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| **Year** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **7****How successful was Britain ruled up until 1547?** | **What matters in history?**Applying the historical concepts to a study of Ancient Egypt (pre-1066)Including ChronologySignificance**How did William become the conqueror?**Norman ConquestBattles of Hastings 1066***CAUSE AND CONSEQUENCE*** | **How disruptive were the Normans?**Castles/ Tower of London: Motte and Bailey, Feudal System – what is the hierarchy of rule in EnglandDomesday Book – how does this affect ordinary people (local focus)***CHANGE AND CONTINUITY*** | **Was the medieval period all muck and misery?**The role of the ChurchBlack Death and impact on the peoplePeasants’ Revolt 1381Improvements in health and medicineEveryday life for ordinary people: women, children, the poor, foreigners***SIGNIFICANCE***  | **Did the Mongol Empire destroy worlds or bring them together?**Difference between thematic/ chronological studiesWho were the Mongols Genghis Khan Global TradeEmpire development ***SIGNIFICANCE***  | **Why was Ipswich a migration location?**Roman Invasion Iceni Tribe Anglo-Saxons African Migration ‘The Ipswich Man’ Windrush & Ipswich Roma migration in Ipswich **CAUSE AND CONSEQUENCE**  | **Was Henry VIII a terrible tyrant?**How did the Tudor dynasty begin?Henry VIII and his early yearsLife in Tudor England**Mini Enquiry – How were the Wives of Henry VIII’ treated?** **Similarity and difference**Women in Tudor EnglandReformation – What is it and why?Henry VIII wives and childrenDecline of Henry VIII ***INTERPRETATIONS*** |
| **Home Learning Links** | [**The Battle of Hastings - Norman Conquest - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize**](https://www.bbc.co.uk/bitesize/articles/z9mw8hv) | [**History, secondary, Year 7 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-7/units/the-norman-conquest-how-do-we-know-about-the-impact-of-the-conquest-on-england/lessons) | [**History, secondary, Year 7 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-7/units/england-under-henry-ii-how-successfully-did-henry-reassert-royal-authority/lessons) | [**History, secondary, Year 7 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-7/units/the-black-death-and-the-silk-roads-how-connected-was-the-medieval-world/lessons) | [**A History of Ipswich - Local Histories**](https://localhistories.org/a-history-of-ipswich/) | [**History, secondary, Year 8 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-8/units/henry-viii-and-the-reformation-how-unusual-was-the-english-reformation/lessons) |
| **Assessment Method** | **KO check + Written Assessment**  | **KO check + Written Assessment** | **Assessment week** | **KO check + Written Assessment** | **KO check + Written Assessment** | **Assessment week** |
| A black and white logo  Description automatically generated**Opportunities** | **CEAIG – Students consider the skills used in history such as constructing an argument, source analysis and literacy skills that could be used for further study or transferred to a range of careers.****SMSC – Students work in pairs/ groups; students consider changes in society, migration, role of the Church. Students analyse the impact of cultural changes that have occurred over time in Britain.** **British Values – Students reflect on the origins of the rule of law in the UK, consider the role of the Church and state and historical debates on these issues.****Enrichment – Students have a wide variety of reading material to enhance their understanding of key ideas in history, Colchester/ Orford trip (tbc July 2025)****E-safety – Use of computers, following school ICT policies and procedures.**  |
| **8****How did revolutions effect Britain and the world?** | **How powerful were early modern rulers?** Edwards and MaryHow did Elizabeth become queen?Problem in the reign of ElizabethHow do we solve a problem like Mary?Spanish ArmadaWas the Elizabethan era a golden age? James I and povertyCharles I, Cromwell, Civil War and its impact***Significance***  | **Was the British Empire the same for everyone?**Ireland America Australia India East India Company**Similarity and Difference****What were African Kingdoms like before colonisation?**Mali Mansu MusaTrade**SIGNIFICANCE** | **Was the land of liberty truly free?** Slave triangle, Middle Passage, CaptureAuctionsPlantations Living conditions RunawaysResistance Rebellions Civil War Abolition | **Was the Civil Rights Movement revolutionary or incomplete?**Civil RightsAmerican Civil WarKKK, Jim Crow and SegregationKey figures and events in the Civil Rights movement: Rosa Parks, MLK and Emmett Till, Greensborough Sit in***CHANGE AND CONTINUITY***  | **What was the impact of the Industrial Revolution on British society?**Industrial BritainEast India CompanyIndustrial Revolution and its impactSuccess of Victorian England***CHANGE AND CONTINUITY*** | **Thematic study: How did society influence modern revolutions? Revolution through time**French RevolutionHaitian RevolutionAmerican Revolution Russian Revolution***INTERPRETATION*** |
