

Topic 1:	Life before 1066	NC ref: Pre-1066 British history	Lesson allocation	4
Big picture:	Introduce life in Anglo-Saxon England (particularly for peasants)			
Previous learning:	First topic in Year 7.	Numeracy:	Breaking down a day into 24 hours & presenting information in bar chart.	
		Literacy: (incl. vocab)	Monarch; Invasion; Anglo-Saxons; Peasants	
Objectives:	To be able to summarise life in Anglo-Saxon England.	Outcomes and assessment:	End of topic marking in depth question	
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. What was England like before 1066? Look at a range of factors, including economy, religion & geography		Gallery walk activity, with pupils identifying key aspects of life in England using information.	
	1. Why invade England? Examine the natural resources of England before 1066 & identify the reasons why the Anglo-Saxons wanted to “move” to England		Push & pull factors; source analysis Bede	
	3. Life in England. Introduce the concept of monarchy & peasants. Look at the power of monarchs and the daily lives of peasants.		Society hierarchy; typical peasant day; Range of sources for pupils to identify key features.	
	4. Marking in Depth activity (assessment).		Describe two key features of life in England before 1066.	
Challenge:	Opportunities for group work on gallery walk. Focus on open ended questions to answer “big questions” in each lesson. GCSE-style assessment at end of unit.	Support: (common misconceptions)	Power & importance of religion needs to be stressed. General misconceptions about what England would have been like before 1066.	
Homework:	Meanwhile elsewhere on the Byzantium Empire. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any ‘dead’ links or potentially inappropriate content). https://drive.google.com/file/d/1cHRN_TzB-55p34NBIfBhosHjGjjUMUtl/view			

Topic 2:	Battle of Hastings	NC ref: Britain 1066-1509 Norman Conquest	Lesson allocation	3
Big picture:	Why was there a battle in 1066 & why did William win?			
Previous learning:	Follows on from life in Anglo-Saxon England.		Numeracy:	Army figures
			Literacy: (incl. vocab)	Contenders
Objectives:	To explain why William won the Battle of Hastings.		Outcomes and assessment:	End of topic marking in depth question
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. Who should be King in 1066? Examine the strengths & weaknesses of the main contenders.		Complete positives & negatives for all 3 candidates. Produce an "election poster" for the best choice.	
	2. What happened at the Battle of Hastings?		Write a narrative account of the key events of the Battle. Examine sources on the death of Harold.	
	3. Why did William win at Hastings? + Marking in Depth activity.		Group factors into groups (Norman skill; Anglo-Saxon mistake; luck). Prioritise these factors. Hypothesis question: "William only won the Battle of Hastings because he was lucky." Do you agree?	
Challenge:	Focus on open ended questions to answer "big questions" in each lesson. GCSE-style assessment at end of unit.		Support: (common misconceptions)	Stress what was possible in terms of use of weapons during the Battle (limits of technology).
Homework:	Meanwhile elsewhere on the Song Dynasty in China. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/1I3zKcrVhm1kqLX6Trg2bIhd5hDOIxheE/view			

Topic 3:	Murder of Thomas Becket	NC ref: Britain 1066-1509 Struggle between Church & Crown	Lesson allocation	3
Big picture:	Causes & key events of Becket's murder.			
Previous learning:	Follows on from the Battle of Hastings.		Numeracy:	
			Literacy: (incl. vocab)	Archbishop
Objectives:	To use sources to examine key features of the murder.		Outcomes and assessment:	End of topic marking in depth question
Sequence of lessons:	Lesson summary			Compulsory tasks / useful resources
	1. Why did Henry & Thomas argue? Key causes of the argument.			Relationship graph
	2. What happened to Becket? Key events of the murder			Pick out key details from a range of sources. Link to responsibility for the death.
	3. Marking in Depth activity (assessment).			Source analysis: how useful are sources A & B for an enquiry into the murder of Becket?
Challenge:	First key analysis of the uses of sources (and reliability). GCSE-style assessment at end of unit.		Support: (common misconceptions)	Focus on usefulness & introduce the idea of CNOP (Content; nature; origin & purpose).
Homework:	Meanwhile elsewhere on the Incan Empire. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/1At9LMI39I7qDW29-N2KHQdIQb7TDz5X9/view			

