

# **Toynbee Curriculum**

## **KS3 Topic Summaries**

# **HISTORY**

*Personal Best*

# **Toynbee School**



# Scheme of Learning: Year 7

## Topic Sequence:

1	2	3	4	5	6	7	8
What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 <sup>th</sup> Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

## Topic Overview:

The first few lessons are to introduce the key concepts such as what History is as a study. We will also explore key concepts such as chronology.

## Lesson Sequence:

We begin this unit by introducing students to the idea of History as a study, we will explore how and why History is an important subject and look ahead to what we will learn about throughout the year.

We then will introduce students to some key concepts that will come up time and time again as we go through years 7-11. We will look at concepts such as chronology, cause and consequence, BCE/CE etc.

We will also learn what sources are and the difference between primary and secondary sources.

## Sequence of Lessons:

1	What is History?
2	History key terms and concepts

## Topic Resources:

Knowledge Map:	N/A	Any other Resources:	N/A
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## Assessment:

Knowledge:	
Application of Knowledge:	

## Supportive Reading:

Any supported reading listed here	



# Scheme of Learning: Year 7

## Topic Sequence:

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What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 <sup>th</sup> Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

## Topic Overview:

This unit sees students explore the key question “How far was The Norman Conquest a seismic change?” The aim of this unit is for students to be able to explain how and why The Norman Conquest took place and form judgements on how far life changed for certain groups. This unit begins where there KS2 study of History should finish, continuing the chronological narrative that will eventually see students learning about modern world history.

The Unit is centred around the book by Marc Morris entitled “The Norman Conquest.” In which he gives the interpretation that England experienced “greater and more seismic change than at any point before or since.”

The unit does not just cover Norman England, we also consider what is happening around the medieval world, exploring medieval kingdoms such as African Kingdoms and The Silk Roads. The knowledge of The Silk Roads will help students to understand the second unit of study too.

## Lesson Sequence:

Students will begin by exploring Medieval Kingdoms from around the world. They will look at where civilizations were based, how wealthy they were and how countries were linked together. This helps to give students the understanding that Norman England is part of a connected medieval world.

The next few lessons are focused on England before The Norman Conquest. This is a critical part of the unit as they will need to be reflecting on the extent of change. For example, did Peasants daily life change? Did the lives of women change?

In order to understand why some Historians might argue that the Norman Conquest was a seismic change, students are then going to need to understand the conquest itself. We begin by analysing the situation in January 1066 with Edward the Confessor’s death. Students learn about who claimed the throne and why. For example, we will look at how William of Normandy alleged he was promised the Throne by Edward. Within this, we will also think critically about the usefulness of the Bayeux Tapestry as a historical source.

Following this, we will examine the events of 1066 so that students are able to give a chronological narrative of how William became King of England. We will look at how William dealt with rebellions, how society was organised and whether the lives of different groups in society changed significantly. We explore the story of Gytha, from the Godwin family, which is excellent at giving students an understanding of the prominence some wealthy women in medieval times rose to.

## Sequence of Lessons:

1	What was happening in the world in the 11 <sup>th</sup> century?
2	What was England like before 1066?
3	Why was there a succession crisis in England in 1066?
4	Why did William become king of England in 1066?
5	How far was the Feudal system a change?
6	How did William deal with rebellions?
7	What was life like in a Norman village?
8	What can the story of Gytha teach us about Norman women?
9	What does The Domesday Book teach us?
10	Assessment revision
11	Assessment
12	Feedback

## Topic Resources:

<b>Knowledge Map:</b>	1- Norman Conquest	<b>Any other Resources:</b>	N/A
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## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test
<b>Application of Knowledge:</b>	Students will be assessed on their ability to explain the extent of change and continuity in two differing examples e.g Peasant’s Life.

## Supportive Reading:

<b>Any supported reading listed here</b>	Marc Morris- <i>The Norman Conquest</i>



# Scheme of Learning: Year 7

## Topic Sequence:

1	2	3	4	5	6	7	8
What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 <sup>th</sup> Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

## Topic Overview:

This unit is based on Peter Frankopan's excellent book "The Silk Roads." We will examine the interpretation that The Silk Roads was "The Crossroads of Civilisation." as Frankopan describes it.

## Lesson Sequence:

This unit takes place over a long period of time, beginning before the study of The Norman Conquest and finishing after. During this study, students will begin by learning what the Silk Roads was. We look at ancient maps to learn how the Silk Roads was not a physical road, but a series of links between places across which trade, ideas and religions would spread.

After this, we learn about the various civilisations that have existed across the silk roads, such as the Persian Empire, Greek Empire and the Chinese Han Dynasty. We learn about when each civilisation existed, where they existed and what happened to them.

We then look at what was traded across the silk roads- exploring how luxury items like silk were traded alongside spices, exotic fruits and crafted goods. We look at how this trade created links that spanned huge distances. We also examine the dangers of this trade by considering the remains of traders and camels that have been excavated along The Silk Roads.

We then take a similar approach to trade but with religions. We learn about how and when different religions were spread across The Silk Roads. We will contrast how some religions were spread through violence whilst others, such as Buddhism, were spread by monuments and shrines.

We then look at The Abbasid Caliphate, an Islamic Empire based in Baghdad that lasted multiple generations of Caliphs. We will look compare Baghdad to a medieval city at the time which will hopefully illuminate to students how superior Baghdad was in cleanliness, organisation and academically. To further explore the advancement of this civilisation we will learn of The House of Wisdom, a place where academics researched and wrote about science and maths, and how this was spread along the silk roads, which helps us to understand how The Silk Roads was the "Crossroads of Civilisation." Finally, we will look at how the silk roads was involved in the spreading of scientific inventions which again made it important to the entire world.

## Sequence of Lessons:

1	Ancient maps
2	Civilisations
3	Trade
4	Religion
5	Abbasid Caliphate- Baghdad
6	Abbasid Caliphate- House of Wisdom
7	Inventions
8	Revisions
9	Assessment

## Topic Resources:

Knowledge Map:	2 –The Silk Roads	Any other Resources:	N/A
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## Assessment:

Knowledge:	Multiple choice knowledge test
Application of Knowledge:	Written piece focusing on description

## Supportive Reading:

Any supported reading listed here	Peter Frankopan – The silk Roads



# Scheme of Learning: Year 7

## Topic Sequence:

1	2	3	4	5	6	7	8
What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 <sup>th</sup> Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

## Topic Overview:

Building upon the foundational knowledge of the English monarchy developed in the Norman Conquest module, this topic on religion and the monarchy aims to provide students with a deeper understanding of the role of the church in shaping the English monarchy, specifically during the Plantagenet period from 1133 to 1485. Students will evaluate the balance between church, the state, and the people. This will particularly focus on power struggle between the monarchy and the church, and the impact of religion on significant events such as the Crusades, the Magna Carta, and the Peasants' Revolt. By understanding the power of the church during this period, students will be able to have a strong understanding of how society shifted in later topics

## Lesson Sequence:

Lesson 1 focuses on the question of "What was the balance between church and state in the 12th century?" and introduces the hierarchical structure of the church and the feudal system of the time. This understanding of the relationship between church and monarchy provides a foundation for later analysis of how religion has shaped the monarchy.

The next lesson centres around the question of "Who killed Thomas Becket?" and explores the conflict between King Henry II and Archbishop Thomas Becket which demonstrates a power struggle between the monarchy and the church.

Lesson 3 asks the question of "Why did Christians travel hundreds of miles to fight a war?" and focuses on the Crusades. This lesson highlights the power the church had to send people to war and demonstrates how religion influenced the actions of monarchs and their subjects.

Lesson 4 centres around the question of "How did the Pope defend the King from his own Barons?" and analyses the Magna Carta and the role of the Pope in defending the monarchy from the barons.

