

Autumn 1	Topic/Big Question	
	Why did women gain the right to vote in 1918?	
	CEIAG Curriculum learning linked to careers Politics, trade unions, Journalism, Law, Political analyst, Writer, Historian, Museum Curator, Archivist, Teacher, University researcher, Campaigner	
	SMSC Spiritual: Encourages students to reflect on ideas of equality, human dignity, freedom and what makes a fair society. Moral: Allows students to debate whether civil disobedience and protest are justified when people are denied rights. It also raises questions about fairness, justice and discrimination. Social: Helps students understand how campaigners worked collectively to bring about social and political change. Students can explore cooperation, protest and the role of communities. Cultural: Develops understanding of changing attitudes towards women, gender roles and democracy, while recognising the contribution of women to British history and society.	
	Composites - Know that in 1900 Britain was a patriarchal society. - Know that the leaders of the two main suffrage groups were Millicent Fawcett and Emmeline Pankhurst. - Know that the suffragettes (WSPU) and suffragists (NUWSS) used different methods to win the vote. - Know that Emily Davison died at Epsom races and that her death had a significant role in the Suffragette movement. - Know how the Government changed their responses to the suffragette methods and know how they treated women who were campaigning and that the suffragettes changed their methods in response to the government punishments placed on the suffragettes. - Know that women changed their jobs during the war to help the government - Know that World War One contributed to women gaining suffrage. - Know that the Representation of the People Act gave some women suffrage.	Key Vocabulary Patriarchal, Suffrage, Suffragists, Suffragette Representation of the People Act
	Assessment	Homework /ILS



	1. Death of Emily Davison 2. Vocabulary 3. Source analysis 4. Extended writing task 'Why did women gain the right to vote in 1918?'	Complete summary writing tasks on the various reasons why women gained the vote in 1918. Revision
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading The fight for female suffrage - KS3 History - BBC Bitesize
Autumn 2	Topic/Big Question Where the actions of Germany to blame for the outbreak of WW1?	
	CEIAG Curriculum learning linked to careers Politics, journalism, Armed forces, Political analyst, Writer, Military historian, Museum curator, Citizenship, Historian, History teacher, Political scientist, International relations specialist, Diplomat, foreign Service officer, museum curator, University researcher	
	SMSC Spiritual: Encourages students to reflect on the value of life, suffering, sacrifice, and the consequences of human decisions. Moral: Raises questions about right and wrong, such as whether war can ever be justified and how leaders should respond to conflict. Social: Helps students understand how alliances, nationalism, propaganda and tensions between countries can affect societies and lead to conflict. Cultural: Develops understanding of different countries, cultures and perspectives involved in WWI, including how the war affected people's identities and communities. Overall: Studying WWI helps students develop empathy, critical thinking and an understanding of how historical decisions can affect individuals and societies.	
	Composites • Know that alliances were formed in Europe from 1900 and who belonged to the Triple Alliance and the Triple Entente. • Know that the alliance system caused tension in Europe. • Know that international events in Morocco and Bosnia caused an increase of tension in Europe. • Know that imperialist and nationalistic actions of Germany, France, Britain, and Austria-Hungary caused World War One. • Know that Militarism is the increase of countries weapons and armies to be used for defence or offences reasons. • Know that militarism caused World War One.	Key Vocabulary Alliance, Imperialism, Nationalism, Militarism Assassination



	• Know that the Archduke Ferdinand was the heir to the Austrian Empire. • Know that the assassination of Archduke Ferdinand caused World War One. • Know that war broke out in August 1914. • Know that the events between June 1914- August 1914 led to the outbreak of war. • Know that there were several long-term and short-term causes of World War One. • know that there are different interpretations of the causes of World War One.	
	Assessment 1. Vocabulary 2. Source analysis 3. Extended writing on the different interpretations on whether Germany was blame for the outbreak of WW1.	Homework /ILS Complete the summary ILS writing tasks on the various causes of WW1. Revision
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading Causes of World War One - World War One - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Autumn 2 and Spring 1	Topic/Big Question How did War affect Britain and its Empire?	
	CEIAG Curriculum learning linked to careers Politics, journalism, Armed forces, Political analyst, Writer, Military historian, Museum curator, Citizenship, Historian, History teacher, Political scientist, International relations specialist, Diplomat, foreign Service officer, museum curator, University researcher	
	SMSC Spiritual: Encourages students to reflect on the value of life, suffering, sacrifice, and the consequences of human decisions. Moral: Raises questions about right and wrong, such as whether war can ever be justified and how leaders should respond to conflict. Social: Helps students understand how alliances, nationalism, propaganda and tensions between countries can affect societies and lead to conflict. Cultural: Develops understanding of different countries, cultures and perspectives involved in WWI, including how the war affected people's identities and communities. Overall: Studying WWI helps students develop empathy, critical thinking and an understanding of how historical decisions can affect individuals and societies.	



