**History**

**YEAR 7**

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| **SOW** | **Historical Skills** | **Norman Conquest and Medieval England** | **Tudors and Stuarts** | **Industry and Empire. Britain 1745-1901.** |
| **Knowledge** | * How do we put dates in to Chronological Order? * What centuries to particular dates belong in? * How do Historians use evidence? * What is the difference between facts and opinions? * What are Historical Interpretations? | * Why was there a crisis in 1066? * How did William I become king? * How did William I secure control of England. * How powerful was the Medieval Church? * Does King John deserve his reputation? * What is so significant about the Magna Carta? * Why did the Peasants revolt? * What was the Hundred Years War? * What was significant about the Wars of the Roses? | * What is the difference between Catholics and Protestants? * The reign of Henry VIII. * The reign of Edward VI. * How bloody was Bloody Mary? * Was Elizabeth I a feminist? * Why did James I become King of England and Scotland? * The reign of James I. * Why did Charles I fall out with Parliament. * English Civil War. * Was Oliver Cromwell really a great Briton? * Why did England restore the monarchy? * Why was the Glorious Revolution significant? | * What was Britain like in 1745? * Why did the population of Britain explode between 1745-1901? * Why did people stop working from home? * How did factories create towns? * What was it like to work in a cotton mill? * What other industries boomed in Britain? * How were child workers treated? * Why did employment law reform? * Who were the great inventors of the period? |
| **Skills** | * Explain how time is ordered and categorised in History. * Use evidence to reach conclusions. * Highlight the difference between facts and opinions in History. * Recognise why different interpretations of History exist. | * Explain the cause of the problems in 1066. * Make a judgement about why William I won the Battle of Hastings. * Explain how England changed after the Norman Conquest. * Form your own interpretation of King John based on Historical evidence. * Explain the significance of the Magna Carta. * Explain the significance of the Wars of the Roses. |  | Using chronology. Forming interpretations with evidence. Analysing interpretations. Using contemporary sources. Judging significance. Change and continuity over time. Changing attitudes over time. Cause and consequence. |
| **Vocabulary** | Chronology, BC, AD, BCE, CE. Century. Decade. Millennium. Sources, Evidence, Interpretations. Provenance. | Propaganda, Heir, Motte and Bailey, Keep, Concentric Castle. Domesday Book. Census. Feudal System. Barons. Knights. Villeins. Peasants. Doom Paintings. Catholic. Archbishop. Bishop. Priest. Cathedral. Provenance. Martyr. Interpretation. Pope. Excommunicated. Magna Carta. Significance. Parliament. Black Death. Poll Tax. Archer. Civil War. | Catholic, Protestant, Heretic, Propaganda, Heir, Provenance, Content, Interpretation, Excommunicated, Significance, Gangster, Church of England, adultery, tyrant, tuberculosis, illegitimate, succession, revolt, rebellion, poverty, feminism, gentry, nobility, philanthropy, torture, Puritan, colony, Native Americans, terrorist, treason, Divine Right of Kings, Royalist, Parliamentarian, Cavalier, Roundhead, pikeman, musketeer, Lord Protector. | Propaganda, Significance, Provenance, Content, Interpretation, population. Domestic System, population, empire, Prime Minister, immigration, vaccination, carding, spinning, weaving, factory, Life Expectancy, Overseer, Child Labour, orphan, apprentice, philanthropy, reform, Trade Union. |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Yes | Yes | Yes |
| **How does this knowledge link to/build on prior knowledge?** | This SOW is designed to introduce/ build on the core Historical Skills required throughout Key Stage 3. Students come to Aspire having experienced a varied diet of History at Key Stage 2. This unit is designed to give all students the knowledge of the key skills to access the Key Stage 3 curriculum. The SOW begins by studying how time works and the concept of chronology. This is key as the vast majority of the KS3 curriculum runs in chronological order. The SOW goes on to consider how Historians write History with the use of the evidence to form opinions. The SOW concludes by introducing the concept of interpretations of History and how and why they are formed. This is critical to accessing the remainder of the KS3 curriculum as Interpretations are embedded in to the curriculum throughout. | At KS2 students should study English History up to 1066 which includes Saxons and Viking England. (See National Curriculum.) This SOW builds on that prior learning by picking up the narrative where the KS2 Curriculum should have concluded. The SOW begins by explaining how the Saxons were replaced as rulers of England by the Normans and what changes this led to. Students should be able to compare Norman England to their