Lesson 5 examines the Peasants' Revolt and asks the question of "Were priests responsible for the Peasants' Revolt?" This lesson analyses the religious and non-religious causes of the revolt that challenged the monarchy and quickened the end of the Feudal System.

The next lessons focus on the question "Reds vs Blues: How did the royal family end up fighting itself?" and examines the War of the Roses, a non-religious example of conflict over the throne. By analysing the disputed succession between York and Lancaster and the reasons why the throne was fought over, students can see how non-religious factors can impact the monarchy.

Finally, there is an assessment that brings together all the lessons and asks students to evaluate the extent to which religion has shaped the English monarchy between 1133-1485. By reflecting on each lesson and their interconnections, students can gain a deeper understanding of how religion has shaped the monarchy and its history, as well as what other factors were involved in its evolution over time.

## Sequence of Lessons:

1	Church and state in the 12th century
2	Who killed Thomas Becket?
3	Why did Christians travel hundreds of miles to fight a war?
4	Why did the Pope defend the King from his own Barons?
5	Were priests responsible for the Peasants' Revolt?
6	Reds vs Blues: How did the royal family end up fighting itself?
7	How did a flower reunite the Kingdom?
8	Assessment

## Topic Resources:

Knowledge Map:	3 – Religion and the Medieval Monarchy	Any other Resources:	N/A
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## Assessment:

Knowledge:	Multiple choice knowledge test
Application of Knowledge:	Extended writing evaluating the extent to which religion has shaped the monarchy over time compared to other factors

## Supportive Reading:

Any supported reading listed here	



# Scheme of Learning: Year 7

## Topic Sequence:

1	2	3	4	5	6	7	8
What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 <sup>th</sup> Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

## Topic Overview:

Building upon students' now thorough knowledge of power within medieval England, students will explore the lives of people living in the 14th century more deeply. The unit will look at the role of the church, the life of serfs, the impact of wars, the Black Death, and the Peasants' Revolt. Students will understand how these factors influenced daily life and assess their impact on the lives of ordinary people. This knowledge will help students compare this time period to others and understand how societies change over time.

## Lesson Sequence:

Lesson 1 kick-starts the module by exploring "How did religion influence life in the 14th century?" Students will investigate the dominance of the Catholic Church, the rise of the Lollards, and the significant teachings of Wycliffe. This understanding will illuminate the strong religious underpinnings of 14th century society.

In Lesson 2, we ask "What defined the lives of serfs?" Students will study the Feudal System, understand the roles of Villeins and Freemen, thereby gaining insights into the stark social structures and the prevalent conditions of labour during this era.

Lesson 3 addresses "What were the societal impacts of warfare?" The lesson explores the fallout from the Hundred Years War on everyday life, specifically its effects on family structures and village communities, highlighting the toll of prolonged conflict on society.

Lesson 4 probes into the grim question of "How did disease, particularly the Black Death, devastate the 14th century?" Students will explore common illnesses of the time, the catastrophic impacts of the Black Death, and how a lack of medical knowledge exacerbated these crises.

In Lesson 5, we explore the significant query of "What sparked the Peasants' Revolt?" Students will scrutinize the factors such as the poll tax and the statute of labourers that led to this pivotal event, from the perspective of the common people of the time.

Lastly, in Lesson 6, students will draw upon their learnings from the previous lessons to answer the overarching question, "Why was the 14th century so challenging for the common people?" This reflective assessment encourages students to consolidate their understanding of the hardships and societal upheaval of the 14th century and use evidence from multiple sources to explain their answer.

## Sequence of Lessons:

1	Religion in the 14th Century
2	Serfdom in the 14th Century
3	Warfare in the 14th Century
4	Disease in the 14th Century
5	The Peasants Revolt
6	Assessment

## Topic Resources:

<b>Knowledge Map:</b>	5 – Life in the 14th Century	<b>Any other Resources:</b>	N/A
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## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test
<b>Application of Knowledge:</b>	Extended writing using multiple sources of evidence to explain the difficulties of life in the 14th century

## Supportive Reading:

<b>Any supported reading listed here</b>	



# Scheme of Learning: Year 7

## Topic Sequence:

1	2	3	4	5	6	7	8
What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 <sup>th</sup> Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

## Topic Overview:

This unit directly builds on the enquiry into the role of religion during the Plantagenet era, this time analysing the changing relationship between church and state during the Tudor Era. As an era marked by drastic shifts between catholic and protestant monarchs students can further build on their understanding of the role in religion in evolving the monarchy, as well as laying the foundational knowledge surrounding this religious conflict. The understanding of the conflict between Catholics and Protestants is vital to the history of England from this point onwards.

## Lesson Sequence:

Lesson 1 asks the question "Why did people protest against the Catholic Church?" and introduces the Reformation, Martin Luther, and the differences between Catholics and Protestants. This lesson sets up the central conflict of the unit between Catholicism and Protestantism.

Lesson 2 serves as an introduction to all the Tudor monarchs, allowing students to make judgments on how Protestant or Catholic each monarch was based on a summary of their reign. This lesson establishes the Tudor monarchs and their relationship with Catholicism and Protestantism.

Lesson 3 centres around the question "Why did Henry VIII break from Rome?". Students examine whether it was Henry's religious beliefs or other factors, such as his desire for power, wealth and a male heir that led to the break from Rome and the creation of the Church of England.

Lesson 4 focuses on the question of "Why was Thomas Becket's Shrine a target of the Reformation?", which explores Becket's Saint and Martyr status among Catholics, while analysing why and how Protestants attacked the memory of Becket. This lesson demonstrates that the same conflicts between church and monarchy from the 12th century remained relevant in the 16th century.

Lesson 5 asks the question "To what extent did Protestant advisors shape the reign of Edward VI?" and examines the Protestant reforms that took place under Edward VI, the succession dispute between Mary and Lady Jane Grey, and the power of Edward's advisors during his reign. Students analyse the impact of Protestant reformers on Edward's reign.

Lesson 6's question, "Is the nickname 'Bloody Mary' fair?", examines religious persecution under Mary I's reign. This lesson analyses the persecution of Protestants under Mary's reign, allowing students to make a judgment on whether the nickname is a fair reflection of her.

Lesson 7 focuses on the question "Why did the Pope put a target on Elizabeth's back?" and examines the restoration of the Protestant church, religious compromises to Catholics, and Elizabeth's illegitimation by the Pope.

Finally, Lesson 8 is an assessment that asks students to evaluate the extent to which religion has changed during the Tudor monarchy. By reflecting on each lesson and their interconnections, students can gain a deeper understanding of how religion has shaped the monarchy and its history during the Tudor period.

## Sequence of Lessons:

1	Why did people protest against the Catholic Church?
2	Why was the Tudor Period a Religious Rollercoaster?
3	Why did Henry VIII break from Rome?
4	Why was Thomas Becket's Shrine a target of the Reformation?
5	To what extent did protestant advisors shape the reign of Edward IV?
6	Is the nickname 'Bloody Mary' fair?
7	Why did the Pope put a target on Elizabeth's back?
8	Assessment

## Topic Resources:

<b>Knowledge Map:</b>	6– Religion and the Tudors	<b>Any other Resources:</b>	N/A
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## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test
<b>Application of Knowledge:</b>	Students will do extended writing evaluating the extent of change over the the Tudor period, further developing their skills in analysing continuity and change over time

## Supportive Reading:

<b>Any supported reading listed here</b>	

# Scheme of Learning: Year 7

## Topic Sequence:

1	2	3	4	5	6	7	8
What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 <sup>th</sup> Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

## Topic Overview:

Building on students' knowledge of the Tudor period, this topic is an opportunity to explore this era in history through different perspectives, including from particular villages such as Morebath and the experiences of individual immigrants, such as Jaques Francis and Mary Filis. Through these diverse experiences and perspectives students will evaluate the extent to which Tudor England can be viewed as tolerant to people of different backgrounds.

