**2022 - 2023**

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|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **7** | Migration to Britain.Content covers - Migrants from Celts to Europeans in the 20th Century and the impact those migrants had, and the challenges faced by those migrants. Skills - chronology, Spot patterns, similarities and differences, writing skills using detailed knowledgeAssessment - Extended writing -*Describe the experiences of one group of migrants?*End Question *- which migrants have what impact and why?*and*How welcoming has Britain been to migrants?***Themes - empire, migration** | Early Civilizations.Content covers - characteristics and nature of, the expansion and dissolution of the Roman Empire and the Islamic Empire. We look at life in the Roman Empire and the Islamic Empire.Skills - BC and AD, dates and centuries, Similarities and differences to draw contrasts between the two empires, writing skills using precise evidence (PE)Assessment - Extended writing - *Describe the differences between the two early civilizations.*End Question *- which early civilisation would you prefer to live in and why?***Themes - civilisations, empire, power and authority** | Norman Conquest and Control.Content covers - challenges faced in 1066, events of 1066 and impact of the Norman Conquest on England. Skills - analyse cause and consequence explain change and continuity, find information from a source, extended writing skills PEE)Assessment - Extended writing - *Why did William win the Battle of Hastings?*End Question *- what was the impact of the Norman Conquest on England?***Themes - power and authority, warfare** | Medieval Life.Content covers - challenges faced by society during Medieval Times and key features of Medieval society. Skills - explain causes and consequencesidentify anachronisms, written historical account Assessment - Extended writing - *write a historical account of a year in a Medieval Peasant’s life* End question (and extended writing) - *explain the challenges faced by Medieval society* **Themes - power and authority, democracy/equality** | Religion 1066-1605.Content covers - how religion influenced people’s lives, how individual’s actions changed nations, conflicts between church and authority (monarchy).Skills - explain causes and consequencescompare similarities and differencesanalyse changeuse historical evidenceAssessment – *finding information fro*m *sources on the murder of Becket* End question - *how much change did the Reformation have on English society?***Themes - religion, power and authority** | Political strife in the 17th Century. Content covers - development of political power and the impact of these changes on society.Skills - categorise causescontrast different leaders to identify similarities and differences use historical evidence Assessment – *compare sources on the execution to find similarities and differences*End question - *how unstable was England during the 17th Century?***Themes - power/authority(revolution), warfare, democracy/equality** |
|  | BBC Bitesize – Migration to Tudor England[Africans and their lives in Tudor England - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zb84cmn?course=zf3m6g8)BBC Bitesize – Windrush migration[Empire and citizenship - Caribbean migration - Post-war migration from Africa, the Caribbean and Asia - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zdwy3j6/articles/zft8dp3?course=zf3m6g8)BBC Bitesize – Asian and African Migration[African and Asian migration - Post-war migration from Africa, the Caribbean and Asia - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zdwy3j6/articles/zgy2m39?course=zf3m6g8)Oak National Academy[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/how-dark-were-the-dark-ages-148d) Dark Ages – 6 lessonsOak National Academy[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/why-has-alfred-been-called-alfred-the-great-479b) Alfred the Great – first 2 lessons or all 4 lessons  | BBC Bitesize Roman Empire<https://www.bbc.co.uk/bitesize/topics/zhxmn39>BBC Bitesize Islamic World<https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/1>Oak National Academy – 4 lessons<https://classroom.thenational.academy/units/how-was-baghdad-connected-to-the-wider-world-a4bd>Oak National Academy[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/why-did-europeans-join-the-crusades-4e46) CrusadesOak National Academy – 6 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/who-lived-in-crusader-states-63c1) Crusader States – 4 lessons | BBC Bitesize Normans<https://www.bbc.co.uk/bitesize/topics/zshtyrd>BBC Bitesize Normans<https://www.bbc.co.uk/bitesize/guides/zdvdmp3/revision/1>Oak National Academy – 4 lessons<https://classroom.thenational.academy/units/how-did-a-norman-become-king-of-england-ccc3>Oak National Academy – 6 lessons<https://classroom.thenational.academy/units/how-much-did-england-change-during-the-norman-conquest-e464>  | Oak National Academy – Medieval Peasants - 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/which-sources-reveal-the-most-about-medieval-peasants-ba6d)Oak National Academy - Black Death – 4 lessons<https://classroom.thenational.academy/units/how-far-did-the-black-death-change-the-medieval-world-4dc3>Oak National Academy - Peasants Revolt – 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/how-big-a-threat-was-the-peasants-revolt-to-the-power-of-monarchs-475d)Oak National Academy- Medieval World – 6 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/what-can-we-learn-about-the-medieval-world-from-the-book-of-margery-kempe-4865) | BBC Bitesize Henry II and Becket<https://www.bbc.co.uk/bitesize/guides/zw3wxnb/revision/1>Oak National Academy - Luther and Reformation – 4 lessons<https://classroom.thenational.academy/units/what-was-luther-trying-to-achieve-3bc3>Oak National Academy –Henry VIII and the “Break with Rome” - 6 lessons<https://classroom.thenational.academy/units/why-did-henry-viii-make-the-break-with-rome-85e5>Oak National Academy – The Reformation – 6 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/in-what-ways-did-the-reformation-matter-to-ordinary-people-96c9) | BBBC Bitesize Civil War<https://www.bbc.co.uk/bitesize/topics/zk4cwmn>Oak National Academy - Civil war - 6 lessons<https://classroom.thenational.academy/units/why-did-the-civil-war-break-out-in-1642-d5ce>Oak National Academy - 6 lessons<https://classroom.thenational.academy/units/in-what-ways-was-britain-turned-upside-down-in-the-seventeenth-century-7e87>Oak National Academy –Glorious Revolution – 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/how-revolutionary-was-the-glorious-revolution-bdb3) |
| **8** | Exploration(Non-European societies).Content covers - why and how European countries e.g. England explored countries around the world. Also, the impact of European nations e.g. England on native people.Skills - to categorise the reasons for explorationto explain the consequences on native peopleAssessment - Extended writing - *Explain the consequence of exploratio*n on one area in the worldEnd question - *what was the impact of exploration on native people***Themes - empire. civilisations, power** | British Empire, slavery and slave trade.Content covers - the wide-ranging influences of British colonialism on world-wide expansion. We look at celebrating the British Empire, the end of the British Empire.Skills - the significance of trade (or other reasons) on the development of the British Empirecontrast how Britain benefited from its Empire and how its colonies benefited from the Empire Assessment – *making inferences from* a *source* End question - *who benefited the most- Britain or its colonies? (must explore at least 2 colonies)***Themes - empire, civilisations** | Workshop of the World. Content covers - Britain as the first Industrial nation, the impact of industrialization on society..Skills - analyse change and continuity 1750-1900explore the significance of key individuals from the period Assessment - *Extended writing – How much had Britain changed between 1750 and 1900?*End question - *how far do you agree the Industrial Revolution had a positive impact on British society?***Themes - empire, revolution** | Enfranchisement. Content covers - how people in the 18th and 19th centuries fought for the vote, campaigners for the vote, how democracy was shaped. We look at how parliament became established from 1066 – 1688. We find out how men got the vote and the campaign for women to get the vote.Skills - evaluate significance of groups of people and individuals, and important events analyse the impact of change on voting rights, to understand the methods of historical enquiryAssessment – *identify the providence of a source* End question - *Analyse protest as a way of gaining the vote***Themes - power/authority, democracy/equality, revolution** | Steps to War (causes of WW1).Content covers - causes of World War One and Britain’s reaction to the start of war. Skills - to analyse causes and reactionsExtended writing – *Explain one reason why WW1 started?*End question - *Was WW1 inevitable?***Themes.- warfare, empire, power** | Fronts (WW1) and Local historyContent covers - impact of the European War on the world, impact of the war on Britons at home. We look at the different Fronts and the end of WW1.Skills - to understand the methods of historical enquiryAssessment – *using a range if sources to investigate what it was like in the trenches**End question - Explain the impact of WW1 on a young person’s life.***Themes- warfare** |