prior learning. Additionally, the skills studied in the previous unit of the Curriculum will be revisited throughout. Students will be required to use evidence to reach conclusions about the past and to consider the merits of interpretations of events of the past. Students will consider key concepts that are embedded throughout the KS3 Curriculum. The power of the Medieval Church is investigated which should build on knowledge from KS2 about Christian beliefs and practices. Additionally each lesson builds on from the next. It begins with how William I became king and the problems that he faced. The next lessons focus on how William consolidated his power in England. Key ideas about power in Medieval England are explored. The relationship between King and Church and King and their subjects are explored. This should challenge misconceptions about the King being all powerful and being able to act with impunity. These ideas of challenge to authority and the relationship are built on further in to the KS3 Curriculum. The Time to Shine requires students to create a narrative account of this period of History supported by evidence. This builds on the previous knowledge about how the narrative of History is created. | The first lesson of the SOW revisits the concept of the power of the Catholic Church and how by the 16th century this was being challenged. The concept of Protestantism and Catholicism is introduced and built upon throughout the unit. The previous SOW ended with the Wars of the Roses and the ascent to the throne of Henry VII. This SOW begins with Henry VII on the throne of England. Students then study about the changes during the reign of Henry VIII. This again considers the relationship between Church and State and how Henry VIII changed this. Students consider how Henry VIII could be viewed differently at different points during his reign and how different interpretations of Henry are formed. This builds on the foundations that students have on the concept of interpretations in History. The SOW goes on to investigate religious differences in England during the reigns of Edward VI and Mary I and how the foundations of Protestantism in England were formed. Interpretations are again considered when studying Mary I and how she may have been unfairly treated by History due to her Catholic faith. The SOW goes on to consider the role of Elizabeth I in a man’s world. The changing roles of the women is studied later in the KS3 Curriculum. Students go on to consider various aspects of Tudor Society and consider change and continuity from Tudor England to today. James I is next in the Curriculum and looks at how religious differences led to the Gunpowder Plot and the formations of the first permanent settlement in what is now the USA. This knowledge is built upon later in the KS3 curriculum. The relationship between King and State is studied and the Magna Carta is revisited from previous learning when considering the reasons why Charles I fell out with parliament. The period of England as a republic is studied and an introduction to England’s relationship with Ireland under Cromwell which is built upon later in the KS3 Curriculum. Students consider the role of the Oliver Cromwell and use evidence to build their own interpretations of Cromwell which is assessed in the Time to Shine. The Time to Shine uses skills required at GCSE, however the questions are not the same as those on GCSE exam papers. The SOW concludes by studying the Glorious Revolution and how England changed to a constitutional monarch once again building on prior knowledge of the relationship between the King and the state. | The SOW begins very close to the end of the previous SOW chronologically. The SOW is a study of how Britain changed between 1745 and 1901, focusing on the Industrial Revolution, Social Changes, development of Empire and the relations between Britain and other nations. Students will know that in Medieval/Tudor England, most people lived in Rural Settings. The beginning of the SOW builds on this and shows change. The SOW shows how inventions created factories which in turn created towns. The SOW compares society then to contemporary society. This SOW continues in to Year 8. |
| **Is knowledge embedded consistently across the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. |
| **Is all of the vocabulary embedded throughout the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. |
| **What (if any) additional vocabulary is needed to access this SOW?** | Some cross-over with learning in other subjects, See also section above about how this unit links to previous and future learning in History. | Some cross-over with learning in other subjects, See also section above about how this unit links to previous and future learning in History. | Some cross-over with learning in other subjects, See also section above about how this unit links to previous and future learning in History. | Some cross-over with learning in other subjects, See also section above about how this unit links to previous and future learning in History. |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. |