## Lesson Sequence:

In Lesson 1, the question "Who were the Tudors?" is posed, and an overview is given of the different kinds of people that lived in Tudor England. This establishes what Tudor England was like from multiple perspectives and introduces a sense of how tolerant a society they might have been.

In Lesson 2, the story of Jacques Francis and his role in the Mary Rose salvage operation is used to analyse how tolerant Tudor England was towards those of different races.

Lesson 3 focuses on the question "Why did Morebath Church Matter?" and analyses the impact of religious reform from the perspective of an English village.

In Lesson 4, students use Hector Nunes' petition to Elizabeth I to learn about slavery and race in 17th century England to analyse the racial and religious tolerance of Tudor England.

Finally, in Lesson 5, the life of Mary Filis, an immigrant from Morocco, is used to analyse the racial and religious tolerance of Tudor England.

Lesson 6 provides an overview of the entire topic and asks the overarching question of "How tolerant was Tudor England?"

## Sequence of Lessons:

1	Who were the Tudors?
2	The story of Jacques Francis
3	Why did Morebath Church matter?
4	Hector Nunes' petition
5	Why was Mary Filis baptised?
6	How tolerant was Tudor England?

## Topic Resources:

<b>Knowledge Map:</b>	7 – Tolerance in Tudor England	<b>Any other Resources:</b>	N/A
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## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test
<b>Application of Knowledge:</b>	Evaluating the ability of students to use the experiences of an individual to demonstrate the tolerance of Tudor England

## Supportive Reading:

<b>Any supported reading listed here</b>	



# Scheme of Learning: Year 7

## Topic Sequence:

1	2	3	4	5	6	7	8
What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 <sup>th</sup> Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

## Topic Overview:

This topic on religion and the English monarchy during the English Civil War builds on the knowledge gained in the previous modules, focusing on how religion continued to shape the English monarchy, and ultimately led to a shift in power towards a more democratic system. The overarching enquiry question of "To what extent has religion shaped the English monarchy?" is explored through the causes and impact of the English Civil War as well as the establishment of England as a constitutional monarchy following the Glorious Revolution of 1689, especially looking at the role of Protestant and Catholic beliefs in this process. Students will have the opportunity to also use their knowledge from this module and previous modules to evaluate the impact of religion on the monarchy across the 12th to 17th centuries. Furthermore, by establishing concepts such as the sovereignty of parliament and the bill of rights, students are well equipped to understand later modules such as the Changing Electorate and development of our modern democratic systems.

## Lesson Sequence:

Lesson 1 introduces the concept of Parliament and establishes its connection to past topics and how it functions in the reign of Charles I, setting up the idea of Parliament as a rival power to church and monarch.

Lesson 2 examines the question of whether religion was the main cause of the English Civil War, including the Protestant and Catholic divide and how it impacts the conflict between the king and Parliament. This lesson introduces Glenn Burgess' interpretation that "Religion was the key determinant... it motivated many in their decision to fight" as a lens through which to evaluate this question. Lesson 3 and 4 evaluate the role of money and power as other determining factors in causing the breakout of civil war. This will include Charles I's tax and trade policy, as well as potential abuses of his power, particularly against the rights of parliament. Lesson 5 is an assessment that asks students to evaluate the extent to which religion was the cause of the English Civil War, allowing them to make a judgment of whether Burgess was right in saying "Religion was the key determinant" or another factor is more important.

Lesson 6 examines the reasons for and against Charles I's execution after being overthrown by the Parliamentarians and links it with the causes of the civil war. This lesson links the decision to execute Charles with considerations of divine right and the power of Parliament in relation to the King.

Lesson 7 explores how England turned 'upside down' under Oliver Cromwell, examining how religion shaped the changes Cromwell made, alongside the similarities and differences between his reign and the reign of English monarchs.

Lesson 8 asks why Charles II is seen as the "Merry Monarch" and establishes why England restored the monarchy, further building on the comparisons of republican and monarchical rule.

Lesson 9 focuses on how Britain became a 'Constitutional Monarchy,' explaining the religious reasons behind the Glorious Revolution and the impact of the Bill of Rights as the start of the constitutional monarchy. This lesson establishes how the power of the monarch was limited by the Bill of Rights and the role of religion in establishing this.

Finally, Lesson 10 is an assessment that evaluates the extent to which religion has shaped the English monarchy from 1133 to 1689, linking all three enquiries into a comprehensive analysis. By examining the power dynamics between Parliament and the Monarchy, as well as the role of religion in shaping the monarchy, students can gain a deeper understanding of how the monarchy evolved over time.

## Sequence of Lessons:

1	Parliament and the Monarchy over time
2	Was Religion the main cause of the English Civil War?
3	Was Money the main cause of the English Civil War?
4	Was Power the main cause of the English Civil War?
5	Assessment: Causes of the Civil War
6	Why was Charles I executed?
7	How did England turn 'upside down' under Oliver Cromwell?
8	Why is Charles II seen as The Merry Monarch?
9	How did Britain become a 'Constitutional Monarchy'?
10	Assessment: Religion and Monarchy 1133-1689

## Topic Resources:

Knowledge Map:	8 – The English Civil War	Any other Resources:	N/A
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## Assessment:

Knowledge:	Multiple choice knowledge test
Application of Knowledge:	Extended writing evaluating the impact of religion on the monarchy between 1133-1689

## Supportive Reading:

Any supported reading listed here	



# Scheme of Learning: Year 8 History

## Topic Sequence:

1	2	3	4	5	6	7	8
English Civil War	Democracy	Empire	Industry	Slavery	WWI	Inter War	WWII

## Topic Overview:

This topic examines the campaign for democracy and greater political, social and economic rights in the 19<sup>th</sup> and early 20<sup>th</sup> centuries focusing on Britain's 'changing electorate'. We analyse the reasons for and success of different groups that campaigned for change at this time, including those seeking the working class vote (Chartists), women's political rights (Suffragists and Suffragettes), working rights (Match Stick Girls) et al.

## Lesson Sequence:

Lesson 1: What was the Industrial Revolution? Here we paint a backdrop to the political, social and economic change that Britain saw in the 19<sup>th</sup> century, namely the Industrial Revolution and its impact on Britain and its citizens.

Lesson 2: Why were there revolutions in France and America in the 18<sup>th</sup> century? To understand why some British people were inspired to create change in Britain, we look at the reasons for/impact of the French and American Revolutions.

Lesson 3: What groups campaigned for political, social and economic change? There were a variety of groups who campaigned for change in 19<sup>th</sup> century Britain and in this lesson we look at who they were, what they wanted and how successful they were. Some of these groups include the Chartists, Luddites and Swing Rioters.

Lesson 4: How successful were the Match Stick Girls? In the late 19<sup>th</sup> century, a group of match stick makers in East London went on strike over poor working conditions and low pay. We look at the effectiveness of their strike and the legacy they created for future workers' movements/action.

Lesson 5: What was life like for British women in the 1900s? Before we look at the campaign for female suffrage, we first examine the expectations, stereotypes and prejudices that aimed to keep British women as 'second-class citizens' in 1900s Britain.

Lesson 6: How did the Suffragists and Suffragettes differ? The two main groups who wanted female suffrage, the Suffragists and Suffragettes, widely differed on their philosophies and methods.; in this lesson we look at what those differences were.

Lesson 7: How did people feel about the Suffragettes? The Suffragettes split British public opinion because of their more violent methods and controversial leaders. We examine reactions in the media/public opinion to the Suffragette movement.