	Composites • Know that British government used propaganda to recruit volunteers to the army. • Know that men joined the army in 1914 due to economic reasons, personal reasons, peer pressure and government pressure. • Know that the World War One was mainly a trench warfare. • Know that the conditions in the trenches had a profound impact on the soldiers. • Know that the methods of warfare they used in World War one led to a stalemate and a war of Attrition. • Know that the weapons of World War were highly defensive and that they used machine guns, heavy artillery, and rifles. • Know that World War led to the development of new weapons such as tanks, aeroplanes, and gas. • Know that the reasons why men from the Empire joined the British forces were like those from Britain and to gain independence. • Know that the role of men from the British empire varied depending on which colony they were from. • Know that the government introduced DORA and that DORA changed the lives of civilians during World War One. • Know that World War changed the lives of civilians during World War One, in the following ways; propaganda, censorship, conscription, air raids, food shortages. • Know that World War One changed British society in the following ways, politically, socially, economically.	Key Vocabulary Propaganda Conscription Trench Empire Colonies DORA
	Assessment 1. Vocabulary 2. Knowledge test 3. Extended writing on the impact of WW1 on Britain and its empire.	Homework /ILS Complete the summary ILS writing tasks on the various ways WW1 affected the different groups in Britain and the Empire. Revision.
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading 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



Spring 1	Topic/Big Question Why was the Treaty of Versailles Significant?	
	CEIAG Curriculum learning linked to careers Politics, journalism, Armed forces, Political analyst, Writer, Military historian, Museum curator, Citizenship, Historian, History teacher, Political scientist, International relations specialist, Diplomat, foreign Service officer, museum curator, University researcher	
	SMSC Spiritual: Encourages students to reflect on suffering, peace, forgiveness and the human consequences of war. Moral: Raises questions about fairness and justice, such as whether Germany was treated fairly after WWI and whether the punishments were justified. Social: Helps students understand how the Treaty affected relationships between countries and contributed to tensions in Europe. Cultural: Develops understanding of different national perspectives, including those of Germany, France, Britain and the USA. Overall: Studying the Treaty of Versailles encourages students to consider fairness, responsibility, different perspectives and the consequences of political decisions, while developing empathy and critical thinking.	
	Composites - Know that Germany was affected politically, socially, and economically by World War one. - Know that Germany changed from a monarchy led government to a republic. - Know that America, Britain, and France led to peace discussions at Versailles in 1919. - Know that Britain, America, and France had different aims when negotiating the peace terms of 1919 and to know why. - Know that the Treaty of Versailles punished Germany economically, militarily, socially, and politically. - Know that German boundaries changed. - Know that Britain believed the Treaty would fail. - Know that Germany reacted angrily to the Treaty of Versailles.	Key Vocabulary Treaty Kaiser Republic Reparations
	Assessment - Vocabulary - Source analysis - Extended writing on the significance of the Treaty of Versailles.	Homework /ILS Complete the summary ILS writing tasks on the key features and impact of the Treaty of Versailles. Revision.
	How to help at home	Wider reading What challenges did Germany face after World War One? - Inter-war Germany -



	Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts	KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Spring 2	Topic/Big Question Why was there a rise of dictators in the interwar years?	
	CEIAG Curriculum learning linked to careers Politics, journalism, Armed forces, Political analyst, Writer, Military historian, Museum curator, Citizenship, Historian, History teacher, Political scientist, International relations specialist, Diplomat, foreign Service officer, museum curator, University researcher	
	SMSC Spiritual: Students can reflect on questions about human dignity, freedom, responsibility and the value of human life. They can consider what happens when people are denied their rights and beliefs. Moral: The topic encourages students to explore right and wrong, individual responsibility, discrimination, persecution and the consequences of prejudice. It allows discussion of why people might support or oppose dictatorships. Social: Students examine how societies can be influenced by propaganda, fear, peer pressure and political movements. They can consider the importance of democracy, tolerance, cooperation and standing up against discrimination. Cultural: Students learn about the different cultures, identities and communities affected by dictatorships, including Jewish communities and other persecuted groups. This can develop respect for diversity and an understanding of how culture and identity can be targeted or suppressed. Overall, the topic helps students understand the consequences of intolerance and authoritarianism while developing empathy, critical thinking and respect for democratic values.	
	Composites - Know that there are different political systems such as democracy and dictatorship. - Know that the aftermath of WWI led to a rise of dictators during the interwar years due to economic problems, the Treaty of Versailles and Political instability. - Know that there is a difference between capitalist and communist countries. - Know that Communist and Capitalist countries politically and socially run their countries differently. - Know that the USSR was a communist country. - Know that Lenin became the leader of the USSR. - Know that Stalin became leader of the USSR in 1928 due to political scheming, opportunity, and economic changes. - Know that Mussolini became leader of Italy in 1922 until 1945.	Key Vocabulary Democracy Dictatorship Fascism Propaganda Ideology Communism Capitalism Communist USSR



