<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p><u><i>Challenges to the Catholic Church</i></u></p> <ol style="list-style-type: none"> Pupils will investigate criticisms of the Catholic Church and complete history detective worksheets. Pupils will research major events leading up to the Reformation and present back to the class. Pupils will complete problem solving tasks to understand how Henry V111 changed religion in England. They will summarise these in a paragraph. Comparisons of each monarch and how they influenced religion. Pupils will be able to explain Elizabeth’s ‘Middle Way’. To investigate threats to Elizabeth and complete a problem-solving task using a variety of sources. Using evidence pupils will assess whether Guy Fawkes was guilty of the Gunpowder plot and make an informed judgement. They will link this to the changes in religion. Assessment week: presentation to summaries the roller-coaster of religions. 	<p><u><i>English Civil War</i></u></p> <ol style="list-style-type: none"> Pupils will be able to formulate an opinion of James 1st, was he a good or bad King? Based on evidence. They will answer in a PEE paragraph. Using sources pupils will summarise the mistakes that Charles made and start to consider why the war began. Pupils will compete a sorting task to categorise the causes of the war then rank these causes and write a balanced account as a letter. To compare and contrast the two sides at war. Making an informed choice of their preferred side to join. To be able to describe the different weapons and evaluate their usefulness on a table. To assess the reasons that Parliament won and write a report. Assessment: evaluation- Should Charles have been executed? Write a post card with a balanced view. 	<p><u><i>The Slave Trade</i></u></p> <ol style="list-style-type: none"> To investigate 16th century African kingdoms, pupils will be able to understand the origins of slavery. Pupils will answer questions from sources to understand how slaves were captured. To analyse a diary entry to understand what the Middle passage was and assess the reliability of sources with different interpretations. Pupils will be able to describe what happens during a slave auction, and analyse the different slave roles. To assess Artefacts and paintings to understand aspects of life on a plantation. Assessment week: use knowledge so far to produce a slave diary entry. 	<p><u><i>The Slave Trade</i></u></p> <ol style="list-style-type: none"> Pupils will compare and categorise methods of resistance and explain the link to punishment in a paragraph. To find out what happened on The Amistad and write a speech expanding why the slaves should be freed. To assess the arguments for both sides and the causes of the American Civil War. To analyse why the slave trade was abolished and understand the road to abolition Why was the slave trade abolished? The legacy of the transatlantic slave trade Assessment week: to summarise what pupils have learned and present to the class. 	<p><u><i>The British Empire</i></u></p> <ol style="list-style-type: none"> Pupils can define what an Empire is and assess what makes them successful in order to create their own. To write and evaluative paragraph explaining the most important reasons why Britain wanted to start and build such a big empire. To evaluate the reasons why Britain won and lost empires and write a report. Pupils will create a poster showing all the reasons why Britain would want them in their Empire. Pupils will use a variety of sources to understand how Britain influenced India. They will make an informed decision as to whether it was a negative or positive influence. Assessment: evaluation- to rank reasons and justify why Britain left. 	<p><u><i>The Industrial Revolution</i></u></p> <ol style="list-style-type: none"> To use sources to be able to describe what the Industrial Revolution was and place reasons it happened onto a significance graph. To analyse sources including graphs to understand reasons why there was a boom Pupils will look at a case study- Manchester and understand the term urbanisation using population maps, linking it to the Industrial Revolution. Pupils will investigate an influential person and link them to the success of the Industrial Revolution. Pupils will analyse sources and understand what child labour was and create a diary entry to critically evaluate their role. Through answering questions from sources pupils will evaluate the significance of Robert Owen’s fight in securing better conditions for workers. Assessment week: pupils will summarise the topic on poster presentations.

Year 9 Curriculum Planning – History

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<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p><u>Getting the vote:</u></p> <ol style="list-style-type: none"> To understand the lead up to women fighting for the right to vote. Pupils will analyse why British people in Manchester were protesting about the vote in 1819 To evaluate the Chartist movement and understand how they brought about change. Pupils will examine sources and assess the views held about Victorian Women? 'The Angel in the House' To understand who the suffragettes were and evaluate how successful their actions were. Pupils will use sources to explain how the war enabled women to vote in a post card task. How much more democratic was Britain by 1928? Assessment week: comparison task based on knowledge from the topic. 	<p><u>World War 1:</u></p> <ol style="list-style-type: none"> Pupils to explain what war is and evaluate it's impacts. Pupils will categorise the causes of WW1 and explain the main reasons. To examine sources to understand why people joined the army and write a letter explaining these. To label parts of a trench and explain why/how they were used in a paragraph task. Pupils will categorise the types of weapons and then analyse the deadliest type. Assessment week: Pupils will understand why so many died at the Somme and examine these in a letter task. 	<p><u>World War 1:</u></p> <ol style="list-style-type: none"> Pupils will understand what censorship was by examining a series of newspaper articles. They will then write their own article based on what the public were told to understand how the government hid the truth Through examining a case study pupils will gain knowledge of how the soldiers really felt. Pupils will compare women's roles before/during and after the war. They will analyse the importance of these roles in a ranking task. Pupils will examine a series of sources and consider what the soldiers' chances of survival were in a diary entry. Assessment: presentation or post card home task. 	<p><u>The Holocaust:</u></p> <ol style="list-style-type: none"> Pupils will gain knowledge of key terms around genocide introducing the topic Pupils will complete a mystery task about the village of Lidice to understand the gravity of the Holocaust. In order to understand why Hitler hated the Jews pupils will categories a series of sources and summarise in a PEE paragraph. Pupils will complete task sheets to find out how Hitler persecuted the Jews and then rank the events to further analyse. Pupils will examine the case study of the Besses family to gain further knowledge of how Jews were persecuted and write a letter as a member of the family. Assessment week- diary entry 	<p><u>The Holocaust:</u></p> <ol style="list-style-type: none"> To investigate who Anne Frank was and write a diary entry based on events. To analyses sources to be able to describe what life was like in a Ghetto and create a diary entry from either a soldier or a Jew. Pupils will understand how the Nazis were able to implement the 'Final Solution' by completing a market place task. Pupils will examine a variety of images and match to their descriptions to understand what life was like in a Concentration Camp. They will then describe this in a diary entry. Pupils will make their own judgments deciding who was to blame by analysing a variety of perpetrators. Pupils will read examples of resistance and categorise these into types. They will construct a PEE paragraph answering why some didn't fight back. Assessment week: presentations. 	<p><u>What's the Best Way to Bring About Change? .</u></p> <ol style="list-style-type: none"> What's the best way to bring about change? Changing prison conditions What's the best way to bring about change? Conflict and change: the American Civil War What's the best way to bring about change? Peaceful protest: Civil Rights in the USA, 1955–64 What's the best way to bring about change? Media and change: government propaganda What's the best way to bring about change? How can we change the law? The death penalty What's the best way to bring about change? Nelson Mandela: terrorist or freedom fighter? Assessment week.