Lesson 8: How important was WWI in securing some women the vote in 1918? Many people claim it was WWI, and women's efforts in it, that won some women the vote in 1918. Examining it alongside other factors, we come to a judgement about the relative importance of WWI in gaining women the vote.

Lesson 9: Assessment: Knowledge Test and Written Piece.

## Sequence of Lessons:

1	What was the Industrial Revolution?
2	Why were there revolutions in France and America in the 18 <sup>th</sup> century?
3	What groups campaigned for political, social and economic change?
4	How successful were the Match Stick Girls?
5	What was life like for British women in the 1900s?
6	How did the Suffragists and Suffragettes differ?
7	How did people feel about the Suffragettes?
8	How important was WWI in securing some women the vote in 1918?
9	Assessment: Knowledge Test and Written Piece.
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## Topic Resources:

<b>Knowledge Map:</b>	Changing Electorate Knowledge Map	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	10 knowledge questions.
<b>Application of Knowledge:</b>	Written piece on one of the groups we have studied and how successful they were in achieving their goals.

## Supportive Reading:

<b>Any supported reading listed here</b>	<a href="https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/startssuffragette/">https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/startssuffragette/</a>



# Scheme of Learning: Year 8 History

## Topic Sequence:

1	2	3	4	5	6	7	8
English Civil War	Democracy	Empire	Industry	Slavery	WWI	Inter War	WWII

## Topic Overview:

After our unit on democracy, students will be learning about Empire, Industry and Slavery. We will aim to have an understanding of the links between all 3, whilst having focused enquiries individually about each.

We begin with looking at Empire, examining Sathnam Sanghera's view that the Empire is "The Prism through which the world sees Britain."

## Lesson Sequence:

This unit is based off the book "Empireland." We will be aiming to give students an understanding of Empire and how it has shaped modern Britain. We can't explore every facet of Empire, as it is too large, but we will be looking at some key examples and case studies in order to gain a broad understanding of the concept of "Empire."

We begin chronologically, with students gaining an understanding of how and why The British Empire came to be. We will look at how and when the Empire grew and some specific colonisation examples. Students will then learn about the benefits of the Empire for Britain, looking at how the empire enriched Britain in numerous ways.

After this, we will learn about the Sikhs in Punjab. We will learn about how, in many ways, Britain tried to integrate Sikh's into UK life. We will also learn the horrifying story of the Jallianwala Bagh Massacre of 1919. We will use extracts from Empireland in order to gain an understanding of what happened, why it happened and what the fallout was. We will then form a comparison with the Tasmanian Genocide, learning about the inhumane treatment of Aboriginal peoples by The British during colonisation.

We will then look to compare four regions that were colonised, comparing their experience of being in The British Empire. We will focus here on India, Rhodesia, Ireland and Canada. We will then learn about Britain's relationship with it's empire.

Finally, we will explore perceptions of Empire. We will look at how and why perceptions of Empire have changed over time- both from people within and outside of Britain. Finally, we will answer the question Why is the British Empire 'the prism through which the rest of the world views Britain?'

## Sequence of Lessons:

1	The beginning of Empire
2	How the Empire enriched Britain
3	The Sikhs in Punjab
4	Tasmanian Genocide
5	Different experiences of Empire
6	Britain's relationship with Empire
7	Contemporary perceptions of Empire
8	Changing perceptions of Empire
9	Controversies of Empire
10	Current debates about Empire
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## Topic Resources:

<b>Knowledge Map:</b>	Empire knowledge map	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	Short answer knowledge/ multiple choice questions
<b>Application of Knowledge:</b>	Written piece analysing the interpretation. Source question and explain question

## Supportive Reading:

<b>Any supported reading listed here</b>	

# Scheme of Learning: Year 8 History

## Topic Sequence:

1	2	3	4	5	6	7	8
English Civil War	Democracy	Empire	Industry	Slavery	WWI	Inter War	WWII

## Topic Overview:

This enquiry will explore the period of the Industrial Revolution by focusing on the people living through it. We will be basing this unit on Emma Griffin's excellent book "Liberty's Dawn." We will examine what the revolution was, how certain people were affected but also why it is hard to truly create a good interpretation of life during these times. We will eventually be weighing up whether or not we agree that this was "Liberty's Dawn."

## Lesson Sequence:

This unit starts with the big picture- an overview of The Industrial Revolution. We will use images of urbanisation and industrialisation to get a sense of how Britain changed from 1750 to 1900. We will look at changes in population, technology, work and transport.

After this, we will then be looking at how Emma Griffin approached the writing of the book. Within this part of the unit, we will be exploring how difficult it is to construct an interpretation and the problematic nature of using first hand evidence. We will also be looking at how Griffin thinks this period was "Liberty's Dawn." Students will gain an understanding of how this is a positive interpretation of the events from 1750 to 1900 and we will look at some key examples that she based her argument on.

Following on from this, students will begin to critique this interpretation. They will use evidence to make a judgement as to how convinced they are of Griffin's viewpoint. We will look at family life in the industrial period to get a sense of the impacts of change on the working classes. We will then use 6 true stories and decided if they support or challenge Griffin's view.

Finally, we will evaluate the impact of the industrial revolution on the lives of children. We will look at the jobs children had to carry out and weigh this against Griffin's arguments about the period.

## Sequence of Lessons:

1	What was The Industrial Revolution?
2	How did Emma Griffin uncover the lives of the unheard?
3	How convincing is Griffin's view on family life?
4	How far was this period the dawn of disaster for children?
5	Assessment
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## Topic Resources:

<b>Knowledge Map:</b>	Industry knowledge map	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	Multiple choice and short answer questions
<b>Application of Knowledge:</b>	Written piece evaluating Griffin's interpretation

## Supportive Reading:

<b>Any supported reading listed here</b>	



# Scheme of Learning: Year 8 History

## Topic Sequence:

1	2	3	4	5	6	7	8
English Civil War	Democracy	Empire	Industry	Slavery	WWI	Inter War	WWII

## Topic Overview:

Within this unit we will be looking at the issue of Slavery. Students will be exploring the definition of slavery, the origins of slavery and the impact of slavery. Overall, we will be framing this enquiry around the question "Why did the statue of Edward Colston fall?" As a result, we hope this enquiry will help them to understand the links between what we are learning about and the present day, along with the ongoing debates around slavery and remembrance.

## Lesson Sequence:

This enquiry begins by looking at what slavery is. We will start by asking students to think about what they consider a slave to be, before explaining slaves are the property of others. We will also use this lesson to challenge the misconception that slavery was all Africans being bought as slaves during the Transatlantic Slave Trade. We will discuss how slavery had existed for centuries before the slave trade, giving examples to students. We will then link back to the overall history of the industrial revolution and explain how the Transatlantic Slave Trade was linked to, and a critical part of, the industrial revolution.

Students will then learn what the triangular trade was, examining how and why so many slaves were taken from Africa to places such as the Caribbean and America. Once we have mapped this out, we will then look in detail at various parts of this trade such as The Middle Passage and life on plantations.

We will then look at how slaves resisted their treatment by focusing on some key examples of resistance in the Caribbean. We will link this to the idea of abolition and look at how and why slavery was abolished, including why it took so long. We will focus on key individuals such as Harriet Tubman whilst examining the abolition of slavery too. We will also evaluate whether the end of slavery legally actually resulted in slaves being "free."

Finally we will again review the big picture linking slavery, industry and empire together.