|  | Oak National Academy - <https://classroom.thenational.academy/units/what-did-british-colonialism-look-like-in-the-nineteenth-century-adf7>Oak National Academy – Who lived in British America? 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/who-lived-in-british-america-db09)BBC Bitesize – India[British colonialism in India - The British Empire - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zx8sf82?course=zybxtrd) | BBC Bitesize - slavery<https://www.bbc.co.uk/bitesize/topics/z2qj6sg>Oak National Academy - Abolition of slavery - 4 lessons<https://classroom.thenational.academy/units/how-successful-were-efforts-to-abolish-slavery-in-the-nineteenth-century-cc63>Oak National Academy – India- 4 lessons<https://classroom.thenational.academy/units/why-does-it-matter-what-we-call-the-1857-conflict-in-india-fb64>Oak National Academy - Africa - 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/how-do-we-uncover-the-lived-experience-of-those-ruled-by-empire-in-africa-c289) | BBC Bitesize - Industrial Revolution<https://www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/1>BBC Bitesize (Scotland) Industry[Inventions and innovations in the Industrial Revolution - Industry — textile factories and coal mines - National 5 History Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zkxrxyc/revision/1)BBC Bitesize (Scotland) Health and Housing[Population change - Health and housing - National 5 History Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zb8n8xs/revision/1)Oak National Academy working conditions – 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/how-far-did-working-conditions-improve-over-the-nineteenth-century-ebad) | BBC Bitesize -votes for women<https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1>Oak National Academy – struggle to rule – 6 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/why-did-kings-struggle-to-rule-england-1f64)Oak National Academy - French Revolution and Britain - 4 lessons<https://classroom.thenational.academy/units/what-did-the-french-revolution-mean-to-britons-988d>Oak National Academy – democracy – 4 lessons<https://classroom.thenational.academy/units/why-are-different-stories-told-about-britains-journey-to-democracy-3dde> | BBC Bitesize – causes of WW1[Causes of World War One - World War One - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/z9cvf82)Oak National Academy - Africa as a cause of WW1 – 4 lessons<https://classroom.thenational.academy/units/did-tensions-over-africa-make-a-european-war-more-likely-3b7d>Oak National Academy - causes of WW1 – 6 lessons<https://classroom.thenational.academy/units/how-far-did-the-assassination-cause-the-first-world-war-f270>BBC Bitesize – West Indies regiment join[Why the British West Indies Regiment joined World War One - World War One - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/zdf4bqt?course=zc3rg7h) | BBC Bitesize – life on front line[What was life like on the front line in World War One? - World War One - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/znpm7yc)Oak National Academy – Western Front - 6 lessons<https://classroom.thenational.academy/units/what-do-the-stories-of-the-often-forgotten-armies-reveal-about-the-western-front>Oak National Academy - 4 lessons<https://classroom.thenational.academy/units/why-did-wwi-end-in-november-1918-13e5> |
| **9** | A Lasting Peace? Content covers - the legacy of WW1, was it a lasting one? The impact of the Treaty of Versailles on Europe. Europe between the wars, democracy and dictatorship including the dictators in Europe.Skills - draw similarities and contrasts between causes of WW1 and causes of WW2evaluate the influence of key individuals, analyse the impact of the Treaty of VersaillesExtended writing – *Explain why Germany were angry about the Treaty of Versailles.*End question - *Why wasn’t WW1 the war to end all wars?***Themes - warfare, politics (power), democracy, dictatorship** | Total War. Local History (Norwich)Content covers - impact of WW2 on civilians. The world at war (bombings of Dresden) The end of the war (Hiroshima and Nagasaki). War crimes. The HolocaustSkills – begin to frame own historical questionsInvestigate how a range of evidence is usedUnderstand how contrasting interpretations have been constructedcontrast warfare WW1 and Ww2Assessment *– identify what is different between* two *interpretations about an event*End question - *How far do you agree that WW2 was a total war?***Themes- warfare, persecution** | Post War Britain.Content covers - the development of society in post-war Britain between 1950’s-1970’s. We look at daily life, leisure and holidays, mass media and the impact on the new teenager, the Windrush generation. Beginnings of Equal Rights in Britain.Skills - analyse change and continuity, draw contrastsSkills - construct and create own structured historical accountExtended writing – *Write a historical account about the development of one aspect in Britain between 1950’s and 1970’s*.End question - *How much had life changed in Britain between 1945 and 1975?***Themes- equality** | The Cold War.Content covers - the emergence of political ideologies in the late 20th Century, how those political ideologies shaped the modern world, how those political ideologies influenced people’s lives. We look at how the cold war started. We cover events in Europe, in the world and the end of the Cold War Skills - understand a chronological narrativemake connections between military, political, cultural and economic concepts, understand how contrasting interpretations have been constructedAssessment – *identify what is different between* two *interpretations* *and why they are different* End question - *How far had warfare changed?