



History

## Year 7 - Topic 1 –Historical skills and Migration Through Time

<b>Prior Learning</b>	Pupils will likely come across the Anglo-Saxons and basic history skills in some form at primary school. Furthermore, they will have likely studied the Celts and Romans, therefore this learning will need to be contextualised in relation to English and British history.
<b>What will I learn?</b>	Pupils will begin by learning about ‘What is history?’ The key skills and concepts associated with it such as Sources, causation, change and continuity. Then pupils will study what different peoples have migrated to Britain, their various motivations and their impacts on the development of what we term Britain. Pupils will first look at the consequences of the Roman Conquest, then Anglo-Saxons and Vikings. This will be followed with carefully chosen case studies including the Jews, Huguenots, Irish and West Indian Migration. Comparisons identifying similarities and differences will be drawn out and explained.
<b>Next Steps</b>	This unit will provide a foundational study for the following Unit on the Norman Conquest. Furthermore, it provides background knowledge to one of the GCSE topics – Viking Expansion c.750 – c.1050, part of the OCR B History Specification.
<b>Personal Development</b>	This unit will set the foundation for many themes for pupils to follow throughout their following years. Concepts of invasion, the role of women, how societies coexist will aid in their personal development and their development as historians.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Change, Chronology, Civilisation, Conquest, Consequence, Culture, Empire, Interpretation, Invasion, Migration
<b>How and when will I be assessed?</b>	There will be a baseline assessment in Half-Term 1 covering some of the learning as well as historical skills.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. There is lots of good knowledge, videos and information on BBC Bitesize regarding the migration topic. <a href="#">A summary of movement and settlement in the UK - Movement and settlement in the UK - KS3 History Revision - BBC Bitesize</a>
<b>Enrichment opportunities</b>	Here is a link to Lancashire Past detailing examples of Saxon and Viking heritage in your local area. Some of these are worth a visit! <a href="#">Saxon and Viking Lancashire – Lancashire Past</a>

## Year 7 - Topic 2 – Norman Conquest

<b>Prior Learning</b>	In unit 1 pupils will have studied how England was conquered, altered and created by the Saxons and the Vikings (HT1). In particular it provides a baseline for this period study on the impact of the Norman Conquest of 1066.
<b>What will I learn?</b>	Pupils will be learning how William became the conqueror and extended his control over England. They will investigate various areas such as use of authority, changes to society, culture, language and politics.
<b>Next Steps</b>	This unit will provide comparisons to later studies e.g. the power of the monarch over their barons and the church. Furthermore, it provides the common 'start point' of traditional medieval history setting up the rest of the topics in the historical narrative of English and British history.
<b>Personal Development</b>	The study of this unit will demonstrate how societies can change over time and how much of what we regard as 'English' was influenced by the Norman French such as some of our 'British values'. Furthermore, it will demonstrate how societies are linked through shared history and interactions and that England and Britain are linked to wider European history.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Archbishop, Authority, Bayeux Tapestry, Earl, Feudal System, Harrying, Monarch, Monastery, Murdrum, Peasant, Sovereign
<b>How and when will I be assessed?</b>	This topic will be assessed according to the second-order concept of causation in relation to why William won the Battle of Hastings.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>
<b>Enrichment opportunities</b>	There are some fantastic websites on the Domesday Book allowing you to explore how England was in the 11 <sup>th</sup> century and look at changes caused by the Norman Conquest - <a href="http://www.domesdaybook.co.uk/index.html">http://www.domesdaybook.co.uk/index.html</a> <a href="https://opendomesday.org">https://opendomesday.org</a> There is an interesting site with an interactive map which allows you to explore castles in England - <a href="https://www.historic-uk.com/HistoryMagazine/DestinationsUK/CastlesinEngland/">https://www.historic-uk.com/HistoryMagazine/DestinationsUK/CastlesinEngland/</a>

## Year 7 - Topic 3 – Medieval life

<b>Prior Learning</b>	Pupils have so far studied the coming of the Anglo-Saxons, their creation of 'England' and how the Normans conquered and reshaped it.
<b>What will I learn?</b>	Pupils will be learning about Medieval life and society. Why society was structured how it is, how the year was organised, what role women played, crime and punishment, the relationship between the church and state and Magna Carta and the development of Parliament.
<b>Next Steps</b>	This unit will provide contextual knowledge to the next few units on the power of the Church, impact of the Black Death (Half Term 4) and background to the Crusades (Half Term 5). Furthermore, it will provide an excellent contrast to the study of Medieval Mali (Half Term 5) and allow pupils to note changes over time with the coming of the Renaissance in Half Term 6 and the Reformation. It will provide some background to the Crime and Punishment section of the OCR B History GCSE.
<b>Personal Development</b>	The study of this unit will demonstrate to pupils how societies were different in the past, what motivates people, the rational for their beliefs and approaches to life. Pupils will be able to compare and contrast medieval life with later topics of study and their own lives to judge similarities and differences, as well as significance of change.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Archbishop, Baron, Doom Painting, Excommunication, Feudal System, Lord, Magna Carta, Manor, Monarch, Monastery, Murdrum, Parliament, Peasant, Pilgrimage, Purgatory, Relic, Sovereign, Tithe, Village
<b>How and when will I be assessed?</b>	This topic will be assessed through a source-based analysis
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="#">The Middle Ages (12th to 15th century) - KS3 History - BBC Bitesize</a> Spartacus Educational - <a href="#">Medieval Britain History (spartacus-educational.com)</a>
<b>Enrichment opportunities</b>	There is an excellent series available freely on YouTube called Medieval Lives by Terry Jones - <a href="#">Terry Jones   Medieval Lives - YouTube</a> Here again is the link to Lancashire Past detailing medieval sites and objects for you to potentially visit and learn more about: <a href="#">Medieval – Lancashire Past</a> There is an interesting site with an interactive map which allows you to explore castles in England - <a href="https://www.historic-uk.com/HistoryMagazine/DestinationsUK/CastlesinEngland/">https://www.historic-uk.com/HistoryMagazine/DestinationsUK/CastlesinEngland/</a>

## Year 7 - Topic 4 – Medieval Church and the Black Death

<b>Prior Learning</b>	Previously pupils have studied Medieval life in Half Term 3, this will be built upon by studying how the relationship between Church and state worked, what the Black Death was and how far it changed Medieval life, and also the Peasants' Revolt.
<b>What will I learn?</b>	Pupils will understand why the Church was so important in medieval life and how this is shown in the Becket Controversy. Following this the Black Death will be studied in relation to its <b>Causes and consequences</b> , and impact on society, followed by coming to a <b>judgement</b> on the extent to which it was a complete disaster for Medieval England. Lastly the Peasants' Revolt will also be studied for what it demonstrates about the relationship with the people and the State, protest and reform
<b>Next Steps</b>	This unit builds on previous concepts of change and continuity, significance and protest and reform building on ideas from the previous Half Term. In particular Magna Carta, Medieval Life and the Church will be developed.
<b>Personal Development</b>	This unit will aid your personal development by understanding the impacts a pivotal event can have on a society. The Black Death is probably the most well-known pandemic in history and the effects it had on English history were far reaching and significant. Understanding how pandemics affect societies is particularly useful in today's context. The concept of protest, reform and the relationship between the State and its people will also be very useful to pupil's development as citizens of Britain.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Buboes, Flagellant, Labour, Manor, Miasma, Pestilence, Protest, Revolt, Sumptury, Statute
<b>How and when will I be assessed?</b>	This Half term's learning will be assessed with Source analysis and a causation essay on the Black Death.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize Becket - <a href="#">Why was Thomas Becket important to Henry II? - Thomas Becket and Henry II - KS3 History Revision - BBC Bitesize</a> Black Death - <a href="#">A summary of the Black Death - The Black Death - KS3 History Revision - BBC Bitesize</a> Peasants' Revolt - <a href="#">A summary of the Peasants' Revolt - The Peasants' Revolt - KS3 History Revision - BBC Bitesize</a>
<b>Enrichment opportunities</b>	A good documentary on the Black Death - <a href="https://www.youtube.com/watch?v=HPe6BgzHWY0">https://www.youtube.com/watch?v=HPe6BgzHWY0</a> John Hatcher, The Black Death: An Intimate History (2010) An article about the local impact of the Black Death - <a href="https://www.lancs.live/news/lancashire-news/black-death-villages-killed-plague-16739333">https://www.lancs.live/news/lancashire-news/black-death-villages-killed-plague-16739333</a> A fascinating interactive site on the Black Death is definitely something I would recommend for you to check out - <a href="https://www.sciencemuseum.org.uk/objects-and-stories/medicine/bubonic-plague-first-pandemic">https://www.sciencemuseum.org.uk/objects-and-stories/medicine/bubonic-plague-first-pandemic</a>

