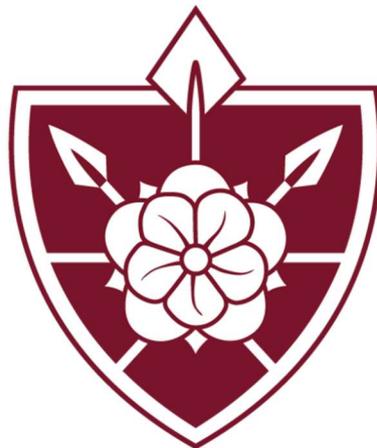


# **The Westleigh School**

## **History Department SOL**

**2020-2021**



**THE WESTLEIGH SCHOOL**

Aspiring & Achieving Together

## History Curriculum Intent

### Intent

*'To understand where we've been and identify where we are going.'*

Learning about the rise of the Nazi Party and the Holocaust develops **empathy** and allows pupils to learn from the worst of **humanity**. By studying medieval society and feudalism right up to modern day government achievements such as the creation of the NHS, pupils develop an understanding of **critical social, political and economic issues**. Understanding chronology and the major changes that have occurred throughout history helps pupils to develop a **knowledge of local as well as national issues in Britain**; which in turn create a **sense of identity within our current multicultural society**. Pupils also learn to **challenge past and current misconceptions** using evidence and evaluative skills by analysing the use of propaganda in the twentieth century. This will provide pupils with a way of distinguishing the truth in a modern society of 'fake news' and social media. Historical skills lend themselves to many current vital roles such as politics, military service, law and teaching. Overarching we will **instil a passion for History** amongst the students for them to be **critical and motivated learners** who want to know more about the past. We aim to develop their cultural awareness by making them aware of the wider national and international surroundings with a desire to aspire and achieve.

### Implementation

Learning is embedded through the development of knowledge and skills over time and through overlapping concepts and the interleaving of ideas and historical skills. There are 3 data collections point per year in KS3 and per year 4 at KS4. Key stage 3 assessments cover all subject matter. Pupils at KS3 enjoy studying history in a chronological structure that helps builds the connections needed to fully analyse key themes at higher levels. As pupils begin they will be introduced to key historical skills, these will be assessed and built on throughout Key Stages 3 and 4 to ensure a progressive learning journey. Year 7 will act as a cornerstone for skill development and knowledge understanding, the spiral curriculum and assessment will allow for further levels of depth and understanding added through the learning journey. This progression allows for effective differentiation, marking and feedback and stretch for more able pupils. Regular extended writing allows pupils to developing their language and vocabulary. Students will develop oracy skills to be fully confident and articulate in verbal responses.

### Impact

By the end of Key Stage 3 pupils will have a chronological understanding of world history from Roman times to Modern Day. They will have developed their communication skills to produce verbal responses and extended pieces of writing varying from whether Haig was a hero or a butcher and analysing the reliability of WW1 diary extracts. Pupils will be able to compare key events of the past with events happening around the world today. As pupils move through the course they will be introduced to source and interpretation skills. They will also explore how to explain the significance of events such as the Slave Trade and individuals like Jack the Ripper. They will leave KS3 having begun to study and understand the various concepts and events of the GCSE course. By the end of Key Stage 4 pupils will demonstrate a deeper understanding of British and world history. They will be able to independently describe, explain and evaluate a greater range of key individuals and events across the historical timeline, whilst also being able to draw links and connections between them. Pupils will also advance their analysis skills so that they are confident at evaluating complex historical sources and interpretations. Through this their decision making and judgment will continue to improve.

## History T&L Policy

<p><b>Feedback</b></p>	<p><i>WWW</i></p> <p><i>Good use of historical information</i></p> <p><i>Clear analysis of the sources</i></p> <p><i>Judgement reached and explained</i></p> <p><i>Utility of the sources discussed</i></p> <p><i>Source comparisons made</i></p> <p><i>Clear and supported inferences</i></p> <p><i>EBI</i></p> <p><i>Include relevant and accurate historical information</i></p> <p><i>Ensure you fully analyse ideas by linking back to the question</i></p> <p><i>Ensure you reach and justify your opinion</i></p> <p><i>Discuss CNOPC elements of each source</i></p> <p><i>Identify similarity/difference between sources</i></p> <p><i>Make sure you support inferences with evidence form the source</i></p>
<p><b>Home learning</b></p>	<p><i>KS3:</i></p> <p><i>1 piece of standardised departmental piece of home learning to be set, once per half term</i></p> <p><i>1 Google Classroom recall quiz to be completed by students testing prior knowledge, once per half term</i></p> <p><i>KS4: Staff may choose from the options below, which best suits individual classes at relevant points. However one piece of home learning per fortnight will be set</i></p> <p><i>Exam questions</i></p> <p><i>Knowledge organiser retrieval quizzes</i></p> <p><i>Seneca</i></p> <p><i>Home learning set on Google Classrooms</i></p> <p><i>Post-Covid, any home learning not completed will require students to complete home learning in home learning History catch up club which will operate Monday – Thursday.</i></p>
<p><b>Social media</b></p>	<p><i>Twitter and Facebook is used for the school rewards system to publicise the successes of pupils in history.</i></p> <p><i>Promote websites as per the ‘Big Picture’ overview for each year group</i></p>

<b>Student absence</b>	<p><i>If students are absent from a lesson, staff will glue in relevant resources that contain historical content from the lesson in to the back of students books.</i></p> <p><i>Post Covid teacher will discuss with absent student work from prior lesson during the 5 minute silent recall activity.</i></p>
<b>Next steps</b>	<p><i>Teachers will mark in red, opportunities will be built in to lessons to allow students to complete (in green) red pen/DIRT activities. At KS3 and KS4, after each assessment/DC a DIRT lesson will be carried out to enable students to close gaps within their learning</i></p>
<b>Revision</b>	<p><i>Seneca</i></p> <p><i>Material uploaded to Google Classroom</i></p> <p><b><i>See document below which discusses with students 'How to revise for History'</i></b></p>
<b>HA Strategies</b>	<p><i>Historical articles and journals taken from the departments subscription to 'History Today'</i></p> <p><i>Researching historians and historical viewpoints using specific post 16 accounts from departments subscription to 'History Today'</i></p> <p><i>Challenging use of academic language</i></p> <p><i>Authorial purpose – particular interpretations – this is to be used when students are completing a 3D 'Statement' How far do you agree question</i></p>
<b>PP Strategies</b>	<p><i>Provide in school revision materials</i></p> <p><i>Clear communication home</i></p> <p><i>Clear monitoring of Seneca</i></p> <p><i>Questioning</i></p> <p><i>Seating plan</i></p> <p><i>Chunking of tasks</i></p>
<b>SEND Strategies</b>	<p><i>WAGOLLS and WAGONS to be used to support SEND learners with structure of written answers</i></p> <p><i>Questioning to be used specifically by teachers to test students recall of prior learning and build confidence</i></p> <p><i>Annotated seating plan</i></p>
<b>Numeracy</b>	<p><i>Graphs</i></p> <p><i>Analysis of historical data</i></p>
<b>Oracy</b>	<p><i>YR7 HT4 / YR7 HT5</i></p> <p><i>YR8 HT1 / HT5</i></p> <p><i>YR9 HT 4</i></p> <p><i>YR10 HT1 / HT2 / HT6</i></p>

	YR11 HT1
<b>Reading</b>	YR8 HT3 / HT4 YR9 HT1 / HT3 / HT6 YR10 HT 5 YR11 HT4
<b>Writing</b>	YR7 HT1 / HT2 / HT3 / HT6 YR8 HT 2 / HT4 / HT6 YR9 HT2 / HT5 YR10 HT3 / HT4 YR11 HT2 / HT3
<b>Rewards</b>	<p><i>History subject reward tiers: (also see student rewards flow chart below)</i></p> <p><u>First stage of the rewards:</u></p> <p>This is an instant reward given to students as feedback from pupils suggests that they would like reward that they can be given immediately and then take home to their parent or carer. This could be for good contributions to lessons, good effort in their homework or pupils who have shown improvement in lessons in regards to attitude to learning. This is a way of quickly recognising pupil progress, which acknowledges their effort and can be done at the end of the lesson so that the pupil knows their work has been noticed and praised. This will raise confidence for many pupils and encourage others. History postcards provided to all staff.</p> <p><u>Second stage of rewards:</u></p> <p>The second stage of rewards will be for students have shown exceptional effort in attainment, attitude to learning and homework. These will be the 5 minute early lunchtime passes that have been produced for the department. We have started to use these in the department and pupils have responded well to them, however they cannot be used as a first reward stage. As a result, these will be used less often than the first stage of rewards as it is for exceptional commitment to learning These will be given at the end of the lesson and therefore will both reward that pupil for their work and demonstrate to other pupils that their effort will also be rewarded. These can easily be printed off using card from the office.</p> <p><u>Third stage of rewards:</u></p> <p>The third stage of rewards is the History Star of the Fortnight. Each class teacher has been given a reward sign to be displayed prominently in their room. Each teacher will nominate a pupil from both Key Stage Three and Key Stage Four who has shown outstanding effort and commitment to learning over the fortnight. Their names will be added to the sign and will be shown for the fortnight. They will also be given an early lunch pass and I will collect the names of these pupils to forward these on to both their form tutors and heads of years for acknowledgement and congratulations. This is a way of making the right pupils famous as stated in the school behavioural policy and to reward those pupils publicly. This fosters a sense of achievement for these pupils and</p>

	<p>is a further way to show other pupils their efforts can be rewarded. These reward signs have already been printed for use and further copies can be printed should a teacher need one.</p> <p><u>Fourth stage of rewards:</u></p> <p>The fourth stage of rewards is the History Guru of the half term. This will be one pupil across all year groups that has shown outstanding commitment to learning. This pupil will be rewarded with a History Guru badge, an extended early lunch pass to reward their effort in history and I will collect their name to be forwarded on to their head of year to announce in assembly and the school social media manager so that they can be placed onto the school's Facebook and Twitter accounts. This again is at the heart of the departmental rewards scheme and the school behavioural policy in making the right pupils famous by highlighting their effort to a wider audience. In addition to making these pupils famous it will build their confidence and encourage other pupils to strive to achieve in history in their attitude to learning. We already have history guru badges in the department and the extended lunch passes can easily be printed.</p> <p><u>Fifth stage of rewards:</u></p> <p>The fifth stage of rewards is the end of year rewards trips for different years. At this stage we will be concentrating on Year 7 and 8. Year 7 is a trip to Clitheroe Castle and Year 8 will be a trip to Imperial War Museum Manchester. This will be for the best two pupils from each history class in these years groups to be taken on a rewards trip towards the end of the school year. This is a final reward for pupils who have shown a consistently excellent attitude to learning throughout the year. This will promote good learning within history as pupils will feel their sense of achievement has been rewarded and will encourage others to strive for the same themselves. The trips can be taken on the school minibus and there is a small charge of £3.00 per pupil for Clitheroe Castle and entrance to IWM is free.</p>
<p><b>Subject Non-negotiables (max of 5)</b></p>	<ul style="list-style-type: none"> <li>- Each exercise book will contain an overview for the year including content that will be taught.</li> <li>- Writing at length –</li> </ul> <p><b>KS4:</b> at least one lesson per fortnight will provide students with the opportunity to write at length (either 8 mark utility/12 mark explain why/16 mark how far do you agree)</p> <p><b>KS3:</b> every half term students will have the opportunity to write at length (either 12 mark explain why or 16 mark how far do you agree). At least 1 lesson per fortnight will allow students to produce a written answer (this can be a 4 mark question)</p> <ul style="list-style-type: none"> <li>- At least 1 praise postcard for each year group will be handed out per week by each member of staff</li> <li>- At k4 each student will be provided with a knowledge overview for each topic- this will then be used to set at least 1 knowledge home learning per half term</li> </ul>
<p><b>AfL</b></p>	<p>Every KL will be assessed with red, amber or green at the end of the lesson. This will be written in pen next to the KL.</p>

## How do we revise for history?



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



Whilst these methods may feel like you are revising, there are many better methods to help you revise.

### Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



#### Using Flashcards

Using the Leitner Method, using the video below <https://youtu.be/C20EvKtdJwQ>



Post its can be also useful for key words and timelines

You can also create excellent flashcards online or on your phone using Quizlet which also had an app.



#### How to use in history

There are a variety of ways to use flashcards in revision for the skills you need

##### Key Terms

Create for key words and terms



##### Causation

Create for the causes of events or progress



##### Judgments

Create an agree or disagree argument against a quote



##### Narrative

Create to show a narrative of events in order



### Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

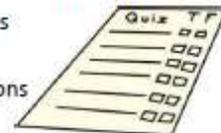
Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

#### Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



#### How to use in history

##### Spaced

Test on old and new topics mixed up

##### Knowledge Organisers

Use to create 'must know' quizzes for a topic

##### Factors/Causes/Consequences

To identify 2-3 factors, causes of an event/person e.g. The rising against Tostig

##### Examples

'Give two examples of.....'

### Transform It

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

#### How to use in history

1. Causation – Create a visual flow diagram of the chronological events in a time period e.g. American West
2. Change and Continuity – Create a Venn diagram to show what changed and did not in medical time period
3. Concept Mapping– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes

Venn Diagram



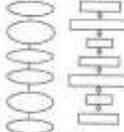
Sequential Thinking Model



Sequential Thinking Model



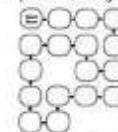
Chain



Spider Map



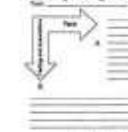
Sequential Thinking Model



Web



Thinking at Right Angles

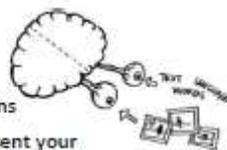


Mind Map



#### How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images



### Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.



An example activity you can do is creating a comic strip to represent the events of the Battle of Hastings



# How do we revise for history?

## Deliberate Practice

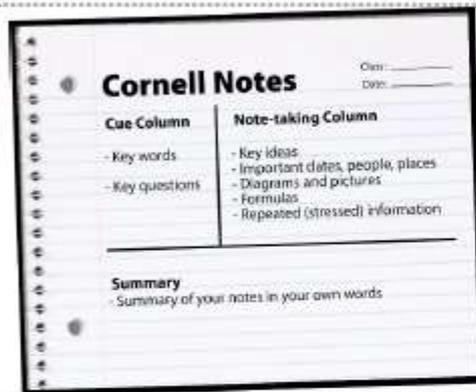
Set aside time to practice improving your knowledge or historical skills. Choose what you need to do, it must be tough enough to challenge you, and practice, practice, practice!

You should focus on something that you are *almost* able to do but *not just yet!*

### How to use in history

1. Use a model answer from the teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate
2. Study material, complete practice questions in timed conditions. Then use your notes to correct / improve your answer. A week later, redo a similar question. Repeat as necessary.

### THE MEMORY CLOCK



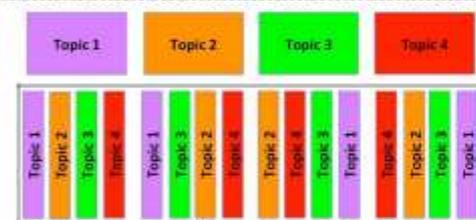
## The Cornell Method

This method can be used in your revision books as a great method to get you to 'think' about your revision. Simply split your page into 3 sections as shown on the diagram on the left:

- Note Taking
- Cues
- Summary

### How to use in history

- Use it to summarise a whole topic or theme, for example
- How did medical treatment change or continue over time?
  - Methods used by William to control England
  - How Hitler became Dictator by 1934



## Interleaving and Spacing

Don't revise your all topics in one go (cramming), you should revise 'chunks' of a topic for small amounts of time (15 minutes) and then move onto another 'chunk' from a different topic. This will improve your memory!

e.g. 15 minutes on Medicine, then Germany then American West

### How to use in history

1. Create a revision plan to cover topics you need to cover (least confident first!) and then go back over them again later. Spread out your learning in small sections, 5 hours to 5 x 1 hour
2. Use your flashcards to self test yourself on old and new topics, self testing across these

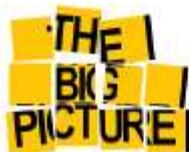


## The Big Picture

The best way to aid your understanding of history is to make sure you are confident with the big 'overview' story before you begin revising individual topics.

### How to use in history

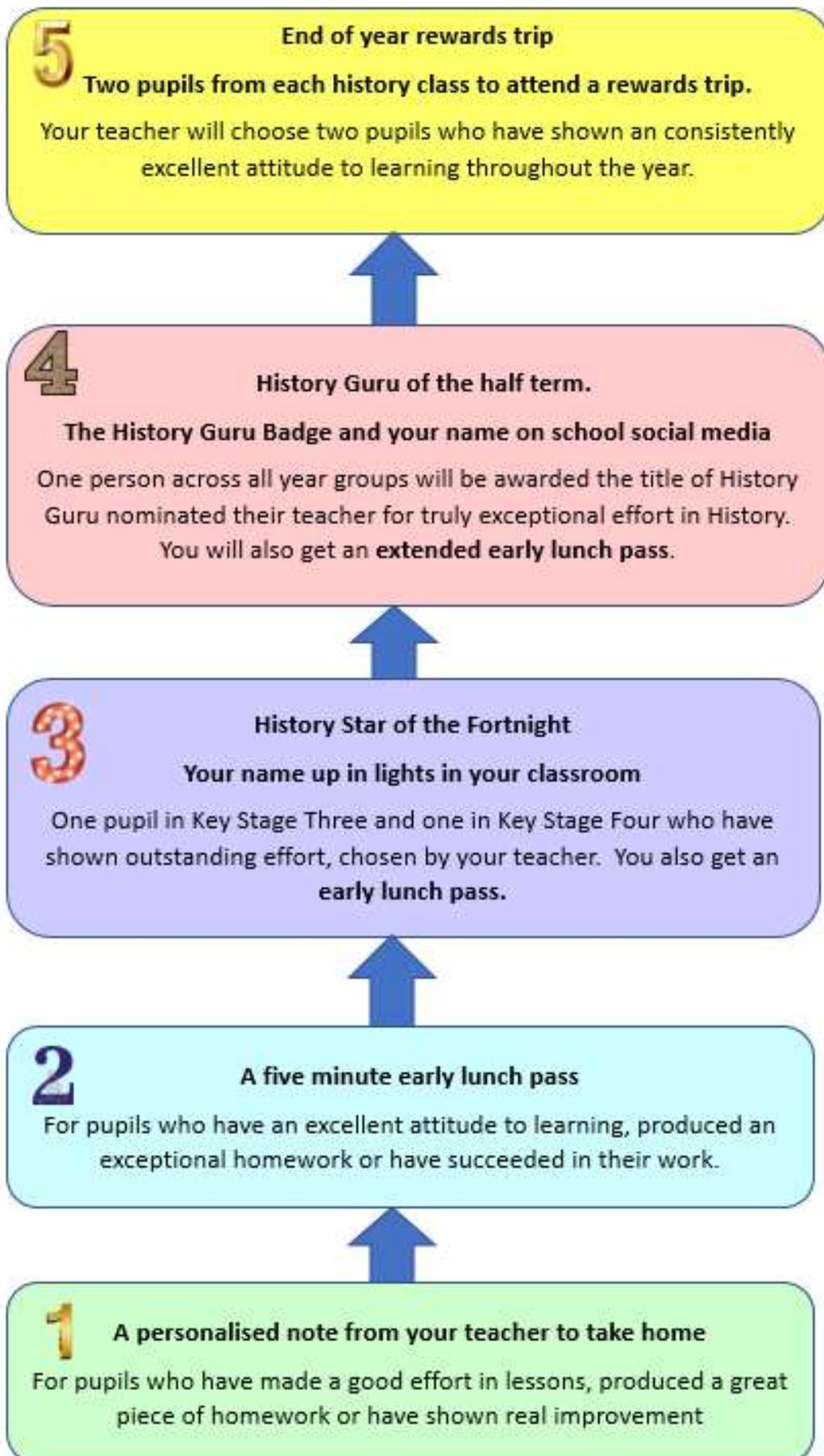
1. Create a timeline to identify the key events in a topic and colour code the themes. E.g. Westward Settlement and Indian Conflict in the American West
2. Mapping out what you can remember about a topic before you start, e.g. The treatment of disease through time or the Weimar Republic 1919-1929



## The basics

Simply, make sure you eat, sleep and take time out!

		
Limit distractions	Find a nice space to revise in	The more you put in the more you get out!
		
Create and use a revision planner	Set an alarm and start early!	Revise, Repeat, Remember



## Rewards in History





	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p style="text-align: center;"><b>Year 7</b></p> <p style="text-align: center;">2 x 1 hour lessons per week</p>	<p><b>KQ: How do we learn about History</b></p>	<p><b>KQ: What did the Romans do for us?</b></p>	<p><b>KQ: Why did England get a French king?</b></p>	<p><b>KQ: Was life really rotten?</b></p>	<p><b>KQ: Was religion and life really a roller coaster?</b></p>	<p><b>KQ: Did the world really turn 'upside down'?</b></p>
	<p>Historical Skills</p> <p><b>Assessment/subject key piece:</b></p> <p><b>How useful are sources A and B to find out about History at Westleigh (lesson 5)</b></p> <p><b>Literacy focus:</b> Writing - Inference skill activity</p>	<p>Roman Britain</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Pompeii Newspaper article</b></p> <p><b>Literacy focus:</b> Writing- Pompeii newspaper article</p>	<p>The Norman Conquest</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain why William won at Hastings</b></p> <p><b>Literacy focus:</b> Writing - Explain why William was able to win the Battle of Hastings</p>	<p>Life in the Middle Ages</p> <p><b>Assessment/subject key piece:</b></p> <p><b>'The King had absolute power in the middle ages' How far do you agree?</b></p> <p><b>Literacy focus:</b> Oracy - Presentation on different elements of life eg hospitals, homes, differences between rich and poor and jobs</p>	<p>The break from Rome/ religious changes in Tudor England. Life in Tudor England</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain why the Catholics were a threat to Elizabeth I</b></p> <p><b>Literacy focus:</b> Oracy-Write a speech to persuade people to join the Church of England L6</p>	<p>Stuarts – English Civil War</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Write a narrative account analysing the events of the English Civil War</b></p> <p><b>Literacy focus:</b> Writing- Causation writing</p>
	<p>S – Pupils working in groups to build social skills</p> <p>C- significant events in British History</p>	<p>S- establishment of Christianity as a legacy of Rome</p> <p>C- Roman legend of Romulus and Remus</p> <p>M- Morality of the assassination of the dictator Julius Caesar</p>	<p>C- To understand how the Battle of Hastings impacted on British culture</p> <p>S- impact of the Norman conquest on England's social structure</p>	<p>S- living conditions in medieval England.</p> <p>M- the role of power in the medieval period,</p> <p>S- role of the Church in medieval society</p>	<p>S- changes in religion during the Tudor period</p> <p>M- the morals behind the medieval Church</p>	<p>S- rule of law and the role of the Parliament</p> <p>M- Should a King be executed?</p> <p>S- puritanism and the fear of witchcraft</p> <p>C- Rise in the role of Parliament and the start of constitutional monarchy.</p>
<p>British Values</p>	<p>Individual liberty – through looking at significant individuals</p>	<p>Democracy – removal of the dictator Caesar</p> <p>Tolerance – lack of tolerance for the native Britons and the rebellion of Boudicca</p>	<p>Democracy – What England was like before democracy</p> <p>Tolerance – persecution of the north</p>	<p>The rule of law – looking into medieval law and order</p> <p>Individual liberty – looking into the Feudal system</p>	<p>Tolerance – lack of tolerance in the religious wars and trials of the Tudor period</p> <p>Rule of law – The powers of the monarch and the execution of a monarch (Mary Queen of Scots)</p>	<p>Rule of law – What happens when a King breaks the law? England as a republic.</p> <p>Tolerance – Puritan persecution of Catholicism.</p>

						Democracy – Limited democracy in early modern England.
Purpose/Big Picture	To imbue pupils with the key historical skills in order that they will be able to access the curriculum.	To highlight Britain's role in a European empire which shaped much of the future.  Modern day – role within Europe and relationships with the EU.	To understand how the last invasion of England led to the country which we now live in. In particular, the change of language and religion brought on by the Norman Conquest.	To understand how people lived during the medieval period. Investigation into the Black Death links to the Edexcel GCSE course. To understand the importance of the Magna Carta in setting up modern democracies.	This module will lay the foundations for the early Elizabethan England module of the GCSE course.  To chart the changes experienced under the Tudor monarchs.	Big Picture – Links to modern constitutional monarchy and parliamentary democracy. Pupils will understand why the monarch is subject to the law.
Careers	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.
Enrichment			Pupils will create a Bayeux Tapestry of me.  Potential to visit Clitheroe Castle	Pupils will study a wide range of topics which will educate them in a wide range of topics including the role England played in the shaping of Wales and Scotland.	Rewards trip to Speke Hall  Work on the Tudors will build on pupils' prior knowledge	Design a memorial for the Battle of Wigan Lane
Local study/depth study	What do you know about your family? Family research homework	Local: The Roman roads to Wigan and Leigh (Bryn Roman Road)	Depth: How did William revolutionise England	Depth study: Black Death	Local: Miles Gerrard, a Wigan martyr?	Local: The Battle of Wigan lane
Key knowledge	Students will develop key historical skills which enables them to study and question the past effectively.	Students will learn how Rome was formed and the Empire expanded; they will then go on to study the impact of the	Students will learn the issue of the death of Edward the Confessor and the emerging tensions between contenders to	Students will learn how William the Conqueror consolidated his power over England and the impact of this on Medieval life. Students will learn the	Students will understand why Henry VIII wanted a divorce from Catherine of Aragon and the consequences of this. Students will then go on to study the continuing problems of religion in England; before	Students will learn why people of England resented Charles 1 and the impact of this on causing the Civil War. Students will learn the key events of the

