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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 Chronology  Significance  **How did William become the conqueror?**  Norman Conquest  Battles 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 England  Domesday Book – how does this affect ordinary people (local focus)  ***CHANGE AND CONTINUITY*** | **Was the medieval period all muck and misery?**  The role of the Church  Black Death and impact on the people  Peasants’ Revolt 1381  Improvements in health and medicine  Everyday life for ordinary people: women, children, the poor, foreigners  ***SIGNIFICANCE*** | | **Did the Mongol Empire destroy worlds or bring them together?**  Difference between thematic/ chronological studies  Who were the Mongols  Genghis Khan  Global Trade  Empire 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 years  Life in Tudor England  **Mini Enquiry – How were the Wives of Henry VIII’ treated?**  **Similarity and difference**  Women in Tudor England  Reformation – What is it and why?  Henry VIII wives and children  Decline 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 Mary  How did Elizabeth become queen?  Problem in the reign of Elizabeth  How do we solve a problem like Mary?  Spanish Armada  Was the Elizabethan era a golden age?  James I and poverty  Charles 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 Musa  Trade  **SIGNIFICANCE** | **Was the land of liberty truly free?**  Slave triangle, Middle Passage,  Capture  Auctions  Plantations  Living conditions  Runaways  Resistance  Rebellions  Civil War  Abolition | **Was the Civil Rights Movement revolutionary or incomplete?**  Civil Rights  American Civil War  KKK, Jim Crow and Segregation  Key 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 Britain  East India Company  Industrial Revolution and its impact  Success of Victorian England  ***CHANGE AND CONTINUITY*** | **Thematic study: How did society influence modern revolutions? Revolution through time**  French Revolution  Haitian Revolution  American 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** | |
| A black and white logo  Description automatically generated  **Opportunities** | |  | | --- | | **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.** | | | | | | | | |
| **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 trenches  Was Haig the ‘Butcher of the Somme’?  Main battles – the Somme  Censorship and propaganda  ***INTERPRETATIONS***  **Why did Germany surrender?**  Russia leaving WWI  USA joins  Armistice  Paris Peace Conference Treaty of Versailles  ***CAUSE AND CONSEQUENCE***  **Whose stories get told in the history of women’s rights?**  Role of Suffragists  Role of Suffragettes  Women and their role in the war  ***SIMILARITY AND DIFFERENCE*** | | **Why did dictators rise to power in 20th century Europe?**  Origins and rise of Nazi Party  Hitler’s leadership and becoming Chancellor  Fascism in Italy  ***CAUSE AND CONSEQUENCE*** | | **What was the turning point of WWII?**  Causes of WWII  Battle of Britain  Operation Barbarossa  Operation Sealion  D Day  Dunkirk  Pearl Harbour  ***SIGNIFICANCE***  **Did total war mean total change for people in Britain?**  Evacuees and rationing  Bomb shelters  Raids  Postwar – NHS  ***CHANGE/ CONTINUITY*** | **How did the treatment of Jewish people escalate over time? Holocaust**  Origins of anti-Semitism in Europe  Hitler’s hatred of the Jews  Persecution of the Jews in Germany: boycott, Nuremberg Laws, Kristallnacht  Case study: Anne Frank  Escalation 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 capitalism  Superpowers  Peace conference Yalta and Potsdam  Berlin Blockade  Vietnam  Berlin 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** | |
| A black and white logo  Description automatically generated  **Opportunities** | |  | | --- | | **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.** | | | | | | | | |
| **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 system  The development of law enforcement and the new police force  The 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 conditions  Police 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 Settlement  The problem of Mary, Queen of Scots | **Challenges to Elizabeth from home and abroad, 1569-88**  Plots and revolts at home  Relations with Spain  Outbreak of war with Spain, 1585-88  The Spanish Armada  **Elizabethan society in the Age of Exploration:**  Education and leisure  The problem of the poor  Exploration 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 Republic  Challenges to the new Republic from left and right  Changes 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 – 1929-33  Creation of a dictatorship, 1933-34  Control, 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, 1941-47  Development of the Cold War, 1947-49  How 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 Czechoslovakia  Détente, 1970s  Flashpoints 1980s  Fall of the Berlin Wall  End 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** | |
| A black and white logo  Description automatically generated  **Opportunities** | |  | | --- | | **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.** | | | | | | | | |