**Year 8**

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| **SOW** | **Empire and Industry** | **British Foreign Relations 1745-1901** | **WW1** | **The Changing Role of Women** |
| **Knowledge** | * Why did the Slave Trade happen? * What was life like for Slaves? * Why was slavery abolished in the British Empire? * What was the British Empire? * Why was the development of railways so important? * Why were Victorian towns so unhealthy? * How and why did Blackpool develop as a town? | * Why was the Seven Years War so important * How did the USA gain its independence from the British Empire? * Why was Napoleon Bonaparte feared so much? * Who was Horatio Nelson? * Why was the Battle of Trafalgar important? * Why was the Battle of Waterloo important? * What was Britain’s relationship with India? * What was Britain’s relationship with Ireland? | * Why did the First World War happen? * How did Britain increase the size of their army? * What is conscription? * What are trenches/what were the conditions of the trenches? * Who was General Haig and why he known as ‘The Butcher of the Somme’? * What was a ‘Conscientious Objector’? * Who was ‘Shot at Dawn’? | * How have women been stereotyped in History? * What was the role of Victorian woman in Britain? * Why weren’t women allowed to vote? * Who were the Suffragettes? * How were the Suffragettes/Suffragists different? * What happened to Emily Davison * The impact of World War One on the roles and rights of women. * The impact of World War Two on the roles and rights of women. |
| **Skills** | * Explain the cause of the Slave Trade. * Analyse contemporary sources about the experiences of slaves. * Explain why attitudes towards slavery changed. * Explain the significance of Britain’s involvement in Slavery. * Explain the reasons for the development of the British Empire. * Explain the causes of poor health in Victorian towns. * Analyse contemporary sources about the development of Blackpool. * Explain how wider events influenced the development of Blackpool. | * Judge the significance of the Seven Years War. * Form an interpretation of George Washington based on evidence. * Analyse contemporary sources about Napoleon Bonaparte. * Judge the significance of the Battle of Trafalgar. * Explain the causes and consequences of the Battle of Waterloo. * Explain the causes and consequences of the Sepoy Rebellion. * Explain the causes and consequences of the Irish Famine. | * Evaluating the reasons why Franz Ferdinand was the spark that started the war. * Using maps to understand why the trenches were built in France. * To read text and empathise with the conditions of the trenches for these soldiers. * Analysing sources to make a judgement on whether Haig was ‘The Butcher of the Somme’. * To understand cause and consequence. In how the actions of the British Generals led to the subsequent deaths of the British soldiers in The Battle of the Somme. | * Analysing the role of women in Victorian Britain. * Evaluating the significance of women in WW1/2. * Using information to make a judgement on whether or not Emily Davison was a martyr. * Analysing sources to differentiate between Suffragettes/Suffragists. * Making a judgement on whether or not the Suffragettes were a terrorist group. * Evaluating the importance of historical events to make a judgement on whether or not women gained equality in Britain. * Gaining knowledge to compare the impact of different events on the changing roles of women. |
| **Vocabulary** | Slavery, Triangular Slave Trade, Abolish, Plantation, Coffin Ships, Economy, Abolition, Property, Freedom, Movement, Empire, colony, Working Class, Upper Class, Middle Class. | Propaganda, Significance, Hero, Traitor, Famine, Rebellion, Empire, Colony, Navy, Invade, Greed, Trade, East India Country. | Alliance, Trench, Object, Conscientious Objector, Catalyst, Spark, Assassination, Trench, Warfare, Defence, Conscription, Butcher. | Stereotypes, Feminist, ‘Gender roles’, Suffragette, Suffragist, Housewives, Terrorist, Martyr, Suffrage, Equality, Significance, Duty, Divorce. |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes. | Yes. | Yes. | Yes. |