|  | [**History, secondary, Year 8 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-8/units/elizabeth-i-why-has-elizabeth-been-represented-so-differently/lessons) | [**History, secondary, Year 8 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-8/units/commonwealth-and-restoration-why-did-the-republican-experiment-fail/lessons) | [**History, secondary, Year 8 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-8/units/transatlantic-slavery-how-were-west-african-societies-impacted/lessons) | [**The civil rights movement in America - KS3 History - BBC Bitesize**](https://www.bbc.co.uk/bitesize/topics/zgb39j6) | [**History, secondary, Year 8 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-8-l/units/how-far-did-working-conditions-improve-over-the-nineteenth-century-ebad/lessons) | [**History, secondary, Year 8 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-8/units/the-french-revolution-what-do-cartoons-tell-us-about-british-attitudes/lessons) |
| **Assessment Method** | **KO check – Written Assessment** | **KO check + Written Assessment** | **Assessment week** | **KO check + Written Assessment** | **KO check + Written Assessment** | **Assessment week** |
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| **CEAIG – Students develop communication and literacy skills in history and consider how these could be transferred to further study and transferred to a range of careers.****SMSC – Students work in pairs/ groups; students analyse changes in society, and discuss the moral debate on slavery, with students considering a range of historical views on these issues.** **British Values – Students reflect on the origins of the rule of law in the UK, importance of individual liberty and respect for other people and their views being able develop well-balanced opinions.** **Enrichment – Students have a wide variety of reading material to enhance their understanding of key ideas in history. E-safety – Use of computers, following school ICT policies and procedures.** |

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| **9****How did events of the twentieth century shape our world?** | **How “Great” was The Great War?****Why did Britain go to war?**Assassination of Archduke Franz Ferdinand Causes of WWI ***CAUSE AND CONSEQUENCE*Were the British Lions “led by donkeys”?**Stalemate – conditions in trenchesWas Haig the ‘Butcher of the Somme’?Main battles – the SommeCensorship and propaganda***INTERPRETATIONS*****Why did Germany surrender?** Russia leaving WWI USA joinsArmisticeParis Peace Conference Treaty of Versailles***CAUSE AND CONSEQUENCE*****Whose stories get told in the history of women’s rights?**Role of SuffragistsRole of SuffragettesWomen and their role in the war***SIMILARITY AND DIFFERENCE*** |  **Why did dictators rise to power in 20th century Europe?**Origins and rise of Nazi PartyHitler’s leadership and becoming Chancellor Fascism in Italy ***CAUSE AND CONSEQUENCE*** | **What was the turning point of WWII?**Causes of WWIIBattle of BritainOperation BarbarossaOperation SealionD DayDunkirkPearl Harbour***SIGNIFICANCE*** **Did total war mean total change for people in Britain?**Evacuees and rationingBomb sheltersRaidsPostwar – NHS***CHANGE/ CONTINUITY*** | **How did the treatment of Jewish people escalate over time? Holocaust**Origins of anti-Semitism in EuropeHitler’s hatred of the JewsPersecution of the Jews in Germany: boycott, Nuremberg Laws, KristallnachtCase study: Anne FrankEscalation of persecution: use of ghettos and concentration camps, The Final Solution – Case study: Auschwitz***CHANGE AND CONTINUITY*** | **How did East and West go from friends to enemies?** Communism v capitalismSuperpowersPeace conference Yalta and Potsdam Berlin BlockadeVietnamBerlin Wall***Interpretations*** |
|  | [**History, secondary, Year 9 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/womens-suffrage-what-do-sources-tell-us-about-womens-struggle-for-equality/lessons) | [**History, secondary, Year 9 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-9-l/units/why-did-fascists-gain-support-4a64/lessons) |  | [**History, secondary, Year 9 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/the-holocaust-what-was-the-holocaust/lessons) | [**The Cold War - KS3 History - BBC Bitesize**](https://www.bbc.co.uk/bitesize/topics/z8k9q6f) |
| **Assessment Method** | **KO check + Written Assessment** | **KO check + Written Assessment** | **Assessment week** | **KO check + Written Assessment** | **KO check + Written Assessment** | **Assessment week** |
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| **CEIAG – Students consider GCSE options including history and the opportunities the subject brings to future careers and further study whilst developing their skills in the subject.****SMSC – Students work in pairs/ groups; students consider the significance of individuals on the past, debate moral and ethical issues, and consider the impact of history on life in modern Britain.** **British Values – Students reflect on the role of right and wrong, the importance of liberty and tolerance of other people regardless of faith or beliefs.****Enrichment – Students have a wide variety of reading material to enhance their understanding of key ideas in history.** **E-safety – Use of computers, following school ICT policies and procedures.**  |