		Roman Empire and its legacy in Britian.	the throne which resulted in the Battel of Hastings.	impact of the Black Death on life.	ending with the reign of Elizabeth I	war and the outcomes as a result.
Key skills	Chronology	Interpretations	Cause & consequence	Cause & consequence	Source analysis	Significance
	Significance	Source analysis	Utility	Utility	Judgement skills	Cause and consequence
	Source analysis	Chronology	Chronology	Chronology	Significance	Source analysis
	Cause & consequence	Judgement skills	Significance	Significance	Cause & consequence	Judgement skills
	Interpretations	Cause & consequence	Judgement skills	Judgement skills	Utility	
				Source analysis	Source analysis	

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p><b>Year 8</b></p> <p>2 x 1 hour lesson per week</p>	<p><b>KQ: How did the Plains Indians lose their way of life?</b></p> <p>The development of the American West</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain two consequences of Manifest Destiny for the way of life of the Plains Indians</b></p> <p><b>Literacy focus:</b> Writing - Diary account of early pioneer on journey west</p>	<p><b>KQ: Does the British Empire still impact 2020/21?</b></p> <p>Rise/fall of the British Empire/Multiculturalism</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Describe 2 features of the British Empire</b></p> <p><b>Literacy focus:</b> Reading - Academic extract from Sashi Tharoor on British India</p>	<p><b>KQ: What lay behind the horrors of the Transatlantic Slave Trade?</b></p> <p>The Slave Trade</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain why slavery was abolished by the British in 1807</b></p> <p><b>Literacy focus:</b> Writing -Write a diary account explaining the conditions on board a ship during the Middle Passage</p>	<p><b>KQ: Did the French really get rid of the monarchy?</b></p> <p><b>French Revolution</b></p> <p><b>Assessment/subject key piece:</b></p> <p><b>Write a narrative account of the French Revolution</b></p> <p><b>Literacy focus:</b> Reading - Account of execution</p>	<p><b>KQ: Why did most people in Manchester die before the age of 20?</b></p> <p>The Victorian era</p> <p><b>Assessment/subject key piece:</b></p> <p><b>'The role of government was the most important factor in improving living conditions' How far do you agree?</b></p> <p><b>Literacy focus:</b> Oracy - Presentation of public health improvements</p>	<p><b>KQ: How did the lives of women change in the early 20<sup>th</sup> century?</b></p> <p>Suffragists and Suffragettes</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Give 2 things you can infer from source A about the policy of the suffragettes</b></p> <p><b>Literacy focus:</b> Writing - Speech writing to show the demands of the Suffragettes</p>
SMSC	<p>S- Plains Indian social structure</p> <p>S- Plains Indian religion and the role of Christianity in shaping US policy</p> <p>C – Introducing pupils to different cultures and allowing pupils to understand different culture’s views</p>	<p>S- Impact of the British Empire on the social make up of modern Britain</p> <p>M – The morality of the British Empire vs. self-rule</p> <p>S- World religions</p> <p>C- understanding the different cultures which made up the British Empire and then how these different cultures have influenced British culture in the 21<sup>st</sup> century.</p>	<p>S- Role of religion in the abolition of slavery</p> <p>M- The morality of slavery</p> <p>C- Looking into West African Culture</p>	<p>S- Living in France under Louis XVI.</p> <p>M- Discussing the morality behind absolute monarchy.</p> <p>C- The cultural impact that the French Revolution had on Europe.</p>	<p>S – living conditions in Industrial Manchester</p> <p>C – the impact of factory working on daily life in Britain</p>	<p>S – The role of women in British Society</p> <p>M- Pupils will discuss why everyone has the right to a vote.</p> <p>C- The role of the Suffragette movement in British culture.</p>

<p>British Values</p>	<p>Tolerance – Religious tolerance and the US government’s lack of tolerance</p> <p>Rule of law – Passing laws to control the Plains Indians</p>	<p>Tolerance – Looking into different religious beliefs</p> <p>Individual Liberty – Are citizens in an empire subject to individual liberty</p>	<p>Tolerance – The role of racism in the Transatlantic Slave Trade</p> <p>Democracy – role of democracy in the abolition of the British Slave trade</p> <p>Individual liberty – What happens when individual liberty is taken away</p>	<p>Rule of Law – The events of the revolution and the rule of the people.</p>	<p>Individual Liberty – Looking into the role played by child workers in industrial factories.</p> <p>Democracy – Why more men received the vote during the Industrial Period and then how this impacted on their lives.</p>	<p>Democracy – universal suffrage and the fight for it.</p> <p>Rule of Law – Were the Suffragette’s right to break the law in order to gain the vote.</p>
<p>Purpose/Big Picture</p>	<p>- Enable students to understand international key historical events that have shaped the development of the world</p>	<p>-Enable students to understand society we live in now and how this society has been shaped through past events</p>	<p>-Enable students to understand the economic foundations of Industrial Britain</p> <p>-Ensure students are aware of significant events in British History and their impact</p>	<p>-Enable students to understand how their local area has been influenced by historical events</p> <p>-Understand the social complexities which arose and their similarity to life in modern Britain</p>	<p>-Enable students to understand how their local area has been influenced by historical events</p> <p>-Understand the social complexities which arose and their similarity to life in modern Britain</p>	<p>-Enable students to understand how politically changing ideas lead to women gaining the vote.</p>
<p>Careers</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>
<p>Enrichment</p>	<p>Building Tips</p> <p>Possible rewards trip the the Liverpool World Museum.</p>	<p>History video club: Bend it like Beckham</p>	<p>Rewards trip to the International slavery museum in Liverpool</p>		<p>Creative lesson on the changes to villages during the industrial period.</p> <p>History film club: Oliver Twist</p>	<p>History film club: Suffragette</p>

Local study/depth study	Depth: Plains Indians way of life	Depth: British India	Local: Did people from Wigan benefit from the Slave Trade: James Lindsay	Depth: French Revolution	Depth: Reform and change in the Industrial period  Local: The Golborne Mining disaster	Local: How Manchester contributed to the votes for women movement
Key knowledge	Students will learn how the Plains Indians lived on the Great Plains, however throughout the 19 <sup>th</sup> century this was taken away by the US government. Students will at reasons for this and the consequences for both the Plains Indians and the US citizens	Students will learn how the British Empire developed over time and how it eventually came to an end. Students will study key colonies within the Empire and what life was life for these. Students will also study the positives and negatives of the empire, before eventually learning how the empire came to an end.	Students will learn about development of the Transatlantic Slave Trade and the countries involved in this. Students will then go on to look at life for Slaves in the USA and Caribbean. Students will end by looking at how attitudes towards slavery changed overtime resulting in its abolition.	Students will study the events of tension in France and the events that led to the overthrowing of the monarchy and the establishing of a Republic.	Students will learn how life in England changed from 1750 onwards. They will study how families moved from the countryside to towns and the impact of this on public health. Students will learn what life was like as a factory worker and how the Industrial Revolution impacted Britain and the world.	Students will learn how females were seen as 2 <sup>nd</sup> class citizens in society, however tis changed. Students will learn the reasons for change towards females within society and the outcome of this on changing laws and attitudes.
Key skills	Source analysis Significance Interpretations Change & continuity Judgement skills	Source analysis Judgement skills Significance	Source analysis Change & continuity Judgement skills	Change & continuity Chronology Significance	Change & continuity Judgement skills Source analysis Utility	Source analysis Judgment skills SIGNificance

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p align="center"><b>Year 9</b></p> <p align="center">3 x 1 hour lessons per week</p>	<p><b>KQ: Why did World War One start?</b></p> <p>World War One</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain why the First World War broke out in 1914</b></p> <p><b>Literacy focus:</b> Oracy -Class debate on the most important cause of World War One</p>	<p><b>KQ: How did 'heroes' live in the trenches?</b></p> <p>World War One</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Describe 2 features of life in a First World War trench</b></p> <p><b>Literacy focus:</b> Writing -World War One soldiers diary entry</p>	<p><b>KQ: Why do it all over again?</b></p> <p>World War Two &amp; Nazi Persecution</p> <p><b>Assessment/subject key piece:</b></p> <p><b>'Fear was the main way in which the Nazis controlled the German people' How far do you agree?</b></p> <p><b>Literacy focus:</b> Reading- Analyse newspaper extract to gain information on Night of the Long Knives</p>	<p><b>KQ: What was life like on the Home Front?</b></p> <p>World War Two</p> <p><b>Assessment/subject key piece:</b></p> <p><b>How useful are sources A and B for an enquiry into the life of evacuated children?</b></p> <p><b>Literacy focus:</b> Writing -Diary account of evacuee</p>	<p><b>KQ: Why were people persecuted in Nazi Germany?</b></p> <p><i>Holocaust</i></p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain how minorities were persecuted in Nazi Germany</b></p> <p><b>Literacy focus:</b> Reading -Analysis of the build-up of Nazi persecution</p>	<p><b>KQ: What was the USA like in the 20<sup>th</sup> century?</b></p> <p>American in the 20<sup>th</sup> century</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain the importance of public speeches for the end of segregation in the USA</b></p> <p><b>Literacy focus:</b> Reading -Newspaper account showing the events of the Vietnam war</p>
<p>SMSC</p>	<p>S- Impact of WW1 on the British public, women doing war work and millions of men volunteering for the military</p> <p>M- To develop empathy and compassion amongst students</p> <p>C – To discuss how the country has addressed the question of remembrance and debate around the relevance of remembrance in the 21<sup>st</sup> century</p>	<p>S- Impact of WW1 on the British public, women doing war work and millions of men volunteering for the military</p> <p>M- To develop empathy and compassion amongst students</p> <p>C – To discuss how the country has addressed the question of remembrance and debate around the relevance of remembrance in the 21<sup>st</sup> century</p>	<p>S- Life in Nazi Germany: removal of social liberty.</p> <p>M – Was appeasement the correct policy for the British government to follow?</p>	<p>S: The impact of the Second World War on British society: impact on children, women and elderly men.</p> <p>M: Pupils will discuss the question: Were Britain correct to get involved in a second World War in 30 years?</p> <p>C: Pupils will analyse and discuss interpretations of the Second World War and its role in the idea of modern Britain</p>	<p>S: Pupils will look into the social effects if the Nuremberg Laws on ethnic minorities in Germany and Nazi occupied land.</p> <p>M: Pupils will look at and understand the dangers of religious, homophobic and disability intolerance.</p> <p>S: Pupils will learn about the key ideas and themes of Judaism</p> <p>C: Pupils will investigate into historical European anti-Semitism and look at the cultural</p>	<p>S: Pupils will look into the social impact of segregation in the USA. Pupils will also look at the role of nationalism and capitalism in the wars in Korea and Vietnam.</p> <p>M: Were the Americans right to engage in the Vietnam war.</p>

					contributions made by Jewish people.	
<b>Fundamental British Values</b>	<p>Individual liberty – pupils will look at the issues around the German invasion of France and will build on prior learning (British Empire and medieval England).</p> <p>Mutual Respect – looking at the relationship between British and German troops on the Western Front.</p>	<p>Individual liberty – pupils will look at the issues around the German invasion of France and will build on prior learning (British Empire and medieval England).</p> <p>Mutual Respect – looking at the relationship between British and German troops on the Western Front.</p>	<p>Rule of Law: Life in Nazi Germany – what happens when the law is controlled by one man?</p> <p>Tolerance: Pupils will discuss key concepts such as: What is anti-Semitism and what were the effects on the Jews of Europe?</p> <p>Mutual Respect: The dangers of the a lack of respect for other religions and cultures.</p>	<p>Mutual Respect: Pupils will look at how, during a time of national emergency, the British work together. This will be highlighted through looking at evacuation and the Home Guard.</p>	<p>Individual Liberty: Freedom of worship and of idea</p> <p>Mutual Respect: Respect for different cultures and religion</p> <p>Tolerance: Pupils will learn of the importance of religious tolerance and understand the richness of modern Britain</p>	<p>Mutual Respect: Pupils will look at the problems of a racist society and government.</p> <p>Tolerance: Pupils will also look at the US government’s lack of tolerance for Communism and Socialist ideas.</p>
<b>Purpose and Big Picture</b>	<p>- Enable students to understand key historical significant events which shaped and dominated modern Britain</p> <p>-Enable students to identify change and continuity in warfare over time</p>	<p>- Enable students to understand key historical significant events which shaped and dominated modern Britain</p> <p>-Enable students to identify change and continuity in warfare over time</p>	<p>- Enable students to understand the consequences of significant British events and how these shaped and influenced the lives of people in Britain at the time and subsequently</p> <p>-Enable students to be aware of international issues and how these influenced British events</p>	<p>- Enable students to understand the consequences of significant British events and how these shaped and influenced the lives of people in Britain at the time and subsequently</p>	<p>-Enable students to be aware of international issues and how these influenced British events</p>	<p>- Enable students to see how societies have changed and developed over time</p> <p>- Raising awareness of the social issues of racial diversity which existed in the USA</p>

Careers	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.
Enrichment	History film club: War Horse  Potential trip to the Imperial War Museum North  Use of World War One artefacts to bring History into the classroom.	History film club: War Horse  Potential trip to the Imperial War Museum North  Use of World War One artefacts to bring History into the classroom.	History film club: Dunkirk	History film club: Goodnight Mr Tom  Potential trip to the Imperial War Museum North	History film club: Boy in the striped pyjamas	History Film Club: Hidden Figures
Local study/depth study	Local: Recruitment in Leigh	Local: How did soldiers from Leigh experience World War One	Depth: Inter war policies	Local: Was Leigh impacted by evacuation?	Depth: Holocaust	Depth: Vietnam War

Key knowledge	Students will learn the tension and conflict that existed between European countries in the early 19 <sup>th</sup> century. Students will learn the long term, short term and trigger events of the First World War.	Students will learn how the war developed with the Schieffen Plan and how this resulted in Trench warfare. Students will learn the experiences of soldiers in the trenches and the living and fighting conditions. Students will also learn about key battels and weapons.	Students will learn how Germany was punished by the Treaty of Versailles and how this was viewed by different countries in Europe. Students will know how Germany resented this and how this resulted in the rise of anger in Germany.	Students will learn about the key causes of the outbreak of the second World War. Students will learn about key events both from a warfare point of view, but also how the war impacted the lives of everyday civilians in Britain.	Students will learn the reasons for Nazi growth in the late 1920s and early 1930s. Students will then study how Hitler consolidated his power over Germany and the reason for his hatred of the Jews and other ethnic minorities. Students will then learn how Jews and ethnic minorities were persecuted in Nazi Germany.	Students will learn about the issue of race in the USA and how African Americans were deemed as 2 <sup>nd</sup> class citizens. Students will learn how African Americans were treated and the varying responses and opposition to this. Students will then learn about the US involvement in the Vietnam War.
Key skills	Change & continuity Significance Interpretations Source analysis	Change & continuity Utility Source analysis Judgement skills	Source analysis Significance Judgement skills	Interpretations Source analysis Judgement skills Change & continuity Significance	Change & continuity Significance Source analysis Interpretations	Significance Source analysis Judgement skills Chronology

Year 9 2020-21 only

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p><b>Year 9</b></p> <p>3 x 1 hour lessons per week</p>	<p><b>KQ: Why do it all over again?</b></p> <p>World War Two &amp; Nazi Persecution</p> <p><b>Assessment/subject key piece:</b></p> <p>'Fear was the main way in which the Nazis controlled the German people' How far do you agree?</p> <p><b>Literacy focus:</b> Reading -Analyse newspaper extract to gain information on Night of the Long Knives</p>	<p><b>KQ: What was life like on the Home Front?</b></p> <p>World War Two</p> <p><b>Assessment/subject key piece:</b></p> <p>How useful are sources A and B for an enquiry into the life of evacuated children?</p> <p><b>Literacy focus:</b> Writing -Diary account of evacuee</p>	<p><b>KQ: Why were people persecuted in Nazi Germany?</b></p> <p><i>Holocaust</i></p> <p><b>Assessment/subject key piece:</b></p> <p>Explain how minorities were persecuted in Nazi Germany</p> <p><b>Literacy focus:</b> Reading -Analysis of the build-up of Nazi persecution</p>	<p><b>KQ: How did the lives of women change in the early 20<sup>th</sup> century?</b></p> <p>Suffragists and Suffragettes</p> <p><b>Assessment/subject key piece:</b></p> <p>Give 2 things you can infer from source A about the policy of the suffragettes</p> <p><b>Literacy focus:</b> Oracy - Speech writing to show the demands of the Suffragettes</p>	<p><b>KQ: How did the Plains Indians lose their way of life?</b></p> <p>The development of the American West</p> <p><b>Assessment/subject key piece:</b></p> <p>Explain two consequences of Manifest Destiny for the way of life of the Plains Indians</p> <p><b>Literacy focus:</b> Writing -Diary account of early pioneer on journey west</p>	<p><b>KQ: What was the USA like in the 20<sup>th</sup> century?</b></p> <p>American in the 20<sup>th</sup> century</p> <p><b>Assessment/subject key piece:</b></p> <p>Explain the importance of public speeches for the end of segregation in the USA</p> <p><b>Literacy focus:</b> Reading -Newspaper account showing the events of the Vietnam war</p>
	<p>SMSC</p>	<p>S- Life in Nazi Germany: removal of social liberty.</p> <p>M – Was appeasement the correct policy for the British government to follow?</p>	<p>S: The impact of the Second World War on British society: impact on children, women and elderly men.</p> <p>M: Pupils will discuss the question: Were Britain correct to get involved in a second World War in 30 years?</p> <p>C: Pupils will analyse and discuss</p>	<p>S: Pupils will look into the social effects if the Nuremberg Laws on ethnic minorities in Germany and Nazi occupied land.</p> <p>M: Pupils will look at and understand the dangers of religious, homophobic and disability intolerance.</p> <p>S: Pupils will learn about the key ideas</p>	<p>S – The role of women in British Society</p> <p>M- Pupils will discuss why everyone has the right to a vote.</p> <p>C- The role of the Suffragette movement in British culture.</p>	<p>S- Plains Indian social structure</p> <p>S- Plains Indian religion and the role of Christianity in shaping US policy</p> <p>C – Introducing pupils to different cultures and allowing pupils to</p>

		interpretations of the Second World War and its role in the idea of modern Britain	and themes of Judaism  C: Pupils will investigate into historical European anti-Semitism and look at the cultural contributions made by Jewish people.		understand different culture's views	
Fundamental British Values	<p>Rule of Law: Life in Nazi Germany – what happens when the law is controlled by one man?</p> <p>Tolerance: Pupils will discuss key concepts such as: What is anti-Semitism and what were the effects on the Jews of Europe?</p> <p>Mutual Respect: The dangers of the a lack of respect for other religions and cultures.</p>	Mutual Respect: Pupils will look at how, during a time of national emergency, the British work together. This will be highlighted through looking at evacuation and the Home Guard.	<p>Individual Liberty: Freedom of worship and of idea</p> <p>Mutual Respect: Respect for different cultures and religion</p> <p>Tolerance: Pupils will learn of the importance of religious tolerance and understand the richness of modern Britain</p>	<p>Democracy – universal suffrage and the fight for it.</p> <p>Rule of Law – Were the Suffragette's right to break the law in order to gain the vote.</p>	<p>Tolerance – Religious tolerance and the US government's lack of tolerance</p> <p>Rule of law – Passing laws to control the Plains Indians</p>	<p>Mutual Respect: Pupils will look at the problems of a racist society and government.</p> <p>Tolerance: Pupils will also look at the US government's lack of tolerance for Communism and Socialist ideas.</p>

<p>Purpose and Big Picture</p>	<p>- Enable students to understand the consequences of significant British events and how these shaped and influenced the lives of people in Britain at the time and subsequently</p> <p>-Enable students to be aware of international issues and how these influenced British events</p>	<p>- Enable students to understand the consequences of significant British events and how these shaped and influenced the lives of people in Britain at the time and subsequently</p>	<p>-Enable students to be aware of international issues and how these influenced British events</p>	<p>Enable students to understand how politically changing ideas lead to women gaining the vote.</p>	<p>- Enable students to understand international key historical events that have shaped the development of the world</p>	<p>- Enable students to see how societies have changed and developed over time</p> <p>- Raising awareness of the social issues of racial diversity which existed in the USA</p>
<p>Careers</p>	<p>Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.</p>	<p>Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.</p>	<p>Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.</p>	<p>Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.</p>	<p>Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.</p>	<p>Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.</p>
<p>Enrichment</p>	<p>History film club: Dunkirk</p>	<p>History film club: Goodnight Mr Tom</p> <p>Potential trip to the Imperial War Museum North</p>	<p>History film club: Boy in the striped pyjamas</p>	<p>History film club: Suffragette</p>	<p>Building Tipis</p> <p>Possible rewards trip the Liverpool World Museum.</p>	<p>History Film Club: Hidden Figures</p>

Local study/depth study	Depth: Inter war policies	Local: Was Leigh impacted by evacuation?	Depth: Holocaust	Local: How Manchester contributed to the votes for women movement	Depth: Plains Indians way of life	Depth: Vietnam War
Key knowledge	Students will learn how Germany was punished by the Treaty of Versailles and how this was viewed by different countries in Europe. Students will know how Germany resented this and how this resulted in the rise of anger in Germany.	Students will learn about the key causes of the outbreak of the second World War. Students will learn about key events both from a warfare point of view, but also how the war impacted the lives of everyday civilians in Britain.	Students will learn the reasons for Nazi growth in the late 1920s and early 1930s. Students will then study how Hitler consolidated his power over Germany and the reason for his hatred of the Jews and other ethnic minorities. Students will then learn how Jews and ethnic minorities were persecuted in Nazi Germany.	Students will learn how females were seen as 2 <sup>nd</sup> class citizens in society, however tis changed. Students will learn the reasons for change towards females within society and the outcome of this on changing laws and attitudes.	Students will learn how the Plains Indians lived on the Great Plains, however throughout the 19 <sup>th</sup> century this was taken away by the US government. Students will at reasons for this and the consequences for both the Plains Indians and the US citizens	Students will learn about the issue of race in the USA and how African Americans were deemed as 2 <sup>nd</sup> class citizens. Students will learn how African Americans were treated and the varying responses and opposition to this. Students will then learn about the US involvement in the Vietnam War.
Key skills	Source analysis Significance Judgement skills	Interpretations Source analysis Judgement skills Change & continuity Significance	Change & continuity Significance Source analysis Interpretations	Source analysis Judgment skills Significance	Source analysis Significance Interpretations Change & continuity Judgement skills	Significance Source analysis Judgement skills Chronology

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p style="text-align: center;"><b>Year 10</b></p> <p style="text-align: center;">3 x 1 hour lessons per week</p>	<p style="text-align: center;"><b>Medicine through time</b></p> <p><b>Literacy focus:</b> Oracy - Class debate on the Theory of the 4 Humours</p> <p><b>Assessment/subject key piece:</b></p> <p>Explain why medical knowledge did not improve during the Medieval period</p>	<p style="text-align: center;"><b>Medicine through time</b></p> <p><b>Literacy focus:</b> Reading - Read key findings and research of Renaissance individuals</p> <p><b>Assessment/subject key piece:</b></p> <p>Explain one difference between Medieval and Renaissance understanding towards anatomy</p>	<p style="text-align: center;"><b>Medicine through time /Western Front</b></p> <p><b>Literacy focus:</b> Oracy - Class debate on the most important reasons why medicine improved across time</p> <p><b>Assessment/subject key piece:</b></p> <p>'The greatest development in treatment during the 20<sup>th</sup> century was Penicillin'. How far do you agree?</p>	<p style="text-align: center;"><b>Weimar and Nazi Germany</b></p> <p><b>Literacy focus:</b> Writing - Newspaper report on the terms and responses to the Treaty of Versailles</p> <p><b>Assessment/subject key piece:</b></p> <p>Give 2 inferences from source A about the Treaty of Versailles</p>	<p style="text-align: center;"><b>Weimar and Nazi Germany</b></p> <p><b>Literacy focus:</b> Writing - Write a letter explaining reasons why you oppose the Weimar constitution</p> <p><b>Assessment/subject key piece:</b></p> <p>Explain why the Munich Putsch failed in 1923</p>	<p style="text-align: center;"><b>Weimar and Nazi Germany</b></p> <p><b>Literacy focus:</b> Reading - Analysis of Nazi propaganda</p> <p><b>Assessment/subject key piece:</b></p> <p>How far do you agree with interpretation2 about the reasons for the successes of the Nazi Party</p>
	<p>SMSC</p>	<p>M – investigate moral and ethical issues</p> <p>S – Investigate moral viewpoints</p>			<p>S – explore beliefs and experiences</p> <p>M – recognition of right and wrong</p> <p>S – investigate moral issues</p> <p>C- Respect of diversity / governing systems</p>	
<p>British values</p>	<p>Individual liberty – looking at responsibility of individuals to seek improvement</p> <p>Tolerance – tolerance of religious vs non-religious approaches to medicine</p> <p>Respect- rights of equality for all to have access to world class health care</p>			<p>Rule of law – understanding of how laws to protect society can be used against society</p> <p>Democracy – understanding of democracy 1919-33 and how this changed to dictatorship post 1933</p> <p>Mutual respect – respect for individuals regardless of race, religion, sexuality or disability</p>		
<p>Purpose / Big picture</p>	<p>Students will understand and make links on the basis of modern medicine on</p>	<p>Students will link how society and views within society are influenced by varying factors</p>	<p>Students will link how modern medicines we use today were created as a result of World War One</p>	<p>Students will link to the different political and voting systems we have in the UK.</p>	<p>Students will understand the idea of international cooperation and the success of countries</p>	<p>Students will link the idea of removal of rights to modern day societies and the negatives from this</p>