Topic 4:	The Black Death	NC ref: Britain 1066-1509 Social Impact of Black Death	Lesson allocation	5/6
Big picture:	Causes, symptoms & impact of the Black Death.			
Previous learning:	Follows on from Murder of Becket.	Numeracy:	Use of bar chart	
		Literacy: (incl. vocab)	Symptoms; plague	
Objectives:	To focus on the impact of the Black Death = was it really so terrible?	Outcomes and assessment:	End of topic marking in depth question	
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. What was the Black Death? Examine the spread of the plague & symptoms & attempted cures. (might take two lessons)		Use sources to examine medieval medicine, the symptoms & attempted cures of the Black Death.	
	2. What was the impact of the Black Death?		Explain population impact using bar chart. Use sources to assess short term impact. Was the Black Death really the end of the world?	
	3. What were the long-term consequences of the Black Death? Link Black Death to the Peasants' Revolt of 1381.		Story board activity. Assess the extent of change and continuity for the lives of peasants.	
	4. Marking in Depth activity (assessment).		Identify differences between two interpretations on the impact of the Black Death. Start to explain why the interpretations differ.	
	5. End of unit assessment.		Multi-skill assessment including knowledge questions; usefulness & hypothesis. Combines all elements of medieval unit.	
Challenge:	First key analysis of the interpretations. GCSE-style assessment at end of unit.	Support: (common misconceptions)	Explain the concept of an interpretation (constructed by a historian).	
Homework:	Meanwhile elsewhere on witchcraft & cats. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/1V2sz-7gmWT2n44NZzSzg-ripTJMNSAU-/view			

Topic 5:	Richard III & Tudors	NC ref: Britain 1066-1509 War of the Roses (& links to Tudors)	Lesson allocation	4
Big picture:	Interpretations of Richard III.			
Previous learning:	First lesson of the unit. Follows on from Medieval unit.	Numeracy:		
		Literacy: (incl. vocab)	Propaganda; Tudors; illegitimate; usurp	
Objectives:	Does Richard III deserve his negative interpretation?	Outcomes and assessment:	End of topic marking in depth question	
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. War of the Roses. Overview of the changes in monarchy during the War of the Roses. Focus on the significance of the Battle of Bosworth.		Key events of War of the Roses activity with recap questions. Newspaper report on the Battle of Bosworth.	
	2. The murder in the tower. Use investigation booklet (no PowerPoint).		Using a range of sources examine Richard III's possible guilt. Who else might have murdered the princes?	
	3. Tudors & interpretations of Richard III. Examine the weak Tudor claim to the throne & how propaganda is used to re-write Richard III's image.		Pen profile of Tudors (& link to Wars of the Roses). Sources on Richard III, particular focus on Shakespeare.	
	4. Marking in Depth activity (assessment).		How far do you agree with Shakespeare's interpretation of Richard III? Link to newspaper articles.	
Challenge:	First "how far..." question. GCSE-style assessment at end of unit.	Support: (common misconceptions)	Link interpretations to when produced = motivation of Shakespeare (& accuracy).	
Homework:	Meanwhile elsewhere on the Medici family. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/1YDSH2_eh8gNZ27s9F7pku6kdVKm9rQmk/view			