| **How does this knowledge link to/build on prior knowledge?** | This scheme of work endeavours to allow students to investigate the positives and negatives of the British Empire. At the end of Year 7, students began looking at the growth in the population due to the Industrial Revolution and how this led to increased materials being made in factories. Students looked at the growth in technology due to the Spinning Jenny and Flying Shuttle. They also looked at the negatives of the Industrial Revolution due to pollution, child labour and the conditions within factories.  The SOW begins by extending the students knowledge on the British Empire. The topic of slavery has been purposely delayed to Year 8 due to the sensitivity of the topic. This is often a hook that many students enjoy learning about and the topic has been well received. | This Scheme of work continues to build on the work Year 8 will have completed on the British Empire.  Whereas the previous SOW focussed on how the make up of Britain was created and how that their world has evolved today. By studying Blackpool and the popularity of the seaside towns. Students only touch upon countries outside of Britain when they briefly look at colonies and The Triangular Slave Trade. However, the emphasis is on how this impacted The British Empire.  This SOW will now focus on threats to the British Empire. Reinforcing British values as it looks how Britain dealt with threats.  Students will then focus on the experiences of the colonies within the British Empire and why this led to the subsequent end of their Empire. | This scheme of work aims to instil British Values into our students by showing them the significance of WW1.  In Year 7, WW1 is slightly touched upon when looking at chronology and the order of dates.  In Year 8, we look at a lesson which states ‘Why did Winston Churchill think that WW1 started in 1756’ when looking at the Seven Years War. The studies argued and debated whether they agreed with this. This SOW will now introduce them to the events of WW1.  Although this SOW does not build on knowledge as much as the others, we believe this is an important part of British History that all students should know. We hope to instil British Values into our students by showing them the significance of WW1 and it’s legacy.. | This scheme of work provides students with the opportunity to look at the changing roles of women. It offers them an insight into what life would have been like for women from the Victorian Times to today. It allows us to challenge stereotypes of women in today’s society and gain an understanding of what our children believe is a ‘woman’s role’. This topic will show students that women had to fight for the rights they see today and for their freedoms which are often taken for granted in a modern society.  This topic starts by expanding on their knowledge of the British Empire. At the end of Year 7/beginning of Year 8, students began looking at the British Empire under Queen Victoria. At the beginning of this scheme of work, we begin here by discussing the role of ‘Victorian Women’. This will challenge the ideal that a strong female monarch is leading the strong British Empire, but many women are viewed as merely housewives and mothers.  This will then expand into the role of women in WW1. Students will have just finished WW1 by the time they move onto this topic. They heavily focussed on the role of men during the last unit, this time the sole focus will be on the female contribution to the wat effort. Students will then move on to the role of women in WW2 which they will pick up again at the beginning of Year 9 by looking at battles in WW2 and The Holocaust. |
| **Is knowledge embedded consistently across the SOW?** | YES – see lesson resources and PPTs for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and PPTs for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and PPTs for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and PPTs for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. |
| **Is all of the vocabulary embedded throughout the SOW?** | YES – see lesson resources and PPTs for each lesson which thoroughly embed vocabulary and recap throughout the unit. | YES – see lesson resources and PPTs for each lesson which thoroughly embed vocabulary and recap throughout the unit. | YES – see lesson resources and PPTs for each lesson which thoroughly embed vocabulary and recap throughout the unit. | YES – see lesson resources and PPTs for each lesson which thoroughly embed vocabulary and recap throughout the unit. |
| **What (if any) additional vocabulary is needed to access this SOW?** | N/A | N/A | N/A | N/A |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. |

**YEAR 9**

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| **SOW** | **World War Two** | **Holocaust** | **Migration** | **USA** | **Britain Post 1945** |
| **Knowledge** | * What was the Dunkirk evacuation and why did it happen? * Battle of Britain * The Blitz * Evacuation and the Home Guard. * Why did the German invasion of the USSR fail? * Were Bomber Command heroes or villains. * D-Day * Why was Pearl Harbor a turning point in WWII? * Prisoners of War * Was the use of the Atomic Bomb justified? | * What does it mean to be Jewish? * What is Anti-Semitism? * How did the lives of Jewish people change before 1938? * What was the Holocaust? * What was the Warsaw Ghetto? * What were Death Camps? * The experiences of survivors. * Who was to blame for the Holocaust? | * Earliest settlers in Britain * How did the Romans change Britain? * Were the Anglo Saxons the founders of England? * Were the Vikings bloodthirsty raiders? * Jewish migration to Britain * Irish migration to Britain * South Asian migration to Britain * Windrush generation * European Migration and Brexit. | * Wall St crash * Depression * What happened during the Roaring twenties? * What was Isolationism? * The Second World War * Civil Rights Movement * The moon landings * What is the significance of 9/11? |  |