	<p>characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>
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	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p style="text-align: center;"><b>Year 11</b></p> <p style="text-align: center;">3 x 1 hour lessons per week</p>	<p><b>Elizabethan England</b></p> <p><b>Literacy key piece:</b> Oracy - Class debate on the greatest danger faced by Elizabeth</p> <p><b>Assessment/subject key piece:</b> ‘The greatest reason for opposition to Elizabeth was religion’. How far do you agree?</p>	<p><b>Elizabethan England</b></p> <p><b>Literacy key piece:</b> Writing -Write a letter back home explaining the problems faced by the early settlers to North America</p> <p><b>Assessment/subject key piece:</b> Explain why Raleigh’s attempt to colonise Virginia failed?</p>	<p><b>British America</b></p> <p><b>Literacy key piece:</b> Writing - Evaluate the impact of immigration and the expansion of the US colonies</p> <p><b>Assessment/subject key piece:</b> Explain two consequences of King George I’s Proclamation (1717)</p>	<p><b>British America</b></p> <p><b>Literacy key piece:</b> Reading - Students to read biography of Benjamin Franklin</p> <p><b>Assessment/subject key piece:</b> Write a narrative account analysing the key events of 1770-74 that led to the Intolerable Acts (1774)</p>	<p><b>Revision and consolidation</b></p>	<p><b>Revision and consolidation</b></p>
	<p>SMSC</p>	<p>S – Explore beliefs and respect of faith</p> <p>M – investigate moral issues</p>		<p>M – understand moral and ethical issues</p> <p>S – Accept and understand diverse viewpoints</p>		
<p>British values</p>	<p>Tolerance of different cultures and religions – awareness of different beliefs and how this can cause conflict</p> <p>Rule of law – understanding of how laws can be used to help heal divisions</p>		<p>Tolerance of different cultures and religions – understand of how different cultures and lack of understanding can lead to conflict</p> <p>Democracy – understanding of democracy in civilised society</p>			
<p>Purpose / big picture</p>	<p>Students will be able to see and relate to how religion can lead to conflict</p>	<p>Students will begin to make links on the idea of multi-culturalism and the early roots of Modern Day Britain</p>	<p>Students will understand/make links between racism and discrimination of the past to modern day</p>	<p>Students will begin to understand the reasons for the close relationship between the US and the UK on modern day</p>	<p><i>Topics to be identified from mock examinations/gaps and will therefore differ for each student and class</i></p>	<p><i>Topics to be identified from mock examinations/gaps and will therefore differ for each student and class</i></p>

Careers	During this topic there will be a key focus on communication. From this careers such as PR/Law/Business/Journalism which require communication skills will be emphasised		During this topic there will be an emphasis on foreign relations. Careers in the Civil Service and Foreign office will be discussed.		
Enrichment	Possible cohort visit to Tudor Speke Hall  History film experience		History film experience		
Key content	-Students will study the foreign challenges faced by Elizabeth, in particular the Spanish Armada	-Students will study Elizabethan society and the lived of ordinary Elizabethans	-Students will study the impact of expansionism, immigration and economic development on piracy and colonial society. They will understand the significance of the Slave Trade for British America and the effects of rebellion, conspiracy and smuggling to British America	-Students will study the impact of expansionism, immigration and economic development on piracy and colonial society. They will understand the significance of the Slave Trade for British America and the effects of rebellion, conspiracy and smuggling to British America	
Key skills	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.  AO2: explain and analyse historical events and periods studied using second-order historical concepts	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.  AO2: explain and analyse historical events and periods studied using second-order historical concepts	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.  AO2: explain and analyse historical events and periods studied using second-order historical concepts.	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.  AO2: explain and analyse historical events and periods studied using second-order historical concepts.	

			<p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>		
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	<b>Reading</b>	<b>Writing</b>	<b>Oracy</b>
<b>Opportunities</b>	Newspaper article Blog Academic text Research	Method Evaluation Newspaper article Letter Blog	Class debate Presentation Group discussion
<b>Purpose</b>	Access to text	Writing at length	Academic register

Please find below an overview of the key learning for each lesson, elements highlighted in yellow and the GCSE AO focus for this lesson and lessons in blue are elements of the GCSE specification.

Every lesson must have a clear opportunity for students to demonstrate their learning, this must follow the guidance and skill (AO) from the medium term scheme. However due to the nature of classes, the demonstration may be different between classes. However it must be evidence in planning. Teaching/Pedagogy ideas are suggested ideas only and teachers can change based on individual classes and needs of students.

Lessons can be found on the shared drive, however teachers are actively encouraged to plan to allow for differentiation and knowledge of classes individually, ensuring they deliver the key questions and historical skill.

**Please note on schemes of learning:**

**D: demonstrate part of the lesson**

**S: stretch question or activity**



# The Westleigh School



**Skills developed:**  
Enquiry skills knowledge and concepts, develop an even deeper understanding of people and societies.

**KS1**  
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is

**KS2**  
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

**Skills developed:**

1. Communication
2. Ability to speak fluently and to audiences
3. Apply wide ranging research skills to real-world problems
4. Gather and manage complex data
5. Formulate persuasive arguments
6. Analysis
7. Make well informed decisions based on evidence

**Careers available as a result of developing skills:**

- Lawyer
- Business executive
- Diplomats
- Legislators
- National security
- Development officer
- PR
- Museum curator
- Civil servants
- Teachers and educators

*Taken from College of Arts and Sciences: History*

**Post 16 routes**

**AS/A2**

**Modern or Medieval History studied at local colleges**

**Undergraduate degrees:**

**Degrees that use historical enquiry, research and evidence based skills**

# Year 7

NB – Homework follows History departmental planned activities

	Lesson	Title	Pedagogical ideas / resources	Differentaition	Unit key words	Links to learning (KS2/3)
KQ: How do we learn about History	1	<p><b><u>KL: To identify and organise different dates, events and time periods into a chronological order and understanding how this links to a narrative.</u></b></p> <p>D: Students will <b>organise key historical</b> dates and events into the correct <b>chronological order</b>.</p> <p>S: Students to be given time periods with clues (information or pictures) that allow the students to work out the order, students have to organise these into the correct chronological order. i.e Industrial Britain – emergence of large factories and coal mining</p> <p>Career link 4</p>	<p>Students to learn how to organise dates from year 0 and to upskill about BC and AD.</p> <p>Students to organise different dates and events into the correct chronological order.</p> <p>Students to link skill to a narrative account of events that link to year 7 students. Demonstrating a beginning, middle and an end.</p> <p>Numeracy opportunity – dates</p>	<p>HA – mix of BC and AD dates that are more difficult E.G 784 BC / 84 AD</p> <p>LA – fewer range of dates that are in multiples of 100s or 10s E.G 1950 AD</p> <p>/ 1600BC. Timeline also provided to aid</p>	<p>Chronology</p> <p>Chronological</p> <p>Interpretation</p> <p>Source</p> <p>Enquiry</p> <p>Causation</p> <p>Explain</p> <p>Utility</p> <p>Century</p> <p>Significance</p> <p>Inference</p> <p>Detail</p> <p>Bias</p>	<p>Link to chronology at KS2</p>
	2	<p><b><u>KL: To understand how different years are categorised into centuries.</u></b></p> <p>D: Students are to <b>understand the rule</b> of <b>organising</b> different</p>	<p>Give students to be given rule of centuries with working examples.</p>	<p>HA – introduce how variety of time is measured E.G years/days/months/millenniums</p> <p>LA – provided with formula to aid century working – ignore last 2 digits and plus 1</p>		

	<p><i>dates</i> into <i>centuries</i> and change dates into the correct century.</p> <p><i>S: To re write the rule of how to categorise centuries for Y5 and Y6 students with working examples and activities for students to complete.</i></p> <p><b>Students to research the name of event from the year? Homework?</b> Career link 4</p>	<p>Students to put different dates into the correct century.</p> <p><b>Students to add an image that links to the year and century?</b></p> <p>Numeracy opportunity - dates</p>			
3	<p><b><u>KL: To evaluate time periods and events to explain why certain time periods and events are significant in history for learning about the past.</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: To look at different events from history and organise the events from the most significant to the least in their opinion.</i></p> <p><i>S: Identify events in your life span that you think will be significant. These could be significant to you or the world.</i></p> <p>Career link 3</p>	<p>Students to be introduced to the 5Rs.</p> <p>Students to be given a range of events that are significant and to use their prior knowledge to determine significance. Students to organise from most significant to least or through a diamond 9.</p> <p>Students to explain what event is the most significant and why.</p> <p>Students could also explain which event is</p>	<p>HA provided with more complex historical events that they may not have heard of before and limited information pupils to infer significance</p> <p>LA provided with less events (3) from events they may have heard of. Information</p>		

			<p>the least significant to them</p> <p>Numeracy opportunity - dates</p>		
4	<p><b><u>KL: To analyse sources and make suggestions about them using inference.</u></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students to analyse a range of sources from different aspects of the year 7 course and infer the meaning of each.</p> <p>S: Students to be introduced to GCSE sources from the specification to further challenge students.</p> <p>Career link 3</p>	<p>Students to be given a range of sources from year 7 spec or history and make successful inferences/suggestion based on the images and the detail within.</p> <p>Students to answer an inference question in timed conditions with minimal teacher help.</p>	<p>HA – number of sources in which are randomly chosen to show different historical events</p> <p>LA – 3 sources that are historical and 1 that is linked to the real work. WAGOLL provided and inference grid provided</p>		
5	<p><b><u>KL: To analyse source to assess the utility of sources of why they are useful and not useful.</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students to understand that sources are produced from a point of view and all sources are</p>	<p>Students to be exposed to key words such as enquiry, utility, provenance and content.</p> <p>Students to be provided with some historical context.</p> <p>Students to look at a written and a visual</p>	<p>HA – provided with NCOPC overview</p> <p>LA – provided with NUT overview</p>		

	<p><i>useful but all are biased from a particular <b>analyse 2 sources linked to the same historical enquiry</b> and using a <b>plan to assess the utility</b>.</i></p> <p><i>S: Students to analyse the provenance of sources to identify bias in sources.</i></p> <p><i>Career link 4</i></p>	<p><i>source about a particular enquiry in history.</i></p> <p><i>Students to use a planning grid to identify the utility.</i></p> <p><i>Students to write up the answer in full using their planning grids.</i></p> <p><i>Numeracy opportunity – graph used as source</i></p>			
6	<p><b><u>KL: To analyse the causes of events and to explain the consequences of the events.</u></b></p> <p><i>Students to look at range of historical events and to link the consequence/impact of the event.</i></p> <p><i>S: Students to identify similarities and differences between the different events throughout history.</i></p> <p><i>Career link 4</i></p>	<p><i>Students to be given a card sort of events/causes and consequences students to match them.</i></p> <p><i>I.e A baker left on his oven – Great Fire of London.</i></p> <p><i>Caesar became a nasty dictator – he was murdered.</i></p>	<p><i>HA students provided with 10 random historical events that and numerous events have more than 1 consequence. Once completed students place consequences in hierarchy and explain</i></p> <p><i>LA students provided with 5 events and 2 are linked to the real world as examples E.G eating too much – gives you a stomach upset</i></p>		
7	<p><b><u>KL: To identify and understand the difference between interpretations,</u></b></p>	<p><i>Students to choose 2 interpretations from Westleigh history</i></p>	<p><i>HA provided with complex interpretations that cover generic historical events</i></p>		

	<p><b>looking at how and why interpretations differ.</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Students will analyse interpretations and sources about a historical topic identify how they are different and link the interpretations to sources to explain why interpretations different and based on time, origin, point of view and sources.</i></p> <p><i>S: Students to evaluate which source they agree with and why.</i></p> <p><i>Career link 4, 6 , 7</i></p>	<p><i>teachers about what their favourite historical topics are.</i></p> <p><i>To match the interpretations to the correct source.</i></p> <p><i>Students could write a PEA to evaluate and explain their own favourite historical topic.</i></p>	<p><i>LA are provided with straight forward interpretations and question prompts to assist with analysis</i></p>		
8	<p><b>KL: Explain how Britons lived during the Iron Age</b></p> <p><i>Career link 5,6</i></p>	<p><i>Students to investigate what life was like in Iron Age Britain.</i></p> <p><i>Pupils will look into:</i></p> <ul style="list-style-type: none"> <li>• <i>Round houses</i></li> <li>• <i>Food</i></li> <li>• <i>Trade</i></li> <li>• <i>Role of women</i></li> <li>• <i>Role of men</i></li> </ul> <p><i>Pupils will then draw links between life in the 1<sup>st</sup> century BC to life in the 21<sup>st</sup> century AD</i></p>	<p><i>HA pupils will investigate all 5 areas</i></p> <p><i>LA pupils will investigate 3 areas using a part pre-completed analysis worksheet</i></p>	<p><i>Archaeology</i></p> <p><i>Architecture</i></p> <p><i>Gender</i></p>	

1	<p><b>KL: <u>Identify interpretations as to how Rome was formed?</u></b></p> <p><i>D: Students will gain an awareness of the <b>different interpretations</b> surrounding the formation of the Roman Empire</i></p> <p><i>S: Students explain why the interpretations may differ and which is the most reliable</i></p> <p><i>Career link 7</i></p>	<p><i>Pupils to examine different sources and interpretations: Romulus and Remus alongside historical sources.</i></p> <p><i>Pupils to form a judgement on the most likely.</i></p>	<p><i>HA explain the interpretations and begin to question them</i></p> <p><i>LA students are provided with summarised and pictorial interpretations / writing frame provided</i></p>	<p>Empire</p> <p>Emperor</p> <p>Legacy</p> <p>Aqueduct</p> <p>Army</p> <p>Legion</p> <p>Myth</p> <p>Rebellion</p>	<p><i>Link to KS2 Romans</i></p>
2	<p><b>KL: <u>Analyse sources debating the murder of Caesar?</u></b></p> <p><i>D: Students <b>will analyse various sources</b> of information, before reaching an <b>overall judgement</b> on which suspect they think most likely killed Caesar based on the evidence</i></p> <p><i>S: Students consider and explain the pros and cons of different pieces of evidence: diary entry / portrait / eye witness account / film clip</i></p> <p><i>Career link 6</i></p>	<p><i>Pupils will interrogate sources which will give different information on the assassination of Caesar.</i></p> <p><i>Pupils to create a hypothesis on who murdered Caesar and to include a possible motive as to why.</i></p>	<p><i>HA will analyse the complete set of sources and place suspects in a justified hierarchy.</i></p> <p><i>LA students will analyse 3 suspects using a part pre completed information sheet</i></p>	<p>Interpretation</p> <p>Impact</p>	
3	<p><b>KL: <u>Identify features of the events of Pompeii</u></b></p> <p><i>D: Students will develop <b>chronology</b> and investigation</i></p>	<p><i>Pupils will watch a documentary film which will re-enact the events.</i></p>	<p><i>HA make independent notes under generic headings: events / explanations / impact etc</i></p>		

	<p>skills by studying the key events of the eruption</p> <p><i>S: Describe 2 features of the eruption</i></p> <p>Career link 6</p> <p><b>Pompeii academic article</b></p>	<p>Pupils to make a list of key details (developing skills of note-taking and chronology).</p> <p><b>Enrichment opportunity</b></p>	<p>LA students are given specific questions that they need to answer</p>	
4	<p><b>KL: <u>Analyse the timeline of events at Pompeii – Literacy focus</u></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Students will develop their <b>narrative analysis skills</b> by explaining the events of Pompeii</i></p> <p><i>S: Students consider more recent events such as Pompeii and identify similarity or difference</i></p> <p>Career link 6</p>	<p>Using the notes made in the previous lesson, pupils will write a newspaper article to inform a reader on the events and beliefs about what happened at Pompeii.</p> <p>This will enable pupils to develop their extended writing skills along with the key historical skill of writing a narrative of events.</p>	<p>HA produce detailed newspaper article and are provided with addition supporting sources to extract information</p> <p>LA provided with template and writing frame</p>	
5	<p><b>KL: <u>Assess the features of a life of a Roman soldier</u></b></p> <p><i>D: Students will <b>investigate the positives and negatives</b> of life on the Roman army based on a</i></p>	<p>Pupils will interrogate a number of facts about life as a Roman soldier.</p>	<p>HA: place in hierarchy the positives of being a soldier</p> <p>LA provided with simple statements to categorise /</p>	<p>Link to KS2 – Roman army</p>

	<p>series of sources, pupils will then form their own <b>justified judgements</b></p> <p>S: How does life in the Roman army compare to the army in the 21<sup>st</sup> century?</p> <p>Career link 7</p>	<p>Pupils to then categorise arguments into positives and negatives before reaching a judgement.</p>	<p>WAGOLL and writing frame provided</p>		
6	<p><b>KL: Explain the importance of Boudicca to Britain</b></p> <p><b>Extended writing opportunity</b></p> <p>D: Students will <b>investigate the events</b> of Boudicca's rebellion and <b>assess the importance</b> of this to life in Britain and the Roman Empire</p> <p>S: Identify and explain significant females throughout History</p> <p>Career link 2</p>	<p>Pupils could investigate into the events of the rebellion by rehearsing a play aimed at informing them on the reasons for the rebellion and the events of the rebellion.</p>	<p>HA compose narrative account</p> <p>LA create storyboard of key events</p>		<p>Link to KS2 – Boudicca</p>
7	<p><b>KL: Explain the legacy of the Roman Empire in Britain – local study</b></p> <p>D: Students will assess the legacy of the Roman Empire in Britain, explaining the impact of each, before <b>identifying the consequences</b> of the Roman's in Britain</p>	<p>Starter and plenary ideas: Pupils to reflect on their day so far and on what they have done. This will then be used at the end of the lesson to assess the impact that the Romans have had on the modern world.</p>	<p>HA – place legacies in order of significance and justify</p> <p>LA reduced number of legacies – mix and match activity</p>		<p>Link to KS2 – Roman Empire</p>

		<p><i>S: What would students like their legacy to be? Which Roman legacy impacts them the most</i></p> <p><i>Career link 7</i></p>	<p><i>Main activity: information hunt on the legacy of the Romans.</i></p>			
<p><b>KQ: Why did England get a French king?</b></p>	<p>1</p>	<p><b>KL: <u>Identify the features of a medieval monarch</u></b></p> <p><i>D: Student will identify the <b>different characteristic</b> of kingship and evaluate the importance of each before reaching an overall decision based on the <b>most important</b></i></p> <p><i>S: Does a modern day monarch need the same characteristics as in 1066? Why?</i></p> <p><i>Career link 5</i></p>	<p><i>Literacy starter: list of adjectives to describe a good king. Higher ability could be limited to the letters in the word MEDIEVAL.</i></p> <p><i>Pupils will look into the role of a king in medieval Europe. Pupils could do this by looking at key medieval monarchs such as Henry II, Henry V, Edward I and Edward III.</i></p> <p><i>Pupils to then produce a job description to advertise for an ideal medieval monarch.</i></p>	<p><i>HA provided with complex characteristics</i></p> <p><i>LA provided with fewer characteristics that also have a definition. Visual pictures of good and bad leaders they can associate with also provided</i></p>	<p><i>Medieval Monarch</i></p> <p><i>Claimant</i></p> <p><i>Battle</i></p> <p><i>Luck</i></p> <p><i>Domesday Survey</i></p> <p><i>Feudal System</i></p> <p><i>Motte and Bailey</i></p> <p><i>Stone Keep</i></p> <p><i>Development</i></p> <p><i>Consolidation</i></p> <p><i>Control</i></p>	
	<p>2</p>	<p><b>KL: <u>Assess who should be king in 1066?</u></b></p> <p><b><u>Extended writing opportunity</u></b></p>	<p><i>Pupils will investigate into the 3 (main) contender for the English throne in 1066.</i></p> <p><b>Enrichment opportunity:</b> <i>pupils to</i></p>	<p><i>HA: Pupils to identify positives and negatives for each candidate</i></p> <p><i>LA: to choose 1 candidate and to produce a campaign poster.</i></p>		<p><i>Link to KS2 Edward Confessor</i></p>

	<p><i>D: Students will assess the claimants to the throne in 1066, identifying positives and negatives of each, before reaching overall justified opinions based on the importance of each</i></p> <p><i>S: Can you identify modern day individuals with similar characteristics</i></p> <p><i>Career link 6</i></p>	<p><i>hold an election for all year 7 pupils to campaign and vote for who they think should become king in 1066.</i></p>			
3	<p><b><u>KL: Explain the importance of individual claimants</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Students will create a claimant speech, based on the previous lessons learning. This will help to develop student's justification skills</i></p> <p><i>S: What makes a bad speech?</i></p> <p><i>Career link 1</i></p>	<p><i>Pupils to discuss and make their own success criteria for what a good speech looks like.</i></p> <p><i>Pupils will compose a speech based on their learning about the different claimants in 1066. This can then be delivered to the class in order to develop oracy skills amongst pupils. WAGOLLS and writing frames should be made available.</i></p>	<p><i>HA key words that need to be included.</i></p> <p><i>LA provided with writing frame</i></p>		<p><i>Based on previous 2 lessons learning identifying key characteristics of a monarch</i></p>
4	<p><b><u>KL: Identify key elements of what happened in 1066?</u></b></p>	<p><i>Pupils will look at the events of the battle using a mixture of</i></p>	<p><i>HA identify and explain significant elements of 1066 and key turning points</i></p>		

	<p><i>D: Students will analyse the chronological events of 1066 and explain the <b>consequences of this on England</b></i></p> <p><i>S: Identify consequences which impact the 21<sup>st</sup> century</i></p> <p><i>Career link 1</i></p>	<p><i>multimedia and information sheets.</i></p> <p><i>Pupils will then generate a hypothesis on why William won at Hastings.</i></p> <p><b>Enrichment opportunity:</b> <i>Pupils to make a set of top trumps style cards to describe the different soldiers at Hastings.</i></p>	<p><i>LA provided with fewer key events and illustrated timeline to aid</i></p>		
5	<p><b><i>KL: Explain why William won the Battle of Hastings? – Literacy focus</i></b></p> <p><b><i>Literacy focus lesson for HT</i></b></p> <p><b><i>Extended writing opportunity</i></b></p> <p><i>D: Students will assess the <b>importance of</b> William’s strategies and explain <b>the consequence/impact</b> of these strategies</i></p> <p><i>S: Are similar tactics still needed in the 21<sup>st</sup> century?</i></p> <p><i>Career link 1</i></p>	<p><i>Pupils will write an answer to the question "Explain why William won at Hastings. You may use: luck and planning (you must also use information of your own).</i></p> <p><i>Teacher to mark answers as per marking policy.</i></p> <p><i>Numeracy opportunity – ratio to number of troops etc</i></p>	<p><i>HA: Success criteria and writing frame</i></p> <p><i>LA: WAGOLL (teacher to read through before), detailed writing frame and success criteria</i></p>		
6	<p><b><i>KL: Assess the utility of The Bayeux Tapestry</i></b></p>	<p><i>By the end of this lessons pupils will need to have</i></p>	<p><i>HA and some MA will be able to attempt their answer using a writing frame and success criteria for both sources.</i></p>		<p><i>Link to earlier learning on most useful</i></p>

	<p><i>D: Students will be introduced to sources and interpretations and assess the <b>utility</b> of these as historical documents</i></p> <p><i>S: Is there a Bayeux Tapestry for life in the 21<sup>st</sup> century?</i></p> <p><i>Career link 3</i></p>	<p><i>attempted their first utility question.</i></p> <p><i>Activity ideas: paired interrogation and annotation of a planning sheet.</i></p>	<p><i>WAGOLL available with the teacher introduction.</i></p> <p><i>LA: attempt 1 paragraph modelled on a WAGOLL of the other source.</i></p>		<p><i>sources and why</i></p>
7	<p><b><i>KL: Identify features of a personal Bayeux Tapestry</i></b></p> <p><i>D: Students will create their own tapestry based on key <b>chronological</b> events within their lives.</i></p> <p><i>S: How useful is the tapestry to an historian?</i></p> <p><i>Career link 1</i></p>	<p><b><i>Enrichment lesson:</i></b></p> <p><i>Pupils will create a Bayeux Tapestry style document to showing turning points in their lives.</i></p>	<p><i>HA: Central panel of images with size to show important figures. They should also provide a formal description of the scene at the top of the image like in the real document. Done on a plain piece of paper.</i></p> <p><i>LA: central panel with description below as in a storyboard and fill in missing gaps</i></p>		
8	<p><b><i>KL: Identify the features of the Domesday Survey</i></b></p> <p><i>D: Students will identify the <b>key features</b> of the Domesday Survey and its importance for King William</i></p> <p><i>S: How useful is the Domesday Survey to an historian?</i></p> <p><i>Career link 1</i></p>	<p><i>Pupils will investigate into the contents of the Domesday Book by:</i></p> <p><i>Looking into examples of the Domesday Book from the local area (Newton Le-Willows (Wigan)). – Domesday Book online.</i></p> <p><i>Pupils will then describe how William used the Domesday</i></p>	<p><i>HA place the uses of the Domesday Survey into order of significance and explain</i></p> <p><i>LA identify and explain one reason why Domesday Survey would be important to William / writing frame / key question prompts</i></p>		