## Sequence of Lessons:

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## Topic Resources:

<b>Knowledge Map:</b>	Slavery knowledge map	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	Multiple choice and short answer questions
<b>Application of Knowledge:</b>	Short descriptive written piece and source question

## Supportive Reading:

<b>Any supported reading listed here</b>	

# Scheme of Learning: Year 8 History

## Topic Sequence:

1	2	3	4	5	6	7	8
English Civil War	Democracy	Empire	Industry	Slavery	WWI	Inter War	WWII

## Topic Overview:

This topic examines the many aspects of the Great War of 1914-1918, including the reasons for it happening (causes), the varying experiences of the war itself, the Russian Revolution and its end in 1918. This topic uses historians' interpretations, namely Christopher Clark's *Sleepwalkers* and Orlando Figes' *A People's Tragedy*, to better understand the topic and the academic debates that exist around it.

## Lesson Sequence:

Lesson 1: What were the main causes of WWI? This lesson is an overview of the many causes of WWI, thinking about how they caused tension and whether they're 'long-term' or 'short-term' causes of the war. It is also here we introduce the first of our historians, Christopher Clark, and what he means when he says that Europe "sleepwalked" into WWI.

Lesson 2: How did alliances bring Europe closer to war? Here we examine the two main alliances, the Triple Entente and the Triple Alliance, the intentions behind them and the role they played in bringing Europe closer to war.

Lesson 3: How did the assassination of Franz Ferdinand spark WWI? The assassination of Franz Ferdinand is often pointed to a *the cause* of WWI. In this lesson we look at what happened and what role the murder played in causing war in Europe.

Lesson 4: What was the Schlieffen Plan? In previous lessons, it seemed clear from the evidence we have studied that Europe did "sleepwalk" into war in 1914, but in this lesson we look at the German plan to invade France and Belgium (made in 1905) and how that undermines Clark's "sleepwalkers" argument.

Lesson 5: Why was British recruitment for WWI so successful? Hundreds of thousands of British men volunteered to fight in WWI: why did they flock in such high numbers and what tactics were used by the government to achieve this? We examine sources, including posters, to answer these questions.

Lesson 6: What was trench warfare and what were the early years of WWI like? Before beginning studies on our focal point for the fighting in WWI, the Battle of the Somme of 1916, we look at what trench warfare was like and what happened during the early battles, such as Gallipoli and Verdun.

Lesson 7: What was the Battle of the Somme and how did experiences of it vary between troops? The Battle of the Somme was one of the most costly but pivotal battles in World War One. Many have traditionally seen the Somme as a "disaster" for all of those involved: here we look at how accurate that view is, examining the experiences of the Newfoundland, South African and British 30<sup>th</sup> divisions.

Lesson 8: Who was unhappy in Russia in 1905? Here we look at who was unhappy in Russia on the brink of the 1905 Revolution, including the peasants, workers and intelligentsia. We also introduce students to their next historical interpretations: Orlando Figes' *A People's Tragedy*, where he asserts the Russian Revolution was a "product of the First World War."

Lesson 9: How far was the February Revolution a "product of the First World War"? This lesson examines the reasons for the February Revolution and removal of the Tsar in 1917 and how far these can be linked to WWI, including WWI, Rasputin, food shortages and radical ideas.

Lesson 10: How far was the October Revolution a "product of the First World War"? This lesson examines the reasons for the October Revolution and how far these can be linked to WWI, including WWI, Lenin and the Bolsheviks and other factors.

Lesson 11: Why did Germany withdraw from WWI in November 1918? This lesson looks at the reasons for the German surrender, such as America's entry into WWI and the naval blockade.

Lesson 12: Knowledge Test and Written Piece.

## Sequence of Lessons:

1	What were the main causes of WWI?
2	How did alliances bring Europe closer to war?
3	How did the assassination of Franz Ferdinand spark WWI?
4	What was the Schlieffen Plan?
5	Why was British recruitment for WWI so successful?
6	What was trench warfare and what were the early years of WWI like?
7	What was the Battle of the Somme and how did experiences of it vary between troops?
8	Who was unhappy in Russia in 1905?
9	How far was the February Revolution a "product of the First World War?"
10	How far was the October Revolution a "product of the First World War?"
11	Why did Germany withdraw from WWI in November 1918?
12	Assessment: Knowledge Test and Written Piece.
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## Topic Resources:

Knowledge Map:	WWI Knowledge Map	Any other Resources:	
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## Assessment:

Knowledge:	10 knowledge questions.
Application of Knowledge:	Written piece on one of the interpretations we have studied and how far they agree/disagree with it (using evidence).

## Supportive Reading:

Any supported reading listed here	<a href="https://www.bbc.co.uk/bitesize/topics/zp94jxs">https://www.bbc.co.uk/bitesize/topics/zp94jxs</a>



# Scheme of Learning: Year 8 History

## Topic Sequence:

1	2	3	4	5	6	7	8
English Civil War	Democracy	Empire	Industry	Slavery	WWI	Inter War	WWII

## Topic Overview:

This unit follows on chronologically from World War Two. Students will be learning about the period between World War One and Two in order to understand how countries tried, and failed, to prevent a second world war. We will examine international relations within this period looking at The Treaty of Versailles, the Rise of Hitler and the impact of the Great Depression. We will finally look at how appeasement was a cause of The Second World War.

## Lesson Sequence:

This unit begins with students exploring the Treaty of Versailles, a peace agreement made between countries at the end of World War One. Students will look at the differing ideas of the French, British and Americans over how Germany should be treated, eventually resulting in the Treaty of Versailles being a compromise. They will then examine the terms of the treaty, looking at how Germany was punished financially, economically and militarily. Following this, we will examine the reaction to the Treaty by using historical sources (cartoons) to infer how some people at the time felt the Treaty was overly harsh. After this, we will explore other international peace treaties that were put in place, comparing them to the Treaty of Versailles.

Students will then begin to compare their knowledge of democracy against the concept of a dictatorship. We will look at how the government, freedoms, elections and opposition compare between the two ways a country could be run. Students will then compare Germany, Italy, Russia and Britain and apply their knowledge of the key concepts to be able to explain which countries followed which systems in the 1920s. Students will likely be surprised by how democratic Germany is in the years preceding the Nazis.

Students will then turn their attention to The USA. We will examine what America was like in the 1920s and ensure that we understand the dependence countries around the world had on America. We then explore the turning point of The Wall Street Crash, looking at the international fallout from The Great Depression. Students will be doing a short piece of extended writing examining this.

Students will then be gaining an understanding of Hitler and his foreign policy, in order to begin to comprehend why there was a Second World War. Following this, we will look at how Britain and France used a policy of appeasement to try and prevent a Second World War, weighing up whether it was an effective policy. Finally, we will link appeasement to the other causes of The Second World War so students have a well rounded understanding of the multiple factors that resulted in war.

## Sequence of Lessons:

1	The Treaty of Versailles
2	Reactions to Treaty of Versailles
3	Other Peace Treaties
4	Democracy and dictatorship
5	The USA in the 1920s
6	The Wall Street Crash
7	The Great Depression
8	Hitler's Foreign Policy
9	Overview of Causes of WWII
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## Topic Resources:

<b>Knowledge Map:</b>	The Knowledge Map title should be here	<b>Any other Resources:</b>	Any other resources needed should be here
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## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge assessment
<b>Application of Knowledge:</b>	Source assessment- cartoons

## Supportive Reading:

<b>Any supported reading listed here</b>	

# Scheme of Learning: Year 8 History

## Topic Sequence:

1	2	3	4	5	6	7	8
English Civil War	Democracy	Empire	Industry	Slavery	WWI	Inter War	WWII

## Topic Overview:

After examining the causes, students will now start to explore the Second World War itself. This unit is framed around historian Ian Kershaw's book "Fateful Choices." Students will explore the major turning points of World War Two in order to decide which are the most significant in changing the course of the war.

## Lesson Sequence:

This unit is all around turning points. We begin the unit by introducing Ian Kershaw and his interpretation of the Second World War, whilst also considering what would make something a turning point in history. We then look at the big picture of World War Two- examining the overall story and scope so students get a sense of scale.

