

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Year 7</b> <b>How was Britain established?</b>	<b>Invasion</b>	<b>The Norman Conquest</b>	<b>Medieval Life</b>	<b>The Crusades</b>	<b>100 years war &amp; war of the roses</b>	<b>Introduction to Tudor rule</b>
<b>Knowledge &amp; Skills</b>	Romans, Anglo Saxons, Vikings, Battle of Hastings	Consequences of the Battle of Hastings and the Norman Conquest	Does King John deserve his reputation? - Black Death!!	- Church - Islamic empire - Crusades	-England vs France – The Hundred Years’ War - England vs England – The Wars of the Roses	Henry VIII vs the church - Edward VI & reformation - The bloody reign of Mary Tudor - Mary Queen of Scots vs Elizabeth I - The Spanish Armada
	Interpretations Similarity/difference Causation	Significance Source analysis	Interpretations Similarity/difference Causation	Significance Source analysis	Interpretations Similarity/difference Causation	Significance Source analysis
<b>Assessment</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment - <b>How did invasion change Britain?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment - <b>What changes did William make to Norman England?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment – <b>What effect did the Magna Carta have on England?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment – <b>What were the Crusades and why did people take part in them?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment – <b>How did changes in England contribute to the battle for the crown?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment – <b>How did the actions of Henry VIII affect life today?</b>
	<p><b>End of year expectation</b> Able to briefly describe people or events they have studied in the past. Their knowledge is limited but accurate. In places the knowledge may still be inaccurate or general. Towards the top end knowledge becomes more accurate but doesn’t always focus on the question. They begin to use keywords, specific dates and names but may not be chronologically accurate.</p>					
<b>Personal Development</b>	What made Britain the country it is today? Why is History important? Developing respect for the different cultures and beliefs within our communities	Why did people invade Britain? How have invasions affected our culture and communities? Visit to a Norman Castle	Reflecting on the past. Can sources be trusted? Should we believe everything we read? Links to the long term effects of a person's reputation.	Developing respect for the different cultures and beliefs that make up our communities  Islamic empire - links with local islamic community	How has past conflict shaped our lives?	How has past conflict shaped our lives?  Visit to a tudor home
<b>Reading</b>	Source material - retrieval, inference, using evidence to support views Horrible histories - reading for pleasure	Source material - scanning texts for key information Horrible histories - reading for pleasure	Source material - discussing validity of different sources Horrible histories - reading for pleasure	Source material - analysing different interpretations. Horrible histories - reading for pleasure	Source material - comparisons between view points Horrible histories - reading for pleasure	Source material - using different genres, information, diaries, etc Horrible histories - reading for pleasure
<b>Cross curricular links</b>	English - historical text & Structuring writing PEE SMSC Maths - ordering	English - structuring writing. SMSC. Geography - locations	English - writing. Science - biological effects of the plague. SMSC	English - PEE. SMSC. RE. Geography - locations	English - PEE. SMSC. Geography - locations	English - genres of writing. SMSC.