Topic 6:	The Stuarts	NC ref: Britain 1509-1745 Stuart monarchy	Lesson allocation	5
Big picture:	The most successful / effective Stuart monarch.			
Previous learning:	Follows on Richard III & Tudors.		Numeracy:	
			Literacy: (incl. vocab)	Catholic & Protestant.
Objectives:	Produce own success criteria to assess the impact of the Stuart monarchs.		Outcomes and assessment:	End of topic marking in depth question
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. Why was James I almost assassinated? Examination of the causes & key events of the gunpowder plot. Examine the legacy of the plot.		Use video clips to summarise the key events of the plot. Use notes to write a narrative account of the plot.	
	2. Why was Charles I executed? Look at the causes & (briefly) the key events of the Civil War. Main focus is on the execution of Charles.		Give reasons why Charles I was unpopular/executed. Write a newspaper report on Charles' execution – use information from worksheet & video clips.	
	3. How did James II lose the crown? Focus on the Battle of the Boyne & consequences of the Battle. Includes references to the Glorious Revolution (extent of change).		Video clips used to pick out key events. Focus on James II's unpopularity & the impact of the Battle of the Boyne.	
	4. Successful Stuarts? Pupils give a summary of individual Stuart monarchs.		Produce a series of Top Trump style overviews of the Stuart monarchs. Each one will include a judgement on their impact / success – with own "royalty rating".	
	5. Marking in Depth activity (assessment).		Who was the most successful Stuart? Construct own criteria to judge & compare with other Stuart monarchs.	
Challenge:	First attempt at pupils producing own criteria to make a judgement. The way pupils measure success is the main part of the assessment.		Support: (common misconceptions)	Clearly explain the key concept of making a success criteria.
Homework:	Meanwhile elsewhere on Louis XIV of France. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/1lznFA-sEGpIVdbSukaXwDZ_XOsxtv9n0/view			

Topic 7:	The Industrial Revolution	NC ref: Britain 1745-1901 Britain 1st Industrial Nation	Lesson allocation	5
Big picture:	How did the Industrial Revolution change Britain?			
Previous learning:	First topic in the period. Follows on from the Stuarts.	Numeracy:	Use of averages; evaluate data from bar & pie charts	
		Literacy: (incl. vocab)	Industry; revolution; cholera.	
Objectives:	Assess the extent of change & continuity during the industrial period.	Outcomes and assessment:	End of topic marking in depth question	
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. What was the industrial revolution? Examine the causes of the revolution & the impact of key individuals.		Define key terms. Briefly explain the causes of the IR. Using information sheet, pick the most influential inventor (then prioritise the inventors).	
	2. What were working conditions like? Focus on work in mines & mills. Key aspect is the treatment of children in these environments.		Summary of mine conditions. Use sources to assess conditions in mills & for child workers. Worksheet on source utility.	
	3. What was it like in industrial cities? Examine the urbanisation caused by the industrial revolution & the impact this had on health & living conditions.		Why move? Link urbanisation to deteriorating health & life expectancy. Sources on cholera (including John Snow). Pupils come up with own ideas for Public Health Act.	
	4. How did the Industrial Revolution change England? Look at other key changes. Examine the overall impact of the IR on British society.		Use PowerPoint to explain 4 key changes. Independent investigation using information to assess the overall impact of the IR on British society. Did everyone benefit?	
	5. Marking in Depth activity (assessment).		Do you agree with the interpretation on the changes brought by the industrial revolution? Includes focus on how far the industrial revolution changed Britain.	
Challenge:	Interpretation question (linked to GCSE). Pupils need to argue agreement & disagreement with the interpretation using own knowledge.	Support: (common misconceptions)	Need to explain averages (esp. in terms of life expectancy). Cover the causes & symptoms of cholera.	
Homework:	Meanwhile elsewhere on the Opium War in China. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/114WN4Lg1znM1VUIfCvDX7AClCMZhsTVT/view			

