

		Year 7	Year 8	Year 9
Autumn 1	Content (Why)	This unit introduces students to the disciplinary foundations of History by exploring how historians investigate and interpret the past. Building on knowledge and skills developed at Key Stages 1 and 2, students revisit chronology, historical sources and evidence while establishing the essential historical vocabulary needed for secondary study . Through a study of the history of Stockport, students recognise the relevance of history to their own lives and develop an appreciation of how local history reflects wider national changes. This unit provides the foundation for all future historical enquiry throughout Key Stage 3.	This unit builds on students' Year 7 study of the sixteenth century by exploring the significant political, scientific and social changes of the seventeenth century. Students investigate how this period transformed Britain through changing ideas about government, the growth of scientific thinking and developments in public health. The unit strengthens students' use of historical sources and extended historical writing while preparing them for the study of the Industrial Revolution later in Year 8. Students also develop their understanding of continuity and change by comparing public health in Restoration London with medieval towns studied in Year 7 and industrial towns they will study later in the year.	This unit examines whether the prosperity of the Roaring Twenties was experienced equally across American society. Students investigate the economic, social and cultural changes of the 1920s while considering the experiences of different groups, including women, African Americans, immigrants and Native Americans. The unit develops students' understanding of similarity and difference, change and continuity, and significance. It also provides important context for later studies of the Great Depression, the New Deal and the Civil Rights Movement.
	Content (What)	Students investigate how historians use a range of primary and secondary sources to construct interpretations of the past. They develop their understanding of chronology, historical evidence and key historical vocabulary before exploring the history of Stockport as a local case study. Students examine how their local area has changed over time and consider how local events and developments connect to broader historical themes.	Students investigate the key events and developments of the seventeenth century, including changes in government, the Scientific Revolution and everyday life in Restoration England. They explore public health in Restoration London, examining the causes and impact of disease and the responses to outbreaks. Throughout the unit, students compare the seventeenth century with earlier and later periods to understand how Britain changed over time.	Students investigate the economic boom of the 1920s and the factors that contributed to America's prosperity. They explore developments such as mass production, consumerism, entertainment and popular culture before examining the extent to which different groups benefited from these changes. Students also consider the impact of racial segregation, discrimination, immigration policies, Prohibition and organised crime to evaluate whether the "Roaring Twenties" was a period of opportunity for all Americans.
	Acquire (Knowledge)	- Understand how historians use evidence and sources to investigate and interpret the past. - Know the key historical vocabulary and chronological concepts needed to study history effectively. - Explain how the history of Stockport reflects wider historical developments and why local	- Understand the key political, scientific and social changes that made the seventeenth century a significant period in British history. - Know how attitudes towards government and science changed during the seventeenth century and their long-term impact. - Explain how public health in Restoration London compared with medieval and later	- Understand the causes of the economic boom and the social and cultural changes that characterised the Roaring Twenties. - Know how the experiences of different groups, including women, African Americans and immigrants varied during the 1920s.

		history is significant.	industrial towns.	Explain why the benefits of prosperity were unevenly distributed across American society.
	Apply (Skills)	Students apply their knowledge by using historical sources to ask and answer questions about the past, distinguishing between different types of evidence and considering their usefulness and limitations. They develop chronological understanding, use appropriate historical vocabulary accurately, and construct evidence-based explanations about historical events and change over time. Through the study of local history, students begin to think like historians, making links between their local community and the wider historical narrative.	Students apply their knowledge by analysing a range of historical sources and considering their value in explaining the past. They develop extended historical writing by constructing well-supported explanations using accurate historical evidence and vocabulary. Students compare different historical periods, identify continuity and change, and evaluate the significance of seventeenth-century developments, strengthening the disciplinary skills that underpin success at Key Stage 3 and GCSE History.	Students apply their knowledge by analysing historical sources and interpretations to investigate differing experiences of life in 1920s America. They compare the opportunities available to different groups, explain the causes and consequences of inequality, and construct evidence-based historical arguments using precise subject vocabulary. Throughout the unit, students continue to develop their ability to select relevant evidence, analyse interpretations and reach balanced historical judgements.