After this, we will tell the narrative of World War Two chronologically, whilst consistently coming back to a momentum graph to track how significantly each event changes the course of the war. We begin by reviewing blitzkrieg and how the Nazis used this coordinated technique to invade most of Western Europe. Within the same lesson, we will explore the significance of the Dunkirk evacuation and what this tells us about Britain's success at the beginning of the war.

Moving on, we will evaluate the Battle of Britain, weighing up whether this changed the course of the war from the Nazis initial successes in Western Europe.

We then look at what many historians would consider the most significant turning point in the war, Operation Barbarossa. We will examine how Hitler attempted to invade The Soviet Union; we will look at the difficulties faced by Germany in trying to invade a country with a such a vast landmass, immense army and hostile climate. This will culminate in an exploration of The Battle of Stalingrad, again considering whether this changed the direction of the war.

We then jump to Pearl Harbour, looking at how and why it happened and the significance of America joining the war. Students will compare the significance of Pearl Harbour to the cracking of the Enigma Code in the following lesson.

We then review the latter years of the war, looking at D-Day, the invasion of Berlin and the end of the war in Europe before looking at the Atomic Bomb and it's impact on the war in the pacific.

Finally, we will look at the legacy of World War Two, where students will be introduced to themes included in their next topics such as The Holocaust.

## Sequence of Lessons:

1	Big Picture- story of WWII
2	Blitzkrieg and Dunkirk
3	Battle of Britain
4	Operation Barbarossa
5	Stalingrad
6	Pearl Harbour
7	Enigma Code
8	D-Day and invasion of Berlin
9	Atomic Bomb
10	Legacy of WWII
11	Revision and review
12	Assessment
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## Topic Resources:

<b>Knowledge Map:</b>	The Knowledge Map title should be here	<b>Any other Resources:</b>	Any other resources needed should be here
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## Assessment:

<b>Knowledge:</b>	Multiple choice and knowledge based question
<b>Application of Knowledge:</b>	Explanation question evaluating the significance of turning points in WWII

## Supportive Reading:

<b>Any supported reading listed here</b>	



# Scheme of Learning: Year 9 History

## Topic Sequence:

1	2	3	4
<b>The Holocaust</b>	<b>The Cold War</b>	<b>Post 1945 Britain</b>	<b>Local History Unit</b>

## Topic Overview:

From 1933-1945, Nazi Germany discriminated against, persecuted and ultimately attempted to exterminate Europe's Jewish population in a period of time known as the Holocaust. The Holocaust is the worst example of genocide in human history and as such it is vital that students understand what the Holocaust was and why it happened. This topic examines the background of the Holocaust, the Holocaust itself and the impact of the Holocaust.

## Lesson Sequence:

Lesson 1: Here we look at the long history of Judaism across the world, focusing on the emigration of Jewish people as well as the history of anti-Semitism separate from that of Nazi Germany.

Lesson 2: This lesson asks "Who were the Nazis?", thinking specifically about the ideology that drove Hitler and the NSDAP, focusing on their beliefs/policies about Jewish people.

Lesson 3: The creation of the police state, including the SS, Gestapo and concentration camps, was initially aimed at eliminating political opposition to the Nazis. However, eventually this same police state would be fundamental in executing the Holocaust.

Lesson 4: The Nazis' approach to the Holocaust was staggered and moderated: this lesson asks why it was that the Nazis did not act so extremely against Germany's Jewish population straight away? We do this by examining the many forms of economic and political discrimination employed against Jewish people from 1933-45.

Lesson 5: Following the invasion of Poland in September 1939, the Nazis moved to 'ghettoise' Jewish people from across their territories. Why did the Nazis do this, and what were these ghettos like?

Lesson 6: In June of 1941, the Nazis launched Operation Barbarossa: the invasion of the Soviet Union. This campaign was described by Hitler as a war of 'annihilation' and as such involved the use of terror and murder to eliminate Russia's Jewish population. We look at the main group who implemented this terror: the Einsatzgruppen.

Lesson 7: In 1942, the Nazis moved to the most well-known and extreme stage of the Holocaust: the Final Solution. We look at what this was and why it happened.

Lesson 8: It is vital students understand that Europe's Jewish population did not passively react to the Holocaust. This lesson examines incidences of resistance against the Nazis by Europe's Jewish population, ranging from sabotage, escape and armed uprisings.

Lesson 9: 6 million Jewish people lost their lives in the Holocaust, but many survived. We examine the impact of the Holocaust on those who lived through it and ultimately did not lose their lives.

Lesson 10: The final lesson of this topic looks at how Germany, and the wider world, has reckoned with the Holocaust and has tried to move towards a world without genocide.

Lesson 11: Assessment.

## Sequence of Lessons:

<b>1</b>	What was life like for Jewish people before 1933?
<b>2</b>	Who were the Nazis?
<b>3</b>	How did the Nazis create a police state in the early years of their rule?
<b>4</b>	Why did the Nazis not act so extremely against Germany's Jewish population straight away?
<b>5</b>	What were the ghettos and why were they created?
<b>6</b>	How did the invasion of the Soviet Union escalate Nazi policy towards Jewish people?
<b>7</b>	What was the Final Solution?
<b>8</b>	How did Jewish people resist the Holocaust?
<b>9</b>	What was the impact of the Holocaust on those who survived it?
<b>10</b>	How has Germany and the world reckoned with the Holocaust?
<b>11</b>	Assessment.

## Topic Resources:

<b>Knowledge Map:</b>	What was the Holocaust and why did it happen?	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	10 knowledge questions.
<b>Application of Knowledge:</b>	Students will look at and describe an aspect of the Holocaust.

## Supportive Reading:

<b>Any supported reading listed here</b>	<a href="https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust">https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust</a>
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# Scheme of Learning: Year 9 history

## Topic Sequence:

1	2	3	4
<b>The Holocaust</b>	<b>The Cold War</b>	<b>Post 1945 Britain</b>	<b>Local History Unit</b>

## Topic Overview:

After learning about The Holocaust, we will continue with a chronological approach and will study The Cold War. This unit is broken up into 3 small enquiries, looking at who might be to blame for The Cold War, what the key flashpoints were and how The Cold War “ended.”

## Lesson Sequence:

Mini enquiry 1: Who was to blame for The Cold War?

Within this unit, we will look at the end of World War Two, the peace conferences and the ideological differences between Russia and the USA to try and understand what The Cold War was. We will examine the events from 1945 to 1949 and begin to explore who might be responsible for causing the USA and USSR to fall out. We will evaluate what changed between Yalta and Potsdam and how this shaped the early cold war, we will also compare and contrast the US policy of containment with the Soviet Union’s policy of expansion. We will also evaluate the atomic bombs impact in causing an arms race, the establishment of NATO and the Berlin Blockade and airlift. Each lesson we will be using a “balance sheet” to try and assign blame.

Mini enquiry 2: What were the flashpoints of The Cold War

Whilst we cannot explore the whole period, we will look at some of the key events of The Cold War to help students get an understanding of the tension and global fallout from The Cold War. We will look at Korea and how this became a proxy war. Then we will evaluate how and why a wall was built in Berlin. We will also look at the Cuban Missile Crisis, The Vietnam War and the Afghanistan war. We will be evaluating the similarities and differences between these conflicts by looking at themes such as the threat of nuclear war, ideology and guerrilla warfare.

Mini enquiry 3: How did The Cold War End?