Topic 8:	Whitechapel & Jack the Ripper	NC ref: Britain 1745-1901 impact of IR on society	Lesson allocation	4
Big picture:	How did the Industrial Revolution change Britain?			
Previous learning:	Pupils previously studied living conditions during the Industrial Revolution.	Numeracy:	Use of 1881 census records; division (population into housing)	
		Literacy: (incl. vocab)	Rookery; workhouses; prostitution	
Objectives:	To understand the impact of the IR on society. To assess reasons why Jack the Ripper was never caught.	Outcomes and assessment:	End of topic marking in depth question	
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. The Crimes of Jack the Ripper. Focus on the key events of the crimes & eyewitness accounts of Jack the Ripper.		Complete murder victims table. Use sources to summarise eyewitness reports. Use information to produce a police warning poster.	
	2. What were conditions like in Whitechapel? Explain six key factors of life in Whitechapel. Link to the murders = why Whitechapel in 1888?		Complete the "thermometer" worksheet throughout the lesson. Develop source questions on Booth poverty map & workhouse census records. Overview = why did the Ripper pick Whitechapel?	
	3. What was policing like in Whitechapel? Focus on the problems facing H Division in 1888 & the factors which actually slowed down the investigation.		Source analysis on attitudes towards police. Explain problems policing Whitechapel. Complete worksheet on reasons for police failure – explaining the most important.	
	4. Marking in Depth activity (assessment).		Explain why Jack the Ripper was never caught.	
Challenge:	GCSE-style question on causation at the end of the unit = explain why...	Support: (common misconceptions)	Explain problems with eyewitnesses.	
Homework:	Meanwhile elsewhere on Mary Ward. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/1KyqwH3EUrNzVpQu_QdGselPVdsxKZ6qT/view			

Topic 9:	The British Empire	NC ref: Links to 3 different Units 1509-20th century	Lesson allocation	6
Big picture:	What was the impact of the British Empire?			
Previous learning:	Pupils previously the industrial revolution. This will link to causes of British imperialism.		Numeracy:	Use of WWI figures; pie chart on main Indian religions.
			Literacy: (incl. vocab)	Empire; conquer; colonies; mercantilism; imports; exports
Objectives:	To assess the overall impact of the British Empire.		Outcomes and assessment:	End of topic marking in depth question & synoptic multi-skill assessment
Sequence of lessons:	Lesson summary			Compulsory tasks / useful resources
	1. Why did Britain have an Empire? Includes focus on the 1 st British Empire. Explore the link with Industrialisation.			Key words definitions. Examine initial English motives & the fate of 1 st settlers. Explain link to IR. Overview on benefits of Empire for Britain.
	2. The Empire & slavery. Focus is on Britain's links to slavery (the triangle trade) & how the country benefited from slavery.			Explain 3 sides of slave triangle & plot on map. Use data & images to explain how Liverpool benefited. How should slavery be remembered in 21 st century?
	3. The Empire in India. Examine the reasons for British expansion into India. The positive & negative aspects of British rule under the East Indian Company.			Collect key information on British rule in India worksheet. Diamond 9 activity on the causes of the Indian Munity.
	4. Britain's Empire in 20 th century. Specific focus on World Wars, decolonialisation (especially in India) & legacy.			Brief summary of WWI & the role of Gandhi. Focus on decolonialisation using video clip. Use source activity to assess the impact of partition on India in 1947.
	5. Marking in Depth activity (assessment). Focus is on the impact of imperialism in India (especially independence in 1947).			Was Britain's decision to grant independence to India in 1947 correct? Use own knowledge & sources.
	6. Multi-skill assessment (to take place in Summer Exam Week)			Overview Exam mainly covering topics 5 to 8
Challenge:	Variety of task require source evaluation & analysis – especially the marking in depth activity.		Support: (common misconceptions)	Ensure pupils have their own view on the impact & legacy of the Empire (either positive or negative).
Homework:	Meanwhile elsewhere on Lizzie Le Blond. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/1KWUUb8orljtCPwHEb5R49vyn4M_T75-l/view			