Autumn 2	Content (Why)	This unit develops students' historical knowledge and disciplinary skills through the study of the Norman Conquest, one of the most significant turning points in English history. Building on the introductory enquiry skills developed at the start of Year 7, students investigate why William of Normandy became King of England and evaluate the impact of the Norman Conquest on English society. The unit establishes key themes of power, monarchy, conquest and change that underpin later studies of medieval England and provide the context for understanding the Tudor period.	This unit develops students' understanding of African history through the study of the Kingdom of Benin between the sixteenth and nineteenth centuries. Building on their Year 7 study of Medieval Mali, students deepen their knowledge of African civilisations before transatlantic slavery and European colonisation. The unit also enables students to compare Benin in the seventeenth century with England during the same period, strengthening their understanding of similarity, difference and historical context. It further develops students' ability to use sources, construct interpretations and write well-supported historical explanations.	This unit explores different systems of government by examining democracy, dictatorship, fascism and communism before focusing on how Adolf Hitler transformed Germany into a totalitarian state. Students investigate why different political systems emerged and evaluate their impact on individuals and society. Building on their previous study of the First World War, students develop an understanding of the political instability that followed the conflict and the conditions that enabled extremist ideologies to flourish. The unit continues to develop students' understanding of causation, significance and historical interpretations while strengthening their use of historical sources and evidence.
	Content (What)	Students investigate the succession crisis of 1066 and the events leading to William of Normandy's victory at the Battle of Hastings. They examine why William secured the English throne before exploring the impact of Norman rule on England through changes to government, land ownership, castles, the Church and	Students investigate how historians know about the Kingdom of Benin using a range of evidence, including artefacts, oral traditions, written accounts and visual sources. They explore Benin's political organisation, society, culture, trade and artistic achievements, including the significance of the Benin Bronzes.	Students compare the key features of democracy, dictatorship, fascism and communism before examining the weaknesses of the Weimar Republic and the rise of the Nazi Party. They investigate how Hitler became Chancellor and established a dictatorship. Students also explore how

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		everyday life. Students evaluate the enquiry question, <u>"Did the Normans bring a truckload of trouble?"</u> , considering the extent to which the Norman Conquest transformed England.	Students compare aspects of life and power in seventeenth-century Benin and England and consider how later European contact and colonisation affected the kingdom and its historical legacy.	propaganda, terror and censorship were used to control German society and evaluate experiences of people living in Nazi Germany.
	Acquire (Knowledge)	- Understand what England was like in 1066 and why there was a succession crisis - Understand how William of Normandy became King of England. - Know the key events of the Norman Conquest and the methods William used to establish and maintain control.	- Understand the key political, social, economic and cultural features of the Kingdom of Benin. - Know how historians use different forms of evidence to construct interpretations of Benin's past. - Explain how Benin compared with seventeenth-century England and why its history is important for understanding Africa before slavery and colonisation.	- Understand the key characteristics of democracy, dictatorship, fascism and communism. - Know how Hitler rose to power and transformed Germany from a democracy into a dictatorship. - Explain how propaganda, terror and legislation enabled the Nazi regime to establish and maintain control.
	Apply (Skills)	Students apply their knowledge by analysing historical sources and interpretations to investigate the causes and consequences of the Norman Conquest. They develop chronological understanding and construct evidence-based explanations using appropriate historical vocabulary. Through evaluating the impact of Norman rule, students strengthen their ability to analyse causation, consequence and significance while developing the extended historical writing skills that will support their study of Medieval England and the Tudors later in Year 7.	Students apply their knowledge by analysing the usefulness and limitations of different historical sources and considering how provenance, purpose and perspective shape evidence. They compare Benin with contemporary England, identify similarities and differences, and construct supported historical interpretations. Through extended writing, students use precise evidence and historical vocabulary to explain significance, change and continuity, preparing them for later study of transatlantic slavery and European colonisation.	Students apply their knowledge by comparing different political systems and analysing historical sources and interpretations to investigate the rise of Hitler and the establishment of Nazi rule. They use evidence to explain the causes and consequences of political change, evaluate the significance of key events and individuals, and construct balanced historical arguments using accurate historical vocabulary. Throughout the unit, students continue to develop their ability to analyse evidence, consider different interpretations and make well-supported historical judgements.