## Year 7 - Topic 5 – Crusades and World Study

<b>Prior Learning</b>	Pupils will by now understand the important role that religion played in daily life courtesy of Half Terms 3 and 4. Furthermore, the work done on Medieval Life in Half Term 3 will provide a benchmark from which to judge how similar and different life was in other parts of the world at the time.
<b>What will I learn?</b>	The Crusades will be covered as an aspect of how religion can cause conflict, other religious conflicts will be drawn on as well to highlight similarities and differences. Pupils will also cover two world studies. Baghdad and Mali have been chosen to give suitable range and juxtaposition to that of Medieval England.
<b>Next Steps</b>	These studies will be built upon, especially in Year 8 Half Term 4 where slavery will be covered. The region of Africa, in which Mali was centred, was particularly affected by the Transatlantic Slave Trade and this study will provide context for the pupils in understanding the Slave Trade.
<b>Personal Development</b>	These studies will broaden pupil's understanding particularly with the non-European centric studies. They will help develop their understanding of diversity and other world cultures and history.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Council, Crusade, Holy Land, Islam, Jihad, Levant, Pope,
<b>How and when will I be assessed?</b>	This unit will be formatively assessed within lessons through source analysis.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="#">How did the Crusades begin? - The Crusades - KS3 History Revision - BBC Bitesize</a> Spartacus Educational (Richard the Lionheart): <a href="#">Richard the Lionheart (spartacus-educational.com)</a>
<b>Enrichment opportunities</b>	YouTube Playlist on Medieval Mali: <a href="https://youtube.com/playlist?list=PLhyKYa0YJ_5DDhUWNT_5GWuCnXHh70Zz7">https://youtube.com/playlist?list=PLhyKYa0YJ_5DDhUWNT_5GWuCnXHh70Zz7</a> Podcast on Mansa Musa: <a href="#">BBC Radio 4 - Homeschool History, Mansa Musa</a>

## Year 7 - Topic 6 – Changing Ideas

<b>Prior Learning</b>	This unit will build on previous learning on Medieval beliefs and religion, demonstrating how from the 1400s many of those beliefs began to be challenged.
<b>What will I learn?</b>	You will learn what the Renaissance was, what caused it and how it influenced European thought. Tying into this will be the Reformation and how it affected Europe, dividing Catholic Europe in two. Finally Henry VIII will be looked at as a King and in his Great Matter he faced over his desire to divorce Catherine of Aragon and marry Anne Boleyn.
<b>Next Steps</b>	This unit will be followed in year 8 with a look at how the Reformation affected England in the first half term and also, Henry's daughter Elizabeth I will be also looked at. This will also help set the foundations for the later topics of the English Civil War (Half Term 2) and the British Empire (Half Term 4) as Henry's decision to 'Break With Rome' was an important event in both of these key topics.
<b>Personal Development</b>	This unit will aid your personal development by understanding how ideas can be challenged and increase your ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It will increase knowledge of, and respect for, different people's faiths, feelings and value. Finally, you will gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Catholic, Friar, Heretic, Indulgence, Monarch, Monastery, Pope, Protestant, Renaissance, Salvation
<b>How and when will I be assessed?</b>	This unit will have a summative assessment on why people's views were changing.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/1</a> Spartacus Educational - <a href="https://spartacus-educational.com/TUDreformation.htm">https://spartacus-educational.com/TUDreformation.htm</a>
<b>Enrichment opportunities</b>	A good documentary on the Reformation by the Historian David Starkey - <a href="https://www.youtube.com/watch?v=2NcaPSh2OEw">https://www.youtube.com/watch?v=2NcaPSh2OEw</a> A fascinating interactive timeline on the Reformation - <a href="https://lutheranreformation.org/timeline/">https://lutheranreformation.org/timeline/</a>

## Year 8 - Topic 1 – Elizabethan England

<b>Prior Learning</b>	Having learnt of the power of the Church and how the church was challenged in the 16 <sup>th</sup> century, you will now look at how successful Queen Elizabeth I was in keeping England stable during times of religious tension.
<b>What will I learn?</b>	You will learn the key events in Elizabeth I's reign, and about some of the challenges to stability she faced from Mary Queen of Scots and the Spanish Armada. You will look at how exploration and new discoveries impacted on English society, and make a judgement on how successfully Elizabeth achieved stability in England.
<b>Next Steps</b>	This unit will be followed by considering the turmoil and conflict of the English Civil Wars, and how people's fears led them to supernatural beliefs, particularly with regards to Witches. This unit will be invaluable in the study of Elizabethan England as part of the Edexcel GCSE History unit
<b>Personal Development</b>	This unit will aid your personal development by understanding how ideas can be challenged and increase your ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It will increase knowledge of, and respect for, different people's faiths, feelings and value. Finally, you will gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Catholic, Protestant, Stability, Turmoil, Exploration, 'Middle Way', Devout
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 6 lesson blocks. At the end of each unit of 6 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="#">A summary of Elizabeth I - Elizabeth I - KS3 History Revision - BBC Bitesize</a> Spartacus Educational - <a href="#">Queen Elizabeth I (spartacus-educational.com)</a>
<b>Enrichment opportunities</b>	Kenilworth Castle, if you ever get a chance to visit. Famously built to impress Elizabeth I, see the grand buildings Dudley, Earl of Leicester built at Kenilworth Castle, and the recreated Elizabethan gardens.



## Year 8 - Topic 3 – 17<sup>th</sup> century Government

<b>Prior Learning</b>	Having previously learnt about power in Medieval England, Magna Carta (HT4 unit 5 Year 7) and the power kings held even up to the 16 <sup>th</sup> century, demonstrated by the Reformation (Year 8 HT1 Unit 1), this unit will demonstrate how that power was constrained, limited and even challenged.
<b>What will I learn?</b>	You will learn how England experienced a Civil War and what effects the resulting consequences were on England's government. The fundamental question at the heart of this topic is 'Did England experience a revolution in the 17 <sup>th</sup> century?'.
<b>Next Steps</b>	This unit will be built on in later units about democracy (Year 8 HT6 Unit 10) and other changes in Britain from the 18 <sup>th</sup> century onwards. This unit is often expanded upon in A Level courses.
<b>Personal Development</b>	This unit will aid your personal development through understanding how power is used and gained. The British Value of democracy had its origins in this period building on previous developments such as Magna Carta. The increasing importance of Parliament at the expense of the King is a key trend in English and British history.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Bill of Rights, Cabinet, Deposed, Enlightenment, Patronage, Prime Minister, Restoration, Revolution, Royal Society, Succession
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 5 lesson blocks. At the end of each unit of 5 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1</a> Spartacus Educational - <a href="https://spartacus-educational.com/CivilWar.htm">https://spartacus-educational.com/CivilWar.htm</a>
<b>Enrichment opportunities</b>	A good documentary on this topic - <a href="https://www.youtube.com/watch?v=KDvQw9SzoV0">https://www.youtube.com/watch?v=KDvQw9SzoV0</a> A lovely walk in the village of Garstang up to Greenhalgh's Castle reveals an interesting local impact of the Civil War - <a href="https://www.visitgarstang.com/wp-content/uploads/2017/04/walks_garstang_castle.pdf">https://www.visitgarstang.com/wp-content/uploads/2017/04/walks_garstang_castle.pdf</a> A fascinating local site of the Civil War - <a href="http://www.visitpreston.com/welcome/preston-s-history/military-history/battle-preston-1648">http://www.visitpreston.com/welcome/preston-s-history/military-history/battle-preston-1648</a>