This enquiry is going to look at the period where the Cold War began to end. We will look at how the Soviet Union was struggling economically, had numerous high profile disasters, a string of ageing leaders and having to deal with the fallout of the humiliating Afghanistan War. We will learn about how a new leader, Gorbachev, took The Soviet Union in a new direction with his reforms and how this resulted in the breakdown of The Soviet Union. We will learn about the symbolic importance of The Berlin Wall coming down too. Finally, we will learn about the historiography of The Cold War; we will evaluate how the changes in the evidence base after the Soviet Archives impacted historians.

Sequence of Lessons:		Topic Resources:	
<b>1</b>	What was The Cold War? Communism v capitalism	<b>Knowledge Map:</b>	Cold War Knowledge Map
		<b>Any other Resources:</b>	N/A
<b>2</b>	Yalta and Potsdam	<b>Assessment:</b>	
<b>3</b>	The Marshall Plan/ Truman Doctrine	<b>Knowledge:</b>	Knowledge test- multiple choice and short answer factual recall questions
<b>4</b>	Soviet Expansion	<b>Application of Knowledge:</b>	Students will be asked to explain an answer to one of the mini enquiries, using a range of evidence. They will also need to explore an interpretation using historiography
<b>5</b>	Berlin Blockade/Airlift	<b>Supportive Reading:</b>	
<b>6</b>	Nato/Warsaw Pact	<b>Any supported reading listed here</b>	
<b>7</b>	Korea		
<b>8</b>	Berlin Wall		
<b>9</b>	Vietnam		
<b>10</b>	Afghanistan		
<b>11</b>	Gorbachev		
<b>12</b>	Breakdown of Communism/ end of The Cold War (2-3 lessons)		
<b>13</b>	Historiography		



# Scheme of Learning: Year 9 history

## Topic Sequence:

1	2	3	4
The Holocaust	The Cold War	Post 1945 Britain	Local History Unit

## Topic Overview:

## Lesson Sequence:



This unit is currently under development- updates shortly!

Sequence of Lessons:		Topic Resources:	
1		<b>Knowledge Map:</b>	N/A
2		<b>Assessment:</b>	
3		<b>Knowledge:</b>	
4		<b>Application of Knowledge:</b>	
5		<b>Supportive Reading:</b>	
6		<b>Any supported reading listed here</b>	
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# Scheme of Learning: Year 9 History

## Topic Sequence:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>The Holocaust</b>	<b>The Cold War</b>	<b>Post 1945 Britain</b>	<b>Local History Unit</b>

## Topic Overview:

From 1933-1945, Nazi Germany discriminated against, persecuted and ultimately attempted to exterminate Europe's Jewish population in a period of time known as the Holocaust. The Holocaust is the worst example of genocide in human history and as such it is vital that students understand what the Holocaust was and why it happened. This topic examines the background of the Holocaust, the Holocaust itself and the impact of the Holocaust.

## Lesson Sequence:

Lesson 1: Here we look at the long history of Judaism across the world, focusing on the emigration of Jewish people as well as the history of anti-Semitism separate from that of Nazi Germany.

Lesson 2: This lesson asks "Who were the Nazis?", thinking specifically about the ideology that drove Hitler and the NSDAP, focusing on their beliefs/policies about Jewish people.

Lesson 3: The creation of the police state, including the SS, Gestapo and concentration camps, was initially aimed at eliminating political opposition to the Nazis. However, eventually this same police state would be fundamental in executing the Holocaust.

Lesson 4: The Nazis' approach to the Holocaust was staggered and moderated: this lesson asks why it was that the Nazis did not act so extremely against Germany's Jewish population straight away? We do this by examining the many forms of economic and political discrimination employed against Jewish people from 1933-45.

Lesson 5: Following the invasion of Poland in September 1939, the Nazis moved to 'ghettoise' Jewish people from across their territories. Why did the Nazis do this, and what were these ghettos like?

Lesson 6: In June of 1941, the Nazis launched Operation Barbarossa: the invasion of the Soviet Union. This campaign was described by Hitler as a war of 'annihilation' and as such involved the use of terror and murder to eliminate Russia's Jewish population. We look at the main group who implemented this terror: the Einsatzgruppen.

Lesson 7: In 1942, the Nazis moved to the most well-known and extreme stage of the Holocaust: the Final Solution. We look at what this was and why it happened.

Lesson 8: It is vital students understand that Europe's Jewish population did not passively react to the Holocaust. This lesson examines incidences of resistance against the Nazis by Europe's Jewish population, ranging from sabotage, escape and armed uprisings.

Lesson 9: 6 million Jewish people lost their lives in the Holocaust, but many survived. We examine the impact of the Holocaust on those who lived through it and ultimately did not lose their lives.

Lesson 10: The final lesson of this topic looks at how Germany, and the wider world, has reckoned with the Holocaust and has tried to move towards a world without genocide.

Lesson 11: Assessment.

## Sequence of Lessons:

<b>1</b>	What was life like for Jewish people before 1933?
<b>2</b>	Who were the Nazis?
<b>3</b>	How did the Nazis create a police state in the early years of their rule?
<b>4</b>	Why did the Nazis not act so extremely against Germany's Jewish population straight away?
<b>5</b>	What were the ghettos and why were they created?
<b>6</b>	How did the invasion of the Soviet Union escalate Nazi policy towards Jewish people?
<b>7</b>	What was the Final Solution?
<b>8</b>	How did Jewish people resist the Holocaust?
<b>9</b>	What was the impact of the Holocaust on those who survived it?
<b>10</b>	How has Germany and the world reckoned with the Holocaust?
<b>11</b>	Assessment.

## Topic Resources:

<b>Knowledge Map:</b>	What was the Holocaust and why did it happen?	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	10 knowledge questions.
<b>Application of Knowledge:</b>	Students will look at and describe an aspect of the Holocaust.

## Supportive Reading:

<b>Any supported reading listed here</b>	<a href="https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust">https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust</a>
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# Scheme of Learning: Year 9 history

## Topic Sequence:

1	2	3	4
<b>The Holocaust</b>	<b>The Cold War</b>	<b>Post 1945 Britain</b>	<b>Local History Unit</b>

## Topic Overview:

After learning about The Holocaust, we will continue with a chronological approach and will study The Cold War. This unit is broken up into 3 small enquiries, looking at who might be to blame for The Cold War, what the key flashpoints were and how The Cold War “ended.”

## Lesson Sequence:

Mini enquiry 1: Who was to blame for The Cold War?

Within this unit, we will look at the end of World War Two, the peace conferences and the ideological differences between Russia and the USA to try and understand what The Cold War was. We will examine the events from 1945 to 1949 and begin to explore who might be responsible for causing the USA and USSR to fall out. We will evaluate what changed between Yalta and Potsdam and how this shaped the early cold war, we will also compare and contrast the US policy of containment with the Soviet Union’s policy of expansion. We will also evaluate the atomic bombs impact in causing an arms race, the establishment of NATO and the Berlin Blockade and airlift. Each lesson we will be using a “balance sheet” to try and assign blame.

Mini enquiry 2: What were the flashpoints of The Cold War

Whilst we cannot explore the whole period, we will look at some of the key events of The Cold War to help students get an understanding of the tension and global fallout from The Cold War. We will look at Korea and how this became a proxy war. Then we will evaluate how and why a wall was built in Berlin. We will also look at the Cuban Missile Crisis, The Vietnam War and the Afghanistan war. We will be evaluating the similarities and differences between these conflicts by looking at themes such as the threat of nuclear war, ideology and guerrilla warfare.

Mini enquiry 3: How did The Cold War End?

This enquiry is going to look at the period where the Cold War began to end. We will look at how the Soviet Union was struggling economically, had numerous high profile disasters, a string of ageing leaders and having to deal with the fallout of the humiliating Afghanistan War. We will learn about how a new leader, Gorbachev, took The Soviet Union in a new direction with his reforms and how this resulted in the breakdown of The Soviet Union. We will learn about the symbolic importance of The Berlin Wall coming down too. Finally, we will learn about the historiography of The Cold War; we will evaluate how the changes in the evidence base after the Soviet Archives impacted historians.