| **Skills** | * Explain the causes of the Dunkirk evacuation. * Form an interpretation of the Dunkirk evacuation. * Use evidence to judge the reason for the outcome of the Battle of Britain. * Reach a moral judgement about evacuation. * Explain interpretations of the Home Guard. * Use evidence to reach and interpretation about Bomber Command. * Explain the consequences of Pearl Harbor and D-Day. * Reach a judgement about the use of the Atomic Bomb. | • Explain the cause of different Jewish communities in Europe.   * Explain why Anti-Semitism has existed throughout History. * Analyse contemporary sources about the Holocaust. * Analyse interpretations about who is to blame for the Holocaust. * Form an interpretation about different levels of blame for the Holocaust. |  |  |  |
| **Vocabulary** | Blitzkrieg, lightning war, radar, propaganda, kamikaze, prisoner of war, justified, formidable | Antisemitism, ‘shul’, synagogue, Yiddish, perpetrators’, persecuted, prejudices, Orthodox, Reform, Shtetl, Concentration camps, Death camps, Forced labour camps, Prisoner of war camps, Transit camps |  |  |  |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Yes |  |  |  |
| **How does this knowledge link to/build on prior knowledge?** | Students study WWI in Year 8 looking at the alliances that were forged throughout Europe and how those secret pacts and jealousies led to the outbreak of WWI. We then move on to focus on the tension that existed after WWI- how Germany and her allies were severely punished at the Paris Peace Conference (Treaty of Versailles) and the anger and humiliation felt by the German people. There is a focus on the newly created League of Nations- what its intention was and the strengths and weaknesses that came from such a vast organisation.  All of this prior knowledge essentially sets the stage for the outbreak of WWII, it will allow students to be aware of the long-term problems that had existed and to some extent why Hitler was ‘allowed’ to build Germany back up in terms of military strength (navy) and to re take control of ‘Germanic’ land.  This is clearly an important and significant aspect of British history that all students should understand, in terms of how its shaped Britain. It is also a key feature in two of the four GCSE topics covered at KS4 which gives students some breadth of knowledge when undertaking the complexities of the GCSE specification. | The Holocaust was a defining event in human history  whose legacies continue to shape the modern world.  For the first – and so far only – time, a state and its  collaborators attempted to murder an entire people,  using all of the resources at their disposal. The results  fundamentally changed the fabric of European society  and culture and had global reverberations. Any attempt  to properly study the history of Britain, Europe and the wider world must therefore include the Holocaust,  a view reflected in the fact that it is the only specific  historical event whose study is a statutory requirement  of the History National Curriculum for England.  Holocaust education thus offers a form of history which  goes beyond dry study of the actions of states and  governments, engaging students’ interest in the lives of  ordinary people not too dissimilar to themselves.  This point applies not only to the study of victims but  also to that of perpetrators, bystanders, and others,  prompting reflection on the importance of the moral  choices made by members of these different groups.  In this sense, by studying the Holocaust, students will  grapple with a host of challenging questions about  what it means to be human. These questions seldom  lend themselves to easy answers but this is one of the  strengths of Holocaust education, **encouraging** students  to **reflect critically** on issues of identity, behaviour and  ethics.   * The Holocaust is a fundamental feature in the GCSE Germany specification looking at how the lives of German people changed under the Nazis. |  |  |  |
| **Is knowledge embedded consistently across the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. |  |  |  |
| **Is all of the vocabulary embedded throughout the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. |  |  |  |
| **What (if any) additional vocabulary is needed to access this SOW?** | Some cross-over with learning in English, See also section above about how this unit links to previous and future learning in history. | Some cross-over with learning in English and RE. See also section above about how this unit links to previous and future learning in history. |  |  |  |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. |  |  |  |  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes – see full SOW. |  |  |  |  |