## Year 8 - Topic 2 – The Witch Craze

<b>Prior Learning</b>	Having learnt of the power of the Church in (HT3 Unit 4 in year 7), and the effects of the English Reformation in (Year 8 Unit 1), this unit will build upon that understanding and help you explain how and why there was a witch craze.
<b>What will I learn?</b>	You will learn what medieval people believed a witch was and how similar this was to our modern views. Furthermore, you will learn how the society of the time, along with the events and culture led to there being a witch craze. You will explore key case studies such as the Pendle Witch trials and look at Matthew Hopkins the self-titled 'Witchfinder General'.
<b>Next Steps</b>	This unit will be useful to some who go on to study history at A level as witchcraft is an option on some of the courses. Furthermore, it gives an insight into 17 <sup>th</sup> century beliefs and ideas which will provide a baseline for further units which show how ideas and views changed in the following centuries.
<b>Personal Development</b>	This unit will aid your personal development by helping you understand how inbuilt prejudices, cultural stereotypes and certain beliefs can have disastrous consequences for others. Furthermore, you will understand how events can exert pressure on societies causing them to react violently. It will also teach you, building on the knowledge from Year 7 Unit 5, about fair trials and the justice system. Finally, you will gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Black Magic, Craze, Demon, Daemonologie, Occult, Witch
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 5 lesson blocks. At the end of each unit of 5 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="https://www.bbc.co.uk/bitesize/clips/z9stfrd">https://www.bbc.co.uk/bitesize/clips/z9stfrd</a> Historic UK - <a href="https://www.historic-uk.com/CultureUK/The-Pendle-Witches/">https://www.historic-uk.com/CultureUK/The-Pendle-Witches/</a>
<b>Enrichment opportunities</b>	A good documentary on the Pendle Witch trials - <a href="https://www.youtube.com/watch?v=MATKlhrDZSc">https://www.youtube.com/watch?v=MATKlhrDZSc</a> Information about the Pendle Witches including their confessions - <a href="http://www.pendlewitches.co.uk">http://www.pendlewitches.co.uk</a> If you are ever in East Lancashire, a visit to Pendle Hill and the many Witch trails is a must.

## Year 8 - Topic 3 – The French Revolution

<b>Prior Learning</b>	In Year 7, students have been introduced to the concept of protest and reform in terms of the Peasants’ Revolt. They have also considered the tensions between the English state, Church and people.
<b>What will I learn?</b>	This unit aims to develop students’ understanding of the causes, nature and consequences of protest and reform, and also add a European dimension to their studies. Students will consider the similarities and differences between pre-Revolutionary France and England, and look at the long, medium and short-term causes of the Revolution. They will consider the events, thinking about turning points and developing their counter-factual reasoning skills. They will then move on to looking at the consequences of the Revolution for different groups of people, and to consider how effective the Revolutionaries were.
<b>Next Steps</b>	Students will look at protest and reform in England in the 1800s, following a study of the Industrial Revolution for context. Protest, reform and revolution are key themes which will continue to be revisited at various points across KS3, and which teachers will link to current world events to give young people an understanding of the world in which they live, and to encourage active citizenship and cultural capital.
<b>Personal Development</b>	Students will continue to develop their understanding of society, interrelationships and the role and nature of protest and reform. They will develop their understanding of the role of government in society, and how they can be active citizens within a democracy.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Protest, reform, democracy, monarchy, government, parliament, revolution, estates, liberty, equality, fraternity.
<b>How and when will I be assessed?</b>	Assessment will be formative, through regular low-stakes quizzing, teacher questioning and source analysis responses.
<b>Resources to use</b>	BBC Bitesize - <a href="#">The French Revolution - Popular protests through time - KS3 History Revision - BBC Bitesize</a> History.com - <a href="#">French Revolution: Timeline, Causes &amp; Summary - HISTORY</a>
<b>Enrichment opportunities</b>	If you ever get the chance to visit Paris, most certainly visit the Bastille, the Place de la Concorde, and the Palace of Versailles.

## Year 8 - Topic 4 – British Empire

<b>Prior Learning</b>	Pupils will likely have some understanding/prior knowledge of the British Empire possibly from Primary School or in general culture. The events of the Reformation studied in year 8 HT1 Unit 1 will be touched upon as a reason why the British Empire began/grew.
<b>What will I learn?</b>	You will learn about how the British Empire began and how it grew in the first portion of its history. You will investigate how different motivations caused the expansion of the Empire such as wealth, conflict, culture and religion. You will compare the different approaches taken between different areas of the Empire.
<b>Next Steps</b>	This unit will provide a baseline for the following units on slavery and provide contextual knowledge to the units on how Britain came to rule India (Year 8 HT3 Unit 5) the Industrial Revolution (HT5 Unit 8), British India (HT5 Unit 9) and the causes of the First World War (HT6 Unit 11).
<b>Personal Development</b>	This unit will aid your personal development through investigating and offering reasoned views about moral and ethical issues and increasing your ability to understand and appreciate the viewpoints of others on these issues.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Colonisation, colony, commonwealth, decolonisation, empire, jewel in the crown, nationalism, trade, West Indies
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 5 lesson blocks. At the end of each unit of 5 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1">https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1</a> Spartacus Educational - <a href="https://spartacus-educational.com/British_Empire.htm">https://spartacus-educational.com/British_Empire.htm</a> Youtube summary - <a href="https://www.youtube.com/watch?v=fQktE-YKIJg">https://www.youtube.com/watch?v=fQktE-YKIJg</a>
<b>Enrichment opportunities</b>	A good documentary on this topic - <a href="https://www.youtube.com/watch?v=vu5jPlsGYfo">https://www.youtube.com/watch?v=vu5jPlsGYfo</a> A map detailing the history and places of the British Empire can be accessed here - <a href="https://www.britishempire.co.uk/timeline/colonies.htm">https://www.britishempire.co.uk/timeline/colonies.htm</a> - I recommend having a play with it as I guarantee there will some places which were part of the Empire which will surprise you.

## Year 8 - Topic 5 – How the British came to rule India

<b>Prior Learning</b>	This unit will build on your learning from the previous unit (Year 8 HT2 Unit 4) on the British Empire. It is an important case study that will demonstrate the various methods Britain and individuals themselves used to gain control of India.
<b>What will I learn?</b>	You will learn about how the British Empire came to rule India. Starting with simply trading settlements you will see how opportunism, luck, personal desires and greed led Britain to take control of all of India.
<b>Next Steps</b>	This unit will provide a baseline for the later unit on the British rule of India (Year 8 HT5 Unit 9).
<b>Personal Development</b>	This unit will aid your personal development through developing your understanding of the shared history of Britain and India, it will allow you to take complex arguments and ideas about a certain historical period and look at them critically. You will assess claims made about British India from a number of different sources.
<b>Key vocabulary (AWL highlighted)</b>	<b>Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature.</b> East India Company, Empire, Garrison, Governor General, Imperialism, Mughal, Nabob, Nawab, Puppet Ruler, Sultan
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 5 lesson blocks. At the end of each unit of 5 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Teach Videos - <a href="https://www.bbc.co.uk/teach/class-clips-video/gcse-history-how-did-the-british-gain-control-of-india/z7yvrj6">https://www.bbc.co.uk/teach/class-clips-video/gcse-history-how-did-the-british-gain-control-of-india/z7yvrj6</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/gcse-history-rulers-and-ruled-in-the-british-empire/zr2mhbk">https://www.bbc.co.uk/teach/class-clips-video/gcse-history-rulers-and-ruled-in-the-british-empire/zr2mhbk</a>
<b>Enrichment opportunities</b>	Believe it or not there is actually a British Empire in India museum in Lancashire - <a href="http://www.visitpendle.com/things-to-do/british-in-india-museum-p7152">http://www.visitpendle.com/things-to-do/british-in-india-museum-p7152</a> The first episode from the documentary recommended in the previous unit on the British Empire focusses on India - <a href="https://www.youtube.com/watch?v=vu5jPlsGYfo">https://www.youtube.com/watch?v=vu5jPlsGYfo</a> The National Archives contain interesting information about this topic - <a href="https://www.nationalarchives.gov.uk/education/empire/g2/cs4/background.htm">https://www.nationalarchives.gov.uk/education/empire/g2/cs4/background.htm</a>

