

## History

<b>Year group</b>	7					
<b>Course</b>	History					
<b>Course content</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Normans/Medieval Realms</b> – Battle of Hastings, Baseline assessments, motte and bailey castles to concentric castles.	<ul style="list-style-type: none"> <li><b>Medieval</b> - <i>Students will understand the three main ways medieval peasants understood religion and have an awareness of the hierarchy of the church. Black Death.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>The Tudors</b> – War of the Roses - chronology activity. Marketing and branding – Tudor rose, beginning of the dynasty. Henry VII and Henry VIII Elizabeth and Mary Queen of Scots. Spanish Armada assessment.</li> </ul>	<b>The Tudors Cont.</b> Elizabeth and Mary Queen of Scots. Spanish Armada assessment.	<ul style="list-style-type: none"> <li><b>The Stuarts</b> – Making of the UK, The Stuart family, English Civil War,</li> <li>Gunpowder Plot</li> </ul>	<b>The Stuarts cont.</b> - Cromwell-protector or dictator? Great Fire of London
<b>Useful websites</b>	BBC KS3 Bitesize: <a href="http://www.bbc.co.uk/education/subjects/zk26n39">http://www.bbc.co.uk/education/subjects/zk26n39</a>					

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	<b>Edwardian England – the class system</b> The suffragettes Vs. suffragists. What happened to Emily Davison? Students will use a combination of sources and their own knowledge to make a reasoned judgement on the cause of death.	<b>World War one –</b> Assassination of Franz Ferdinand. Students will know the countries involved in the Triple Alliance and the Triple Entente. Life in the trenches. Animals of war and women. Propaganda.	<b><i>The Treaty of Versailles and appeasement</i></b> - Students will know the Big Three and their aims Political cartoons 1919-1930. Appeasement - Students will understand how appeasement changed Europe	<b>The Holocaust -</b> how were the Jews dehumanised? Students will complete a historical enquiry into the laws passed directed towards Jews.	<b>Kristallnacht -</b> Ghettos to Death camps- Logistics of the Holocaust and Hitler, Himmler, Goebbels- Roles and responsibility	<b>Independent historical enquiry</b> - Britain in the 1960s- Preparing for enquiry, what does a project look like? Students should be researching empire wind rush, push and pull factors for immigration to Britain in 1960s. Students should be researching laws and changes for women, e.g. intro of pill, divorce act and equal pay
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