

## HISTORY

## YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	<p><b>Topic 1: History skills</b> What makes a good historian?</p> <p><b>Topic 2: Migration study</b> Who has come to Britain and when?</p>	<p>Understanding of chronology and its importance in history Key words to describe the past such as decade, century, millennium, BC, AD. An introduction to second order concepts such as significance, causation and interpretation</p> <p>Patterns of migration to Britain through the centuries An understanding of a) what being 'British' really means and b) the experiences of different migrants. Special focus on the Empire Windrush generation: Was migration a positive experience for those people who moved to Britain from the Caribbean?</p>	<p>Chronological understanding Practical (though basic) application of second order concepts</p> <p>Causation Change and continuity Empathy Source (content) analysis Some extended writing Ability to read and analyse (with direction) some extracts from historical scholarship, namely <i>Black and British: A Forgotten History</i> by David Olusoga.</p>	<p>Understanding and appreciation of the practice of history</p> <p>Knowledge and understanding of the different experiences of migrants in Britain An understanding of how migrants have changed Britain Links between the history of migration to Britain and contemporary issues and current affairs.</p>	<p>Link to later Year 7 topic The story of African migrants in Tudor England The racial diversity of the Mary Rose. Link to Year 9 Geography One Born Every Minute</p>
Half Term 2	<p><b>Topic 3: The Norman Conquest</b> Did the Normans bring a 'truck-load of trouble' to England?- HA enquiry</p>	<p>The social and political landscape of England before the Norman Conquest with a focus on Anglo-Saxon England The reasons how and why William and the Normans conquered England The methods used by William and the Normans to retain control in England The significance of the Norman Conquest</p>	<p>Causation Source (provenance) evaluation Directed research skills Developed understanding of significance Historical judgment Historical scholarship <i>The Norman Conquest</i> by Mark Morris</p>	<p>The importance of the Battle of Hastings as a turning point in British political history.</p> <p>An understanding of the immediate and long-term impact of the Norman Conquest on England (and more widely Britain) socially, culturally, politically, and economically with feudalism being a key, significant example.</p>	<p>Trip to Skipton Castle (during the summer term) Local history: a) Norman castles in the Manchester region, such as Dunham Castle b) Local Domesday Book references c) Altrincham medieval town charter</p>
Half Terms 3/4	<p><b>Topic 4-Medieval kings</b> Could medieval kings always do whatever they wanted? How and why did the power of kings begin to change?</p>	<p>An understanding of the relationship between a) Monarchy and the Church and b) Monarchy and the barons by focusing on the following short enquiry questions: 'Did an Archbishop destroy the reputation of a King?' The story of Henry II and Thomas Becket AND Did King John change the monarchy or did the monarchy change King John? The story of King John and the Magna Carta. <u>A series of special topic lessons as follows</u> a) Richard the Lionheart or Saladin the Great- Who was the hero? b) Edward I and Edward II- Winning Wales and losing Scotland References to Llywelyn the Last, William Wallace and Robert the Bruce. c) The impact of the Black Death d) The importance of the Peasants' Revolt e) How important were England's medieval queens?</p>	<p>How and why historical interpretations differ Extended writing, including independent judgements Basic, though chronologically accurate descriptive narratives of key events and/or developments Importance and significance Continued and developed use of historical scholarship, focusing on <i>The Black Death: An Intimate History</i> by John Hatcher</p>	<p>Understanding of the role and responsibilities of a medieval monarch.