Spring 1	Content (Why)	This unit builds on students' understanding of the Norman Conquest by exploring everyday life in medieval England and how society was organised. Moving beyond political history, students investigate the experiences, beliefs and challenges faced by different groups within medieval society, developing a broader understanding of social history. The unit strengthens students' use of historical sources,	This unit builds on students' previous studies of the African kingdoms of Mali and Benin by examining the Trans-Atlantic Slave Trade within a broader history of Africa, Europe and the Americas. It develops students' understanding of how slavery shaped societies, economies and identities across the Atlantic world. The unit also prepares students for later study of the British Empire and the Industrial Revolution by exploring how	This unit enables students to develop a secure understanding of the Holocaust as one of the most significant and devastating events of the twentieth century. Students investigate the events, policies and ideologies that led to the Holocaust, encouraging them to reflect on the consequences of prejudice, discrimination and dictatorship. The unit shows students the meaning behind this

		interpretations and extended writing while deepening their understanding of the second-order concepts of change and continuity, similarity and difference, and significance. This knowledge provides an important foundation for later studies of the Tudors and early modern England.	wealth generated through slavery and colonial trade contributed to Britain's economic growth during the nineteenth century.	message from the Auschwitz-Birkenau memorial 'The Holocaust actually did not start from gas chambers. This hatred gradually developed from words, stereotypes & prejudice through legal exclusion, dehumanisation & escalating violence.'
	Content (What)	Students investigate the lives of people in medieval England, exploring the feudal system, the roles of different social groups, religion, work, health and everyday living conditions. They examine how beliefs influenced people's lives and consider whether medieval life was as difficult as it is often portrayed.	Students investigate the origins, development and operation of the Trans-Atlantic Slave Trade, including the triangular trade, capture and enslavement in Africa, the Middle Passage and plantation life in the Americas. They examine resistance by enslaved people, the abolition movement and the reasons for the eventual ending of the British slave trade and slavery. Students also consider the economic and social impact of the trade on Africa, Britain and the Americas, as well as its lasting legacy.	Students investigate the rise of Nazi ideology and the persecution of Jewish people and other targeted groups before examining how discrimination developed into genocide through increasingly oppressive laws and policies. They explore the experiences of victims, perpetrators, bystanders and rescuers, and consider the liberation of the concentration and extermination camps and the legacy of the Holocaust. Students engage with survivor testimony, historical sources and interpretations to develop an evidence-based understanding of this period.
	Acquire (Knowledge)	- Understand the structure of medieval society, including the feudal system and the roles of different social groups. - Know how religion, work, health and everyday life shaped the experiences and beliefs of people in medieval England. - Explain the similarities and differences in the lives of people across medieval society and evaluate how far life was "miserable".	- Understand how the Trans-Atlantic Slave Trade operated and the experiences of enslaved people at different stages of the trade. - Know the causes, consequences and human impact of slavery on Africa, Britain and the Americas. - Explain the reasons for resistance and abolition and how slavery contributed to Britain's wealth and later imperial development.	- Understand how Jewish people were persecuted in the 1930s. - Know how the Holocaust developed from discrimination to genocide and the experiences of those affected. - Explain the significance and legacy of the Holocaust and why it continues to be commemorated today.
	Apply (Skills)	Students apply their knowledge by analysing historical sources and interpretations to investigate everyday life in medieval England, considering the reliability and usefulness of different types of evidence. They develop extended historical writing by constructing evidence-based explanations that address key	Students apply their knowledge by analysing a range of historical sources and interpretations, including testimony, images, trade records and abolitionist material. They evaluate provenance, purpose and usefulness, and use evidence to construct clear historical explanations about causation, consequence,	Students apply their knowledge by analysing a range of historical sources, survivor testimony and interpretations to investigate the causes, consequences and significance of the Holocaust.

		historical concepts such as change and continuity, similarity and difference, and significance. Throughout the unit, students strengthen their ability to use precise historical vocabulary, support arguments with evidence and reach balanced historical judgements.	significance and change. Through extended writing, students develop balanced arguments about the impact and legacy of the Trans-Atlantic Slave Trade and make connections with later studies of Empire and the Industrial Revolution.	