## Year 8 - Topic 6 – Slavery

<b>Prior Learning</b>	Pupils will likely have some knowledge of slavery and the concept of it. They will have been introduced to it in Unit 3: Norman Conquest in year 7 (HT2). The prior learning of the British Empire (Year 8 HT2 Unit 4) will provide context to what you will learn.
<b>What will I learn?</b>	This unit will address the question whether the Transatlantic Slave Trade was unique. You will study what the basis behind it was, how it worked and how the trade affected the slaves and the others involved. You will also look at Britain's controversial legacy.
<b>Next Steps</b>	This unit will be followed by one on how Britain abolished the Slave Trade (HT3 Unit 7) and the differing reasons behind it.
<b>Personal Development</b>	This unit will aid your personal development through investigating and offering reasoned views about moral and ethical issues and increasing your ability to understand and appreciate the viewpoints of others on these issues.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Enslaved person, merchant, Middle Passage, Plantation, Triangular Trade, Resistance
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 5 lesson blocks. At the end of each unit of 5 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1">https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1</a> Spartacus Educational - <a href="https://spartacus-educational.com/slavery.htm">https://spartacus-educational.com/slavery.htm</a> BBC Teach - <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-britains-forgotten-slave-owners/zjcm382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-britains-forgotten-slave-owners/zjcm382</a>
<b>Enrichment opportunities</b>	There are a number of interesting museums close by. One in Lancaster and a far more famous one in Liverpool. On the Northern shore of Morecambe Bay lies a grave for a slave names Sambo which is a lovely walk. A recently produced website on slavery is a must for this subject. You can see what a slave ship would look like and where the voyages went. <a href="https://www.slavevoyages.org">https://www.slavevoyages.org</a>

## Year 8 - Topic 7 – Abolition of Slavery

<b>Prior Learning</b>	You will have studied the Transatlantic Slave Trade in the previous unit (HT3 Unit 6) and this one will build upon that. Furthermore, you will have a good understanding of causation and why things happen due to previous units.
<b>What will I learn?</b>	This unit will address why slavery was abolished in the British Empire in the 18 <sup>th</sup> century. You will look at a range of factors which all contributed to Slavery's eventual abolition.
<b>Next Steps</b>	This unit will provide some context for further understanding of the Civil Rights process both in the UK and the USA, it will also inform you of the changing attitudes and ideas taking root in Britain at the time. These were very important in the abolition of Slavery.
<b>Personal Development</b>	This unit will aid your personal development through investigating and offering reasoned views about moral and ethical issues and increasing your ability to understand and appreciate the viewpoints of others on these issues.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Abolition, absentee owner, enlightenment, non-conformist, plantation, quakers
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 5 lesson blocks. At the end of each unit of 5 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1">https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1</a> Spartacus Educational - <a href="https://spartacus-educational.com/slavery.htm">https://spartacus-educational.com/slavery.htm</a>
<b>Enrichment opportunities</b>	There are a number of interesting museums close by. One in Lancaster and a far more famous one in Liverpool. On the Northern shore of Morecambe Bay lies a grave for a slave names Sambo which is a lovely walk. A recently produced website on slavery is a must for this subject. You can see what a slave ship would look like and where the voyages went. <a href="https://www.slavevoyages.org">https://www.slavevoyages.org</a>

## Year 8 - Topic 8 – Industrial Revolution

<b>Prior Learning</b>	Having studied some of the ways Britain had changed in both its government, culture and in its relationships to other countries this will allow you the necessary context to understand what the Industrial Revolution was and what effects it had on Britain.
<b>What will I learn?</b>	This unit will address what the Industrial Revolution was, how it changed Britain, with a distinct focus on Lancashire, and then whether these changes were beneficial to Lancashire.
<b>Next Steps</b>	This unit will be followed one on British India (HT 5 Unit 9) and how the Industrial Revolution affects altered India. Furthermore, the following units on British democracy and the First World will be benefitted through this study (HT6 Units 10 and 11).
<b>Personal Development</b>	<p>This unit will aid your personal development through understanding how this pivotal period in Britain’s history shaped the nation we now call home. Very little remained static during this period and many ideas, ways of living and aspects of society broke down. This can be used to draw parallels with our own time as we are witnessing a technological revolution of our own.</p> <p>Furthermore, it will teach you about worker’s rights, employment, working conditions, rights, and how law changes can be caused.</p>
<b>Key vocabulary (AWL highlighted)</b>	<p>Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature.</p> <p>Agriculture, Economy, Industry, Industrial Revolution, Mass Production, Population, Poverty, Sanitation</p>
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 5 lesson blocks. At the end of each unit of 5 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	<p>History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zm7qtfr">https://www.bbc.co.uk/bitesize/topics/zm7qtfr</a></p> <p>Spartacus Educational - <a href="https://spartacus-educational.com/IndustrialRevolution.htm">https://spartacus-educational.com/IndustrialRevolution.htm</a></p> <p>BBC Teach Videos - <a href="https://www.bbc.co.uk/teach/class-clips-video/andrew-marr-history-world-industrial-revolution/z4j2hbk">https://www.bbc.co.uk/teach/class-clips-video/andrew-marr-history-world-industrial-revolution/z4j2hbk</a></p>
<b>Enrichment opportunities</b>	<p>There are a number of interesting museums close by. This website gives some good information about this - <a href="https://www.visitengland.com/experience/explore-lancashires-rich-industrial-history">https://www.visitengland.com/experience/explore-lancashires-rich-industrial-history</a></p> <p>A fascinating documentary about jobs in the Industrial Revolution - <a href="https://www.youtube.com/watch?v=KaaZasiRzgU">https://www.youtube.com/watch?v=KaaZasiRzgU</a></p>



## Year 8 - Topic 10 – British Democracy

<b>Prior Learning</b>	This unit will draw on your learning from the Industrial Revolution (Year 8 HT4 Unit 8) as this provides the basis for many wanting a changed to British democracy. It will further build on the concepts addressed in the Unit on the English Civil War (Year 8 HT1 Unit 3) and Magna Carta (Year 7 HT4 Unit 5).
<b>What will I learn?</b>	This unit will address why and how the British attempted to expand the suffrage (right to vote) and how, slowly it expanded. You will look at key moments between the years 1830 and 1930 taking a long view at the growth and progress of British Democracy.
<b>Next Steps</b>	This unit will build many concepts and ideas which will be invaluable in your later studies such as suffrage, democracy, protest, revolution.
<b>Personal Development</b>	This unit will aid your personal development through helping you understand the evolution of British Parliamentary Democracy from the 19 <sup>th</sup> to the 20 <sup>th</sup> century. You will understand how societies and systems of government can change and what influences those changes.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Borough, Constituency, Franchise, MP, Suffrage, Universal Suffrage
<b>How and when will I be assessed?</b>	Our curriculum has been planned in 5 lesson blocks. At the end of each unit of 5 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize had a number of videos and links about this topic - <a href="https://www.bbc.co.uk/bitesize/guides/zckdd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zckdd2p/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/1">https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/1</a> Spartacus Educational - <a href="https://spartacus-educational.com/Parliamentary_Reform.htm">https://spartacus-educational.com/Parliamentary_Reform.htm</a>
<b>Enrichment opportunities</b>	The People's History Museum in Manchester is an interesting day out - <a href="https://phm.org.uk">https://phm.org.uk</a> There were riots due to the government's dismissal of the Chartist Petition in the 1830s. There is an interesting memorial in Preston - <a href="https://lancashirepast.com/2019/03/13/plugin-riots-and-chartists-preston/">https://lancashirepast.com/2019/03/13/plugin-riots-and-chartists-preston/</a>