			<p><i>Book to gather accurate taxation.</i></p> <p><i>Pupils can then make a Domesday book of the classroom.</i></p>		
9	<p><b><i>KL: Identify features of the Feudal System</i></b></p> <p><i>D: Students will identify the key features of the Feudal System and its importance for King William</i></p> <p><i>S: Explain why might people oppose the Feudal System?</i></p> <p><i>Career link 5</i></p>	<p><i>Pupils to define the key terms of the different layers of the Feudal System.</i></p> <p><i>Create a diagram of the Feudal System.</i></p> <p><i>Pupils will then need to describe the role of each layer of the Feudal System by looking at either information cards in the form of playing cards (which pupils could make themselves) or an information hunt.</i></p> <p><i>Pupils will then need to describe how the feudal system allowed William to control the people of England.</i></p>	<p><i>HA: Create a modern day Feudal System</i></p> <p><i>LA provided with illustration and key events they need to match together</i></p>		

10	<p><b>KL: Explain the importance of Motte and Bailey castles</b></p> <p><i>D: Students will develop an understanding of the <b>features</b> of early castles, pupils will then go on and explain the <b>importance</b> of these for William before deciding on the most important in consolidating his power and control</i></p> <p><i>S: Stretch: Design and annotate your own Medieval castle</i></p> <p><i>Career link 1</i></p>	<p><i>Pupils will complete a blank copy of a motte and bailey castle by collecting information around the room.</i></p> <p><i>Pupils can then work in groups to produce a plan to attack a motte and bailey castle whilst other groups in the class work on a plan to defend the castle (for the most able).</i></p> <p><i>As per the demonstrate task pupils will then need to consider how building castles helped William to control the people of England.</i></p>	<p><i>HA: Explain which part of the castle would need defending first and explain why</i></p> <p><i>LA provided with pre-labelled</i></p>		
11	<p><b>KL: Identify similarity and difference between Motte and Bailey and Stone Keep castles</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Students will continued to develop their <b>chronological understanding</b> of the development of Castles throughout the Medieval period</i></p>	<p><i>Recap starter over the weaknesses of motte and bailey castles.</i></p> <p><i>Pupils will then discuss how to improve wooden castles.</i></p> <p><i>Pupils will look at the developments made to stone castles throughout the 12<sup>th</sup> and 13<sup>th</sup> centuries by</i></p>	<p><i>HA: identify key differences and explain which change they believe would be most effective and why</i></p> <p><i>LA: provided with images of different castles and explain differences</i></p>		<p><i>Previous lessons learning looking at early development of castles</i></p>

		<p><i>S: Which would be most effective? Long term/short term</i></p> <p><i>Career link 1</i></p>	<p><i>interrogating sources which detail the changes made to English castles in this time period.</i></p>		
	12	<p><b><i>KL: Assess the effectiveness of methods to attack a Medieval castle – depth study</i></b></p> <p><i>D: Students will identify strengths and weaknesses of various weapons, before reaching justified conclusions on which method they deemed most useful</i></p> <p><i>S: Explain why weapons have changed over time</i></p> <p><i>Career link 5</i></p>	<p><b><i>Enrichment lesson</i></b></p> <p><i>Pupils to investigate into the various methods used to attack stone keep castles. These should include: battering rams, mining, trebuchets, flaming arrows, siege ladders, the act of a siege and catapults.</i></p> <p><i>Pupils to then plan a detailed siege of Conway Castle.</i></p> <p><i>AFL: Which method of attacking a castle was the most successful?</i></p>	<p><i>HA: Which weapon do you think would have been most effective and why?</i></p> <p><i>LA provided with labelled images to compare</i></p>	
<b><i>KQ: Was life really rotten?</i></b>	1	<p><b><i>KL: Identify features of Medieval village life – Literacy focus</i></b></p> <p><b><i>Extended writing opportunity</i></b></p> <p><i>D: Students will identify key features of life in a Medieval</i></p>	<p><i>Group work: Pupils will work in groups to research into different aspects of life in a medieval village: jobs, role of women, education, healthcare, religion, food, law and order, military service</i></p>	<p><i>HA: Which group in Medieval villages had the tougher job? Why? Students identify inequalities in Medieval life</i></p> <p><i>LA: fewer information areas / part pre-completed information hunt worksheet</i></p>	<p><i>Village</i></p> <p><i>Peasant</i></p> <p><i>Lord of the Manor</i></p> <p><i>Society</i></p> <p><i>Black Death</i></p>

	<p>village and the <b>consequences</b> of this on Medieval England</p> <p>S: Explain differences to life in 2019/20</p> <p>Career link 1</p>	<p>and the role of peasants.</p> <p>Pupils will then present these ideas whilst others take notes on what their peers are presenting. This will help to develop oracy and note taking.</p>		<p>Causes</p> <p>Treatment</p> <p>Prevention</p> <p>Government</p> <p>Religion</p>	
2	<p><b>KL: Identify the difference between Medieval town life and village life</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students will identify <b>key features</b> of life in Medieval towns and will compare <b>similarities and differences</b> between the ways of life</p> <p>S: Which sources could we use to find out about Medieval life?</p> <p>Career link 1</p>	<p>Pupils will need to consolidate their learning from the previous lesson in order to build on it.</p> <p>Pupils can gather information which could be in the form of a card sort and sort out the features into 3 different categories: life in a village, life in a town and both.</p> <p>Numeracy opportunity – graph – population town vs village</p>	<p>HA: students identify and explain the greatest difference between town and Medieval life. Students assess town life through source utility</p> <p>LA: Statements provided and students categorise into similarity or difference</p>		
3	<p><b>KL: Assess the impact of law and order on Medieval society</b></p> <p>D: Students will assess the problems of law and order in</p>	<p>Pupils will look into the forms of trial in medieval England: trial by water, trial by ordeal and trial by combat. This could be</p>	<p>HA: Students compare fairness of trials to inequalities/problems in modern day law and order and explain</p>		<p>Link to introduction of law from Romans and link to what are laws and</p>

	<p>Medieval England before analysing the <b>impact</b> of this on medieval society</p> <p>S: Is law and order still a problem in 2019/20? Why?</p> <p>Career link 5</p>	<p>done through using an information sheet or by completing an information hunt.</p> <p>Video clip: Tony Robinson's law and order in medieval England.</p> <p>AFL: Is this fair?</p> <p>Pupils should also investigate into Henry II and the introduction of the common law and the removal of trial by ordeal.</p>	<p>LA: Provided with part pre filled information hunt worksheet</p>		<p>the purpose of laws / change and continuity across periods <b>Yr7 HT2</b></p>
4	<p><b>KL: Identify different viewpoints surrounding the Black Death – Depth study</b></p> <p>D: Students will assess the explanations for the Black Death in medieval England and <b>analyse the importance</b> of this in attitudes and knowledge in medieval society</p> <p>S: Black Death source analysis</p> <p>Career link 3</p>	<p>Multimedia source: Black Death in a medieval village DVD.</p> <p>Pupils will gather subject knowledge on beliefs about causes, prevention techniques and treatment.</p> <p>AFL: How do responses to the Black Death reflect control and ideas in medieval England?</p>	<p>HA: Consider how useful is the source to learn about the Black Death (utility)</p> <p>LA: provided with key questions to answer</p>		<p>Link to idea of medicine from Roman topic looking at explanation for illness <b>Yr7 HT2</b></p>

5	<p><b><u>KL: Identify similarity and difference between the Black Death and Modern medicine</u></b></p> <p><i>D: Students will identify the treatments/reactions to the Black Death and compare this with modern attitudes and approaches before explaining reasons for differences</i></p> <p><i>S: Explain why progress has been made?</i></p> <p>Career link 1</p>	<p><i>Information hunt on medieval medics. Pupils will gather information on what each medic did and who would use their services.</i></p> <p><i>Pupils will then draw parallels between the medieval and the modern world by linking medieval medics to modern medical staff.</i></p> <p><i>Pupils to then link reactions to the plague and responses to examples in the modern world. E.g. pupils to produce a table of similarities and differences.</i></p> <p><i>AFL: Describe 2 features of medieval medicine.</i></p>	<p><i>HA students could do this in pairs / consider who got the better deal with medical professionals: rich or poor? why? Consider to what extent medical individuals have changed</i></p> <p><i>LA pupils can use a card sort to match up the medics to definitions / statements provided to match in to corresponding columns in table</i></p>		<p><i>Link to idea of medicine from Roman topic looking at explanation for illness Yr7 HT2</i></p>
6	<p><b><u>KL: Analyse interpretations surrounding the murder of Thomas Becket</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Students will analyse various interpretations surrounding the</i></p>	<p><i>Pupils will learn the story of Thomas Becket and Henry II. Pupils can do this by watching a clip from Horrible Histories and/or reading</i></p>	<p><i>HA: Consider interpretations with differing viewpoints/events/who is to blame? Consider as historians which do we trust and why?</i></p> <p><i>LA: writing frame / WAGOLL / match statements to who is to blame</i></p>		

	<p><i>murder, before reaching an overall judgement on who is to blame for the murder</i></p> <p><i>S: Can anyone not be to blame for the murder of Becket?</i></p> <p><i>Career link 7</i></p>	<p><i>through a story or play.</i></p> <p><i>AFL: Freeze frame a part of the story.</i></p> <p><i>Information hunt where pupils will be introduced to the different arguments about who was to blame. These should fall into 3 areas: Henry II, the knights and Becket himself.</i></p> <p><i>History skills opportunity: pupils to be given 2 interpretations and then need to comment on each interpretation in a 4-mark question style.</i></p> <p><i>Pupils then to form a judgement based on the interpretation which they agree with.</i></p>			
7	<p><b><i>KL: Identify reasons why the Peasants revolted</i></b></p> <p><i>D: Students will analyse why the peasants revolted in 1381 and discuss the importance of</i></p>	<p><i>Pupils to recap over the events of the Black Death and to then discuss the impact on the working population of England.</i></p>	<p><i>HA: Were the peasants justified to revolt? Why? Pupils provided with range of sources to explain why the peasants revolted</i></p>		<p><i>Prior Learning: Black Death Y7 HT3</i></p>

		<p>the event <b>linking it back</b> to the Black Death.</p> <p><i>S: What does the peasants revolt reveal about medieval attitudes?</i></p> <p>Career link 4/6</p>	<p><i>Pupils to read through the complaints of the peasantry and then to order their complaints into order of significance.</i></p> <p><i>Source work: Pupils to read through a speech given by John Ball. Pupils will comment on what it reveals about the reasons why the peasants rose up.</i></p> <p><i>Events: Pupils to receive a card sort of the events of the peasants revolt. Pupils to arrange them into chronological order.</i></p> <p><i>AFL: Describe 2 features of the Peasants' Revolt.</i></p>	<p><i>LA: Timeline for LA pupils to categorise / reasons for revolt provide and students place in order of importance</i></p>		
8		<p><b>KL: To analyse interpretations about King John</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Pupils will <b>analyse</b> different <b>interpretations</b> of King John in order to form a <b>judgement</b> on whether he deserves his</i></p>	<p><i>Pupils will look into different interpretations of King John. These may include: Matthew Paris, Walt Disney, Simon Schama and Dan Jones.</i></p> <p><i>Pupils can read through each interpretation and</i></p>	<p><i>HA: Students consider which interpretation is most reliable? Why?</i></p> <p><i>LA: questions provided to complete from interpretations / only 2 interpretations provided / WAGOLL</i></p>		

	<p>reputation as the worst King in English History.</p> <p>S: Summarise why John fought with his Barons</p> <p>Career link 3, 6, 7</p>	<p>summarise their argument.</p> <p>Pupils will then form a judgement on the reliability of each interpretation.</p>			
9	<p><b>KL: Explain why the Magna Carta was significant in English history</b></p> <p>D: Pupils will interpret the meaning of Magna Carta and will <b>assess its significance</b> for the modern world.</p> <p>S: Is the Magna Carta just important to British History? Explain your answer.</p> <p>Career link 6</p>	<p>Pupils to review the argument between the Barons and King John.</p> <p>Pupils to assess the terms of the Magna Carta.</p> <p>Pupils to then produce a diamond 9 diagram in order to analyse the impact of Magna Carta in world History.</p> <p>Differentiation: Simplified terms of Magna Carta for LA pupils</p>	<p>HA: Students to identify long term and short term impacts of the Magna Carta and consider in which did it have the greatest impact?</p> <p>LA: Simplified terms for Magna Carta / explain one reason why it was important</p>		
10	<p><b>KL: Why did England and France go to war for 100 years?</b></p> <p>S: Pupils will <b>assess the reasons why the 100 Years War broke out</b> and will <b>interpret</b> why the Kings of England provoked war in France.</p>	<p>Pupils can gather information on the following key battles:</p> <p>Battle of Crecy (August 26, 1346)</p> <p>Battle of Poitiers (September 19, 1356)</p>	<p>HA: Consider what makes a battle significant? (Christine Counsel's 5Rs) Which battle was most significant? Why?</p> <p>LA: Students provided with fewer battles/ part pre-completed information sheet provided</p>		<p>Previous learning: King John Y7 HT3</p>

		<p><i>S: To what extent was the 100 Years War a success? Explain your answer.</i></p> <p><i>Career link 4,6</i></p>	<p><i>Battle of Agincourt (October 25, 1415)</i></p> <p><i>Lifting of the Siege of Orleans (May 8, 1429)</i></p> <p><i>Battle of Castillon (July 17, 1453)</i></p> <p><i>This can be done in groups of 5 and information recorded by individual students who then teach their peers.</i></p> <p><i>Pupils to look at the role of Joan of Arc using Horrible Histories clip</i></p> <p><i>AFL: Why may the introduction of Joan of Arc boosted French morale?</i></p>			
12		<p><b>KL: Explain why England wanted to conquer Scotland and Wales</b></p> <p><i>D: Students will analyse sources which will detail the events of Edward I's campaigns in Wales and Scotland. Students will then link these sources to modern interpretations to assess why</i></p>	<p><b>Enrichment Hook task:</b> motto on the tomb of Edward I – what does this mean? <i>Edwardus Primus Scotorum Malius Hic Est (Here lies Edward I, hammer of the Scots)</i></p>	<p><i>HA: Was Edward justified in his aims? Could Scotland and Wales have benefited from English rule? Students identify positives and negatives from the campaigns</i></p> <p><i>LA: students provided with timeline of conquest of Wales</i></p>		

		<p><i>Edward I invaded Wales and Scotland.</i></p> <p><i>S: How have the actions of the medieval kings impacted on relations in the UK today?</i></p> <p><i>Career link 3, 4, 6</i></p>	<p><i>Split class in 2, one side becomes Wales and the other Scotland. Pupils on each side will find out about Edward's campaigns in their country. They will then find a partner from the opposite side and share their learning.</i></p> <p><i>AFL: In which country was Edward more successful and why?</i></p> <p><i>Pupils to then read 2 historian's views on the period and to comment on what each historian says.</i></p> <p><i>AFL: Does Edward I deserve his title 'hammer of the Scots'?</i></p>	<p><i>and Scotland and identify similarity and difference</i></p>		
12		<p><b>KL: Describe the key features of the Crusades</b></p> <p><i>D: Pupils will demonstrate an understanding of the chronology of the crusades.</i></p> <p><i>S: Describe some of the key features of Islam</i></p>	<p><i>Pupils will look into the key aspects and principles of Islam and will look at the expanding influence of Islam in the middle east.</i></p> <p><i>Pupils will examine why the crusades</i></p>	<p><i>HA: Students consider which crusade was the most significant and why? Students aim to make links and explain modern day religious conflicts? To what extent has religious conflict changed?</i></p> <p><i>LA: students provided with timeline of Crusades and</i></p>		

		<p><i>Career link 4</i></p>	<p><i>were launched. This can be introduced using a clip from YouTube.</i></p> <p><i>Pupils to take part in an information hunt around the different crusades and to gather key information on the historical chronology.</i></p> <p><i>Pupils to produce an illustrated timeline of the Crusades.</i></p> <p><i>AFL: write a tweet explaining why the Crusades started</i></p>	<p><i>answer key questions about each</i></p>		
13		<p><b><i>KL: To discuss the impact of the Crusades on life in Europe</i></b></p> <p><i>D: Pupils will evaluate the impact of the Crusades on European culture. Pupils will also look into the impact of Islam on European science and medicine.</i></p> <p><i>S: What would medieval European culture have been like without the Crusades?</i></p>	<p><i>Pupils to look at the impact of the Crusades on European culture.</i></p> <p><i>Hook activity: maths problem with Roman numerals. Why is this so hard? Then to try with Arabic numbers and discuss why this is easier.</i></p> <p><i>In the form of a card sort pupils will gather information on the</i></p>	<p><i>HA: Place the impact of the Crusades in Europe in order of significance. Why?</i></p> <p><i>LA: part pre- completed information hunt worksheet /explain the biggest change in Europe as a result of the Crusades.</i></p>		

		<p>Career link 1, 6, 7</p>	<p>different advances brought to Europe as a legacy of the Crusades:</p> <p>Castles design</p> <p>Medicine</p> <p>Art</p> <p>Numeracy</p> <p>Science</p> <p>Weaponry</p> <p>Pupils to then display their learning by describing two features of the impact the crusades had on European culture.</p> <p>AFL: Self-assessment using the History self-checker sheets</p>			
<p>KQ: Was religion really a roller coaster?</p>	<p>1</p>	<p><b>KL: To what extent was the Wars of the Roses a disaster for England</b></p> <p>D: Pupils will <b>investigate</b> into the events of the Wars of the Roses. Pupils will then <b>analyse sources</b> which will argue for an against this time period being a disaster for England.</p>	<p>Information sheet including an overview of the key events of the wars of the Roses.</p> <p>Pupils will then be given 2 sources which they will interrogate in pairs. Commenting on usefulness, provenance and own knowledge which was</p>	<p>HA: Assess which source is most useful in learning about the War of the roses and explain why</p> <p>LA: Prompt questions provided for source analysis / visual timeline provided and students match statements to events</p>	<p>Religion</p> <p>Catholic</p> <p>Protestant</p> <p>Monastery</p> <p>Reformation</p> <p>Challenge</p>	

	<p><i>S: What would be the long term impact of an unstable monarchy? What may happen?</i></p> <p><i>Career link 6</i></p>	<p><i>gathered from the information sheet.</i></p> <p><i>Pupils will then write up their findings in a utility enquiry to allow pupils to practise their key historical skills.</i></p>		<p><i>Pope</i></p> <p><i>Papacy</i></p> <p><i>Legitimacy</i></p> <p><i>Gender</i></p> <p><i>Religious Settlement</i></p>	
2	<p><b><i>KL: 'Richard III was to blame for the murder of the princes in the tower' How far do you agree?</i></b></p> <p><b><i>Extended writing opportunity</i></b></p> <p><i>D: Pupils will conduct an investigation into the disappearance of King Edward V and Prince Richard. They will work through evidence in order to form a judgement on who is most likely to be responsible for the murder of the princes in the tower.</i></p> <p><i>S: Can we reverse the interpretation that Richard III was a bad king?</i></p> <p><i>Career link 1</i></p>	<p><b><i>Enrichment lesson</i></b></p> <p><i>Crime scene lesson. Pupils will gather evidence about the murder of the princes in the tower. They will be given limited evidence cards and will also meet the suspects (Richard III, Henry Tudor and Margaret Beaufort).</i></p> <p><i>Pupils will develop a hypothesis on who they believe murdered the princes in the tower.</i></p>	<p><i>HA: Utility analysis in selected source</i></p> <p><i>LA: evidence cards provide simpler information and prompt questions provided to assess / wiring frame</i></p>		
3	<p><b><i>KL: Explain why was religion important in Tudor England</i></b></p>	<p><i>Pupils to look at the role of the Church in the 21<sup>st</sup> century and</i></p>	<p><i>HA: Place role of church in order of hierarchy and justify</i></p>		<p><i>Prior learning from Medieval to assess the</i></p>

	<p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Students will assess the purpose of religion in Tudor England and explain why it <b>was important</b> to life and society</i></p> <p>Career link 1</p> <p><i>S: Explain purpose of religion in 2019/20</i></p>	<p><i>this will allow pupils to make a comparison between modern Britain and the early modern period.</i></p> <p><i>Pupils will look at the services provided by the early modern Catholic Church in England. This can be done in form of an information gathering exercise or as a diamond 9.</i></p> <p><i>Pupils to then draw a conclusion on why the Church was important to the people of early modern England.</i></p>	<p><i>LA: mix and match importance / writing frame / WAGOLL</i></p>		<p><i>importance of religion – focus on the importance of religion and role in society</i> <b>Yr7 HT3</b></p>
4	<p><b><u>KL: Identify who was the real Henry VIII</u></b></p> <p><i>D: Students will <b>analyse sources</b> concerning Henry VIII, students will assess the <b>utility</b> of these sources and they will go on to use the sources to support different/modern interpretations surrounding Henry VIII</i></p> <p><i>S: How useful are the sources to learn about Henry VIII?</i></p>	<p><i>Pupils will discuss their prior knowledge of Henry VIII.</i></p> <p><i>Pupils will then use sources (written and portraits) in order to gather information about Henry. Pupils will be expected to comment on who has created them (provenance – are they truthful?), what</i></p>	<p><i>HA: Students provide a list of additional sources that could be used to learn about Henry and explain why these would be beneficial</i></p> <p><i>LA: prompt questions for sources / writing frame</i></p>		<p><i>Use Medieval claimant characteristics to assess to Henry VIII</i> <b>Yr7 HT3</b></p>

	<p>Career link 5</p>	<p>they reveal and anything extra that they know about Henry VIII.</p> <p>Pupils will then write up their findings as an investigation into source utility.</p>			
5	<p><b>KL: Explain why people complained against the church</b></p> <p>D: Students will analyse, identify and explain the <b>different factors</b> that led to people begin complaining against the Catholic church</p> <p>S: What was the most important reason people complained about the Catholic church?</p> <p>Career link 3</p>	<p>Hook question: Are rich people better than poor people? – pose this question to pupils and then link to the practise of indulgences. Re-visit this question at the end of the lesson.</p> <p>Pupils will need to look at the complaints levied at the Catholic Church by Martin Luther focusing on the practise of indulgences, badly behaved monks and the question of purgatory (in the practises of the Catholic Church yet not in the Bible). – This could be done in the form of an information sheet or a fact sheet on which pupils are to comment</p>	<p>HA: Explain the most important mistake churches were making and justify</p> <p>LA: limited number of complaints with prompt questions</p>		<p>Prior learning from Medieval to assess the importance of religion – focus on the importance of religion and role in society</p> <p><b>Yr7 HT3</b></p>

			<p><i>on the impact each practise would have had on the people of the medieval people (SMSC).</i></p> <p><i>AFL: Were the medieval practises of the medieval Catholic Church fair on the people who followed it?</i></p>			
6		<p><b><i>KL: Identify features of Complaints against the church (lesson 2) – Local study- Miles Gerrard martyr</i></b></p> <p><b><i>Literacy focus lesson for HT</i></b></p> <p><i>D: Students will identify the <b>key features</b> in the changing role of the Catholic church in England and explain the impact of these changes</i></p> <p><i>S: Explain whether people would be happy with the changes to the church?</i></p> <p><i>Career link 6</i></p>	<p><i>Introduce pupils to the keyword martyr.</i></p> <p><i>Pupils will need to master the idea that the north of England remained strongly Catholic. Pupils will analyse sources and comment on what they reveal about the fight to keep Catholicism alive in the north e.g. Priest holes, pilgrimage of grace, Jesuit priests, Catholic martyrs (John Fisher, John Rigby, Thomas Moore and Margaret Clitheroe).</i></p> <p><i>Pupils will then investigate into the</i></p>	<p><i>HA: Pupils explain how Miles Gerrard was significant and the changes he made/influenced.</i></p> <p><i>LA: pupils provided with timeline of Miles Gerrard and identify key events/impacts</i></p>		Local History at KS2

			<p><i>life and death of Miles Gerard (Catholic martyr born in Wigan).</i></p> <p><i>Pupils can compose an epitaph for him.</i></p> <p><i>AFL: Were all Catholics unhappy with the practises of the Roman Catholic Church? (explain your answer)</i></p>			
7		<p><b><i>KL: Assess the importance of Henry VIII break from Rome</i></b></p> <p><i>D: Students will assess the importance of various factors in Henry's break from Rome, before justifying their decision on the most important factor</i></p> <p><i>S: Identify how life might change for people in England</i></p> <p><i>Career link 5</i></p>	<p><i>Pupils will gather information on the reasons why Henry VIII broke with the Catholic Church: the question of divorce, money and the role of Anne Boleyn (intellectually and romantically)</i></p> <p><i>Explain the importance of the question of divorce for Henry VIII's decision to break from Rome.</i></p> <p><i>AFL: Which factor do you think was the most important?</i></p>	<p><i>HA: Match sources to interpretations as to Henry's break from Rome</i></p> <p><i>LA: Match statements for reasons for break to explanations</i></p>		