Spring 2	Content (Why)	This unit builds on students' previous learning about medieval life and public health by investigating the impact of the Black Death on medieval England. Through this case study, students explore how people understood disease and why they responded in the ways they did, placing these actions within the beliefs and knowledge of the fourteenth century. The unit develops students' understanding of causation, consequence and historical interpretations while providing an important foundation for the study of the Great Plague in Year 8 and the Medicine Through Time topic at GCSE.	This unit builds on students' understanding of the Trans-Atlantic Slave Trade by exploring how industrialisation transformed Britain during the eighteenth and nineteenth centuries. Students examine the social and economic changes brought about by the Industrial Revolution, comparing industrial towns with the medieval and Restoration towns studied previously. The unit develops students' ability to analyse historical sources and construct evidence-based historical arguments while providing an essential foundation for later studies of the British Empire, twentieth-century social change and the industrialised nature of warfare in the First World War.	This unit builds on students' previous learning about the First World War, Nazi Germany and the Holocaust by exploring how the Second World War has been remembered and represented. Students critically examine some of the most enduring myths surrounding the war and compare these with historical evidence and interpretations. The enquiry develops students' understanding of historical interpretations, significance and evidence, while encouraging them to question popular narratives about Britain's wartime experience. These disciplinary skills provide excellent preparation for GCSE History, where evaluating interpretations and constructing evidence-based arguments are central to success.
	Content (What)	Students investigate the causes, spread and impact of the Black Death in medieval England. They examine medieval beliefs about disease, including religious and supernatural explanations, alongside contemporary medical understanding.	Students investigate the causes and consequences of the Industrial Revolution, focusing on its impact on the lives and working conditions of British workers. They explore urbanisation, factory work, child labour, housing, public health and the growth of industrial towns. Students examine how industrialisation created new opportunities and challenges and evaluate the extent to which life improved for different groups within society.	Students investigate key events and issues from the Second World War, including the causes of the war, important battles, the impact on the British Homefront. They will also examine the decision to drop the atomic bomb and the consequences of this.
	Acquire (Knowledge)	- Understand the causes, spread and impact of the Black Death in medieval England. - Know the religious, medical and social beliefs that influenced how people explained and responded to the disease. - Explain how the Black Death affected medieval society.	- Understand the key features of the Industrial Revolution and why it transformed Britain. - Know how industrialisation affected working conditions, living standards, public health and urban growth. - Explain how the Industrial Revolution changed the lives of British workers and why	- Examine why another global conflict broke out in 1939 - Know the key events of the Second World War including Dunkirk, the Blitz and D-Day. - Explain the causes and consequences of the atomic bombing of Japan.

			its impact varied between different groups.	
	Apply (Skills)	Students apply their knowledge by analysing a range of historical sources and interpretations to investigate medieval responses to the Black Death. They evaluate evidence in its historical context, avoiding present-day judgements, and construct balanced explanations supported by historical evidence. Through extended historical writing, students develop their understanding of causation, consequence and historical interpretations, preparing them for further studies of public health in the Great Plague and Medicine Through Time at GCSE.	Students apply their knowledge by analysing a range of historical sources and interpretations to investigate working and living conditions during the Industrial Revolution. They compare industrial Britain with medieval and Restoration towns, identifying patterns of continuity and change over time. Through extended historical writing, students use evidence to explain causation, consequence and significance, developing balanced historical judgements that prepare them for later studies of the British Empire, twentieth-century Britain and the First World War.	Students will use historical sources and interpretations to learn about these events. They will also develop historical writing that is supported by precise evidence. They compare different historical viewpoints, assess the reliability and usefulness of evidence, and construct balanced, evidence-based judgements using precise historical vocabulary. Through extended historical writing, students develop confidence in analysing interpretations, evaluating significance and supporting arguments with well-chosen evidence, providing a strong foundation for GCSE History.