## Year 9 - Topic 1 – Campaign for Female Suffrage

<b>Prior Learning</b>	This unit will draw on your learning from the Industrial Revolution (Year 8 HT4 Unit 8) as this provides the basis for many wanting a changed to British democracy. It will further build on the concept of protest that we have studied in year 7 (Peasant's Revolt) and in year 8 with our study of different protests and what their main aims were (such as the Reform Riots and the Chartists)
<b>What will I learn?</b>	We will look at how, building on the extension of the franchise for men, women began to campaign to have the vote. We will look at the arguments for and against female suffrage, the different campaign groups such as the Suffragettes and Suffragists and complete a study of whether or not the tactics of the Suffragettes helped or hindered the campaign. We will then look at the role of women in WWI and consider the impact the war had on women achieving the vote in 1918.
<b>Next Steps</b>	This unit will build many concepts and ideas which will be invaluable in your later studies such as suffrage, democracy, protest.
<b>Personal Development</b>	This unit will aid your personal development through helping you understand the further evolution of British Parliamentary Democracy in the 20 <sup>th</sup> century. You will understand how the way in which society viewed women was changed over time.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Suffragette, Suffragist, Female suffrage, franchise, propaganda, Universal Suffrage
<b>How and when will I be assessed?</b>	You will be assessed via a GCSE style question on this unit, in which you will be required to reach a judgement.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize had a number of videos and links about this topic - <a href="#">Women's suffrage - Year 8 - S2 - History Collection - Home Learning with BBC Bitesize - BBC Bitesize</a> <a href="#">A summary of the campaign for women's suffrage - The campaign for women's suffrage - KS3 History Revision - BBC Bitesize</a>
<b>Enrichment opportunities</b>	The People's History Museum in Manchester is an interesting day out - <a href="https://phm.org.uk">https://phm.org.uk</a> Emmeline Pankhurst's home in Manchester is a museum dedicated to the campaign for women to have the vote: <a href="http://pankhursttrust.org">The Pankhurst Centre, Manchester. 62 Nelson Street. (pankhursttrust.org)</a>

## Year 9 - Topic 2 – The First World War

<b>Prior Learning</b>	This unit will draw on your learning from previous units, in particular the growth of the British Empire (Year 8 HT2 Unit 4) and the Industrial Revolution (Year 8 HT3 Unit 8). You may well have done some work on the First World War in primary school.
<b>What will I learn?</b>	This unit will address the key points of the First World War – what caused it, what was it like to live and fight in the Trenches, Recruitment and propaganda and the influence it had, why did the Allies win and the Paris Peace Talks.
<b>Next Steps</b>	We will look at the years after the First World war, particularly in America, and the ongoing impact of the Treaty of Versailles on international relations. The study of the First World War will also aid understanding of the Nazi Germany topic at GCSE>
<b>Personal Development</b>	This unit will aid your personal development through understanding how attitudes, ideas, concepts and events can lead to unintended consequences. It will also aid your personal development by studying events that are central to our national identity. Furthermore, it will challenge some misconceptions and viewpoints you may well already hold about the First World War and get you thinking about the impact of propaganda.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Alliance, Arms Race, Colony, Empire, Imperialism, Kaiser, Militarism, Nationalism, Patriotism, Assassination, offensive, barrage, trench, No Man’s Land.
<b>How and when will I be assessed?</b>	Assessment will be formative, through regular low-stakes quizzing, teacher questioning and source analysis responses.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has lots of excellent guides, information and videos on this topic: <a href="https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z4n4jxs/video">https://www.bbc.co.uk/bitesize/guides/z4n4jxs/video</a> <a href="https://www.bbc.co.uk/bitesize/clips/z7sw6sg">https://www.bbc.co.uk/bitesize/clips/z7sw6sg</a>
<b>Enrichment opportunities</b>	A visit to the Lancashire Infantry Museum in Preston is a must if this area of history interests you - <a href="http://www.lancashireinfantrymuseum.org.uk">http://www.lancashireinfantrymuseum.org.uk</a> There are memorials all around you – here is an information leaflet on all the different places in Lancashire you can visit - <a href="https://www.visitlancashire.com/dbimgs/lancaster-ww1(1).pdf">https://www.visitlancashire.com/dbimgs/lancaster-ww1(1).pdf</a> The Imperial War Museum in London & Manchester is excellent on the First World War: <a href="http://www.iwm.org.uk">Imperial War Museums (iwm.org.uk)</a> There are many excellent documentaries and films on WWI – ‘1917’, ‘Our World War’, Channel 4 did an excellent documentary on the Somme, BBC did a great programme called ‘Somme: Defeat to Victory’.

## Year 9 - Topic 3 – America between the wars

<b>Prior Learning</b>	We have looked at the settlement of America in our unit in year 8 on exploration and discovery. We have also looked at Slavery and the impact that it had, including up to emancipation after the American Civil War. Our unit of WWI has explained the difficulties of the early years of the 20 <sup>th</sup> century and the role of America in the Peace Talks in 1919.
<b>What will I learn?</b>	We will look at the role of America in the post WWI world, including their role in international relations in the 1920s, including the League of Nations. We will then focus on the consumer boom of the 1920s, the rise in new entertainment including talking pictures and the role of women. We will then look at the darker side – organised crime, prohibition, race and inequality and the KKK.
<b>Next Steps</b>	This unit is built up in our study of WWII and the years afterwards, looking at America in the 1950s-1960s, with a focus on Civil Rights. An understanding of America in the 1920s will also link to our study of Germany at GCSE.
<b>Personal Development</b>	We will look at concepts such as race, inequality, racism, sexism, use of alcohol and social history that is still relevant today.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Prohibition, consumer, credit, crash, civil rights, mass production
<b>How and when will I be assessed?</b>	You will complete an end of unit assessment, looking at source analysis and the concept of change over time.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. Bitesize has good resources on America in the 1920s: <a href="#">Life in the United States of America, 1920-33 - GCSE History Revision - CCEA - BBC Bitesize</a>
<b>Enrichment opportunities</b>	Some great documentaries: <a href="https://youtu.be/4qs_Ca_aaNk">https://youtu.be/4qs_Ca_aaNk</a> - BBC documentary on the Wall Street Crash <a href="https://youtu.be/gvgPjX5Sq8c">https://youtu.be/gvgPjX5Sq8c</a> - America in the 1920s Films such as 'The Untouchables' and 'Singin' in the Rain' are based around this time, as is 'Chicago'.