</p> <p>The role and importance (both politically and socially) of religion, especially that of the Catholic Church, in the Middle Ages.</p> <p>An understanding of how and why the relationship between Church and State began to change in the Middle Ages. The difficulties faced by medieval monarchs in retaining authority.</p> <p>The origins of parliamentary and democratic processes and demands in Britain.</p> <p>An understanding of broader historical issues and topics such as the Crusades, the relationship between British countries and the role of the Medieval monarch in promoting public health.</p>	<p>Link to later Key Stage 3 topics on the development of democracy as follows: a) Changing role of parliament during the Tudor years b) The English Civil War c) Extension of the franchise in the nineteenth century d) The campaign for women's suffrage</p>
Half Term 5	<p><b>Topic 5: Meanwhile, Elsewhere</b> The wider world in the Middle Ages</p>	<p>Britain and the wider world in the Middle Ages Was there a World Wide Web in the Middle Ages? The rise of Islam-what were the main features of the Islamic Golden Age? Medieval China-why is China in 1300 such an exciting place to land your time machine?</p>	<p>Independent (though directed) reading Ability to select key points and evidence to make judgments Developed source analysis-understanding of content Historical comparison Reinforcement of the importance of significance</p>	<p>An understanding of non-British and non-European developments, events and turning points in the Middle Ages, therefore supporting our commitment to promoting a diverse and inclusive curriculum. Understanding of the impact of Britain on the wider world and vice-versa.</p>	<p>Link to GCSE History Health and the People Link to Year 7 Geography Tiger versus Dragon</p>
Half Term 6	<p><b>Topic 6: The Early Modern Period</b> Did the Tudors modernise the monarchy?</p> <p><b>Review of Year 7-</b> The changing power of the monarch, 1066-1603 How did the power of the monarch change?</p>	<p>How did Henry VII establish the Tudor dynasty? The Renaissance and its impact on Tudor England Martin Luther and the Protestant Reformation of the sixteenth century. The impact of these religious changes in England, focusing on the Early Tudors Special focus on Henry VIII- a) Did he live up to his public image? b) Was he a 'Renaissance Monarch'? How far was Elizabethan England a 'Golden Age'? <u>Special topic-Black Tudors</u> The story of African migrants in Tudor England The racial diversity of the Mary Rose.</p>	<p>Historical empathy How and why historical interpretations differ Ability to reach judgments about what makes historical interpretations convincing Extended essay writing Ability to debate effectively using well-selected, accurate and substantial evidence Continued and developed use of historical scholarship, focusing on <i>Black Tudors: The Untold Story</i> by Miranda Kaufmann</p>	<p>The changing role of monarchy in the Early Modern period. The immediate and long-term significance of the Tudor dynasty such as the changing role of parliament and the establishment of the Church of England. The impact of the Renaissance on Britain and Europe The declining influence of the Catholic Church in the Early Modern period. The achievements and long-term impact of Elizabethan society. Diversity and inclusion in the sixteenth century.</p>	<p>Link to GCSE History Elizabethan England Link to A-Level History The Tudors 1485-1603 Link to Year 8 Art The Renaissance Link to Year 7-8 Drama The Tempest Twelfth Night Link to Year 7 English Introduction to Shakespeare's Histories</p>