8	<p><b>KL: <u>Identify similarity and difference between the Catholic and Protestant Church changed – Literacy focus</u></b></p> <p><i>D: Students will identify and <b>assess change and continuity</b> between the Protestant and the Catholic churches</i></p> <p><i>S: How far did the church change?</i></p> <p><i>Career link 1</i></p>	<p><i>Pupils to label 2 images one of a Catholic and the other of Protestant Church.</i></p> <p><i>Discuss what makes a good piece of persuasive writing.</i></p> <p><i>Literacy focus: Pupils to then compose a speech to encourage people to join the newly formed Church of England (WAGOLL, writing frame and success criteria).</i></p> <p><i>AFL: History self-checker</i></p>	<p><i>HA: Explain why changing the look of the church was significant for Henry</i></p> <p><i>LA: WAGOLL / writing frame</i></p>		
9	<p><b>KL: <u>Identify how successful were Edward and Mary</u></b></p> <p><i>D: Students will study various <b>sources</b> looking at the events of Edward and Mary, students will then <b>assess the importance</b> of each Monarch</i></p> <p><i>S: Were Edward and Mary successful?</i></p> <p><i>Career link 6</i></p>	<p><i>Pupils to look into sources and interpretations from historians to gather information on the reigns of Mary I and Edward VI.</i></p> <p><i>Pupils to then create a tug of war sheet detailing the features of each mid Tudor monarch, this will help pupils to form their judgement.</i></p>	<p><i>HA: Students identify similarity and differences between Edward and Mar</i></p> <p><i>LA: differentiated sources provided with question prompts for analysis / WAGOLL</i></p>		

			AFL: which monarch oversaw the biggest change to religion in England?		
10	<p><b><i>KL: Analyse interpretations surrounding how 'bloody' was Mary?</i></b></p> <p><b><i>Extended writing opportunity</i></b></p> <p><i>D: Students will analyse sources and interpretations surrounding Mary, students will then assess the utility of each source in painting a picture of how 'bloody' was Mary?</i></p> <p><i>S: Identify and explain sources that could be used to learn more about the reign of Mary</i></p> <p><i>Career link 6</i></p>	<p><i>Pupils to be introduced to who Mary I was. This can be done through the use of a clip from Horrible Histories or Biography of Mary I on You tube (3 mins).</i></p> <p><i>Pupils will then interrogate two sources and two interpretations about Mary I. Pupils to study each source and to comment on what it reveals about Mary then to link the sources to the matching interpretation.</i></p> <p><i>AFL: Give one reason why interpretations 1 and 2 differ about the legacy of Mary I</i></p> <p><i>AFL: Does Mary deserve her title 'Bloody Mary'?</i></p>	<p><i>HA: Explain which source and interpretation are most useful in learning about Mary and why</i></p> <p><i>LA: prompt questions for source analysis identified / range of sources</i></p>		

<p>11</p>	<p><b>KL: <u>Identify features of what was Elizabeth really like</u></b></p> <p><i>D: Students will analyse a range of sources to begin to form judgement on the differences between Elizabeth and previous monarchs</i></p> <p><i>S: Why was the 'Religious Settlement' important?</i></p> <p><i>Career link 1</i></p>	<p><i>Pupils to discuss and to recap on what makes a good King.</i></p> <p><i>Hook question: does this also apply to a Queen?</i></p> <p><i>Pupils will take part in an information hunt into various aspects of Elizabeth I's character. Pupils will be asked to record facts about Elizabeth and then to decide if each trait is a positive or a negative for a monarch. Pupils should look at: character, education, religion, personal life, family politics, relationship with Spain and laws governing Catholics.</i></p> <p><i>Pupils will then compare Elizabeth to a fact sheet about Edward III who was considered the best medieval monarch.</i></p> <p><i>AFL: Which monarch was the best leader of England? Or Does</i></p>	<p><i>HA: Based on the information gained, students to create hypothesis/predictions for Elizabeth's reign</i></p> <p><i>LA: Limited range of information provided and part-pre completed worksheet provided</i></p>		<p><i>Link back to Y7 HT3</i></p> <p><i>Link to KS2 history - Elizabeth</i></p>
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			Elizabeth deserve her title 'Gloriana'?		
12	<p><b>KL: Explain how Elizabeth has been interpreted</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Students will assess various interpretations surrounding Elizabeth, before deciding which interpretation is most reliable based on previous knowledge and learning</i></p> <p><i>S: Which source is most useful to learn about Elizabeth? Why?</i></p> <p><i>Career link 7</i></p>	<p><i>Pupils to read through and to comment on what 2 interpretations reveal about Elizabeth I. Pupils will then answer the question: How far do you agree with interpretation 1 about the legacy of Elizabeth I? Explain your answer. Historians to be used for interpretations: David Starkey and Lucy Worsley.</i></p> <p><i>AFL: History question checker.</i></p>	<p><i>HA: Students provide a range of additional sources and interpretations that would be useful to learn about Elizabeth and justify why these would be useful</i></p> <p><i>LA: Prompt questions for interpretations provided</i></p>		
13	<p><b>KL: Identify whether the Tudor church was a religious rollercoaster?</b></p> <p><i>D: Students will identify and explain change and continuity between approaches to religion between Tudor monarchs</i></p> <p><i>S: Does religion still impact life in 2019/20?</i></p> <p><i>Career link 1</i></p>	<p><i>Pupils to use their prior learning from the Tudor module to create a Tudor religious roller coaster. This can be done free-hand or using a template. Pupils to chart the ups (Catholicism) and downs (Protestantism) of each Tudor Monarch. This will provide pupils</i></p>	<p><i>HA: Students explain ups and downs in roller coaster and the key turning points</i></p> <p><i>LA: Statements provided to explain different religions and change over time – these can be placed on a pre-drawn rollercoaster</i></p>		

			with a physical representation of the changes during this period.		
14	<p><b><i>KL: Explain whether you would want to be a Medieval or Tudor criminal</i></b></p> <p><i>D: Students will analyse sources based on Tudor England, they will then compare to previous learning on Medieval England and identify similarities and difference</i></p> <p><i>S: Explain whether ideas and attitudes changed over time.</i></p> <p><i>Career link 1</i></p>	<p><i>Pupils to recap learning of medieval law and order focusing on the trials by ordeal, water and combat. Pupils to then investigate into the punishments faced by Tudor criminals.</i></p> <p><i>Pupils to be made aware of:</i></p> <p><i>Trial by jury</i></p> <p><i>Beheading</i></p> <p><i>Hanging</i></p> <p><i>Hanging drawing and quartering</i></p> <p><i>Torture (Tower of London)</i></p> <p><i>Burning</i></p> <p><i>AFL: Explain one way in which the legal system of England was different in the 13<sup>th</sup> and 16<sup>th</sup> centuries</i></p>	<p><i>HA: Identify and explain change over time from Medieval law and order to Tudor</i></p> <p><i>LA: Slimmer range of information provided and statements used to mix and match ideas to definitions</i></p>		<p><i>Link to functions of medieval law and order and the legacy left by the Romans <b>Yr7 HT2 / HT3</b></i></p>



1	<p><b>KL: Explain why the English disliked Charles?</b></p> <p>D: Students will assess the various reasons for the dislike of King Charles in England and begin to <b>assess the importance</b> of each</p> <p>S: Which is the most significant reason why people in England disliked Charles I? Explain your answer.</p> <p><i>Career link 1</i></p>	<p>Pupils to understand who Charles was and how the Stuarts came to rule in England. (Links to the Tudor dynasty and pupils to be made aware that they ruled both England and Scotland).</p> <p>Pupils to then use an information hunt to gather evidence of complaints about Charles I. These should include: money, links to France, Catholicism and absolute monarchy.</p> <p>During these exercise pupils should use their independent thinking skills to assess why each factor would lead to distrust and why each would make him a bad king.</p> <p>AFL: Describe 2 features of complaints against Charles I</p>	<p>HA: Explain which was the greatest reason for dislike and why?</p> <p>LA: students match key dislikes to factors</p>	<p>Cause</p> <p>Religion</p> <p>Trigger</p> <p>Parliament</p> <p>Civil War</p> <p>Roundhead</p> <p>Cavalier</p> <p>Parliamentarian</p> <p>Execution</p> <p>Economic</p> <p>Political</p> <p>Puritan</p>	<p>Link to religion and religious changes from Tudor topic <b>Yr7 HT5</b></p>
2	<p><b>KL: Explain why did the Civil war start?</b></p> <p>D: Students <b>will categorise short, long and trigger</b> events of the Civil War</p> <p>S: Summarise why the English Civil War broke out.</p>	<p>Pupils to recap on learning from previous lesson.</p> <p>Pupils to sort out complaints against Charles into long term</p>	<p>HA: Who was to blame- King or Parliament? Why?</p> <p>LA: simple/fewer</p>		

	<p><i>Career link 3</i></p>	<p>and short term grievances.</p> <p>Pupils to receive a set of cards with reasons why the Civil War started. They are then to read through these information card and to summarise them into a Venn Diagram (role of the King, Role of the Parliament and both).</p> <p>Activity 2: sorting the reasons into long and short term causes</p> <p>AFL: Judgement skill: Which were the most important in starting the English Civil War (Long or short term causes).</p>	<p>statements provided</p>		
<p>3</p>	<p><b>KL: Civil War: iceberg essay writing lesson– Literacy focus</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students will develop their 'Explain why (12 mark) question skill</p>	<p>Pupils to complete a plan for this question which clearly demonstrates the need for subject knowledge and analysis in each paragraph</p> <p>AFL: Explain why the English Civil War broke out</p>	<p>LA: writing frame / WAGOLL</p>		

	<p>S: Create a hypothesis: what impact may the civil war have on the people of England?</p> <p><i>Career link 1</i></p>	AFL: History Question Self-Checker		
4	<p><b>KL: Assess the importance of weapons and battles of the Civil War</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will <b>assess the importance</b> of the weapons used in the Civil War, students will then <b>identify similarities and differences</b> to previous learning based on weapon used in 1066</p> <p>S: Describe 2 features of weapons used during the English Civil War (4 marks)</p> <p><i>Career link 5</i></p>	<p>Recap starter on the weapons used in 1066</p> <p>Pupils to then watch a clip from Sam Willis' Cut and Thrust documentary on the role of gunpowder in moving weaponry forward.</p> <p>Pupils to then work in groups to create a short presentation on commonly used weapons of the English Civil War. These will then be presented to the class whilst their peers make notes on each weapon (recording grids available).</p> <p>AFL: Describe one way in which weapons were similar in 1066 and in 1642</p> <p><i>Numeracy opportunity – amount of soldiers and troops etc</i></p>	<p>HA: Students explain the most effective weapon of the Civil War and why?</p> <p>LA: mix and match weapons to description and images / writing frame/ WAGOLL</p>	<p>Link to Roman warfare and changes over time</p> <p><b>Yr7 HT2</b></p>
5	<p><b>KL: Identify features of the battle of the Civil War – local study – Battle of Wigan Lane</b></p>	<p>Pupils to look at the concept of significance in History by looking at the</p>	<p>HA: Which battle was the most</p>	<p>Local history at KS2</p>

	<p>D: Students will <b>analyse</b> the features of key battles of the Civil War</p> <p>S: Which battle was the most significant and why?</p> <p><i>Career link 6</i></p>	<p>actions of significant individuals and forming a judgement on which was the most important (backing this up with a reason).</p> <p>Pupils to then use a differentiated information hunt gather information on significant battles of the English Civil War.</p> <p>AFL: Which battle was the more significant and why? (Pupils encouraged to look at who won, was the battle the first to do something?, what did it lead to? Death toll etc.)</p>	<p>significant? (Use Counsel's 5Rs of significance) / identify turning points in battles</p> <p>LA: part pre-completed information sheet provided</p>		
6	<p><b>KL: Analyse interpretation as to whether Charles should be executed or not</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will develop their understanding of <b>interpretations</b> and will analyse various interpretations surrounding the death of King Charles</p> <p>S: How would Puritans react to the execution of Charles? Why?</p> <p><i>Career link 7</i></p>	<p>Recap starter on the events of the civil war.</p> <p>Outcomes of the War: Thinking question: Can a King be tried for a crime?</p> <p>Pupils encouraged to think critically and to form their own answer.</p> <p>Pupils to watch a clip from the film Cromwell with Richard Harris in order to allow them some cultural capital and to</p>	<p>HA: Pupils provide a list and justify additional sources that could be used to evidence interpretations</p> <p>LA: prompt questions for interpretation analysis identified</p>		

		<p>understand the scene and shocking nature of the execution of a King (SMSC activity).</p> <p>Pupils will then interrogate 2 interpretations on the execution of Charles. One from a Royalist writer and a second from a Parliamentarian.</p> <p>AFL: Which source do you think is the more reliable? (This will encourage pupils to consider provenance).</p> <p><i>Differentiation: Interpretations provided</i></p>			
7	<p><b>KL: <u>Identify difference between interpretations of Charles execution</u></b></p> <p>D: Students will develop their understanding and explanation as to <b>why interpretations differ</b></p> <p>S: Give 2 things you can infer from source A about the attitudes of Charles I to kingship (4 marks)</p> <p><i>Career link 6</i></p>	<p>Pupils to interrogate interpretations and sources of the execution of Charles I.</p> <p>Pupils to complete a planning sheet which should encourage them to look at the provenance, then to comment on what the source or interpretation reveals. Finally, pupils will need to link the arguments made</p>	<p>HA: Additional sources to analyse provided</p> <p>LA: WAGOLL / writing frame</p>		

		<p>in the sources and interpretations.</p> <p>AFL: Give one reason why interpretations 1 and 2 give different views about the execution of Charles I.</p>			
8	<p><b>KL: Assess whether Cromwell met the expectations of the people?</b></p> <p>D: Students will identify <b>key feature</b> of the rule of Cromwell and will explain <b>the importance</b> of this for England</p> <p>S: Describe 2 features of the rule of Oliver Cromwell (4 marks)</p> <p><i>Career link 3</i></p>	<p>Pupils to be introduced to and to understand the key features of puritan belief and to link this back to the Reformation.</p> <p>Pupils to then investigate into different aspects of Cromwell's tenure as leader of England. This could be done in groups with each child researching a different area of Cromwellian England before feeding back to others in the group. Possible areas for research: Religion, economy, social restrictions, relations with Parliament, Charles II in France and Cromwell in Ireland.</p> <p>AFL: Was life better under Cromwell?</p> <p><i>Differentiation: Level of information provided</i></p>	<p>HA: Students to explain to what extent did Cromwell meet the expectations of the English people</p> <p>LA: slimmed down information / part pre-completed information hunt worksheet</p>		<p>Links to Y7 HT5 – Lessons on the English Reformation.</p>

9	<p><b>KL: Explain why the Pendle witches were put on trial in Lancashire</b></p> <p>D: Students will investigate into the events and suspects in the Pendle witch trials. They will then form a judgement on each of the people accused of witchcraft.</p> <p>S: How may superstition lead to a rise in witchcraft trials in Early Modern England?</p> <p><i>Career link 6</i></p>	<p>Enrichment lesson &amp; local History – Pendle Witch trial.</p> <p>Pupils will put each of the Pendle witches on trial.</p> <p>Pupils will look at James I’s definition of a witch.</p> <p>Pupils will then gain a broad understanding of events in Pendle through either watching a factual clip or by reading an information sheet.</p> <p>Pupils will then ‘meet’ each of the Pendle witches and form a judgement on them using James’ criteria.</p> <p>Pupils will then form into groups and make several juries which will use a thinking sheet to evaluate the evidence. Each group will then pass a judgement.</p> <p><i>Differentiation: Writing frame</i></p>	<p>HA: Were the English really fearful of Witchcraft? Range of sources and analyse</p> <p>LA: prompt question for witches investigation / writing frame</p>		
10	<p><b>KL: Explain why people wanted to monarchy returned.</b></p>	<p>Recap starter to include looking at what life w</p>	<p>HA: Students to explain the greatest change in Restoration</p>		

	<p><i>D: Pupils to look at a range of <b>sources to analyse</b> the <b>lasting impact</b> of the English Civil War and will <b>assess</b> why England invited back King Charles II.</i></p> <p><i>S: Which group may have shown support to the restoration of the monarchy? Explain your answer</i></p> <p><i>Career link 4,7.</i></p>	<p>as like in Cromwell's England.</p> <p>Pupils to listen to the Horrible Histories Charles II rap and to make a list of adjectives to describe Charles II.</p> <p>Pupils to then look at what life was like in Restoration England and then to draw a direct comparison with the protectorate.</p> <p>AFL: Describe one way in which life was different under Charles II than it was under Lord Protector Cromwell.</p> <p>Differentiation</p> <p>: sources</p>	<p>England and why.</p> <p>LA: Statements provided and students identify similarity or difference</p>		
11	<p><b>KL: Identify similarity and difference between the Black Death and the Great Plague</b></p> <p>D: Students will identify the approaches and treatments for the Great Plague, students will then <b>identify similarity and difference</b> between the Black Death in 1348</p> <p>S: Explain one way in which attitudes towards the plague was similar in the 14<sup>th</sup> and 17<sup>th</sup> centuries (4 marks)</p>	<p>Recap starter looking at beliefs about causes, treatment and prevention of the Black Death.</p> <p>Pupils to look at reactions to the Great plague in 1665 by again looking into beliefs about causes, prevention and treatment. This can be done by using a range of sources (in a card sort, on</p>	<p>HA: Analysis of Samuel Pepys diary – what can we learn?</p> <p>LA: prompt questions for source analysis</p>		<p>Link to the Black Death from Medieval topic/Roman medicine identifying change and continuity across time</p> <p><b>Yr7 HT4</b></p>

	<i>Career link 1</i>	a sheet or as an information hunt).  AFL: How much progress was there in fighting the bubonic plague from 1348 to 1665? Explain.			
12	<p><b>KL: Assess how important was the Great Fire of London</b></p> <p>D: Students will assess the <b>key features</b> of the Great Fire of London and will explain on the <b>importance</b> of the event for England</p> <p>S: Write a diary entry imagining that you have witnessed the Great Fire of London</p> <p><i>Career link 1,4</i></p>	Pupils to investigate the Great Fire of London by watching "The Great Fire: In real time" and making notes on the fire and its impact on London. Pupils will use this information to write a narrative account question on the Great Fire.	<p>HA: Students identify sources that could be used to gather more information and explain which would be most useful and why?</p> <p>LA: Question worksheet provided</p>		
13	<p><b>KL: Compose a narrative of the Great Fire of London and the effect it had on the city of London</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Pupils will <b>analyse</b> the cause, events and impact of the Great Fire of London by composing a <b>narrative account</b>.</p> <p>S: Why may the changes made to Wren's London lead to a rise in the population of the city?</p>	<p>Pupils will need to plan, write and peer assess a narrative account question. This will help pupils to develop their key Historical skill of chronology.</p> <p>WAGOLL, Writing Frame and success criteria.</p>	<p>HA: identify and explain significant turning points</p> <p>LA: WAGOLL / writing frame</p>		Link to KS2

	<i>Career link 1</i>	<p>AFL: Write a set of instructions to help a friend write a narrative of a historical event.</p> <p>AFL: Self or peer assessment using the History Question Self Checker sheets.</p>			
14	<p><b>KL: Explain how the Renaissance changed Europe and England (inc Royal Society/Enlightenment)</b></p> <p>D: Students will <b>investigate</b> the advances made during the European Renaissance and will then <b>assess</b> the extent to which progress had been made from the medieval period</p> <p>S: How would you describe the progress made during the Renaissance? Rapid change, moderate change or no change? Explain your answer.</p> <p><i>Career link 3,6</i></p>	<p>The aim of this lesson is to ensure that all pupils are aware of the progress made during the Renaissance in the following areas: Religion, Arts, Medicine, Science (Royal Society) and Education (Enlightenment). Some pupils will then be able to compare them to the Medieval starting point and discuss progress in Europe.</p> <p>Silent starter should recap over understanding of the medieval period (areas above).</p> <p>Information hunt where both time periods are present to middle ability, high ability to add in medieval from their own knowledge and the lower</p>	<p>HA: Students explain the greatest change in Renaissance England and why?</p> <p>LA: Limited range of information in information hunt / part pre-completed worksheet</p>		

		<p>ability to assess the Renaissance.</p> <p>AFL: Did everyone in Renaissance Europe benefit from the advances being made in science, education and medicine?</p> <p><i>Differentiation: Level of information on information hunt</i></p>			
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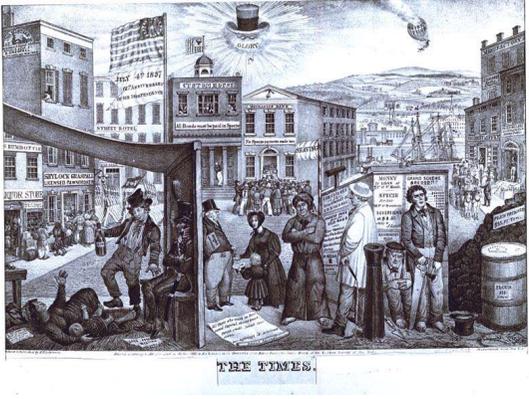
# Year 8

NB – Homework follows History departmental planned activities

	Lesson	Title	Pedagogical ideas/resources	Careers development skills	Unit key words	Links to learning KS2/3
KQ: How did the Plains Indians lose their way of life?	1	<p><b><u>KL: To describe the way of life and beliefs of the Plains Indians</u></b></p> <p><i>D: Students will investigate into the culture and religious beliefs of the Plains Indians</i></p> <p><i>S: How different is the way of life of the Plains Indians to how we live today?</i></p> <p><i>Career link 3</i></p>	<p>Source analysis showing tribal meeting – inferences that could be made from this/what does it tell us about the Plains Indians?</p> <p>Information hunt activity focusing upon key beliefs about:</p> <ul style="list-style-type: none"> <li>-spirit world</li> <li>- circles</li> <li>-spirit land</li> <li>- visions</li> <li>- dances and ceremonies</li> </ul> <p>Mix and match activity looking at different roles within tribe:</p> <ul style="list-style-type: none"> <li>- Chief</li> <li>- Medicine man</li> <li>- Council</li> <li>- Warrior society</li> </ul>	<p>HA: Place the roles within a tribe in to hierarchal order and explain justification</p> <p>LA: Slimmed down information on information hunt/part pre completed worksheet / prompt questions for source analysis</p>	<p>Nomadic</p> <p>Native</p> <p>Plains Indians</p> <p>Manifest Destiny</p> <p>Cattle</p> <p>Vigilante</p> <p>Buffalo</p> <p>Tipi</p> <p>Spirit</p> <p>Claim</p>	
	2	<p><b><u>KL: To explain the importance of the buffalo for the way of life of the Plains Indians</u></b></p> <p><i>D: Pupils will analyse sources which will help them to assess the importance of the</i></p>	<p>Source analysis – what are the different parts of the buffalo being used for? Students then to categorise these in to:</p> <ul style="list-style-type: none"> <li>-everyday life</li> <li>-warfare</li> <li>- religion</li> </ul> <p>And explain why these are important to the Plains Indians</p>	<p>HA: Explain the most important factor the buffalo was used for and explain why</p> <p>LA: mix and match for buffalo art to use / work sheet questions /</p>		

	<p><i>buffalo in plains Indian culture.</i></p> <p><i>S: What do you think would happen to the Plains Indians if the buffalo were threatened?</i></p> <p><i>Career link 6</i></p>	<p>Importance question</p> <p>Analysis comparison of hunting before and after buffalo</p> <p>Buffalo hunting scene from 'Dances with Wolves':</p> <p><a href="https://www.youtube.com/watch?reload=9&amp;v=h9kQtd4_WcU">https://www.youtube.com/watch?reload=9&amp;v=h9kQtd4_WcU</a></p> <p>Ray Mears How the west was won ep 2 (start – 10 mins)</p> <p><a href="https://www.youtube.com/watch?v=kmxZ4vMTPVg">https://www.youtube.com/watch?v=kmxZ4vMTPVg</a></p> <p><i>Differentiation: sources</i></p>	<p>WAGOLL / writing frame</p>		
<p>3</p>	<p><b><u>KL: To describe how the US government controlled the Plains Indians from 1830-1851</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Pupils will interpret how the Permanent Indian Frontier and the Indian Appropriation Act impacted on the</i></p>	<p>Students create 3 maps – one showing Plains Indians life across the USA prior to the 1830s, then 1830 and finally 1851. In their own words students explain how the movement/land has changed over time.</p> <p>Students add to 2<sup>nd</sup> map Permanent Indian Frontier and explain impact and to 3<sup>rd</sup> map the Indian Appropriation Act – for each explaining the impact for the Plains Indians</p> <p>Write 2 diary entries – one from US government and one from Plains Indians Chief describing their views of what is happening to land</p>	<p>HA: Students create a narrative explaining to what extent movement of the Plains Indians changed over time</p> <p>LA: Part pre completed map / timeline provided and students annotate key changes</p>		