Year 8 Establishing democracy	How might were Tudor monarchs?	The English civil war	Empire & Immigration		Industrial Revolution	Democracy and the Franchise
Knowledge and Skills	Religious change Domestic policies Foreign policies	Gunpowder Plot - Charles I - English Civil war - Oliver Cromwell, Puritanism - Glorious revolution	- What is an empire? Reasons for empire building - Study of British colonies -	- Reasons for immigration - Experiences faced by immigrants	- Industrial revolution - Population - Factories - Health - Impact	1832 reform act, Anti Corn Laws, Titus Salt, Workers rights, suffragettes
	Interpretations Similarity/difference Causation	Significance Source analysis	Interpretations Similarity/difference Causation	Significance Source analysis	Interpretations Similarity/difference Causation	Significance Source analysis
Assessment	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment - <b>What was the impact of religious change in the Tudor times?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment - <b>Who was Oliver Cromwell, hero or villain?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment – <b>Why did Britain want to build an empire?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment - <b>How did immigration effect British culture?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment – <b>How did developments in Britain contribute to the industrial revolution?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2. Key assessment – <b>How has the voting system progressed into the one we have today?</b>
	<p><b>End of year expectation</b></p> <p>Can describe people or events they have studied in the past, in more detail. Can explain people or events they have studied in the past, with greater detail. They use key words regularly and accurately and include specific dates and names to support their descriptions. Answers are supported by relevant information.</p>					
Personal Development	British values - democracy and the rule of law. How have changes during this time affected life today?	British value - democracy. Links to November 5th and celebrations - making a 'guy'	British values - respect for other cultures and traditions. Who is a part of our community?	British values - respect for other cultures and traditions. Visits from local residents of different faiths/cultural backgrounds.	British value - democracy. Visit a local industrial museum - Helmshore to explore conditions	British value - democracy. visit from a member of the House of Commons to discuss democratic debate - pupils debate current issues
Reading	Source material - retrieval, inference, using evidence to support views Reading for pleasure - Tudor Boy Spy	Source material - comparing texts and using different genres of writing Reading for pleasure - The English Civil War at First Hand	Source material - letters, diaries, images Reading for pleasure - The rise and fall of the British empire	Source material - letters, diaries, images Reading for pleasure - The rise and fall of the British empire	Source material - using different genres to find and use information Reading for pleasure - Horrible jobs of the industrial revolution	Source material - using evidence to support views Reading for pleasure - My own story, Emily Pankhurst
Cross curricular links	English SMSC Geography	English SMSC RE	English SMSC Geography Food technology	English SMSC RE Geography	English SMSC Geography	English SMSC

Year 9 An extreme world	The Transatlantic slave trade	The First World War	Communist Russia 1917-41	Causes of the Second World War	Holocaust	Civil rights in America
<b>Key content</b>	- What is slavery? - What was the slave triangle? - Conditions on the Middle Passage - Resistance - Abolition	- Long-term causes - Short-term causes -	- Source utility and inference - Identifying successes and failures	- Explain why - Justify reasons - Write a narrative account	- Life in Nazi Germany - Persecution of Jews in 1930s - Ghettos - Final solution	- Life for black Americans - Emmett Till - Rosa Parks - Martin Luther King - Malcolm X - Black Power
<b>Skills</b>	Interpretations Similarity/difference Causation	Significance Source analysis	Interpretations Similarity/difference Causation	Significance Source analysis	Interpretations Similarity/difference Causation	Significance Source analysis
<b>Assessment</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2 GCSE exam-style questions – in class Key assessment – <b>Why did people start to object to slavery and what action did they take?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2 GCSE exam-style questions – in class Key assessment – <b>How did long term factors contribute to the breakout of war in 1914?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2 GCSE exam-style questions – in class Key assessment - <b>Did the revolution in 1917 make life better for poor people living in Russia?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2 GCSE exam-style questions – in class Key assessment - <b>Why was Hitler able to take power in Germany?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2 GCSE exam-style questions – in class Key assessment - <b>What was life like in Nazi Germany for Jewish people?</b>	Use of consolidation tasks. Discussion. completion of tasks 1 & 2 GCSE exam-style questions – in class Key assessment - <b>Why did the civil rights movement start in America?</b>
<p><b>End of year expectation</b> Can explain in depth people or events they have studied in the past using specialist vocabulary, dates and specific information with some accuracy. They support their answers with specific examples. Their writing is engaging and appropriate to the period/event studied showing an awareness of other cultures, societies or people relevant to the topic studied, demonstrating a broad historical knowledge.</p>						
<b>Personal Development</b>	British values - developing respect for other cultures History of slavery at the National Museum in Liverpool	British values - respect, democracy, law Visit to the Imperial war museum	British values - respect, democracy, law Making comparisons to British life. Experiencing Russian culture/food	British values - respect, democracy, law Visitor to school - Member of the British legion	British values - developing respect for other cultures Visitor to school - Holocaust Educational Trust - outreach programme	British values - developing respect for other cultures Explore segregation and how people were affected.
<b>Reading</b>	Source material Reading for pleasure - The garbage king	Source material Reading for pleasure - War Horse/Private Peaceful	Source material Reading for pleasure - Child 44	Source material Reading for pleasure - Blitzcat	Source material Reading for pleasure - The diary of a young girl by Anne Frank	Source material Reading for pleasure - The Help/March/Autobiographies
<b>Cross curricular links</b>	English SMSC Geography	English SMSC Geography	English SMSC Geography	English SMSC Geography RE	English SMSC Geography RE	English SMSC Geography Music/Art