Topic 10:	Local History	NC ref: local History study	Lesson allocation	5
Big picture:	What were the key events in early Liverpool history (pre-20th century)?			
Previous learning:	First lessons on local History study. Does cover themes previously addressed in Year 7, esp. industrial revolution.	Numeracy:	Use of averages on life expectancy.	
		Literacy: (incl. vocab)	Epidemic; cholera; typhus	
Objectives:	To assess the key events which led to the development of Liverpool as a major city.	Outcomes and assessment:	End of topic marking in depth question.	
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. Pre-1027 Liverpool. Focus on the early settlements in Merseyside (before 1207) – Vikings & Anglo-Saxons. Includes reference to the Domesday Book = links back to Battle of Hastings topic.		Work through worksheet to summarise the early settlements in Merseyside. Separate map activity to identify different settlements. Complete “how far...” question to conclude lesson.	
	2. The Birth of Liverpool. Focus is on the granting of John’s charter. Then cover the history of Liverpool castle.		Why did John grant a charter & why was it significant? Use map worksheet to identify original 7 streets & location of the castle. Use timeline to summarise history of Liverpool castle. If time, produce Liverpool-themed birthday image (for 28 th August birthday of city).	
	3. Docks. Focus on reasons for building a dock & the impact this had on Liverpool.		Main activity is to produce an investors letter, outlining reasons for & benefits of a dock in Liverpool. Link this to the growth of the city. Briefly examine the legacy of the dock.	
	4. Industrial Liverpool. Examine the growth of Liverpool & the impact this had on public health in the 19 th century.		Prioritise factors for Liverpool’s growth & explain any links. Use sources to write a report on 19 th century public health in Liverpool.	
	5. Marking in Depth activity.		Explain why the building of the docks led to the development of Liverpool.	
Challenge:	Use of sources to support an argument. Links to variety of GCSE-style questions, such as “how far...” and “explain why...”	Support: (common misconceptions)	Explain problem with averages. How high infant mortality dramatically reduced life expectancy averages in Liverpool.	
Homework:	Meanwhile elsewhere on Isabella of France. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any ‘dead’ links or potentially inappropriate content). https://drive.google.com/file/d/1n82rmEuIND-EmyEM878iJbg9sTzh40qZ/view			

Topic 11:	Local History	NC ref: local History study	Lesson allocation	4
Big picture:	What are the key events in 20th century Liverpool history?			
Previous learning:	Pupils previously studied early Liverpool history.	Numeracy:	Percentages of Titanic survivors. Figures on cities bombed during WWII	
		Literacy: (incl. vocab)	Blitz; discrimination; prejudice.	
Objectives:	What are the key events in 20 th century history? How have these events shaped 21 st century Liverpool?	Outcomes and assessment:	Last unit of year. No end of unit assessment. Focus on individual activities in lessons.	
Sequence of lessons:	Lesson summary		Compulsory tasks / useful resources	
	1. The Titanic Disaster. Examine Liverpool's links to the Titanic & the reasons for the ship's sinking.		Use worksheet to summarise links & reasons for sinking. Examine survivor figures in detail. Can produce a poster advertising the Titanic's maiden voyage.	
	2. The Blitz. Cover the reasons why Liverpool specifically was targeted. Focus on the key events of the May 1941 blitz. Finish with signs of the blitz in 21 st century.		Mind map why target Liverpool. What can be learnt from photographs. Independent activity, using information to produce report on the May 1941 blitz.	
	3. Toxteth Riots. Examine the causes of the riots & the key events. Try to link this to the legacy of the riots (has anything really changed).		Make notes on causes from video clips. Use this & information sheet to produce a newspaper account of the riot (use template). Briefly examine legacy of the riot.	
	4. The Hillsborough Disaster. Focus on the causes of the disaster & the Justice Campaign.		Key events table charts causes of disaster. Pupils draw own views on responsibility. Use video clips to assess the legacy of Hillsborough, including the on-going boycott of the Sun newspaper.	
Challenge:	Complex activity using Titanic survivor % - especially how this can be extrapolated to give an understanding of wider British society in 1912.	Support: (common misconceptions)	For language, challenge pupils' use of "the" before Hillsborough. It is the Hillsborough Disaster or just Hillsborough.	
Homework:	Meanwhile elsewhere on the Football war in Central America. Use pdf & powerpoint to issue work. Add the links separately to the homework assignment on Teams (please check for any 'dead' links or potentially inappropriate content). https://drive.google.com/file/d/1vV0IThueC-BXmTVsu_BGsNocBTpG_jkP/view			