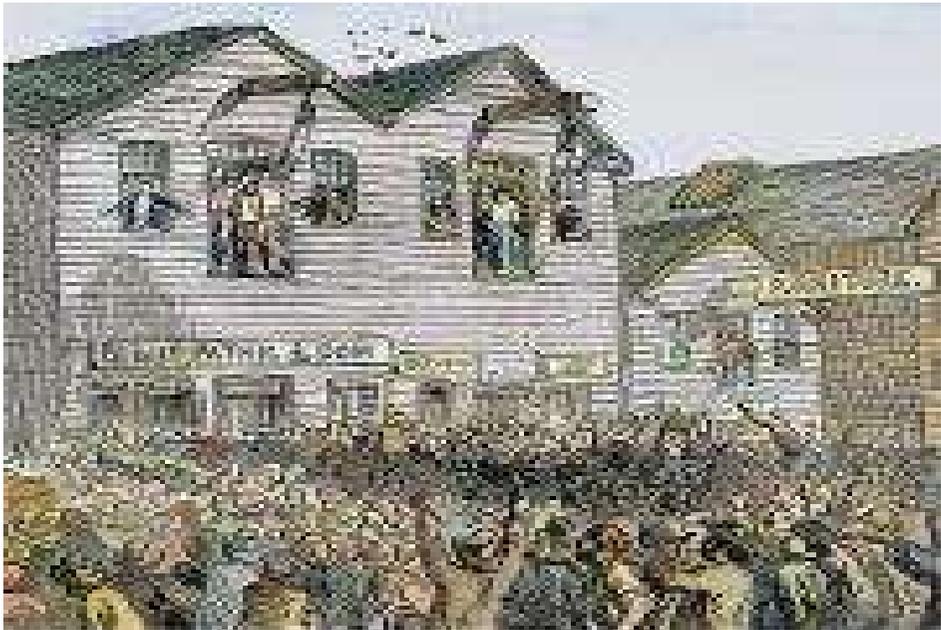
	<p><i>way of life of the Plains Indians.</i></p> <p><i>S: Create a hypothesis, what will the US government do next?</i></p> <p><i>Career link 6</i></p>				
4	<p><b><u>KL: To create a tipi to demonstrate our understanding about the culture, religion and US policy towards to Plains Indians</u></b></p> <p><i>D: Pupils will create a tipi and on it they will demonstrate their learning about Plains Indian culture, religion and the policy of the US government towards the Native Americans.</i></p> <p><i>S: Describe 2 features of Plains Indian religion</i></p> <p><i>Career link 1</i></p>	<p>Analysis of tipi – what can we see on it/how is it designed?</p> <p>Students explain how it would be able to withstand different seasons and weather on the Great Plains</p> <p>Students either design and create their own tipi or in groups a class competition to make the most realistic tipiHA</p>	<p>HA: Critique each groups tipi / group tipi produced</p> <p>LA: <i>match statements to correct season / tipi template provided</i></p>		

<p>5</p>	<p><b><u>KL: To explain why people wanted to leave the eastern states of the USA</u></b></p> <p><i>D: Pupils will understand what Manifest Destiny was and how it encouraged migration West. Pupils will analyse sources to assess the problems in eastern states.</i></p> <p><i>S: Make a list of consequences caused by the economic problems in the eastern states.</i></p> <p><i>Career link 1</i></p>	<p>Source analysis of 'The Bubble Has Burst' from the New York Times 1837</p>  <p>What can we learn about the problems of the eastern states?</p> <p>Provide definition of Manifest Destiny – students to consider what it means for US citizens and Plains Indians?</p> <p>Source analysis of Manifest Destiny propaganda</p> <p>Students create piece of propaganda to encourage Manifest Destiny</p>	<p>HA: CNPOC activity on source</p> <p>LA: prompt questions used to analyse sources / WAGOLL</p>	
<p>6</p>	<p><b><u>KL: Explain two consequences of Manifest Destiny for the way of life of the Plains Indians</u></b></p> <p><i>D: Literacy focus lesson. Pupils will compose an answer to the KL question</i></p>	<p>Brainstorm possible consequences of Manifest Destiny for Plains Indians:</p> <ul style="list-style-type: none"> <li>- Land destroyed</li> <li>- Land removed</li> <li>- Buffalo scared</li> <li>- Movement across Great Plains – sacred land</li> <li>- Removal of Plains Indians rights</li> <li>- Building of railways</li> <li>- Increased conflict and tension</li> <li>-</li> </ul> <p>Diary explaining reactions of Plains Indians</p>	<p>HA: Place consequences of Manifest Destiny into hierarchy of impact and justify</p> <p>LA: WAGOLL / writing frame</p>	

	<p><i>in order to <b>practise key historical skills.</b></i></p> <p><i>S: Write a series of instructions in order to help a friend answer this question</i></p> <p><i>Career link 3.</i></p>	<p>Produce piece of anti-Manifest Destiny propaganda</p> <p>Explain two consequences of Manifest Destiny for the Plains Indians way of life – students to answer question</p>			
7	<p><b><u>KL: To describe the journey West</u></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Pupils will <b>analyse sources</b> and gain an understanding of the difficulties of the journey to the West.</i></p> <p><i>S: Make a list of essentials you would need in order to journey West.</i></p> <p><i>Career link 6</i></p>	<p>Students analyse diary entry of early pioneers – what problems did they face?</p> <p>Students brainstorm what they think are potential problems:</p> <ul style="list-style-type: none"> <li>-getting lost</li> <li>-wild animals</li> <li>-extreme weather</li> <li>- hostile Indians</li> <li>- leaving Independence at right time of year</li> <li>- shortage of food/medicines/water</li> <li>- no clear directions</li> </ul> <p>Students use the story of the Donner Party to create storyboard</p> <p>Clip from Timelines TV talking about problems of journey West:</p> <p><a href="https://www.youtube.com/watch?v=QsqpFuI6aQQ">https://www.youtube.com/watch?v=QsqpFuI6aQQ</a></p> <p>Ray Mears How the West was won ep2 (11mins – 25mins)</p> <p><a href="https://www.youtube.com/watch?v=kmxZ4vMTPVg">https://www.youtube.com/watch?v=kmxZ4vMTPVg</a></p> <p><i>Numeracy opportunity – miles on journey</i></p>	<p>HA: Identify and explain significant turning points in the story of the Donner Party</p> <p>LA: statements provided to create timeline of Donner Party</p>		

<p>8</p>	<p><b><u>KL: To assess the impact of the Transcontinental Railway in developing the West</u></b></p> <p><i>D: Pupils will assess the impact that the Transcontinental Railway had on the development of the West.</i></p> <p><i>S: Describe 2 features of how people moved West</i> <i>Career link 1</i></p> <p><b>Academic text usage</b></p>	<p>Analysis of image: what does it show etc.?</p>  <p>Students to look at how California and Oregon developed and became full.</p> <p>Students track development of new railroads and town on the Great Plains</p> <p><i>Numeracy opportunity – impact in population movement figures</i></p>	<p>HA: Identify positives and negatives of the TCR for both the US government and Plains Indians</p> <p>LA: slimmed down information provided / timeline provided</p>		
<p>9</p>	<p><b><u>KL: To describe the challenges and solutions to farming on the Great Plains</u></b></p> <p><i>D: Students will investigate into the problems faced by the Homesteaders and how new technology led them to success in</i></p>	<p>Image of Great Plains – what problems do you think would be encountered?</p> <p>Analysis of source – what problems can be seen for homesteaders?</p>	<p>HA: Place problems into hierarchal order and categorise/justify</p> <p>LA: Mix and match activity provided for problems and an solutions / analysis prompt</p>		

	<p>farming on the Great Plains.</p> <p><i>S: Why is the role of the Homesteaders important for the development of the Great Plains?</i></p> <p>Career link 1</p>	 <p>Introduce and define Homestead Act</p> <p>Card sort activity matching problems to solutions</p> <p>Ray Mears How the west was won ep2 (26 mins – 40 mins)</p> <p><a href="https://www.youtube.com/watch?v=kmxZ4vMTPVg">https://www.youtube.com/watch?v=kmxZ4vMTPVg</a></p>	<p>questions provided</p>	
<p>10</p>	<p><b><u>KL: To evaluate the development of the cattle industry for the development of the Plains</u></b></p> <p><i>D: Pupils will develop an <b>understanding</b> of the cattle industry and how it helped to the develop the Great Plains.</i></p>	<p>Students use information from information hunt to create timeline of cattle industry. Timeline focuses on:</p> <ul style="list-style-type: none"> <li>- US Civil War</li> <li>- Charles Goodnight and Oliver Loving</li> <li>- Fort Sumer</li> <li>- Joseph McCoy and Abilene</li> <li>- John Iliff and Open Range</li> <li>- Reasons why the Open Range ended</li> </ul> <p>Students to draw cartoon of what they think a cowboy looks like, compare with real picture and explain function of equipment</p> <p>Cardo sort in to duties/responsibilities of cowboys compared to dangers</p>	<p>HA: Once timeline is understood students identify and explain the most significant turning point in its development and explain</p> <p>LA: pre-part completed worksheet for information hunt</p>	

	<p><i>S: How important was the cattle industry in bringing the Great Plains under the control of the US government?</i></p> <p><i>Career link 3</i></p>	<p>Timelines TV Cattle Trails:  <a href="https://www.youtube.com/watch?v=PaHQ2vrt0ak">https://www.youtube.com/watch?v=PaHQ2vrt0ak</a></p>	<p>/ visual timeline provided</p>		
<p>11</p>	<p><b><u>KL: Explain the importance of vigilantes for the development of law and order in the West</u></b></p> <p><i>D: pupils will analyse case studies to assess the importance of vigilantes in dealing with crime in the West.</i></p> <p><i>S: Describe 2 common crimes in the American West</i></p> <p><i>Career link 3</i></p>	<p>Analysis of lynching in San Francisco – what does this show?</p>  <p>Explain that in new towns there was a lack of law and order and vigilantes were used to solve law and order – students in their own words define a vigilante</p> <p>Information hunt activity looking at key crimes in the West:</p> <ul style="list-style-type: none"> <li>- Bank robbery</li> <li>- Cattel rustling</li> <li>- Claim jumping</li> </ul>	<p>HA: Students place developments into a narrative timeline which is ranked according to success of actions of the US govnt</p> <p>LA: Slimmed down info on information hunt / part pre-completed info hunt worksheet</p>		

			<ul style="list-style-type: none"> <li>- Fence cutting</li> <li>- Horse stealing</li> <li>- Racial attacks</li> <li>- Shootings</li> <li>- Stage coach and train robber</li> </ul> <p>Student then place solutions to solving law and order in to hierarchy of most effective and explain why:</p> <ul style="list-style-type: none"> <li>- Introduction of law officials</li> <li>- Private law agencies</li> <li>- Appointment of judges</li> <li>- Migration of law abiding families to the Great Plains</li> <li>- Development of state laws over federal laws</li> <li>- Improved town conditions</li> <li>- Expansion or railway and speed of law enforcement improves</li> </ul>			
12		<p><b><u>KL: To understand what the Plains Wars were and why they were important in forming the USA</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Pupils will analyse information about the key battles and events of the Plains Wars. Pupils will then reach a judgement on the importance of these wars for</i></p>	<p>Source analysis of Sand Creek – what is happening?</p>  <p>Information hunt on:</p> <ul style="list-style-type: none"> <li>-Little Crow’s War</li> </ul>	<p>HA: Students identify characteristics of significance (Counsel’s 5Rs) and students identify and explain which battle they see as most significant</p> <p>LA students only need to study Little Crow’s War; Sandcreek and Red Cloud’s War</p>		

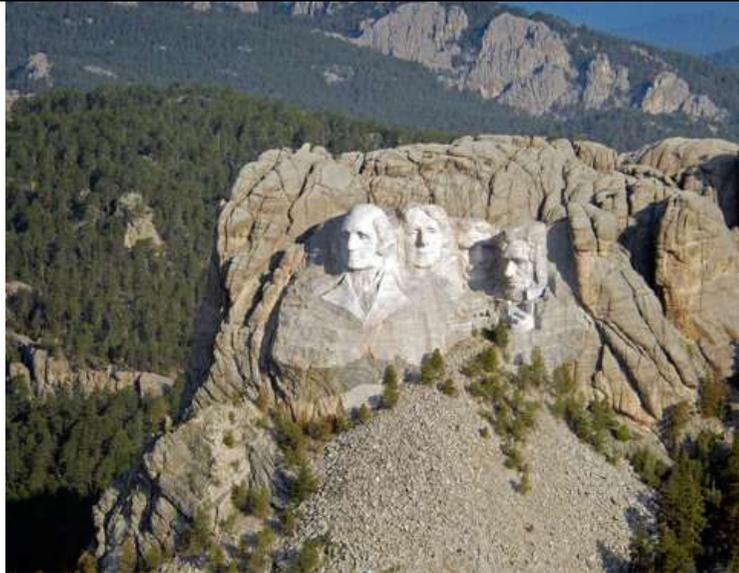
		<p><i>the development of the USA.</i></p> <p><i>S: Explain why the USA saw the Plains Indians as a barrier to Manifest Destiny.</i></p> <p><i>Career link 3</i></p>	<ul style="list-style-type: none"> <li>-Sandcreek Massacre</li> <li>-Red Cloud's War</li> <li>-Washita</li> <li>-Rosebud River</li> </ul> <p>And will gather information on date; causes; key events and results.</p> <p><i>Numeracy opportunity – amount of warriors involved vs US army</i></p> <p>Analysis activity looking at reasons why Custer and 7<sup>th</sup> Cavalry were defeated – place in order of importance and justify order:</p> <ul style="list-style-type: none"> <li>-actions of Custer</li> <li>-Suitability of conditions for Plains Indians</li> <li>-Underestimation of Plains Indians</li> <li>-Leadership of Plains Indians (Crazy Horse)</li> <li>-Plains Indians having better rifles</li> <li>-Numbers of men (600 US army vs 2000 Plains Indian warriors)</li> </ul> <p>Timelines TV Battle of Little Big Horn:</p> <p><a href="https://www.youtube.com/watch?v=bLUwbGRmv9U&amp;t=2s">https://www.youtube.com/watch?v=bLUwbGRmv9U&amp;t=2s</a></p>			
13		<p><b><u>KL: To assess how the US government removed the culture and</u></b></p>	<p>Image of Mt Rushmore – what does this show? Why is this significant?</p>	<p>HA: students place in to hierarchy actions of US government in removing their</p>		

**practises of the Plains Indians**

*D: Pupils will assess the techniques used by the US government to remove the religion and cultural identity of the Plains Indians.*

*S: Why is it important to learn about and understand the importance of different cultures.*

*Career link 1*



Students create mind map explaining how:

- Dawes Act
- Reservation
- Religion
- Education

Helped the US government remove Plains Indians beliefs (white text book to assist)

Images from Oklahoma Land Rush / Buffalo hunting / Ghost Dance and Wounded Knee Massacre – students to explain how they would remove Plains Indians way of life

way of life and explain

LA: Sentence completes on 4 areas

1	<p><b>KL: Identify features of an Empire</b></p> <p>D: Students will <b>analyse sources</b> to gain an understanding the Empire and its origins</p> <p>S: Define the key terms: Empire, Colony, Government and Growth. Can you use them correctly to make a sentence?</p> <p><i>Career link 6</i></p>	<p>Information hunt – students will analyse various written and visual sources all linking to a different key features of the origins – discovery of new lands, settlement, informal take over, formal takeover, spoils of war, Elizabethan victories over Spanish, trade.</p> <p>Skill Describe</p> <p>Question – Describe two features of the origins of the British Empire.</p>	<p>HA: Students to palce in hierarchy the motives for developing an Empire</p> <p>LA: Slimmed down information of reasons for wanting an empire / part pre-completed information sheet</p>	<p>Empire</p> <p>Growth</p> <p>Economy</p> <p>Government</p> <p>Rebellion</p> <p>Impact</p> <p>Immigration</p> <p>Emigration</p> <p>Migration</p> <p>Religion</p>	<p>Link to expansion of empires at KS2</p>
2	<p><b>KL: Analyse Empire interpretations - British Empire plates</b></p> <p>D: Students will <b>analyse primary evidence</b> to gain an understanding of Victorian attitudes towards the Empire these will then be <b>compared to modern day interpretations</b></p> <p>S: Write a debate to argue for and against empires.</p> <p><i>Career link 3</i></p>	<p>Students to analyse interpretations from Victorian era. 1 visual and one written. Students to identify the key content of each.</p> <p>Students then will then analyse a modern source and then write their own source based on their knowledge about the British Empire.</p> <p>Skill: Interpretations</p> <p>Question: – Interpretation 1 and 2 offer different interpretations. How are these interpretations about the British Empire different? (1 positive 1 negative).</p> <p><i>Numeracy opportunity – financial impact of Empire</i></p> <p><i>Differentiation: Level of interpretations</i></p>	<p>HA: Students identify similarity and difference between interpretations. If different students explain why they are different</p> <p>LA: level of interpretations provided / prompt analysis questions provided</p>	<p>Belief</p>	

3	<p><b>KL: Assess positives and negatives of an Empire</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will identify positive and negative elements of the Empire before reaching their own <b>justified views</b> based on evidence</p> <p>S: Describe 2 features of the British Empire (4 marks)</p> <p><i>Career link 7</i></p>	<p>Students will analyse statements about the British Empire.</p> <p>Students will add the statements to a Venn diagram.</p> <p>Skill: Why interpretations are different.</p> <p>Question: Study interpretation 1 and 2. Why do they offer different interpretations of the British Empire.</p>	<p>HA: CNOPC sources showing different views of the empire</p> <p>LA: Categorise statements into positive and negative / WAGOLL / writing frame</p>		
4	<p><b>KL: Explain why England wanted to control America (1<sup>st</sup> colony) and India</b></p> <p>D: Pupils will <b>analyse</b> the reasons why Britain wanted an empire and will <b>assess</b> the importance of each factor in helping Britain develop.</p> <p>S: Which factor was the most significant reason why Britain wanted an empire?</p> <p><i>Career link 3</i></p>	<p>Students will analyse the different information identifying the reason from the information.</p> <p>Students will rank the reasons from most significant to the least.</p> <p>OR</p> <p>To categorise the different reasons into power, economics, trade, raw materials, control of waters.</p> <p>Skill: Explain/causation</p> <p>Question: Explain why Britain wanted to establish colonies in America and India.</p>	<p>HA: Students to identify and explain links between the factors for wanting to control America</p> <p>LA: WAGOLL / simplified statements for LA</p>		

5	<p><b>KL: <u>Identify features of the US War of Independence</u></b></p> <p><i>D: Students will <b>analyse</b> sources and <b>investigate</b> into the features of the American War of Independence.</i></p> <p><i>S: create a timeline of turning points of the American War of Independence.</i></p> <p><i>Career link 4</i></p>	<p>Students to organise the different features of the American War of Independence in to a chronological order to identify the different features.</p> <p>OR</p> <p>Students to analyse sources to identify the causes, events, key figures and outcomes of the American War of Independence.</p> <p>Skill: Describe</p> <p>Question: Describe two features of.....</p>	<p>HA: Students identify and explain turning points in the War of Independence</p> <p>LA: level of sources / statements provided and students categorise or place in to timeline / WAGOLL / writing frame</p>		
6	<p><b>KL: <u>Assess the importance of India - Case study: Gandhi and India – Literacy focus / Depth study</u></b></p> <p><i>D: Students will <b>assess the importance</b> of Gandhi to the British Empire and India</i></p> <p><i>S: Create a fact file displaying your knowledge of Ghandi.</i></p> <p><i>Career link 3</i></p>	<p>Students to analyse information and sources to extract different reasons why Ghandi was important.</p> <p>Students will then rank the reasons from the most important to the least important using a diamond 9 formation.</p>	<p>HA: CNOPC on sources</p> <p>LA: level/number of sources / source analysis prompt questions</p>		
7	<p><b>KL: <u>Identify the reasons for Immigration to the UK</u></b></p> <p><i>D: Students will identify factors for immigration to the UK and will</i></p>	<p>Information hunt – identify the different reasons why people within the British Empire wanted to immigrate to the UK.</p> <p>Students will then use this A01 key knowledge to explain the impacts of these features and why</p>	<p>HA: Students to place factors that encourage immigration in to hierarchy and justify</p>		

		<p><b>explain the consequences</b> of immigration</p> <p>S: Describe 2 features of immigration to the UK (8 marks)</p> <p><i>Career link 5</i></p>	<p>this promoted immigration within the Empire to the UK.</p> <p>Skill: Consequence</p>	<p>LA: <i>Information in information hunt / pre-filled worksheet</i></p>		
	8	<p><b>KL: <u>Identify similarity and difference between religions in the UK</u></b></p> <p>D: Students will identify the <b>key features</b> of religions in the UK, identifying similarities and differences</p> <p>S: Are all religions the same?</p> <p><i>Career link 6</i></p>	<p>Students will look at different images linked to different religions in Britain. I.e clothing, sacrifices, places of worship.</p> <p>Students then compare and contrast all religions, 2 chosen or 2 given religions.</p> <p>Skill: Similarity/difference.</p>	<p>HA: Students to explain how religion influences people's lives</p> <p>LA: <i>number of images / mix and match statements</i></p>		
	9	<p><b>KL: <u>To explain the political context to Irish Home Rule</u></b></p> <p><i>D: Pupils will <b>analyse sources</b> of Irish political parties and will look into key individuals in the struggle for home rule.</i></p> <p><i>S: Summarise the aims of Sinn Fein, The IRB and the Unionist Party</i></p> <p><i>Careers link 4</i></p>	<p>Students to look at sources to identify the key concepts and context of Home Rule from 1801 – 1914.</p> <p>Source Utility opportunity to assess utility from the different periods within the context of achieving Home Rule.</p> <p><i>Differentiation: Table of CNOPC/NUT provided</i></p>	<p>HA: Identify 3 sources that could be used to gain more information about Irish Home Rule and explain why</p> <p>LA: NUT table provided / WAGOLL of analysis / analysis question prompts</p>		

10	<p><b><u>KL: To describe what Home Rule was and the reactions of unionist and nationalist parties</u></b></p> <p><i>D: Pupils will assess government acts such as The Parliament Act of 1911 and The Third Home Rule Bill of 1912 and then use these to analyse the reactions of different groups in Ireland.</i></p> <p><i>S: How may home rule in Ireland inspire other countries in the British Empire?</i></p> <p><i>Careers link 4</i></p>	<p>Students will be given an overview of the Home Rule.</p> <p>Students will be put into groups with a criteria of aims and desires of their party.</p> <p>The different parties must create a response to the Home Rule Act. (Mass support/some/opposition/mass opposition).</p> <p>Skill: Describe OR similarities/difference.</p> <p><i>Differentiation: WAGOLL</i></p>	<p>HA: Students to identify limitations of the Home Rules Acts and explain how they could be adapted to suit all parties</p> <p>LA: WAGOLL / information hunt about different acts and tick box if it would please different parties</p>		
11	<p><b><u>KL: To analyse the impact of the First World War on the question of Irish Independence</u></b></p> <p><i>D: Pupils will analyse sources to assess the role played by Irish soldiers in the British war effort and to assess the reasons for the 1916 uprising.</i></p> <p><i>S: Was it fair that Irish soldiers fought and died as part of the British war effort?</i></p> <p><i>Careers link 5,6</i></p>	<p>Students to pair off.</p> <p>Student A will look at sources proposing to joining the war and siding with Britain.</p> <p>Students B will look at sources linked to creating a rebellion against Britain.</p> <p>Students will make a joint decision whether they would join the war effort or a rebellion and why</p>	<p>HA: CNOPC of sources</p> <p>LA: number of sources / question prompts for analysis</p>		

<p>1</p>	<p><b>KL: Identify the key features of slavery</b></p> <p>D: Students will identify the <b>key features</b> of the Slave Trade and <b>compare with modern interpretations</b> on slavery</p> <p>S: Is the slavery worse now than it was during the slave trade?</p> <p><i>Careers link 6</i></p>	<p>Define slavery and discuss modern slavery.</p> <p>Interpretations: Story of Seba (modern) and experiences of Equiano (historical)</p> <p>Students draw similarities and differences between both.</p> <p>AFL: Give one way in which slavery is similar in the modern and early modern world.</p>	<p>HA: Students analyse which interpretations are more reliable and explain why</p> <p>LA: provided with fewer interpretations to analyse and question prompts for analysis</p>	<p>Slavery</p> <p>Slave Trade</p> <p>Slave Triangle</p> <p>Middle Passage</p> <p>Auction</p> <p>Rebellion</p> <p>Plantation</p> <p>Abolition</p>	<p>Link to year 7 Roman slavery / reasons for / persecution through time <b>Yr7 HT2</b></p>
<p>2</p>	<p><b>KL: To explain why the British engaged in the slave trade</b></p> <p>D: Pupils will <b>investigate</b> into the logistics of the slave trade and describe why the British engaged in the slave trade.</p> <p>S: What may the imported cotton be used to set up in England?</p> <p><i>Careers link 5,6</i></p>	<p>Pupils can investigate into the stages of the triangular trade by, weather permitting, going outside and physically reconstructing the slave trade triangle on the yard.</p> <p>Pupils to then be split into groups and to practise the different stages of the trade.</p> <p>When back inside pupils to complete a map showing the different stages of the slave triangle.</p> <p>AFL: Pupils to write a letter to a ship builder to explain why he wishes to set off on a voyage and engage in the triangular trade.</p> <p><i>Numeracy opportunity – financial profit</i></p>	<p>HA: Students to provide factors for the motivation of the Slave Trade</p> <p>LA: Illustration of Slave Triangle provided with pre prepared statements</p>	<p>Religion</p> <p>Media</p> <p>Economic</p>	
<p>3</p>	<p><b>KL: Explain the consequences of the Middle Passage – Literacy focus</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p>	<p>Pupils to study a range of sources on the middle passage, a mixture of images and written sources.</p> <p>Pupils to watch a clip on the middle passage and make a list of adjectives (these can be used in diary extract).  <a href="https://www.youtube.com/watch?v=0IJrhQE6DZk">https://www.youtube.com/watch?v=0IJrhQE6DZk</a></p>	<p>HA: Provided with list of key vocabulary that needs to be included</p>		