***Themes - warfare, democracy, power** | Struggle for Equality?Content covers - the influence of protest in the later 20th Century around the world. We look at Civil Rights Movement in the USA and in Britain, Black Lives Matter Campaign. Apartheid in South Africa. Struggle for Equal Rights in Britain.Skills – evaluate the significance of key individuals on protest/freedomeffect of ordinary people on protest/freedommake connections between national and international eventsAssessment - *Outline a significant’ individual’s contribution to gaining equality?*End question - *How far have people in Britain challenged prejudice and discrimination in the quest for equality?* **Themes - democracy/equality, power/authority** | Modern day issues.Content covers - impact of historical issues on the world today. We look at terrorism. Terrorist actions through time, recent terrorism attacks. We look at genocides.Skills - analyse the effect of people, organisation or events on modern lifemake connections between national and international eventsmake connections between short and long term timescaleAssessment - End question - *How far has global events affected ordinary people’s lives?***Themes - democracy/equality, persecution, power** |
|  | BBC Bitesize – end of WW1 and Peace Settlement[End of World War One and the Treaty of Versailles - World War One - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/zxjg3j6)Oak National Academy - Peace – 4 lessons <https://classroom.thenational.academy/units/what-kind-of-peace-was-made-in-1919-c6c6>Oak National Academy – Bolsheviks – 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/what-were-the-bolsheviks-trying-to-achieve-87ba)Oak National Academy – Fascists – 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/why-did-fascists-gain-support-4a64)Oak National Academy – dictatorships – 4 lessons<https://classroom.thenational.academy/units/how-were-people-controlled-in-totalitarian-states-d814> | BBC Bitesize WW2<https://www.bbc.co.uk/bitesize/topics/zk94jxs>Oak National Academy-WW2 – 6 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/when-was-the-turning-point-during-the-second-world-war-8289)Oak National Academy-Holocaust – 2 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/what-was-the-holocaust-9d03)Oak National Academy- Jewish resistance – 4 lessons[Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/how-did-jewish-people-resist-during-the-holocaust-96b2) | BBC Bitesize- Windrush[Empire and citizenship - Caribbean migration - Post-war migration from Africa, the Caribbean and Asia - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zdwy3j6/articles/zft8dp3?course=zf3m6g8)BBC Bitesize – culture[Culture and diversity in 20th century Britain - Migration's effect on Britain - religion and ideas - GCSE History Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z9h9ycw/revision/4)Oak National Academy - 1960’s - 6 lessons<https://classroom.thenational.academy/units/what-kind-of-stories-can-be-told-about-the-sixties-6018> | BBC Bitesize- Cold War[The Cold War - KS3 History - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z8k9q6f) | BBC Bitesize - Civil rights in America<https://www.bbc.co.uk/bitesize/topics/zgb39j6> | Terrorism[9/11 and the 'war on terror' - CCEA - GCSE History Revision - CCEA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zwbrjty/revision/1)[The invasion of Iraq, 2003 - CCEA - GCSE History Revision - CCEA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zbynfcw/revision/1)Genocide[Holocaust Memorial Day Trust | What is genocide? (hmd.org.uk)](https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/what-is-genocide/)[Holocaust Memorial Day Trust | Ten stages of genocide film (hmd.org.uk)](https://www.hmd.org.uk/resource/ten-stages-of-genocide-film/)Information on genocides[Days-to-remember.pdf (hmd.org.uk)](https://www.hmd.org.uk/wp-content/uploads/2021/09/Days-to-remember.pdf) |
| **10** | American West | American West | American WestElizabethan England | Elizabethan England | Elizabethan England | Elizabethan England |
|  | Seneca Learning*There will be a detailed document with links to additional resources in Teams classroom for the whole of the American West.* | Seneca Learning*same document* | Seneca LearningBBC Bitesize <https://www.bbc.co.uk/bitesize/topics/z29rbk7>*same document**There will be a detailed document with links to additional resources in Teams classroom for the whole of Elizabethan England.* | Seneca Learning*same document* | Seneca Learning*same document* | Seneca Learning*same document* |
| **11** | Weimar and Nazi Germany | Weimar and Nazi Germany | Crime and Punishment | Crime and Punishment | Revision | Exams |
|  | Seneca LearningBBC Bitesize<https://www.bbc.co.uk/bitesize/topics/zymqwxs>*There will be a detailed document with links to additional resources in Teams classroom for the whole of Weimar and Nazi Germany.* | Seneca LearningBBC Bitesize<https://www.bbc.co.uk/bitesize/topics/zymqwxs>*same document* | Seneca Learning*There will be a detailed document with links to additional resources in Teams classroom for the whole of Crime and Punishment* | Seneca Learning*same document* | Seneca LearningBBC Bitesize | Seneca LearningBBC Bitesize |