	• Know that Mussolini was a fascist leader. • Know that Mussolini became leader of Italy due to economic downturn, political and military force. • Know that Mussolini turned Italy from a democracy to a dictatorship. • Know that Hitler became leader of Germany in 1933 until 1945. • Know that Hitler was a fascist leader. • Know that Hitler became leader of Germany due to the Treaty of Versailles, the economic depression and crisis of 1929-32, propaganda, his leadership, and policies. • Know that Hitler became a dictator in 1934.	
	Assessment 1. Vocabulary 2. Extended writing on the causes of the rise of the dictators in the interwar years.	Homework /ILS Complete the summary ILS writing tasks on the three dictators. Revision.
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts	Wider reading The rise of Hitler - Germany (1924 - 1945): Video playlist - BBC Bitesize Rise of Hitler and the Nazis - World War Two and the Holocaust - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Summer 2	World War Two Significant turning points of World War Two	
	CEIAG Curriculum learning linked to careers Politics, journalism, Armed forces, Political analyst, Writer, Military historian, Museum curator, Citizenship, Historian, History teacher, Political scientist, International relations specialist, Diplomat, foreign Service officer, museum curator, University researcher	
	SMSC Spiritual: Students can reflect on the value of human life, courage, sacrifice and hope during times of extreme difficulty. The atomic bomb also provides opportunities to consider questions about humanity's responsibility when developing and using powerful technologies. Moral: Students can explore difficult ethical decisions, such as the decision to use the atomic bomb, the responsibilities of military and political leaders, and the consequences of decisions made during wartime. They can consider whether actions can be justified by their intended outcomes. Social: Dunkirk and D-Day provide opportunities to examine teamwork, cooperation, leadership and resilience. Students can consider how individuals and nations worked together towards shared objectives and how war affected ordinary people and communities.	



	Cultural: Students explore how the war affected different nations, communities and cultures, and how events such as D-Day and the end of the war have been remembered. This encourages students to understand different perspectives and appreciate the impact of historical events on national identities. Overall SMSC impact: The topic encourages students to empathise with people affected by conflict, evaluate difficult moral choices, appreciate cooperation and resilience, and understand the social and cultural consequences of war.	
	Composites • The retreat of Dunkirk, • the attack of D Day, • the defeat of Germany, • Atomic bomb and the defeat of Japan.	Key Vocabulary
	Assessment 1.	Homework /ILS
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts	Wider reading
Summer 2	The Holocaust How and why did the Holocaust happen?	
	CEIAG Curriculum learning linked to careers Politics, journalism, Armed forces, Political analyst, Writer, Military historian, Museum curator, Citizenship, Historian, History teacher, Political scientist, International relations specialist, Diplomat, foreign Service officer, museum curator, University researcher	
	SMSC Spiritual: Students can reflect on the value and dignity of human life, the importance of hope, faith and identity, and the impact of losing freedom and being persecuted because of beliefs or identity. Moral: The Holocaust raises important questions about right and wrong, prejudice, discrimination, responsibility and choices. Students can consider the actions of perpetrators, victims, bystanders and rescuers, and the consequences of intolerance and dehumanisation. Social: Students explore how propaganda, prejudice and discrimination can influence societies, while also considering examples of courage, resistance, solidarity and people helping others. This supports discussion about tolerance, equality and standing up against discrimination. Cultural: Studying Jewish life and culture before, during and after the Holocaust helps students appreciate Jewish heritage, identity and diversity. It also develops an understanding of how persecution can affect communities and cultural traditions.	



	Overall SMSC impact: The Holocaust helps students develop empathy, respect for human dignity, moral awareness and an understanding of the dangers of prejudice and intolerance, while encouraging them to value diversity and challenge discrimination.	
	Composites • Know that the Holocaust was the genocide of Jewish people during the Second World War. • Know that the Holocaust happened between 1933 and 1945 and Germany and later throughout Europe. • Know that people took on different roles during the Holocaust, including perpetrators, bystanders and rescuers. • Know that Jewish people have faced persecution for hundreds of years in countries around the world. • Know that the lives and experiences of Jewish people varied across Europe, particularly in the East and West. • Know that Jewish persecution gradually became worse over the period 1933-45 and that Jewish people were persecuted in various ways such as public humiliation and curfews. • Know that Jewish homes and synagogues were attacked during Kristallnacht. • Know that a ghetto is part of a city occupied by a minority group. • Know that the Nazis created ghettos to separate the Jews from the rest of society. • Know that there was overcrowding and poor conditions in the ghettos. • Know that Jewish people were moved from the ghettos to the concentration camps in Poland. • Know that there were four stages to life in the concentration camps. • Know that some concentration camps were labour camps and some were death camps. • Know that the concentration camps were liberated in 1945 by the allies.	Key Vocabulary Genocide Holocaust Antisemitism Persecution Kristallnacht Ghetto Concentration camp
	Assessment 1. Vocabulary 2. Chronology task 3. Knowledge test.	Homework /ILS Complete the summary ILS writing tasks on the key features of the Holocaust. Revision.
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts	Wider reading World War Two and the Holocaust - KS3 History - BBC Bitesize