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| **10** | **Crime and punishment through time, c1000-present day****Crime, punishment, and law enforcement in Medieval and early modern England c1000– c1700**How and why has crime and punishment changed in 1000 years:Definitions of crime and change and continuity from the Anglo-Saxon period, through the Norman period and early modern England and the influence of the Church | **Crime, punishment and law enforcement from c1700 – the present day**Changing definitions of crime and attitudes to punishment, including the prison systemThe development of law enforcement and the new police forceThe 20th C: the end of capital punishment and new laws/types of punishment | **Case study: Whitechapel, c1870-1900: Crime, policing and the inner city**Life in Whitechapel towards the end of the 19th C – context, tensions, living conditionsPolice organisation and investigation techniques – Jack the Ripper murders | **Early Elizabethan England, 1558-1588****Queen, government, and religion, 1558-69**The situation on Elizabeth’s accession The ‘settlement’ of religion and challenges to the Religious SettlementThe problem of Mary, Queen of Scots  | **Challenges to Elizabeth from home and abroad, 1569-88** Plots and revolts at homeRelations with SpainOutbreak of war with Spain, 1585-88The Spanish Armada**Elizabethan society in the Age of Exploration:**Education and leisureThe problem of the poorExploration and voyages of discovery – Raleigh and Virginia |
|  | [**Crimes, punishment and law enforcement - Crime and punishment in Britain overview - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize**](https://www.bbc.co.uk/bitesize/guides/zk6k96f/revision/1) |  |  | [**Elizabeth I - GCSE History - BBC Bitesize**](https://www.bbc.co.uk/bitesize/topics/z29rbk7) | [**Elizabeth I - GCSE History - BBC Bitesize**](https://www.bbc.co.uk/bitesize/topics/z29rbk7) |
| **Assessment Method** | **GCSE exam questions** | **GCSE exam questions**  | **Assessment week** | **GCSE exam questions** | **GCSE exam questions** | **PPE Assessment week** |
| A black and white logo  Description automatically generated**Opportunities** | **CEIAG – Students review the skills needed in GCSE history and the opportunities the subject brings to future careers and further study whilst developing their skills in the subject.****SMSC – Students work in pairs/ groups; students investigate changes in society through a study of crime and punishment including ethical debates. Students analyse Elizabethan Britain and the changes that occurred.** **British Values – Students gain knowledge on the role law, Church and the changing nature of crime, policing, and impact on British society today. Students consider British history over 1000 years and the changes seen.****Enrichment – Students have a wide variety of reading material to enhance their understanding of key ideas in history.****E-safety – Use of computers, following school ICT policies and procedures.** |
| **11** | **Weimar and Nazi Germany****1918-39 Germany****The Weimar Republic, 1918-29**How did the terms of the Treaty of Versailles affect Germany?Origins of the new RepublicChallenges to the new Republic from left and rightChanges in society 1924-29 | **Hitler’s rise to power, 1919-33 and Nazi control and dictatorship**How did the National Socialist Party develop – 1920-29?The Wall St Crash, unemployment, and growth of support for the Nazi Party – 1929-33Creation of a dictatorship, 1933-34Control, conformity, opposition, and resistance under the Nazi Party | **Life in Nazi Germany, 1933-39**How did Nazi policies affect women and the young?How did Hitler reduce unemployment and what was the standard of living like?The persecution of minorities | **Superpower relations and the Cold War 1941-91****The origins of the Cold War**:Early tensions between the East and West, 1941-47Development of the Cold War, 1947-49How did the Cold War Intensify – 1949-58**Crises of the Cold War 1958-1970**Berlin Crisis, the Cuban Missile Crisis, Prague Spring | **Continue crises of the Cold War, 1958-70 and the end of the Cold War, 1970-91**Soviet invasion of CzechoslovakiaDétente, 1970sFlashpoints 1980s Fall of the Berlin WallEnd of Soviet control in Eastern Europe 1991 | **Study leave/ Exams** |
|  | [**Weimar and Nazi Germany, 1918-39 - Weimar Germany overview - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize**](https://www.bbc.co.uk/bitesize/guides/zt9v7hv/revision/1) |  |  | [**History, secondary, Year 11 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-11-edexcel/units/cold-war-how-far-did-relations-worsen/lessons) | [**History, secondary, Year 11 - Lesson listing | Oak National Academy**](https://www.thenational.academy/pupils/programmes/history-secondary-year-11-edexcel/units/cold-war-how-close-was-nuclear-war/lessons) |  |
| **Assessment Method** | **GCSE exam questions** | **PPE/ GCSE exam questions** | **GCSE exam questions** | **PPE/ GCSE exam questions** | **GCSE exam questions** | **GCSE exams** |
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| **CEIAG– Students continue to develop and audit the skills used in history such as constructing an argument, source analysis and literacy skills that could be transferred to further study and a range of careers.****SMSC – Students work in pairs/ groups; students consider impact of politics on everyday lives in Britain and modern world depth study considering ethics and moral issues raised through studying these historical periods.** **Enrichment – Students have a wide variety of reading material to enhance their understanding of key ideas in history.****British Values – Students reflect on the origins of the rule of law in the UK, consider the role of the Church and state, tole of individual liberty and mutual respect for the views of others.** **E-safety – Use of computers, following school ICT policies and procedures.**  |

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