	<p>D: Students will gain an understanding of the <b>consequences</b> of life on the Middle Passage</p> <p>S: How might the treatment of slaves on the ships explain how they were viewed by the slave traders?</p> <p><i>Careers link 1</i></p>	<p>Literacy focus: Write a diary account explaining the conditions on board a ship during the Middle Passage</p>	<p>LA: Level of sources / prompt analysis questions / writing frame</p>	
4	<p><b>KL: Analyse sources to gain an understanding of the experiences of the Slave Trade</b></p> <p>D: Students will <b>analyse various sources</b> to <b>identify the similarities and difference</b> between various slave experiences</p> <p>S: Students will explain why sources can be different about the same event.</p> <p><i>Careers link 6</i></p>	<p>Pupils will read through sources which chronicle experiences of the slave trade from enslaved peoples who lived in different contexts. These should include: domestic service, working on plantations, working in mining and experiences of children.</p> <p>Pupils to then compare the different sources focusing on the differences between domestic slaves and those who worked in physical labour.</p>	<p>HA: Students to explain why sources give different views and identify and explain additional sources that may be used to support views provided</p> <p>LA: Number of sources provided / analysis prompt questions / WAGOLL</p>	
5	<p><b>KL: Identify features of the Slave Auction</b></p> <p>D: Students will identify the <b>features</b> of a slave auction and <b>identify similarities and</b></p>	<p>Pupils to be introduced to the ideas of a scramble and a highest bidder auction. Pupils should also look into the slaves that were sold in each. This can be done by drawing modern parallels with companies such as eBay and the sale of modern items e.g. a car.</p> <p>Pupils to then read through a series of sources and to decide on what type of auction they describe, who they</p>	<p>HA: CNOPC on sources</p> <p>LA: statements provided to match up to sources/images</p>	

	<p><b>differences</b> between the various types of auctions</p> <p>S: Give two inferences about slave auctions from the source (4 marks)</p> <p><i>Careers link 6</i></p>	<p>think wrote each source and what type of work each slave would be wanted for and likely to engage in.</p> <p>AFL: Describe 2 features of slave auctions</p>			
6	<p><b>KL: To describe life on plantations</b></p> <p>D: Students will <b>analyse sources</b> to discover what life was like for enslaved people living and working on plantations.</p> <p>S: Make a list of adjectives which you could use to describe life on a plantation.</p> <p><i>Careers link 4</i></p>	<p>Hook activity: Pupils to read through this extract and to discuss in pairs where they think it is taken from:</p> <p><b>How pleasing, how gratifying it is to see a swarm of healthy, active, cheerful, obedient boys and girls going to and returning from their puerile [childish and silly] work in the field.</b></p> <p>(From a guide advising plantation owners)</p> <p>Pupils to work through a card sort which details evidence about life on plantations. Pupils to make notes on the day-to-day lives of slaves.</p> <p>This information is then used to write a report on working conditions on plantations.</p> <p>Self-assessed using success criteria.</p>	<p>HA: Compare and contrast different views of different plantations</p> <p>LA: <i>Level of card sort / accompanied by images for LA</i></p>		
7	<p><b>KL: To analyse sources and assess the effectiveness of slave resistance</b></p> <p>D: Students will <b>analyse sources</b> which will highlight the poor conditions on plantations and then pupils will <b>assess</b> the effectiveness of slave resistance.</p>	<p>Pupils will look at a range of historical sources which will reveal the causes, events and outcomes of the Haitian rebellion.</p> <p>Pupils to be presented with a set of cards and to order them into chronological order.</p> <p>AFL: Write a narrative account analysing the causes, events and outcomes of the Haitian Revolution.</p> <p>AFL: peer-assessment using the History Question Self Checker</p>	<p>HA: Students identify and explain turning points during the Rebellion</p> <p>LA: Mix and match statements to causes / events</p>		

	<p>S: What do the slave uprisings reveal about the feelings of enslaved peoples?</p> <p><i>Careers link 4,6</i></p>		/ outcomes / writing frame		
8	<p><b>KL: Assess the reasons for the abolition of Slavery</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will identify <b>the factors</b> which led to the end of the Slave Trade before reaching <b>justified opinions on the most important</b> factor</p> <p>S: How different might life be for slaves after the trade has been abolished.</p> <p><i>Careers link 7</i></p>	<p>Pupils to recap on the horrors of the transatlantic slave trade by answering a fact recall quiz.</p> <p>Pupils to then define abolition.</p> <p>Watch clip on William Wilberforce (accessible through the J Drive).</p> <p>Information hunt which focuses on the work of individuals, groups and the economy in abolishing the slave trade. This should focus on: William Wilberforce, Thomas Clarkson, Equiano, religious pressure groups, the economic context to the early 19<sup>th</sup> century.</p> <p>Pupils to then form a judgement on which factor was the most significant in the abolishing of slavery in the British Empire.</p> <p><i>Numeracy opportunity – finance</i></p> <p><i>Differentiation: level of information in information hunt</i></p>	<p>HA: Complete 16 mark hypothesis question</p> <p>LA: art pre completed information hunt worksheet / slimmed information / mix and match statements</p>		
9	<p><b>KL: Assess how people benefited from the Slave Trade</b></p> <p>D: <b>Assess how</b> the Earl of Balcarres build Haigh Hall from the outcome of the Slave Trade</p> <p>S: Did other areas benefit from the slave trade?</p>	<p>Hook task: What does this source reveal about the impact of the slave trade on the North West of England:</p> <p>“I have not come here to be insulted by a set of wretches (unfortunate people), every brick in whose infernal town is cemented with an African’s blood”</p> <p>An actor, being booed off the stage at the Theatre Royal, Williamson Square, Liverpool</p>	HA: Students identify and explain most important reason for existence of Slave Trade		

		<p>Careers link 3</p>	<p>Pupils to watch clip on the wealth generated by the slave trade:  <a href="https://www.bbc.co.uk/bitesize/clips/zrppyrd">https://www.bbc.co.uk/bitesize/clips/zrppyrd</a></p> <p>Information gathering exercise on the impacts of the slave trade on the North West with a special case study on the building of Haigh Hall from the profits of slavery.</p> <p>AFL: Describe 3 benefits of slavery experienced in Britain.</p> <p>Higher order thinking question: Is it ethical that Britain benefitted from the suffering of others?</p> <p><i>Numeracy opportunity – finance</i></p>	<p>LA: <i>Pre-filled worksheet for information hunt</i></p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>KQ: Did the French really get rid of the monarchy?</b></p>	<p>1</p>	<p><b><u>KL: To describe what Europe and European nations were like in the in the 18<sup>th</sup> century.</u></b></p> <p>D: Students will identify different key features and aspects of European life, Conflict, social, political, monarchical problems.</p> <p>S: To evaluate the problems in Europe in the 18<sup>th</sup> century.</p> <p>Careers link 4</p>	<p><i>Information hunt which shows the different problems.</i></p> <p><i>Social structure problems in Europe. Franco-Britain War. Austrian monarchical problems, colonies, King Louis, Taxation and inflation, change of attitudes of working class.</i></p> <p><i>Describe 2 features of life in 18<sup>th</sup> century Europe.</i></p>	<p>HA: Identify and explain greatest problem of social structure in France</p> <p>LA: writing frame / definitions provided / mix and match statements to problem</p>	<p>Revolution  Monarchy  Anarchy  King Louis XVI  Marie Antoinette  Maximillian Robespierre  Terror  Declaration</p>	<p>Link to empire, slavery and the Industrial Revolution. All factors that influenced European powers in the 18<sup>th</sup> century.</p>
	<p>2</p>	<p><b><u>KL: To identify different global revolutions and to</u></b></p>	<p><i>Students to look at different revolutions throughout time and to present their findings to the class.</i></p>	<p>HA: Are Revolutions always for the same reasons?</p>	<p>Execution</p>	

	<p><b><u>explain what a revolution is.</u></b></p> <p>D: Students will <b>identify</b> what <b>happened in different global revolutions</b> and to use the knowledge to <b>explain what a revolution is.</b></p> <p>S: To evaluate the main reasons for a revolution.</p> <p><i>Careers link 4</i></p>	<p><i>Russia, American, Iranian, European Revolutions of 1848, English Civil War and revolution, Glorious Revolution, Industrial Revolution, Taiping, China's Communist Revolution.</i></p> <p><i>Explain in a PEA paragraph what a revolution is.</i></p>	<p>– Agree or disagree? Why?</p> <p>LA: visual timeline provided were students identify similarity and difference between revolutions</p>	
3	<p><b><u>KL: To explain the different causes of the French Revolution.</u></b></p> <p>D: Students will <b>investigate and explain the different causes.</b></p> <p>S: Identify short, medium, long term causes.</p> <p>The main reason for revolution</p> <p><i>Careers link 6,7</i></p>	<p><i>Categorise different causes.</i></p> <p><i>Information hunt.</i></p> <p><i>Sources.</i></p> <p><i>Explain question, explaining three different causes of the French Revolution.</i></p>	<p>HA: Identify and explain what students believe is the most important reasons for the revolution</p> <p>LA: Mix and match activity / writing frame / WAGOLL</p>	<p>Links to year 7 – causes of the English Civil War.</p>
4	<p><b><u>KL: To identify the chronology of events of the French Revolution's 'Reign of Terror'.</u></b></p> <p>D: Students will <b>organise</b> the <b>different events</b> of the French Revolution into the <b>correct chronological order.</b></p>	<p><i>Students will receive different statements. Students must read the information and organise these into chronological order. Using clues and dates to find the order</i></p> <p><i>Differentiation: Dates provided on statements</i></p>	<p>HA: Students identify and explain significant turning points</p> <p>LA: Timeline provided with statements to</p>	<p>Year 7 skills – Chronology.</p>

	<p>S: To evaluate the events of the Reign of Terror and to evaluate what the most shocking event was and why.</p> <p><i>Careers link 4,7</i></p>		<p>identify events to definitions</p>	
5	<p><b><u>KL: To evaluate the significance of the "Declaration of Man for the Rights" of Man in France.</u></b></p> <p>D: Students will look at the <b>different aspects</b> of the <b>declaration</b> and <b>evaluate</b> the most <b>significant</b> to the least.</p> <p>S: To evaluate whether this document is political or a social reform?</p> <p>Could potentially link to Magna Carta?</p> <p><i>Careers link 4,6,7</i></p>	<p><i>Students to look at the different aspects and to evaluate the significant to least. This could be linear or in diamond 9 format.</i></p> <p><i>Students to explain what they believe is the most significant article.</i></p>	<p>HA: Compare to Un DHR and identify similarity and difference</p> <p>LA: level of information in Diamond 9/WAGOLL</p>	<p>Link to the Magna Carta – year 7.</p>
6	<p><b><u>KL: To evaluate interpretations and evaluate whether King Louis and Marie Antoinette should have been executed and the monarchy destroyed.</u></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p><b><u>Extended writing opportunity</u></b></p>	<p><i>Students could either organise statements into for/against.</i></p> <p><i>Students could study two interpretations and two sources.</i></p> <p><i>Students to evaluate how far they agree with interpretation X to make a judgement on whether an execution was deserved.</i></p> <p><i>Differentiation: Level of sources and interpretations</i></p>	<p>HA: A 'what if...' The execution hadn't happened narrative</p> <p>LA: range/level of sources and interpretations / analysis prompt questions</p>	<p>Links to the English Civil War – year 7</p>

	<p>D: Students to read and <b>evaluate interpretations</b> about the execution of King Louis XVI and Marie Antoinette. Students will use these to <b>make an informed judgement</b>.</p> <p>S: Students to explain how and why these interpretations are different</p> <p><i>Careers link 4,6,7</i></p>				
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1	<p><b>KL: <u>Identify change and continuity between 1750 and 1900 - The Domestic System – Literacy focus – Depth study</u></b></p> <p>D: Students will <b>identify features</b> of life in 1750 and will explain <b>similarity and difference</b> between 1750 and 1900</p> <p>S: Explain how significant the changes over time were.</p> <p><i>Careers link 1</i></p>	<p>Hook: Pupils to make a list of all the different environments in which people work in the modern world.</p> <p>Pupils to interrogate 2 picture sources, one of a worker in a domestic context and another of a worker in a factory. Pupils to make a list of features that they can see in the image and then what they can infer about what it was like to work in each setting.</p> <p>Pupils will then sort out a series of cards into factory and domestic systems. These cards will have a series of facts about each system.</p> <p>Watch Tom’s Life and identify key changes</p> <p>AFL: Give me 5 activities: 5 key words, 4 facts, 3 consequences of each system, 2 images and 1 question to find out more.</p>	<p>HA: CNOPC activity based on sources</p> <p>LA: prompt questions based on sources to identify similarities and differences</p>	<p>Emigration</p> <p>Immigration</p> <p>Domestic System</p> <p>Sanitation</p> <p>Health</p> <p>Economic</p> <p>Cholera</p> <p>Illness</p> <p>Industrial Revolution</p> <p>Carding</p> <p>‘Putting Out’ system</p>	<p>Link to KS2</p>
2	<p><b>KL: To describe how towns changed from 1750-1900</b></p> <p>D: Pupils will understand and <b>assess the impact</b> of the changes which led to the rise of large towns and cities in England.</p> <p>S: What could be the consequences of</p>	<p>Hook: Pupils to look at an aerial photograph of Leigh and to make a list of key features that they can see.</p> <p>Pupils to work in pairs or individually. Teacher reads out a story about the development of a town pausing to allow pupils to make a drawing based on their description. Story and key on the J: Drive.</p> <p>AFL: Which factor led to the most change in how people lived in Britain from 1750-1900?</p> <p><i>Numeracy opportunity – population growth</i></p>	<p>HA: Identify and categorise factors that led to change</p> <p>LA: Before and after pictures provided and using prompts students explain differences</p>	<p>Law enforcement</p>	

	<p>such a rapid growth of a town?</p> <p><i>Careers link 6</i></p>				
3	<p><b>KL: Explain why the population increased</b></p> <p>D: Students will identify factors that led to the population increase and explain the consequences of this</p> <p>S: Explain which factor was the most important in causing population to rise.</p> <p><i>Careers link 6</i></p>	<p>Hook: How is disease and illness prevented in the modern world? Pupils to discuss possibly with picture prompts.</p> <p>Pupils to read through handout on the various factors which led to a rise in population and life expectancy.</p> <p>Pupils to answer questions which will help them to develop their literacy skills by allowing them to interrogate a written source in depth.</p> <p>AFL: How important was the role of medicine in increasing life expectancy in Victorian Britain? Back up your answer with detailed examples.</p>	<p>HA: Students categorise and identify links between reasons for population growth</p> <p>LA: Students match statements with titles for population growth / WAGOLL / level of information</p>		
4	<p><b>KL: Assess interpretations for the population increase</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will complete an interpretation question analysing the reasons why the population of the</p>	<p>Hook: Pupils to read 2 (fictional) pupil statements about a disagreement. What do they say that is different?</p> <p>Pupils to read through 2 interpretations from historians who argue for different reasons on why the population rose.</p> <p>AFL: Read through interpretations 1 and 2, they give different views on why the population rose. What do they say that is different?</p> <p>Peer-assessment using a History Question Checklist.</p> <p><i>Numeracy opportunity – population increase</i></p>	<p>HA: Provide additional sources that could be used to prove/disprove interpretations</p> <p>LA: prompt questions for analysis / writing frame / WAGOLL</p>		

	<p>United Kingdom rose in the Industrial period.</p> <p>S: Compose an acrostic poem including the different factors which led to the rise in the population.</p> <p><i>Careers link 7</i></p>				
5	<p><b>KL: Explain why did people emigrate</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will assess through <b>primary sources</b> the reasons people emigrated, students will then <b>assess the utility</b> of these sources</p> <p>S: Do people still emigrate today for the same reasons?</p> <p><i>Careers link 3</i></p>	<p>Hook: Thinking question: why do people move to different countries?</p> <p>Pupils to understand the difference between a migrant, immigrant and emigrant. Key word and definition match up activity.</p> <p>Pupils will interrogate 2 sources from the 19<sup>th</sup> century, one of which shows the problems in the home location of a migrant worker and another which highlights the prosperity which many hoped to share in. Pupils to answer questions which will help them to comment on the provenance and content of each source.</p> <p>AFL: Explain why people chose to leave their home to live to another country.</p> <p><i>Numeracy opportunity – emigration figures</i></p> <p><i>Differentiation: Sources used</i></p>	<p>HA: Students identify reasons for movement in modern day and categorise in to change and continuity</p> <p>LA: prompt questions for source analysis</p>		

6	<p><b>KL: <u>To analyse why Industrial towns stank</u></b></p> <p>D: Student will <b>analyse a variety of sources</b> to gain an understanding of life in Victorian England and the <b>consequences</b> of this</p> <p>S: How might this affect the health of the people?</p> <p><i>Careers link 6</i></p>	<p>Hook: Pupils to write a list of uses for running water based on what they have done that morning.</p> <p>Information hunt on sources which describe living conditions in Industrial towns. Pupils to note down what the problem was and why living conditions were so bad. Pupils to also comment on how this leads to ill health.</p> <p>AFL: Write a housing advert for a room in a house in an industrial town.</p>	<p>HA: Students place sources in level of usefulness for KI and justify</p> <p><i>LA: Pre-filled worksheet / level of info on information hunt</i></p>		
7	<p><b>KL: <u>Analyse sources to assess life as a factory worker</u></b></p> <p>D: Students <b>will analyse a variety of sources</b> to identify key features of working in a factory before assessing the <b>utility</b> of the sources</p> <p>S: Why might the sources be so different- students will be asked to think about source purpose.</p>	<p>Hook: What would you like to do for a career when you leave school? What would you expect your employer to provide for you?</p> <p>Pupils will assess working conditions in industrial factories. These should be a mixture of written sources and images. Some ideas could include: painting from Edward Baines' factory, photograph of children working in a mill, a first-hand account of a factory worker and an extract from a factory report. Pupils to use the sources to comment on working conditions and then to interrogate the provenance in order to assess the reliability of the evidence.</p> <p>AFL: Complete an exit ticket to demonstrate your learning (J Drive).</p>	<p>HA: Using range of sources students identify similarity and difference between factory conditions. Were all factories the same?</p> <p><i>LA: sources provided for students / prompt analysis questions /</i></p>		

		<i>Careers link 6</i>		part pre filled worksheet	
8	<p><b>KL: Describe events of the Golborne Mining disaster</b></p> <p>D: Students will identify the events and reasons for the mining disaster</p> <p>S: Could the disaster have been avoided?</p> <p><i>Careers link 3</i></p>	<p>Hook: Pupils to count how many mines there were in the Leigh area using a map with the sites plotted onto them.</p> <p>Watch video: <a href="https://www.youtube.com/watch?v=dde_FXU1cY0">https://www.youtube.com/watch?v=dde_FXU1cY0</a></p> <p>Pupils to make a list of reasons why coal was so important to the Industrialisation of Britain.</p> <p>Students to create a diagram of a cross section of a mine and label the conditions of working in an industrial mine.</p> <p>Pupils will assess the causes and impact of the Golborne mining disaster through reading an information sheet about the disaster.</p> <p>AFL: Create a memorial to commemorate the Golborne mining disaster.</p>	<p>HA: Provide series of interview questions that could be asked to learn more about the Golborne mining disaster</p> <p>LA: Provide student with statements and have to match to mine / level of information on information sheet</p>		Links to KS2 Local history
9	<p><b>KL: Identify change and continuity between medical ideas - Cholera</b></p> <p>D: Students will identify the key features of approaches to Cholera, the importance of John Snow before comparing the</p>	<p>Hook: Pupils to make a list of things that would endanger health in the <i>court for King cholera</i> source.</p> <p>Pupils to annotate the symptoms of cholera on an outline of a body.</p> <p>Pupils to watch: <a href="https://www.youtube.com/watch?v=8o26sJX0YIU">https://www.youtube.com/watch?v=8o26sJX0YIU</a></p> <p>Whilst watching the clip pupils will answer a series of questions based on the information given by the clip.</p> <p>Pupils to then gather information on how people in medieval and Stuart people dealt with cholera. This can be done in a comparison sheet.</p>	<p>HA: Explain how far medical ideas have changed and developed over time</p> <p>LA: Provide student with statements and have to match to mine / level of information on</p>		Link to Medieval and Tudor medicine ideas based on causes, treatment and prevention <b>Yr7 HT4 / Yr HT 6</b>

	<p><b>approaches</b> to Cholera to Stuart and Medieval times</p> <p>S: Explain one difference in attitude to the treatment of cholera in the 13<sup>th</sup> and the 19<sup>th</sup> centuries. (4 marks)</p> <p><i>Careers link 6</i></p>	<p>AFL: Give 2 things you can infer from Death's dispensary source about attitudes towards cholera in Victorian Britain</p> <p>AFL: Describe one way in which reactions to cholera were different in the Stuart and Victorian periods.</p> <p><i>Numeracy opportunity – graph of fatalities</i></p>	<p><i>information sheet</i></p>		
10	<p><b>KL: Explain how the government improved public health 1800-1950</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p><i>D: Pupils to investigate into different aspects of public Health and to create a presentation in order to teach their peers.</i></p> <p><i>S: What is public health? How does the government now try to improve public health and prevent disease?</i></p>	<p>Hook: What does the government currently do, or has done in the recent past, to stop people becoming sick?</p> <p>Pupils will work in groups to research into different aspects of public health: Public Health Act 1848, Public Health Act 1875, Compulsory Vaccinations, Compulsory education, Welfare reforms of 1911 and the establishment of the NHS in 1948.</p> <p>Pupils' presentations should focus on what each act did and then how it impacted on people's lives in the UK.</p> <p>Pupils to deliver presentations in front of the class who will make notes in a table to ensure that all make rapid progress.</p> <p>Group work instruction cards available in F7.</p> <p><i>Numeracy opportunity – analysis of population growth over period</i></p>	<p>HA: Pupils explain which measure would have had the greatest impact on public health and why</p> <p>LA: <i>Limited aspects to research with prompt questions</i></p>		<p>Link to KS2 Florence Nightingale</p>

		<i>Careers link 7</i>			
11	<p><b>KL: Assess how the 'Theory of Evolution' changed Victorian Britain</b></p> <p><i>D: Pupils will identify key features of Darwin's theory of evolution and will then look at the impacts of the theory on Victorian society.</i></p> <p><i>S: How may Darwin's theory change how people viewed the world around them?</i></p> <p><i>Careers link 6</i></p>	<p>Hook: Pupils will look at the diagram of man image and will complete the tasks: What's the message of this image? Why may this image be dangerous to traditional beliefs in the Industrial period?</p> <p>Pupils will watch the following clip and answer questions on what people believed before Darwin, what Darwin did to develop his theory and what his theory said. <a href="https://www.youtube.com/watch?v=JOk_0mUT_JU">https://www.youtube.com/watch?v=JOk_0mUT_JU</a></p> <p>Pupils to then complete an information hunt on the reactions to Darwin's findings from the Church, Scientific communities, the Royal Society and public attitudes.</p> <p>AFL: Explain how Darwin's theory led to the fall of medieval ideas about creation.</p>	<p>HA: Students to interpret sources looking at reactions to Theory of Evolution</p> <p>LA: <i>Pre-filled information hunt sheet</i></p>		<p>Year 8 HT6 – The Royal Society and the Enlightenment and Year 7 HT5 – Role of Religion in society</p>
12	<p><b>KL: Explain the impact of the introduction of the police on to Victorian society</b></p> <p>D: Students will identify the key features of Victorian policing, before identifying similarity and difference to Tudor and medieval periods</p>	<p>Hook: What do the police do? Discuss in pairs and then feedback as a class.</p> <p>Revisiting previous learning: Pupils will compose an acrostic poem using the word police about medieval and Renaissance policing.</p> <p>Pupils will write down 5 facts about the setting up of a police force whilst watching this clip: <a href="https://www.youtube.com/watch?v=0KA2dbDtFnA">https://www.youtube.com/watch?v=0KA2dbDtFnA</a></p> <p>AFL: How important was Peel in the establishment of a police force in Britain?</p> <p>Pupils will rank a card sort into significance about innovations made by the Victorian police.</p>	<p>HA: Was the establishment of the police seen as a positive? Why?</p> <p>LA: <i>Statements concerning significance shared and students explain</i></p>		<p>Link to Medieval and Tudor law an order / development of a formal system <b>Yr7 HT4 / HT6</b></p>