Summer 1	Content (Why)	This unit broadens students' understanding of the medieval world by examining the Mali Empire alongside their study of Medieval England. It challenges misconceptions about Africa by exploring a wealthy, powerful and sophisticated West African civilisation, while strengthening the representation of Black and Muslim history within the curriculum. The unit also provides essential chronological and contextual knowledge before students study the Trans-Atlantic Slave Trade in Year 8. Through the Werneth History approach, students continue to develop their use of historical sources and interpretations.	This unit builds on students' previous studies of the Trans-Atlantic Slave Trade, the Industrial Revolution and the Kingdom of Benin by exploring the growth, impact and legacy of the British Empire. Students investigate how the Empire shaped Britain and the wider world, considering both its achievements and its consequences for colonised peoples. The enquiry encourages students to engage with differing historical interpretations and prepares them for later studies of the First and Second World Wars, where the role of Empire and imperial rivalries become increasingly significant.	This unit builds on students' previous learning <u>about the Second World War by examining how far Britain changed in the decades that followed. Students investigate political, social, economic and cultural developments to assess whether post-war Britain represented a clear break with the past or whether important continuities remained. The unit broadens students' understanding of modern British history and develops their ability to analyse change and continuity, similarity and difference, and significance.</u>
	Content (What)	Students investigate the rise, wealth and influence of the Mali Empire, including its control of important trade routes and resources such as gold and salt. They study the reign of Mansa Musa, considering the significance of his wealth, pilgrimage and impact on Mali's reputation across the wider world. Students	Students investigate the expansion of the British Empire and Britain's reasons for imperial growth, including trade, resources and strategic power. They examine the impact of empire on Britain and on colonised societies through a range of case studies, including the colonisation of Benin. Students explore	<u>Students investigate key developments in post-war Britain, including the creation of the welfare state and the NHS, changes in housing and living standards, immigration from the Commonwealth, shifting attitudes towards race and identity, and developments in youth culture, women's lives and</u>

		also explore the importance of Islam, learning and cities such as Timbuktu before comparing Mali with Medieval England.	both <u>positive</u> and negative interpretations of the Empire before evaluating the enquiry question, "How should the British Empire be remembered?"	<u>popular culture. They also examine decolonisation and Britain's changing place in the world before evaluating the enquiry question, "How much did Britain change after the Second World War?"</u>
	Acquire (Knowledge)	- Understand how trade, natural resources and leadership contributed to the growth and wealth of the Mali Empire. - Know the significance of Mansa Musa and how his reign increased Mali's influence and reputation. - Explain the importance of Islam, scholarship and urban centres within Mali and how the empire compared with Medieval England.	- Understand the reasons for the growth and expansion of the British Empire. - Know the political, economic, social and cultural impacts of the Empire on Britain and colonised peoples. - Explain why historians hold different interpretations of the British Empire and why its legacy remains debated today.	<u>Understand the major political, social, economic and cultural changes that took place in Britain after 1945.</u> <u>Know how the welfare state, immigration, decolonisation and changing social attitudes transformed British society.</u> <u>Explain which aspects of post-war Britain changed most and where important continuities remained.</u>
	Apply (Skills)	Students apply their knowledge by analysing a range of written, visual and material sources to investigate what historians can know about Mali. They evaluate the usefulness and limitations of evidence, compare historical interpretations and identify similarities and differences between Mali and Medieval England. Through evidence-based historical writing, students develop explanations focused on significance, similarity and difference, while using precise historical vocabulary and the Werneth History approach to source analysis.	Students apply their knowledge by analysing a wide range of historical sources and interpretations to investigate contrasting perspectives on the British Empire. They evaluate the usefulness of evidence, compare different historical viewpoints and construct balanced, evidence-based judgements about the Empire's significance and legacy. Through extended historical writing, students strengthen their understanding of causation, consequence, significance and interpretations, while preparing for later studies of the First World War and the important contribution of the British Empire to both World Wars.	Students apply their knowledge by analysing <u>historical sources and interpretations to investigate different experiences of post-war change. They compare developments across time, identify patterns of change and continuity, and assess the significance of key events and policies. Through evidence-based historical writing, students construct balanced judgements about the extent to which Britain was transformed after the Second World War.</u>