# HISTORY

## YEAR 8

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	<p><b>Topic 1: Introduction to Year 8</b> Development of democracy</p> <p><b>Topic 2: James and the Gunpowder Plot</b> Were the Gunpowder plotters framed?</p>	<p>An initial understanding of democratic developments from the 17<sup>th</sup> to the early 20<sup>th</sup> centuries</p> <p>Key features of the reign of James I: a) When and how did he become King of England? b) His belief in the 'Divine Right of Kings' c) How democratic was James I? The Gunpowder Plot (causes, events, consequences, interpretations/historical debate)</p>	<p>An enhanced understanding of the concept of change and continuity in history together with an introduction to the role of factors in driving change (e.g., government, war, individuals) Analysis and evaluation of source utility and reliability Developed essay writing with complex vocabulary and concepts together with more balanced/relative judgments</p>	<p>An overview of the key turning points in the development of democracy/changing role of monarchy in the United Kingdom.</p> <p>The idea of the 'Divine Rights of Kings' and its impact on constitutional developments in the United Kingdom.</p> <p>An understanding of the origin and nature of conflict between Church and State in the 17<sup>th</sup> century. The link between James I, the Gunpowder Plot, and the development of democracy-changing balance of authority between monarchy and parliament.</p>	<p>Link to Year 7 The changing power of the monarch, 1066-1603 How did the power of the monarch change?</p>
Half Term 2	<p><b>Topic 3: The English Civil War</b> Causes, events, and immediate consequences</p>	<p>The political, economic, and religious causes of the English Civil War Choosing sides in the English Civil War The main events of the English Civil War The reasons for parliamentary victory The trial and execution of Charles I <b>Special historical debate lesson</b> Has history treated Charles I badly? <b>Special National Archives investigation lesson</b> Women in the English Civil War. What role did women play? How did conflict affect their lives?</p>	<p>Causation and consequences Relative comparison and the formation of logical, reasoned judgments Ability to critically evaluate the relative merits of different contemporary sources An understanding of how and why historical interpretations differ</p>	<p>An understanding of how the English Civil War divided society with links to contemporary British issues regarding Brexit.</p> <p>The immediate and long-term significance of the English Civil War in British political history.</p> <p>The emergence of a Republic and the enhanced role of parliament.</p>	<p>Link to A-Level History The English Revolution</p>
Half Terms 3/4	<p><b>Topic 4: The Protectorate and beyond</b> How did the English Civil War era change England?</p>	<p>Life in England under Oliver Cromwell Cromwellian England-A positive step towards democracy or 'a world turned upside down'? <b>Special topic</b> Cromwellian Christmas Charles II and the Restoration of 1660 What was 'glorious' about the 'Glorious Revolution' of 1688? Was the 'Glorious Revolution' inevitable?</p>	<p>Historical debate based on developed and wide-ranging historical interpretations An awareness of how and why interpretations change over time. Significance Importance Change and continuity</p>	<p>Controversies surrounding Oliver Cromwell as Lord Protector. An understanding of how the relationship between monarchy and parliament evolved during the 17<sup>th</sup> century Understanding of the English Civil War, the Restoration and the Glorious Revolution as turning points on the road to democracy.</p>	<p>Local history Oliver Cromwell statue in Wythenshawe Park Link to A-Level History The English Revolution</p>