Sequence of Lessons:		Topic Resources:	
<b>1</b>	What was The Cold War? Communism v capitalism	<b>Knowledge Map:</b>	Cold War Knowledge Map
		<b>Any other Resources:</b>	N/A
<b>2</b>	Yalta and Potsdam	<b>Assessment:</b>	
<b>3</b>	The Marshall Plan/ Truman Doctrine	<b>Knowledge:</b>	Knowledge test- multiple choice and short answer factual recall questions
<b>4</b>	Soviet Expansion	<b>Application of Knowledge:</b>	Students will be asked to explain an answer to one of the mini enquiries, using a range of evidence. They will also need to explore an interpretation using historiography
<b>5</b>	Berlin Blockade/Airlift	<b>Supportive Reading:</b>	
<b>6</b>	Nato/Warsaw Pact	<b>Any supported reading listed here</b>	
<b>7</b>	Korea		
<b>8</b>	Berlin Wall		
<b>9</b>	Vietnam		
<b>10</b>	Afghanistan		
<b>11</b>	Gorbachev		
<b>12</b>	Breakdown of Communism/ end of The Cold War (2-3 lessons)		
<b>13</b>	Historiography		

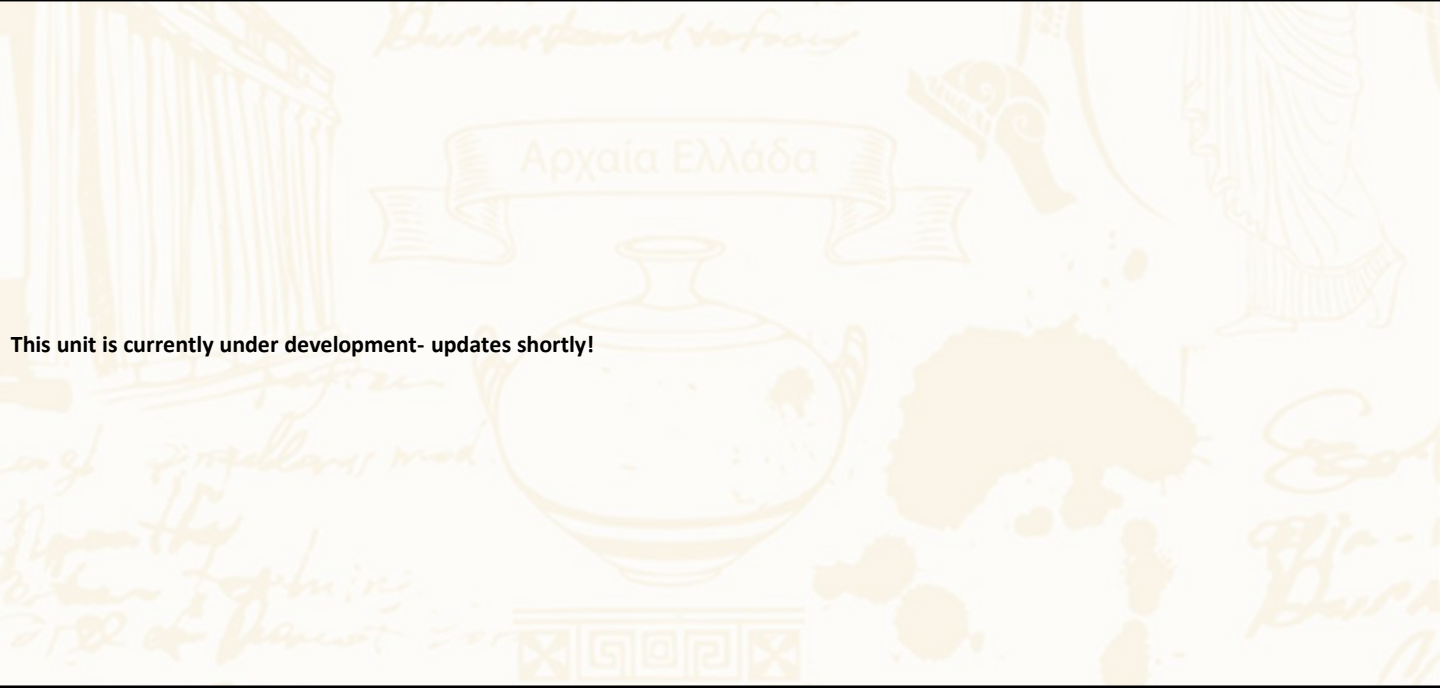
# Scheme of Learning: Year 9 history

## Topic Sequence:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>The Holocaust</b>	<b>The Cold War</b>	<b>Post 1945 Britain</b>	<b>Local History Unit</b>

## Topic Overview:

## Lesson Sequence:



This unit is currently under development- updates shortly!

Sequence of Lessons:		Topic Resources:	
1		<b>Knowledge Map:</b>	<b>Any other Resources:</b> N/A
		<b>Assessment:</b>	
2		<b>Knowledge:</b>	
3		<b>Application of Knowledge:</b>	
4			
5			
6			
		<b>Supportive Reading:</b>	
7		<b>Any supported reading listed here</b>	
8			
9			
10			
11			
12			
13			



# Scheme of Learning: Year 9 History

## Topic Sequence:

1	2	3	4
The Holocaust	The Cold War	Post 1945 Britain	Local History Unit

## Topic Overview:

Understanding one's own local history is vital to developing the young historian. Therefore, in this enquiry we seek to investigate what the history of Southampton is and the role the city/area has played in major world events over time.

## Lesson Sequence:

Lesson 1: Where did Southampton come from? Here we begin our enquiry by looking at why Southampton came into existence, what it was first like to live in the area and start to think about why the settlement would have wider significance.

Lesson 2: How has Southampton reacted to disease over time? Many accounts claim that Southampton was one of the first places in England that the Black Death arrived in via European merchant ships. What role did Southampton play in the spread of the Black Death, and how did it react to it? How has Southampton reacted to plagues/pandemics throughout history?

Lesson 3: How important has Southampton been to Empire? Southampton is one of Britain's most important ports and has played a crucial role in the creation, development and maintenance of the British Empire. Here we examine Southampton's role in the British Empire.

Lesson 4: How did Southampton help secure victory in WWI and WWII? Here we look at Southampton's role in WWI/WWII, especially in armaments production.

Lesson 5: Why did the experiences of the Blitz in Southampton differ from other cities? Here we do a comparative study of Portsmouth versus Southampton in the Blitz: how were their experiences different and why?

Lesson 6: How did the post-1945 period shape modern Southampton? In our final lesson, we examine the impact of the post-war period on Southampton today.

Lesson 7: Assessment.

## Sequence of Lessons:

1	Where did Southampton come from?
2	How has Southampton reacted to disease over time? ?
3	How important has Southampton been to Empire?
4	How did Southampton help secure victory in WWI and WWII?
5	Why did the experiences of the Blitz in Southampton differ from other cities?
6	How did the post-1945 period shape modern Southampton?
7	Assessment.
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## Topic Resources:

<b>Knowledge Map:</b>	Why is Southampton significant to the history of Britain?	<b>Any other Resources:</b>	Any other resources needed should be here
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## Assessment:

<b>Knowledge:</b>	10 knowledge questions.
<b>Application of Knowledge:</b>	Students will explain the significance of Southampton in the context of a lesson we have studied, for example Southampton's role in Empire.

## Supportive Reading:

<b>Any supported reading listed here</b>	<a href="https://localhistories.org/a-history-of-southampton/">https://localhistories.org/a-history-of-southampton/</a>