Summer 2	Content (Why)	This unit moves students from the medieval period into the Renaissance, enabling them to explore how religious, political and intellectual change began to transform Britain. It builds on their previous learning about medieval beliefs and society while also making connections with the advanced scholarship and culture of Islamic civilisations such as Mali. The unit provides essential context for the study of the seventeenth century in Year 8, when students will	This unit builds on students' previous learning about the British Empire and the Industrial Revolution by examining the causes, nature and consequences of the First World War. Students explore how imperial rivalries contributed to the outbreak of war and how industrialisation transformed warfare through new technology and methods of fighting. As one of the most significant events in modern history, this unit provides essential context for later studies of Nazi	<u>This unit builds on students' previous learning about the Second World War by examining how far Britain changed in the decades that followed. Students investigate political, social, economic and cultural developments to assess whether post-war Britain represented a clear break with the past or whether important continuities remained. The unit broadens students' understanding of modern British history and develops their ability to analyse</u>

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		examine the longer-term religious, social and political consequences of Tudor rule. It also continues to develop students' historical writing and their use of evidence, sources and interpretations.	Germany and the Second World War, while also supporting GCSE topics including <i>Conflict and Tension, 1919–1939</i> and <i>America, 1920–1973</i> . Throughout the unit, students continue to develop their historical writing and their ability to use evidence, sources and interpretations.	<u>change and continuity, similarity and difference, and significance.</u>
	Content (What)	Students investigate the reigns of the Tudor monarchs and the major changes that took place during the sixteenth century. They explore the English Reformation, the break with Rome, religious conflict, changes in monarchy and government, and the wider influence of Renaissance ideas. Students consider how far Tudor England moved away from medieval attitudes and examine the significance of the religious, social and political tensions created during this period.	Students investigate the long- and short-term causes of the First World War, including imperialism, alliances, militarism and nationalism. They examine the experiences of soldiers on the Western Front, the impact of industrialised warfare, and the contribution of troops from across the British Empire. Students explore the consequences of the war for Britain, Europe and the wider world, considering why the conflict represented a turning point in twentieth-century history.	<u>Students investigate key developments in post-war Britain, including the creation of the welfare state and the NHS, changes in housing and living standards, immigration from the Commonwealth, shifting attitudes towards race and identity, and developments in youth culture, women's lives and popular culture. They also examine decolonisation and Britain's changing place in the world before evaluating the enquiry question, "How much did Britain change after the Second World War?"</u>
	Acquire (Knowledge)	- Understand how Renaissance ideas and the Reformation challenged medieval beliefs and changed Tudor England. - Know the key religious, political and social developments associated with the Tudor monarchs. - Explain how the actions of the Tudors created tensions and changes that continued into the seventeenth century.	- Understand the causes of the First World War and the role of imperial rivalry and alliances in the outbreak of conflict. - Know how industrialisation changed the nature of warfare and the experiences of those who fought, including soldiers from across the British Empire. - Explain the consequences of the First World War and why it was a significant turning point in modern history.	<u>Understand the major political, social, economic and cultural changes that took place in Britain after 1945.</u> <u>Know how the welfare state, immigration, decolonisation and changing social attitudes transformed British society.</u> <u>Explain which aspects of post-war Britain changed most and where important continuities remained.</u>
	Apply (Skills)	Students apply their knowledge by analysing historical sources and interpretations to investigate change during the Tudor period. They select and use evidence to construct clear historical explanations, compare different viewpoints and assess the significance of key events and individuals. Through extended writing, students continue to develop their understanding of causation, change and continuity, significance and	Students apply their knowledge by analysing a range of historical sources and interpretations to investigate the causes, experiences and consequences of the First World War. They evaluate evidence, explain historical events through the second-order concepts of causation, consequence and significance, and construct well-supported historical arguments using precise subject vocabulary. Through extended historical writing, students strengthen their ability to	<u>Students apply their knowledge by analysing historical sources and interpretations to investigate different experiences of post-war change. They compare developments across time, identify patterns of change and continuity, and assess the significance of key events and policies. Through evidence-based historical writing, students construct balanced judgements about the extent to which Britain was transformed after the Second</u>

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		interpretations, preparing them for more complex enquiries in Year 8.	interpret evidence critically and make balanced historical judgements, providing a strong foundation for subsequent studies of Nazi Germany, the Second World War and GCSE History.	<u>World War.</u>
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