Half Term 5	<p><b>Topic 5: Meanwhile elsewhere</b> The rise and fall of Mughal Empire 1526 to 1857</p> <p><b>Topic 6: The transatlantic slave trade</b> Origins, reality, resistance, abolition, and legacy</p>	<p>Who was the greatest Mughal emperor? Why is Akbar known as 'Akbar the Great'? Comparison of Akbar the Great and Elizabeth I. The decline of the Mughal Empire. British expansion in India inc. the 1857 Indian Mutiny. Life in West Africa before the transatlantic slave trade What were 16<sup>th</sup> century West African kingdoms like? Slave Trade legacy: resistance, abolition and beyond What does the Bussa's Rebellion tell us about slave rebellions? Historical enquiry: Thomas Clarkson and William Wilberforce as anti-slavery activists. The British Empire: A source of national pride or national shame? Should these statues be removed?</p>	<p>Historical empathy Source analysis and evaluation (content and provenance) Historical enquiry and investigation, leading to a reasoned and logical judgement Ability to support and explain interpretations with accurate and well-selected supporting evidence Historical scholarship <i>Empireland</i> by Santhnam Sanghera</p>	<p>Knowledge and understanding of how the Mughal Empire was governed and to compare this with European monarchies, especially that of Elizabeth I. To understand the origins of British involvement in India. To understand how and why the British Empire, especially in India, has been interpreted differently by historians. An understanding of the role of Britain in the slave trade, linking to the British Empire and industrial expansion. Knowledge and understanding of African society, culture, and governance before the slave trade. Balanced understanding of the origins, reality, and experiences of those involved in and/or impacted by the British Empire.</p>	<p>Year 7 Art Indian Art and Culture Link to Year 7 Geography Tiger versus Dragon Link to Year 9 Geography Into Africa Link to Year 9 History The contribution of British Empire troops in the First World War The decline of the British Empire in the twentieth century Trip to the International Slavery Museum Link to Year 8 Music Music from the North Indian Classical tradition</p>
Half Term 6	<p><b>Topic 7: Local history study</b> Manchester in the 'Age of Revolution and Reform' (c1750-1900)</p>	<p>How does 19<sup>th</sup> century (1800s) Manchester link to our earlier study of the transatlantic slave trade? Would moving to Manchester in 1850 have been a change for the better? Why was Quarry Bank Mill so successful? How should we remember the Peterloo Massacre? How did the franchise grow in the nineteenth century? <b>Review of Year 8-</b> How and why did Britain become more democratic from 1600-1900?</p>	<p>Chronological understanding of local events of historical importance. The ability to link these to wider British history developments. Historical empathy. Interpretation. Source analysis and evaluation. Significance. Change and continuity. Historical comparison.</p>	<p>The importance of local history The role and importance of Manchester in the Industrial Revolution. The importance of the Industrial Revolution as a political, economic, and social turning-point in British history. An understanding of working conditions and the resulting factory reforms of the 19<sup>th</sup> century. An understanding of how, why, and when the franchise was extended in the nineteenth century.</p>	<p>Trip to the Peoples' History Museum in Manchester Link to Year 7 Dance Manchester (cotton mills in Manchester, Quarry Bank Mill, the Bee symbol and its significance) Link to Year 8 Design Technology Textile banners (Peoples' History Museum) Link to Year 7 Drama Match Girls Year 7 English Manchester over time Year 9 Geography From Cotton to Culture</p>