## Year 9 - Half Term 4 – The Second World War

<b>Prior Learning</b>	The learning from the previous module in HT 2 on the consequences of WWI feeds directly into this unit. Additionally, the NC for KS2 has a study of the Second World War, with a focus on the Home Front.
<b>What will I learn?</b>	Building on our learning about the end of the First World War, we look at the long and short term causes of the Second World War, including the rise of the Nazis. We then look at the Home Front during the war, then consider what makes a significant event, focusing on Dunkirk, the Battle of Britain, the Blitz, D Day, Pearl Harbor and the Invasion of Russia.
<b>Next Steps</b>	We look from here at the concept of World War in HT4– extending our understanding of the war out from Europe to study the war in the Far East, in North Africa, in Italy, the Battle of the Atlantic, the Battle of Stalingrad and the work of the codebreakers at Bletchley Park. After this, we reach our final judgement on which of the events could be considered turning points and why.
<b>Personal Development</b>	The Second World War looms large in our national consciousness. It is important that students realise the reality of the war beyond the flags and consider how many different nations and peoples fought. This study is very important in aiding the understanding of the students about how easy it is to slip into acceptance of radical beliefs and to also get them to consider how events have consequences. By studying this, the students will understand why the British values of democracy, tolerance and understanding are so important.
<b>Key vocabulary</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Turning point, invasion, operation, evacuation, Home Front, Blitzkrieg, Soviet Union, sortie, scramble, incendiary, high explosive, blitz, ARP, Barbarossa, Treaty, Pact, Nazi
<b>How and when will I be assessed?</b>	Assessment will be formative, through regular low-stakes quizzing, teacher questioning and interpretation analysis responses.
<b>Resources to use</b>	The lessons for this unit are all on MOODLE. There are also podcasts and revision guides on the events of the inter war years. BBC Bitesize has a whole section on WWII: <a href="https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1</a> There are lots of books in school on WWII, ask your teacher if you are interested.
<b>Enrichment opportunities</b>	There are excellent audio-visual resources on this topic. Check MOODLE for an extensive list as there are far too many to list here! There is also a list of fiction titles included. In terms of visits, the Imperial War Museum at Duxford (air), London and Manchester are all excellent: <a href="http://www.iwm.org.uk">www.iwm.org.uk</a> . The Churchill War Rooms in London, also part of the Imperial War Museum, are excellent for a sense of how the war was run. There are countless films on the Second World war. Dunkirk (12A) is very good. The Battle of Britain (U) is an oldie, but a goodie! Channel 4 did an excellent documentary drama called The Blitz: London's longest night: <a href="https://youtu.be/RFIY-YVB8s">https://youtu.be/RFIY-YVB8s</a> and <a href="https://youtu.be/ZCdlyRoK_2U">https://youtu.be/ZCdlyRoK_2U</a>

## Year 9 - Half Term 5 – The Holocaust

<b>Prior Learning</b>	Students have an understanding of the Holocaust from their studies in PSHCE as well as in English through studying fiction books such as 'The Boy in the striped pyjamas'. Holocaust Memorial Day on 27 <sup>th</sup> January each year has also ensured that students have context.
<b>What will I learn?</b>	The Holocaust is one of the most difficult topics to learn about and teach but also one of the most important. It is extremely important to see the Jewish people of Europe as people rather than victims of atrocity, so we begin with a study of what life was like for Jewish people in Europe before the Nazis came to power. We then consider what the racial policies of the Nazis were – they, of course, cover more than just Jewish people – and how they were implemented in Germany and across Europe to such devastating effect. We finish with a conclusion on how the Holocaust could have happened, looking at the liberation of the camps and life for Jewish people after the war.
<b>Next Steps</b>	We study Nazi Germany at GCSE in year 11 HT 1 & 2, so this unit on racial policy will provide an excellent foundation for us to build our understanding. At A-Level at St Mary's, Blackpool, they study Nazi Germany as a depth study.
<b>Personal Development</b>	This is a very important topic to study, especially in this time of increased polarisation. This study is very important in aiding the understanding of the students about how easy it is to slip into acceptance of radical beliefs and to also get them to consider how events have consequences. By studying this, the students will understand why the British values of democracy, tolerance and understanding are so important and how discrimination, prejudice and hatred must be challenged.
<b>Key vocabulary</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Wannsee, ghetto, concentration camp, death camp, 'untermenschen', prejudice, discrimination, propaganda, war crime, genocide, racial purity, survival of the fittest, eugenics.
<b>How and when will I be assessed?</b>	The assessment for the Holocaust consists of planning, proposing and creating a suitable memorial for the people who were killed in the Holocaust. The skill focus is significance.
<b>Resources to use</b>	The lessons for this unit are all on MOODLE. The BBC History File series has an episode on the Final Solution that is easy to understand: <a href="https://www.youtube.com/watch?v=8Os9tQCztaA">https://www.youtube.com/watch?v=8Os9tQCztaA</a> The Short Life of Anne Frank is another accessible way of explaining the Holocaust: <a href="https://youtu.be/lUFmFabT1nM">https://youtu.be/lUFmFabT1nM</a> . The BBC has an excellent section on the Holocaust, including survivors speaking about their experiences as children: <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-children-of-the-holocaust/zddgnrd">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-children-of-the-holocaust/zddgnrd</a> . BBC Bitesize has resources on this topic: <a href="https://www.bbc.co.uk/bitesize/guides/zkfk7ty/video">https://www.bbc.co.uk/bitesize/guides/zkfk7ty/video</a>
<b>Enrichment opportunities</b>	It is important to ensure that any films are age appropriate on this topic, so I won't give any recommendations here. The Holocaust Education Trust <a href="http://www.het.org.uk">www.het.org.uk</a> is excellent for resources and film of survivors. The international centre for the study and remembrance of the Holocaust, Yad Vashem in Jerusalem, has an extensive online collection: <a href="http://www.yadvashem.org">www.yadvashem.org</a> . If Jerusalem is a little far for a trip, there is the Holocaust memorial centre Beth Shalom in Nottinghamshire: <a href="http://www.holocaust.org.uk">www.holocaust.org.uk</a> . The Imperial War Museum in London has a permanent exhibition on the Holocaust, although there is a minimum age of 14 to enter.

## Year 9 - Half Term 6 – The Civil Rights Movement

<b>Prior Learning</b>	The previous units on America in the 1920s, the Second World War & the Holocaust in HT3 & 4 will link directly to the final unit of year 9 on the effect of WWII on America. Our unit on the Holocaust will continue the theme of prejudice and discrimination in to our study of the Civil Rights movements.
<b>What will I learn?</b>	We will look at post-war USA – race relations, Jim Crow laws, segregation and the experiences of African Americans. We will then begin to look at protest – Rosa Parks, the lunch counter sit ins, the roles of Martin Luther King & Malcolm X, Brown vs Board of Education, protest and reform. We will finish by looking at race relations in America in modern day.
<b>Next Steps</b>	The theme of prejudice and discrimination is linked to our study of Nazi Germany at GCSE.
<b>Personal Development</b>	This unit will build on the work we have done so far on developing and deepening pupils’ understanding of the fundamental British values of democracy, liberty, the rule of law and mutual respect and tolerance by examining a situation where these values were not necessarily present.
<b>Key vocabulary</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature Civil Rights, protest, reform, segregation, lynching, Jim Crow
<b>How and when will I be assessed?</b>	Assessment will be formative, through regular low-stakes quizzing, teacher questioning and source analysis responses.
<b>Resources to use</b>	The lessons for this unit are all on MOODLE. BBC Bitesize have excellent resources on this: <a href="https://www.bbc.co.uk/programmes/b03ltfhs/clips">https://www.bbc.co.uk/programmes/b03ltfhs/clips</a>
<b>Enrichment opportunities</b>	There is an excellent series called ‘Eyes on the Prize’ which can be found with an internet search that is super on this period. Films such as ‘Mississippi Burning’, ‘The Help’, ‘Selma’ are all excellent on the Civil Rights movement and the difficulties faced by African Americans.

## Year 10 – Half Term 1 – Viking Expansion c.750 – c.1050

<b>Prior Learning</b>	Pupils will have touched on the Vikings in year 7 through their interaction with the Anglo-Saxons and in the events surrounding the year 1066. They may have misconceptions and stereotypes of what a Viking is gained from tv shows, books etc.
<b>What will I learn?</b>	This course is an overview of the Vikings and their contacts with the wider world, as traders, raiders, invaders and settlers. The first unit consists of the key features of the Viking homelands, their daily lives and beliefs. The second follows the Vikings as they journey east, helping to found Russia, whilst trading and raiding the Byzantines and Arabs. This is followed with the raids on Western Europe. Their causes and consequences. This half term will finish with Unit 4 which concerns the Viking settlements across Western Europe.
<b>Next Steps</b>	This half term will be followed up by the completion of the topic in the second half term concerning the important Viking rulers of the time period.
<b>Personal Development</b>	This unit will aid your personal development by understanding how ideas and stereotypes can be challenged and increase your ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It will increase knowledge of, and respect for, different people's faiths, feelings and value. Finally, you will gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Arab world, Assimilation, Berserker, Byzantine, Raid, Rus, Scandinavia, Slavic, Viking
<b>How and when will I be assessed?</b>	This unit forms the first section of Paper 3. It is assessed by two or three knowledge recall questions, and three essay questions of various length. Like all OCR B History topics this unit is equivalent to 20% of the total grade.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="#">History KS2 / KS3: Vikings - BBC Teach</a> Further reading and website links are available from your teachers.
<b>Enrichment opportunities</b>	The Jorvik Museum in York is both worth a visit in person and to the website. Who were they? <a href="http://jorvik-viking-centre.co.uk/who-were-the-vikings/">http://jorvik-viking-centre.co.uk/who-were-the-vikings/</a> Jorvik - <a href="http://jorvik-viking-centre.co.uk/who-were-the-vikings/how-did-they-live/">http://jorvik-viking-centre.co.uk/who-were-the-vikings/how-did-they-live/</a>