**HISTORY**

**YEAR 9**

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	<p><b>Topic 1: The campaign for women's suffrage</b>                      'How important was Emmeline Pankhurst in the women's suffrage movement?'</p> <p>*continuation of local history (Manchester) links</p>	<p>Women's rights in the nineteenth century.                      Differences between the NUWSS and the WSPU                      The role and importance of several key individuals:                      a) Lydia Becker (a local suffragist)                      b) Millicent Fawcett of the NUWSS                      c) The Pankhurst family (another local history link)                      d) Emily Davison and the Epsom Derby of 1913.                      The importance of the First World War in the campaign for women's suffrage  <b>Historical interpretations-</b>                      How and why do historians disagree about the women's suffrage movement?</p>	<p>Relative comparison of different causes, leading to logical conclusions                      Source utility and reliability-developed identification of bias, exaggeration, and purpose                      Comparison of key events, people, and developments and the ability to identify and explain similarities and differences                      The ability to identify, explain, relatively compare and form judgments about factors that drive political change.                      Historical literature                      Historical scholarship <i>Death in Ten Minutes</i> by Fern Riddell</p>	<p>The main developments and the relative role of key personalities in the campaign for women's suffrage.                      The importance of exercising the right to vote.                      The link between the women's suffrage movement and Manchester e.g., Lydia Becker and the Pankhurst family.</p>	<p>Year 9 Citizenship                      Political ideologies                      Comparative Politics</p> <p>Horrible Histories Club local history project 'The Mancs that made Manchester'</p> <p>Link to A-Level History NEA topic</p>
Half Term 2	<p><b>Topic 2: The causes of the First World War</b>                      Was Max Hastings right to blame Germany for the First World War?</p> <p><b>Topic 3: The impact of the First World War</b>                      How would you have marked the 100th anniversary of the First World War?</p>	<p>The First World War in context-                      Why has Britain been involved in so many conflicts over the last 100 years?                      Causes of the First World War:                      a) Great Power rivalry and the Alliance System                      b) The assassination of Franz Ferdinand                      c) The Schlieffen Plan</p> <p>Why was Chapel Street in Altrincham known as 'The bravest little street in England'? (Local history link)                      Recruitment, conscription, and conscientious objection                      Why did soldiers carry on fighting in the trenches?  <b>Special topic</b>                      Christmas Truce of 1914</p>	<p>Independent research                      Causation                      Complex historical narratives                      Essay writing involving the analysis of complex concepts                      Analysis of British wartime propaganda</p>	<p>An insight into why Britain has been involved in so many conflicts over the last 100 years                      An understanding of the complex way in which the First World War started                      An understanding of how British foreign policy changed in the early twentieth century                      The changing nature of warfare in the early twentieth century                      Attitudes to war before, during and after the First World War                      To understand how the First World War shaped the twentieth century                      To understanding the social, economic, political, and cultural impact of the First World War.</p>	<p>Local history                      a) Dunham Massey as a First World War military museum                      b) Chapel Street in Altrincham-'The bravest little street in England'                      Trip to the Imperial War Museum                      Trip to the First World War battlefields                      Western Front Association competitions:                      a) Animals at War                      b) The First World War in your local area</p>
Half Term 3	<p><b>Special First World War topics</b>                      Empire troops                      The Home Front                      Impact of the First World War</p> <p><b>Topic 4: The Treaty of Versailles and beyond</b>                      Did the 'peacemakers' succeed in preventing war?</p>	<p>The contribution of British Empire troops to the war effort                      Civilians' lives on the Home Front                      Does the negative impact of the First World War outweigh the positive impact?</p> <p>Aims of the Big Three at the Paris Peace Conference                      The terms of the Treaty of Versailles-                      Who was most and least happy of the Big Three?                      German reaction to the Treaty of Versailles                      The successes and failures of the League of Nations</p>	<p>Historical empathy                      Source analysis and historical interpretation                      Careful selection of sources to support an independent judgement                      Significance of key events and individuals                      Causation                      Significance                      Analysis of political cartoons and propaganda                      Historical scholarship <i>Empireland</i> by Sathnam Sanghera</p>	<p>The experience of the First World War on the British Home Front                      The involvement and experience of Empire troops during the First World War                      The failed attempt at peace at the end of the First World War                      The link between the Treaty of Versailles, the League of Nations, and the outbreak of the Second World War                      Understanding of concepts such as 'appeasement' 'collective security' 'reparations' and 'self-interest'</p>	<p>Link to GCSE History                      Conflict and tension 1918-1939</p>
Half Term 4	<p><b>Special topic: How did new ideas cause conflict?</b></p> <p><b>Continuation of Topic 4: The Treaty of Versailles and beyond</b></p>	<p>Workers of the world, unite!                      The rise and 'threat' of communism                      How did fascist ideas help to cause conflict?  <b>Special 'Meanwhile, back in Britain' topic</b>                      Was the Battle of Cable Street really a turning point in the fight against British fascism?</p> <p>Causes of the Second World War-                      a) Hitler's foreign policy                      b) The British policy of appeasement  <b>Special topic</b>  <b>The main events of the Second World War</b>                      How did the Allied forces secure victory?</p>	<p>Historical debate e.g., was appeasement the right policy?                      Analysis of political cartoons and propaganda                      Wartime chronological understanding                      Historical interpretation                      Ability to support and explain interpretations with accurate and well-selected supporting evidence</p>	<p>The impact of the rise of extreme political ideologies in the twentieth century and their links to both the Second World War and the Cold War                      An awareness of the impact of fascism in Britain                      Different interpretations about the outbreak of the Second World War, including those concerning appeasement and the nature of Winston Churchill's leadership</p>	<p>Year 9 Citizenship                      Political ideologies                      Comparative Politics-the Russian political system</p> <p>Link to GCSE History                      Conflict and tension 1918-1939</p> <p>Link to A-Level History                      Tsarist and communist Russia</p>

**HISTORY**

**YEAR 9 (continued)**

	<b>Topic</b>	<b>Knowledge</b> <b>What will students know by the end of this unit?</b>	<b>Skills</b> <b>What skills will students have developed by the end of this unit?</b>	<b>Big Idea</b> <b>What are the essential ideas which students could not leave school without?</b>	<b>Cross Curricular</b> <b>What links to other subjects / enrichment might be made?</b>
<b>Half Term 5</b>	<p><b>Topic 5-The Holocaust</b> How did the Holocaust happen and in what ways was it resisted?</p> <p><b>Topic 6: The impact of the Second World War on soldiers and civilians</b> Dunkirk, the Blitz and Hiroshima</p>	<p>How did anti-Semitism change over time? A straight or twisted path? Was the Holocaust inevitable in 1933? What would you include in a memorial to Jewish resistance?</p> <p>Was the evacuation of Dunkirk a miracle? The civilians' story: Air attack during the Second World War (London and Dresden) Hiroshima-did science accelerate the end of the war or merely change the nature of war?</p>	<p>Historical empathy Historical significance Causation Change and continuity Analysis of contemporary accounts and personal stories e.g., London during the Blitz Historical interpretation and debate Complex understanding of the views of different historians</p>	<p>The origins, history, and development of anti-Semitism Experiences of Jews in Europe before, during and after the Holocaust Links between the Holocaust and Nazi ideology e.g., Aryan supremacy.</p> <p>Key Second World War events and developments, linking to the idea of wartime resilience Debates surrounding the American use of the atomic bomb in 1945 An understanding of the consequences of Hiroshima, namely the Cold War conflict between the USA and the Soviet Union</p>	<p>Holocaust Memorial Day commemorative event at either Sale Waterside or Chester Cathedral</p> <p>Local history Jodrell Bank observatory</p> <p>Link to GCSE History Germany 1890-1945 Democracy and dictatorship</p> <p>Link to Year 9 Computing Cybersecurity-reference to WWII and Alan Turing</p> <p>Link to Year 7 Dance History of the bombing of Guernica</p> <p>Link to Year 7 Drama Lillies on the Land</p>
<b>Half Term 6</b>	<p><b>Topic 7: The decline of the British Empire in the twentieth century</b> Did the British Empire 'jump' or was it 'pushed'?</p> <p><b>Topic 8: The Civil Rights Movement in America (and Britain)</b> How successful were the Civil Rights Movements of the twentieth century?</p>	<p>Had the British lost the right to govern India in 1947? Why was India partitioned and how did this shape the world we live today? Why did Kenya become so violent on its journey to independence?</p> <p>What can Jesse Owens' story tell us about how black Americans were treated in the 1930s? How typical were the experiences of Jesse Owens? How important was the role played by Martin Luther King in the Civil Rights Movement? What helped the struggle for equal rights in Britain after 1960? (with a focus on women, BAME, LGBT and disabled people)</p> <p><b>Review of Year 9-</b> Was the story of the twentieth century simply one of things getting better?</p>	<p>Historical empathy Change and continuity Causation, significance, and importance Historical Interpretation Historical comparison and judgement, especially comparison of key people, events, and developments The link between historical events and contemporary issues</p>	<p>Knowledge and understanding of how and why the British Empire declined Complex understanding of differing interpretations of Empire</p> <p>Knowledge and understanding of the origins of racism in the United States. An understanding of the experiences of African Americans before, during and after the civil rights movement of the 1950s and 1960s. Understanding of the links between the civil rights movement, the Black Power movement, and Black Lives Matter. Understanding of wider civil rights issues and developments in Britain e.g., BAME, LGBT and disabled people.</p>	<p>Link to Year 8 The British Empire in India British involvement in the slave trade</p> <p>Link to A Level History The American Dream reality and illusion 1945-1989</p> <p>Link to Year 7, 8 and 9 Dance History of African Americans in New York 1930s America Black Lives Matter</p>