## Year 10 – Half Term 2 – Viking Expansion and Crime and Punishment

<b>Prior Learning</b>	In the previous Half Term the majority of the Viking topic has been covered, Units 1-4.
<b>What will I learn?</b>	This Half Term will complete the Vikings course, pupils will look at the significant Viking rulers of the time period and their importance on history. They will also complete the first unit of the Crime and Punishment Topic concerning Crime and Punishment in the Medieval Period.
<b>Next Steps</b>	The Crime and Punishment topic will be revisited and carried on following the completion of the Elizabethan England topic in half term 4.
<b>Personal Development</b>	This unit will aid your personal development by understanding how ideas and stereotypes can be challenged and increase your ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It will increase knowledge of, and respect for, different people's faiths, feelings and value. The second unit will also grant a greater insight into what life was like in Medieval England in comparison to the Vikings and help pupils understand how approaches to Crime and Punishment have evolved over time. Finally, you will gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
<b>Key vocabulary (AWL highlighted)</b>	<b>Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature.</b> Arab world, Assimilation, Berserker, Byzantine, Hue and Cry, Raid, Rus, Scandinavia, Shire Reeve, Slavic, Viking,
<b>How and when will I be assessed?</b>	This unit forms the first section of Paper 3. It is assessed by two or three knowledge recall questions, and three essay questions of various length. Like all OCR B History topics this unit is equivalent to 20% of the total grade. The Crime and Punishment Unit is part of the first topic on Paper 1 and similarly composes 20% of the total grade.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. BBC Bitesize has some good clips and lessons on this timeframe. <a href="#">History KS2 / KS3: Vikings - BBC Teach</a> Further reading and website links are available from your teachers.
<b>Enrichment opportunities</b>	The Jorvik Museum in York is both worth a visit in person and to the website. Who were they? <a href="http://jorvik-viking-centre.co.uk/who-were-the-vikings/">http://jorvik-viking-centre.co.uk/who-were-the-vikings/</a> Jorvik - <a href="http://jorvik-viking-centre.co.uk/who-were-the-vikings/how-did-they-live/">http://jorvik-viking-centre.co.uk/who-were-the-vikings/how-did-they-live/</a> Interesting information about the various time periods of Crime and Punishment is available from the National Archives - <a href="#">Crime and Punishment   The National Archives</a> A visit to Lancaster Castle for Crime and Punishment through time is a must - <a href="#">Crime &amp; Punishment   Lancaster Castle : Lancaster Castle</a>

## Year 10 – Half Term 3 – The Elizabethans 1580 - 1603

<b>Prior Learning</b>	In the previous terms the pupils will have covered the Vikings and Unit 1 of Crime and Punishment. At KS3 the pupils will have studied Elizabeth in Year 8 along with life in Tudor England, this will provide some contextual knowledge and understanding to the course.
<b>What will I learn?</b>	The Elizabethans is a fascinating depth study. The myth and reality behind Queen Elizabeth's power, the threat of invasion, the shadow world of spies and the adventures of the 'New world' as well as the lives and beliefs of ordinary Elizabethans will intrigue GCSE students. Students will have the opportunity to look at a wide range of interpretations – history books, films, novels and illustrations as they study the myth and the reality of 'the golden age'.
<b>Next Steps</b>	The Elizabethans topic will be continued into Half Term 4. This will be followed up with the second of the Crime and Punishment topics concerning the Early Modern Period. The same time period as the Elizabethans.
<b>Personal Development</b>	This unit will aid your personal development by helping to develop an understanding of the diverse lives and experiences of the Elizabethans at a time when political, economic and religious tensions tested the stability of the kingdom. It will increase knowledge of, and respect for, different people's faiths, feelings and value. Finally, you will gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Act, Court, Heretic, Monarch, Parliament, Privy Council, Radical, Vagrant, Witchcraft
<b>How and when will I be assessed?</b>	This unit forms the second section of Paper 1. It is assessed by 4 questions based around interpretations. Like all OCR B History topics this unit is equivalent to 20% of the total grade.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. Useful revision from BBC Bitesize - <a href="#">Elizabeth I - GCSE History Revision - OCR B - BBC Bitesize</a>
<b>Enrichment opportunities</b>	A visit to Houghton Tower, an Elizabethan Home is well worth the trip. An interactive website by Royal Museums Greenwich - <a href="#">Queen Elizabeth I   Royal Museums Greenwich (rmg.co.uk)</a> The Time Travellers Guide to Elizabethan England by Ian Mortimer

## Year 10 – Half Term 4/5 – The Elizabethans and Crime and Punishment

<b>Prior Learning</b>	In the previous terms the pupils will have covered the Vikings and Unit 1 of Crime and Punishment. At KS3 the pupils will have studied Elizabeth in Year 8 along with life in Tudor England, this will provide some contextual knowledge and understanding to the course.
<b>What will I learn?</b>	The Elizabethans is a fascinating depth study. The myth and reality behind Queen Elizabeth's power, the threat of invasion, the shadow world of spies and the adventures of the 'New world' as well as the lives and beliefs of ordinary Elizabethans will intrigue GCSE students. Students will have the opportunity to look at a wide range of interpretations – history books, films, novels and illustrations as they study the myth and the reality of 'the golden age'. The next section of Crime and Punishment (Early Modern Period) will be covered.
<b>Next Steps</b>	The next term's learning will consist of the Historical Site Study and the next section of the Crime and Punishment Topic: Industrial.
<b>Personal Development</b>	This unit will aid your personal development by helping to develop an understanding of the diverse lives and experiences of the Elizabethans at a time when political, economic and religious tensions tested the stability of the kingdom. It will increase knowledge of, and respect for, different people's faiths, feelings and value. Finally, you will gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Act, Court, Heretic, Monarch, Parliament, Privy Council, Radical, Vagrant, Witchcraft
<b>How and when will I be assessed?</b>	This unit forms the second section of Paper 1. It is assessed by 4 questions based around interpretations. Like all OCR B History topics this unit is equivalent to 20% of the total grade.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. Useful revision from BBC Bitesize - <a href="#">Elizabeth I - GCSE History Revision - OCR B - BBC Bitesize</a>
<b>Enrichment opportunities</b>	A visit to Houghton Tower, an Elizabethan Home is well worth the trip. An interactive website by Royal Museums Greenwich - <a href="#">Queen Elizabeth I   Royal Museums Greenwich (rmg.co.uk)</a> The Time Travellers Guide to Elizabethan England by Ian Mortimer

## Year 10 – Half Term 6 – Crime and Punishment

<b>Prior Learning</b>	So far this year Pupils have covered the Vikings, Elizabethan England and the first two sections of the Crime and Punishment course and the History Around Us course.
<b>What will I learn?</b>	<ul style="list-style-type: none"> <li>• The enlightenment, urbanisation and political change: an overview</li> <li>• Crimes and criminals in industrial Britain including the increase in crime in the first half of the nineteenth century</li> <li>• The introduction and development of the police force</li> <li>• Changes in punishment including the growth of prisons, transportation to Australia and prison reform</li> </ul>
<b>Next Steps</b>	This will be followed by revision, organising of resources and an overview of Crime and Punishment up to 1900.
<b>Personal Development</b>	The thematic study provides an opportunity to make history meaningful to learners by focusing on a theme that connects with their lives, and is the subject of contemporary debate in Britain. Taking a long view on these subjects allows learners to gain a helpful historical perspective on issues that will form an important part of their lives.
<b>Key vocabulary (AWL highlighted)</b>	<p>Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature.</p> <p>Act, Bill, Constable, Industrialisation, Quaker, Radical, Reform, Transportation, Urban, Urbanisation</p>
<b>How and when will I be assessed?</b>	This unit forms the first section of Paper 1. It is assessed by 4 questions which are which cover the breadth of the topic. Like all OCR B History topics this unit is equivalent to 20% of the total grade.
<b>Resources to use</b>	<p>History MOODLE has the lessons for this unit.</p> <p>A Revision Guide will be issued to pupils upon completion of the topics.</p>
<b>Enrichment opportunities</b>	<p><a href="#">Crime and Punishment – Lancashire Working Lives (wordpress.com)</a></p> <p><a href="#">Crime and Punishment   The National Archives</a></p>

## Year 11 – Half Term 1 – Living under Nazi Rule, 1933 - 45

<b>Prior Learning</b>	So far this year Pupils have covered the Vikings, Elizabethan England and the first two sections of the Crime and Punishment course and the History Around Us course.
<b>What will I learn?</b>	<ul style="list-style-type: none"> <li>• Hitler and the Nazi Party in January 1933</li> <li>• Establishing the dictatorship, January 1933 to July 1933</li> <li>• Achieving total power, July 1933 to August 1934</li> <li>• The machinery of terror including the SS, the law courts, concentration camps and the Gestapo</li> <li>• The range and effectiveness of Nazi propaganda</li> <li>• Opposition to Nazi rule including the Left, church leaders and youth groups</li> </ul>
<b>Next Steps</b>	This study will be continued into the second half term.
<b>Personal Development</b>	This world depth study should enable learners to understand the impact of the Nazi dictatorship on people’s lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.
<b>Key vocabulary (AWL highlighted)</b>	<p>Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature.</p> <p>Abolition, Boycott, Communist, Constitution, Democracy, Dictator, Ghetto, Nationalist, Patriotism, Propaganda, Resistance,</p>
<b>How and when will I be assessed?</b>	This unit forms the second section of Paper 3. It is assessed by 3 questions which are which cover the breadth of the topic. Like all OCR B History topics this unit is equivalent to 20% of the total grade.
<b>Resources to use</b>	<p>History MOODLE has the lessons for this unit.</p> <p>A Revision Guide will be issued to pupils upon completion of the topics.</p> <p>Seneca has revision for this topic. Ask your teacher for their class code.</p>
<b>Enrichment opportunities</b>	<p><a href="https://www.ushmm.org">Online Exhibitions — United States Holocaust Memorial Museum (ushmm.org)</a></p> <p><a href="https://www.auschwitz-birkenau.com/">Auschwitz-Birkenau</a></p> <p>There are lots of documentaries on Netflix, YouTube etc. Please ask your teacher.</p>

## Year 11 – Half Term 2 – Living under Nazi Rule, 1933 - 45

<b>Prior Learning</b>	So far this year Pupils have covered the Vikings, Elizabethan England and the first two sections of the Crime and Punishment course and the History Around Us course.
<b>What will I learn?</b>	<ul style="list-style-type: none"> <li>• Work and home: the impact of Nazi policies on men and women</li> <li>• The lives of young people in Nazi Germany including education and youth movements</li> <li>• Nazi racial policy: the growing persecution of Jews</li> <li>• The move to a war economy and its impact on the German people, 1939–1942</li> <li>• Growing opposition from the German people including from elements within the army</li> <li>• The impact of total war on the German people, 1943–1945</li> </ul>
<b>Next Steps</b>	This study will be continued into the third half term.
<b>Personal Development</b>	This world depth study should enable learners to understand the impact of the Nazi dictatorship on people’s lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature. Abolition, Boycott, Communist, Constitution, Democracy, Dictator, Ghetto, Nationalist, Patriotism, Propaganda, Resistance,
<b>How and when will I be assessed?</b>	This unit forms the second section of Paper 3. It is assessed by 3 questions which are which cover the breadth of the topic. Like all OCR B History topics this unit is equivalent to 20% of the total grade.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. A Revision Guide will be issued to pupils upon completion of the topics. Seneca has revision for this topic. Ask your teacher for their class code.
<b>Enrichment opportunities</b>	<a href="https://www.ushmm.org">Online Exhibitions — United States Holocaust Memorial Museum (ushmm.org)</a> <a href="https://www.ushmm.org/learn/exhibitions/exhibitions-overview">Auschwitz-Birkenau</a> There are lots of documentaries on Netflix, YouTube etc. Please ask your teacher.

## Year 11 – Half Term 3 – Living under Nazi Rule and Crime and Punishment

<b>Prior Learning</b>	So far this year Pupils have covered the Vikings, Elizabethan England and the first two sections of the Crime and Punishment course and the History Around Us course. In year 9 Pupils will have covered the Holocaust, along with WW2, and this section will deepen and broaden that knowledge.
<b>What will I learn?</b>	<ul style="list-style-type: none"> <li>• The contrasting nature of Nazi rule in eastern and western Europe</li> <li>• The Holocaust, including the Einsatzgruppen, ghettos and the death camps</li> <li>• Responses to Nazi rule: collaboration, accommodation and resistance</li> </ul> Crime and Punishment: <ul style="list-style-type: none"> <li>• Major technological, social and political changes: an overview</li> <li>• Changes in the crime rate and in types of crime</li> <li>• Changes in law enforcement including the use of new technology</li> <li>• Changes in punishment including the abolition of capital punishment and changes in prisons</li> </ul>
<b>Next Steps</b>	This will bring an end to the content section of the course. Half term 4 will consist of recapping, revising, going over the key themes of Crime and Punishment.
<b>Personal Development</b>	This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.
<b>Key vocabulary (AWL highlighted)</b>	<p>Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature.</p> <p>Abolition, Boycott, Communist, Constitution, Democracy, Dictator, Ghetto, Nationalist, Patriotism, Propaganda, Resistance,</p>
<b>How and when will I be assessed?</b>	This unit forms the second section of Paper 3. It is assessed by 3 questions which are which cover the breadth of the topic. Like all OCR B History topics this unit is equivalent to 20% of the total grade.
<b>Resources to use</b>	History MOODLE has the lessons for this unit. A Revision Guide will be issued to pupils upon completion of the topics. Seneca has revision for this topic. Ask your teacher for their class code.
<b>Enrichment opportunities</b>	<p><a href="https://www.ushmm.org">Online Exhibitions — United States Holocaust Memorial Museum (ushmm.org)</a></p> <p><a href="https://www.auschwitz-birkenau.com">Auschwitz-Birkenau</a></p> <p>There are lots of documentaries on Netflix, YouTube etc. Please ask your teacher.</p>

## Year 11 – Half Term 4-5 – Crime and Punishment and recapping

<b>Prior Learning</b>	By this point our pupils will have finished/be finishing the content of the GCSE.
<b>What will I learn?</b>	<ul style="list-style-type: none"><li>• Crime and Punishment will be tied together through thematic narratives covering all four time periods and the key themes of the course.</li><li>• Revision will begin with resource collation, exam practice and targeted sessions for weak areas.</li></ul>
<b>Next Steps</b>	Half Term 5 will consist of more of the same but more targeted.
<b>Personal Development</b>	This and the following Half Term will help pupils to revise, grant them targeted strategies and focus heavily on exam skills. If they are to continue on to further education in an academic setting this will be of particular benefit.
<b>Key vocabulary (AWL highlighted)</b>	Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature.
<b>How and when will I be assessed?</b>	Pupils will be regularly assessed with exam questions and lots of in class practice and exam skills.
<b>Resources to use</b>	Pupils will have access to all the revision material they need which will be handed out in class or signposted to when required. Seneca also covers some of our topics for revision. Ask your teacher for their class code.
<b>Enrichment opportunities</b>	