		<p>S: How have these changes influenced policing in 2010/20?</p> <p><i>Careers link 1</i></p>	<p>AFL: Explain one difference between medieval and Victorian policing.</p>			
	13	<p><b><u>KL: To assess sources to identify who Jack the Ripper was</u></b></p> <p>D: Students will gather and <b>interpret</b> historical evidence and form a <b>judgement</b> who Jack the Ripper was.</p> <p>S: Did the police make any mistakes during their investigation? What would you have done differently?</p> <p><i>Careers link 4</i></p>	<p>Hook: Pupils will look at pictures of Victorian London and then describe the conditions which they see (this should build on prior learning).</p> <p>Pupils will then watch the following clip and answer questions based around the 5 W's. When did the murders take place? Where did they happen? What was Whitechapel like? Why ay this have made catching a killer hard? How did women earn money in Whitechapel?</p> <p>Pupils will then complete an information hunt where they will be introduced to the suspects. Pupils are to read through the information and then make notes on evidence to say they were Jack and evidence against.</p> <p>Pupils to interrogate the <i>Dear Boss</i> letter source. What does this suggest about Jack?</p> <p>AFL: Form a judgement, who was Jack the Ripper?</p>	<p>HA: Pupils to examine change and continuity – how far have police methods changed?</p> <p>LA: Limited suspects / part pre completed information sheet</p>		
<b>KQ: How did the lives of women change in the early 20<sup>th</sup> century?</b>	1	<p><b><u>KL: To explain how the British government works</u></b></p> <p>D: Pupils will <b>investigate</b> into how the British government works and who can vote in elections in the UK today.</p>	<p>Hook: Pupils will analyse a pie chart which will show the results of the 2019 parliamentary elections. What can we learn from this data?</p> <p>Quiz: What do you already know about politics in the UK? – Pupils will answer a series of questions to assess what they know so far. Green pen answers in to show rapid progress.</p> <p>Alternatively, pupils can find the answers in this video in order to green pen or to initially answer.</p>	<p>HA: Is the British constitution for modern day? Discuss</p> <p>LA: <i>LA label diagram provided / key statements</i></p>	<p>Vote</p> <p>Suffrage</p> <p>Parliament</p> <p>Law</p> <p>Right</p> <p>Gender</p>	

	<p>S: How does the British constitution ensure that everyone is represented in the 21<sup>st</sup> Century?</p> <p><i>Careers link 4</i></p>	<p><a href="https://www.youtube.com/watch?v=RAMblz3Y2JA">https://www.youtube.com/watch?v=RAMblz3Y2JA</a></p> <p>Pupils will then complete a diagram of the British constitution which will show the names of each part of the political system and pupils will add in what each part does. This can be done as a card sort.</p> <p>AFL: What is the purpose of the House of Lords?</p>	<p><i>provided to match up</i></p>	<p>Politics</p> <p>Tactics</p> <p>Deeds</p>	
2	<p><b><u>KL: To analyse reasons why women wanted the vote</u></b></p> <p>D: Pupils will analyse sources to describe why women wanted the vote and women's role in society by 1914. Pupils will use this in order to form a judgement on why women wanted the vote.</p> <p>S: Has the role of women changed from the early 20<sup>th</sup> century?</p> <p><i>Careers link 5</i></p>	<p>Hook: Draw the ideal Victorian and Edwardian woman. Annotate qualities which she should have.</p> <p>Pupils will look at the painting Woman's mission and will make notes on what the ideal Edwardian woman was like.</p> <p>Pupils to look at laws which governed women's rights and property before women's suffrage.</p> <p>AFL: Are these laws which control women, but in which they have no say fair?</p> <p>Pupils will analyse sources which show the role played by women in British society during the early 20<sup>th</sup> century. These could be sources showing women at work or some of the campaign posters used by the suffragists and suffragettes.</p> <p>AFL: Form a judgement and display your learning, why did women want the vote?</p>	<p>HA: CNOPC of sources</p> <p>LA: <i>Number, level or range of sources / prompt analysis question</i></p>		
3	<p><b><u>KL: To identify the tactics used by the</u></b></p>	<p>Hook: Pupils to listen to the <i>Sister Suffragette</i> song from Mary Poppins and to make notes on any tactics which they can hear in the song.</p>	<p>HA: Place tactics in hierarchy of effectiveness /</p>		

	<p><b><u>Suffragettes to try and gain the vote</u></b></p> <p>D: Students will <b>investigate</b> into the tactics used by the suffragettes to raise awareness.</p> <p>S: How would you raise a question to your MP today?</p> <p><i>Careers link 4</i></p>	<p>Pupils to complete an information hunt where they will look at pictures of the deeds carried out by the Suffragettes in their attempt to disrupt British life and raise awareness. Pupils to say what they think is happening in each image and then state what the impact of each tactic would be and on who.</p> <p>AFL: Which tactic would be the most effective?</p>	<p>pupils explain possible negative connotations of tactics</p> <p><i>LA: Students provided with images for key information / prompt questions</i></p>		
4	<p><b><u>KL: To explain the effectiveness of the Suffragettes</u></b></p> <p>D: Students will <b>investigate</b> into the effectiveness of the actions of the suffragettes and form a <b>judgement</b> as to whether the Suffragettes were too extreme and militant.</p> <p>S: Did the Suffragette's create passion for their cause or fear of their actions?</p> <p><i>Careers link 4</i></p>	<p>Hook: Pupils will see an image of a woman being force-fed in prison. Pupils to compose 5 questions they could ask to find out more.</p> <p>Pupils will be given a set of cards on which are recorded 8 deeds carried out by the Suffragettes (J Drive) and pupils will rank each event on a scale of extremism, from a safe (help the cause) to some problems (illegal actions) and finally extreme (putting life in danger).</p> <p>Pupils will then create a graph on which they will plot events in chronological order and severity.</p> <p>Pupils will then assess the impact of each.</p> <p>AFL: Explain how effective the deeds carried out by the Suffragettes were in gaining women the right to vote.</p>	<p>HA: Pupils to identify and explain 3 additional methods they think would have been effective in the campaign for votes</p> <p><i>LA: WAGOLL graph / level of information provided</i></p>		

5	<p><b><u>KL: To create a campaign poster for the Suffragettes to demonstrate learning</u></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students will <b>create</b> a campaign poster to demonstrate their learning of women’s struggle for the vote.</p> <p>S: Can you make a list of Historical events which led to universal male suffrage?</p> <p><i>Careers link 1</i></p>	<p>Hook: Pupils to look at examples of Suffragette poster and to annotate how they get their message across. They should focus on metaphor and symbolism.</p> <p>AFL: Give 2 things you can infer from source A about the aims of the Suffragette movement.</p> <p>Students to then create their own campaign poster to persuade people to support women’s suffrage. Pupils to be given success criteria and a WAGOLL.</p>	<p>HA: CNOPC of source</p> <p>LA: WAGOLL</p>		<p>Stretch links to Y7 HT4 – Magna Carta and Y7 HT6 – The English Civil War</p>
6	<p><b><u>KL: To analyse how far women have come in British politics</u></b></p> <p>D: Pupils will look into the lives of significant women in British Political History. Pupils will then form a <b>judgement</b> on who is</p>	<p>Hook: To get pupils thinking pupils to make a list of jobs which are restricted to only men (they should find this hard, if not impossible).</p> <p>Pupils to complete an information hunt which will reveal the political career of British women. Pupils will detail: the qualifications of each woman (aim to raise aspirations), where they are from, what job they have done, the impact they have had on either their local area or the country.</p>	<p>HA: Students identify and explain significant British women of the Modern Day</p> <p>LA: <i>Number of influential females to study / key</i></p>		

	<p>the most <b>significant</b> women in British politics.</p> <p>S: Explain what <i>Parliamentary democracy</i> means and how does it work?</p> <p><i>Careers link 1</i></p>	<p>Individuals: Emmaline Pankhurst, Millicent Fawcett, Theresa May, Margaret Thatcher, Lisa Nandy, Nancy Astor (Viscountess Astor).</p> <p>AFL: Which woman has had the most significant impact on British politics?</p>	<p><i>criteria looking for shared</i></p>	
7	<p><b><u>KL: To form a judgement on who was the most significant woman in History</u></b></p> <p>D: Pupils to <b>investigate</b> into significant women throughout History and to <b>evaluate</b> women's contribution to many global fields.</p> <p>S: Write a list of criteria for someone to meet to be considered significant.</p> <p><i>Careers link 3</i></p>	<p>Hook: Pupils to identify a number of famous women and name what they have done.</p> <p>Working in groups pupils will research and create a presentation on significant women throughout History.</p> <p>Pupils will then present their argument to the class as this will help to develop oracy amongst students.</p> <p>AFL: Pupils to vote for the most significant woman in History.</p> <p>Candidates: Emmaline Pankhurst, St. Hilda of Whitby, Margaret of Anjou, Mary Seacole, Margaret Thatcher, Theresa May, Marie Curie, Emily Davidson, Malala Yousafzai, Rosa Parks, JK Rowling, Elizabeth I, Ada Lovelace, Edith Cowan and Amelia Earhart</p>	<p>HA: Does inequality still exist in modern day? Explain</p> <p>LA: <i>WAGOLL / key prompt questions to ask</i></p>	

# Year 9

NB – Homework follows History departmental planned activities

	Lesson	Title	Pedagogical ideas / Resources	Careers development skills	Unit key words	Links to KS2/3 learning
KQ: Why did World War One start?	1	<p><b>KL: <u>Identify the key features</u> of the Assassination of Archduke Franz Ferdinand</b></p> <p>D: Student will identify the <b>key features</b> of the assassination of the Archduke and <b>explain the consequences</b> of this event</p> <p>S: Could an assassination like this today lead to war breaking out and why do you think this?</p> <p><i>Careers link 1</i></p>	<p><i>Students to use sheet of background information to identify why Franz Ferdinand was killed.</i></p> <p><i>Pupils test their knowledge by putting events in chronological order.</i></p> <p><i>Students explain why the assassination of Franz Ferdinand was the trigger for WW1.</i></p> <p><i>Students to answer a consequence question using writing frame.</i></p>	<p>HA: Narrative account of assassination created</p> <p>LA: slimmed down information sheet with illustration to match to card sort</p>	<p>Assassination</p> <p>Rivalry</p> <p>Imperialism</p> <p>Militarism</p> <p>Nationalism</p> <p>Alliance</p> <p>Triple Entente</p> <p>Triple Alliance</p> <p>Cause</p> <p>Trigger</p> <p>Schlieffen Plan</p>	
	2	<p><b>KL: <u>Explain why the Archduke assassinated (long term causes of WW1) – Literacy focus</u></b></p> <p>D: Students will identify and categorise events</p>	<p><i>Students will use a mix and match/pictures to define key terms of militarism/alliances/imperialism/nationalism.</i></p> <p><i>Pupils will use card sort/factors to categorise correct factors.</i></p>	<p>HA: Student identify and explain links between causes</p> <p>LA: match definitions</p>		

	<p>before <b>assessing the importance</b> of each factor</p> <p>S: How might these causes link to each other? If one was removed would Franz Ferdinand still have been assassinated?</p> <p><i>Careers link 3</i></p>	<p><i>Students explain how each factor led to the outbreak of WW1.</i></p> <p><i>Students use diamond 9/ranking to assess importance</i></p> <p><i>Numeracy opportunity: analysis of military and naval growth</i></p>	<p>of long term causes to images and explanation</p>	
3	<p><b>KL: Investigate the Day that shook the world: An interpretation (1)</b></p> <p>D: Students <b>will analyse interpretations</b> surrounding the assassination</p> <p>S: Explain the main difference between the two interpretations regarding the assassination of Franz Ferdinand ( 4 marks)</p> <p><i>Careers link 3</i></p>	<p><i>Students exposed to key word of interpretation.</i></p> <p><i>Students to use a map to identify the key countries in the Triple Alliance and the Triple Entente.</i></p> <p><i>Students could use the Days that shook the world. They will use the documentary to answer the question sheet for chronology and historical context</i></p> <p><i>Students identify the interpretation of the film to explain who it blames for the assassination.</i></p>	<p>HA: How useful is Days that shook the world to learn about the archduke's assassination?</p> <p>LA: prompt questions for analysis / writing frame</p>	
4	<p><b>KL: Investigate the Day that shook the world : An interpretation (2)</b></p> <p>D: Students will <b>compare and contrast interpretations</b> for the</p>	<p><i>Students given differing interpretations on the assassination.</i></p> <p><i>Students use a grid to identify who each interpretation suggests about the assassination</i></p>	<p>HA: Students provide justified list of additional sources that could be used to</p>	

	<p>assassination and will explain why these interpretations differ</p> <p>S: Explain one reason why the interpretations give different views about the assassination( 4 marks)</p> <p>Careers link 6</p>	<p><i>Students identify details in the interpretations that support their conclusion.</i></p> <p><i>Students use mark schemes to answer a 4 mark interpretation question with minimal teacher support and then peer assess.</i></p>	<p>support inferences</p> <p>LA: Match definitions of long term causes to images and explanation</p>	
5	<p><b>KL: Explain why did World War 1 start?</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will identify key features in the outbreak of WW1 to identify chronology</p> <p>S: Which was the key point at which led to war?</p> <p>Careers link 1</p> <p>Academic text usage</p>	<p><i>Students recall knowledge from previous lesson on LTC causes of WW1.</i></p> <p><i>Students to test chronology by putting events into order.</i></p> <p><i>Students analyse events to explain why this event led to war.</i></p> <p><i>Students could also rank which was the key event which led to war breaking out.</i></p>	<p>HA: Students identify and explain links between causes of WW1</p> <p>LA: Students provided with statements/ dates and images and they need to create a visual timeline</p>	<p>Link to contributory factors to Civil War and identify possible similar causes</p> <p><b>Yr8 HT1</b></p>

6	<p><b>KL: <u>Identify</u> links between the cause of World War One</b></p> <p>D: Student will demonstrate their understanding of the outbreak of WW1 through <b>narrative analysis</b></p> <p>S: Create a narrative account to explain why war broke out in 1914 (8 marks)</p> <p><i>Careers link 1</i></p>	<p><i>Students to use their work from the last lesson to demonstrate knowledge of causation.</i></p> <p><i>Students makes links between the events to explain causation as to how one event led to another- e.g flow chart.</i></p> <p><i>Pupils use sentence starters to create an explained narrative account.</i></p> <p><i>Differentiation: WAGOLL / writing frame</i></p>	<p>HA: Students explain which cause was the most significant and why?</p> <p>LA: WAGOLL / writing frame</p>		
7	<p><b>KL: <u>Assess</u> whether Gavrilo Principe was a terrorist or freedom fighter?</b></p> <p>D: Students will <b>identify and analyse different interpretations</b> surrounding Princip, before reaching their own justified views on his actions</p> <p>S: Look at modern groups who use violence to achieve their aims and</p>	<p><i>Students use clip from The Simpsons to show different views on same event.</i></p> <p><i>Students analyse interpretations to evaluate Princip's actions as carousel task/paired work with explanation for conclusion.</i></p> <p><i>Students could write PEA on their own view of Princip to explain their judgement.</i></p>	<p>HA: Identify and explain modern day individuals who may be seen in 2 ways and explain why</p> <p>LA: limmed explanation s / provided with statements in correct order and need to</p>		

	<p>explain if Princip was more or less justified than them.</p> <p><i>Careers link 7</i></p>		<p>justify why / WAGOLL / writing frame</p>	
8	<p><b>KL: <u>Identify features of the Schlieffen Plan</u></b></p> <p>D: Students will identify the <b>key features</b> of the Schlieffen Plan and <b>explain its importance</b></p> <p>S: Explain why the plan failed.</p> <p><i>Careers link 6</i></p>	<p><i>Use maps to identify Germany's problem in 1914- surrounded by France and Russia.</i></p> <p><i>Students could use sources to identify the steps of the Schlieffen Plan/worksheet to explain the Plan.</i></p> <p><i>Students use video clip to identify the failures of the Plan.</i></p> <p><i>Students could PEA the main reason it failed.</i></p> <p><i>Numeracy opportunity: analysis of number of troops</i></p>	<p>HA: How could you improve the Schlieffen Plan?</p> <p>LA: slimmed down version of information provided as timeline and students identify key points provided illustrations to accompany each</p>	
9	<p><b>KL: <u>Identify features of the key battles of World War One</u></b></p> <p>D: Students will identify <b>key features</b> of WW1 battles and will identify</p>	<p><i>Students given the background to each battle.</i></p> <p><i>Students identify key features of battle</i></p> <p><i>Students use table to identify the similarities and differences</i></p>	<p>HA: Which was the most significant battle and why?</p> <p>LA: Reduced</p>	

		<p><b>similarities and differences</b> between plans</p> <p>S: Has World War One made any impact on modern warfare and why?</p> <p><i>Careers link 3</i></p>	<p><i>Student could complete a key skill change over time.</i></p> <p><i>Numeracy opportunity: analysis of deaths and injuries</i></p>	<p>number of battles provided / part pre-completed worksheet provided</p>		
	10	<p><b>KL: Explain how Leigh contributed to World War One</b></p> <p>D: Students will assess the role of Leigh in WW1 and the <b>importance</b> of their local area to the war effort</p> <p>S: Identify how the war might have affected Leigh and the families of the soldiers fighting.</p> <p><i>Careers link 3</i></p>	<p><i>Students assess local accounts of the war, e.g soldier letters, photographs, telegrams.</i></p> <p><i>Students explain how Leigh was important to the war using table to show features and importance.</i></p> <p><i>Students could assess what may have happened if Leigh had not done so. They could also rank.</i></p> <p><i>Numeracy opportunity: percentage of men from Leigh who went to fight</i></p>	<p>HA: How could we learn more about the conditions of soldiers from Leigh – provide and explain additional sources</p> <p>LA: Key questions provided to help with source analysis</p>		
<b>KQ: How</b>	1	<p><b>KL: Identify the features and consequences of propaganda and</b></p>	<p><i>Students could be given modern propaganda to assist in defining what it is.</i></p>	<p>HA: CNOPC of WW1 propaganda activity</p>	<p>Propaganda Recruitment</p>	<p>Link to propagan da and recruitme</p>

		<p><b>recruitment – Local study</b></p> <p>D: Students will identify features of recruitment in WW1, explain why it was needed and the consequences propaganda</p> <p>S: Students will be asked about how truthful propaganda was and how this may have affected the soldiers when faced with the realities of the trenches.</p> <p><i>Careers link 3</i></p>	<p><i>Students could use graphs showing army numbers in 1914 to explain why recruitment propaganda was needed.</i></p> <p><i>Students given different methods of propaganda to assess how it worked e.g army speeches/poster/pals batallions/white feathers.</i></p> <p><i>Numeracy opportunity: recruitment statistics</i></p>	<p>LA: Match examples of propaganda up to definition / place in order of importance – which method to they think would be most effective and why?</p>	<p>Trench</p> <p>Trench system</p> <p>Trench foot</p> <p>Nationalism</p> <p>Battle</p> <p>Somme</p> <p>Haig</p> <p>Interpretation</p> <p>Weapon</p>	<p>nt in Roman army <b>Yr7 HT2</b></p>
2 & 3		<p><b>KL: Assess the utility of recruitment in World War One – local study</b></p> <p>D: Students will compare and contrast various methods and pieces of propaganda and assess the utility of each</p> <p>S: Create a propaganda poster to encourage men to join the army in 1914.</p>	<p><i>L1: Students to be given a range of sources focusing on propaganda.</i></p> <p><i>Pupils will be given a source analysis grid and analyse each source</i></p> <p><i>Pupils complete key skill source question</i></p> <p><i>L2: Pupils use their knowledge of propaganda poster to create their own poster</i></p> <p><i>They can also analyse each other's poster.</i></p>	<p>HA: Is it right to use propaganda ? Why?</p> <p>LA: CNOPC/NUT table / WAGOLLS</p>		

		<i>Careers link 3</i>			
4	<p><b>KL: <u>Identify features of life in the trenches</u> –</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students will gain an understanding of <b>key features</b> of life in the trenches and the <b>consequences</b> of these conditions</p> <p>S: Explain the consequences of poor conditions of the trenches on soldiers health (8 marks)</p> <p><i>Careers link 1</i></p>	<p><i>Students given historical context of trenches.</i></p> <p><i>Students given wide range of sources about trenches.</i></p> <p><i>Students analyse the sources for key features and consequences.</i></p> <p><i>Students could also complete a key skill consequence question.</i></p>	<p>HA: What question could we ask? Sources could we use to learn more about life in the trenches</p> <p>LA: Level or number of sources varies / part pre-completed work sheet / writing frame / WAGOLL</p>		
5	<p><b>KL: <u>Identify features of War Game'</u></b></p> <p>D: Students will identify <b>key features</b> of the layout and workings of WW1 trenches</p> <p>S: Describe two features of trench layouts (4 marks)</p>	<p><i>Students to complete diagrams of the trench system</i></p> <p><i>Students complete a cross section of a trench and analyse the diagram for the workings.</i></p> <p><i>Students could use the clip the War Game to add further analysis to trench layout and condition.</i></p>	<p>HA: What is the most useful source to learn about conditions in trenches? Why?</p> <p>LA: Prompt questions provided</p>		

		<i>Careers link 3</i>			
6	<p><b>KL: <u>Explain</u> what life was like for a soldier in World War One</b></p> <p>D: Students will <b>identify features</b> of life for soldiers in WW1</p> <p>S: Write a letter as a soldier explaining life in trenches and in battle.</p> <p><i>Careers link 7</i></p>	<p><i>Students to be given access to a wide range of sources and interpretations.</i></p> <p><i>Students to complete a research project on different experiences and explain the impact on soldiers.</i></p> <p><i>Key skill explanation question</i></p>	<p>HA: CNOPC activity</p> <p>LA: Level / number of sources and interpretations provided / template provided for students to complete and focus on key areas</p>		
7	<p><b>KL: <u>Identify similarity and difference</u> between experiences of World War One soldiers</b></p> <p>D: Students will <b>analyse various sources identify similarity and difference</b> between the experiences of WW1 soldiers</p> <p>S: Which other sources could be used to support an enquiry into experiences of soldiers.</p> <p><i>Careers link 3</i></p>	<p><i>Students given access to a range of primary accounts.</i></p> <p><i>Students use skill of analysis- pupils could use grid/table/different colours to show differences and similarities.</i></p> <p><i>Students could analyse provenance to explain why experiences were different.</i></p> <p><i>Students could PEA about how similar or different experiences where and why.</i></p>	<p>HA: Which source is the most useful to learn about experiences why? Why do experiences differ?</p> <p>LA: Question prompts for source analysis / WAGOLL / writing frame</p>		

8	<p><b>KL: <u>Identify the features of weapons of World War One</u></b></p> <p>D: Students will assess and <b>identify key features</b> of WW1 weapons before <b>comparing and contrasting</b> to previous learning on Stuart and Medieval weaponry</p> <p>S: Explain one difference between warfare in the 17<sup>th</sup> century and the 20<sup>th</sup> century (4 marks)</p> <p><i>Careers link 6</i></p>	<p><i>Students could recall (with pictures if needed) weapons used in ECW.</i></p> <p><i>Students use history channel clip to assess how effective machine guns were.</i></p> <p><i>Students given a variety of WW1 weapons to assess key features, good/bad and contrast how develops from ECW and effects of this.</i></p> <p><i>Student complete key skills change over time question.</i></p>	<p>HA: Which was the most effective weapon of WW1? Why?</p> <p>LA: Slimmed down information provided / information provided for different weapons and students categorise in to facts - positives - negatives</p>	<p>Link to Roman and English Civil War weapons / identify change and continuity over time</p> <p><b>Yr7 HT2 / YR 7 HT6</b></p>
10	<p><b>KL: <u>Identify features of the Battle of the Somme</u></b></p> <p>D: Students will <b>identify the key features</b> of the Somme through <b>narrative analysis</b></p> <p>S: Explain why the Somme was so bloody.</p>	<p><i>Students given diagram of Somme and they could identify key features of the plan.</i></p> <p><i>Students could use video clip/maps/diagrams to identify what Haig plan to do at the Somme.</i></p> <p><i>Students could use details of what happened and identify why it didn't go to plan.</i></p>	<p>HA: What additional sources could be used to learn about the Somme? Why?</p> <p>LA: Students</p>	

		<p><i>Careers link 3</i></p>	<p><i>Students identify how one event led to another using different colour for analysis and explanation.</i></p> <p><i>Numeracy opportunity: analysis of injuries and deaths</i></p>	<p>provided with timeline of events at the Somme and students pick out key events / turning points/ reasons for failure</p>	
11	<p><b>KL: <u>Assess interpretations</u> to reach a judgement on Haig: Hero or Butcher?</b></p> <p>D: Students will assess the various interpretations on Haig and will explain <b>why these interpretations differ</b></p> <p>S: Which interpretation do the students agree with and why.</p> <p><i>Careers link 7</i></p>	<p><i>Students given different interpretations on Haig.</i></p> <p><i>Assess whether they say he was a hero or butcher and explain why using grid.</i></p> <p><i>Students use grid to evaluate why interpretations differ- provenance</i></p> <p><i>Students use grid to complete key skill how far do you agree question.</i></p>	<p>HA: CNOPC of sources/interpretations</p> <p>LA: Varied number of interpretations / WAGOLL / writing frame</p>		
12	<p><b>KL: <u>Compare interpretations</u> of World War One - The comical side of History</b></p>	<p><i>Students could be given modern political cartoons to analyse and understand purpose of political humour.</i></p>	<p>HA: How useful is Blackadder to learn about</p>		

		<p>D: Students will assess the <b>different interpretations</b> that exist as a result of WW1 and will assess the <b>utility</b> of these interpretations</p> <p>S: Why might people reach different interpretations after an event has happened.</p> <p><i>Careers link 6</i></p>	<p><i>Students use Blackadder and answer questions on how it views soldiers/officers/WW1.</i></p> <p><i>Pupils use grid to assess utility.</i></p> <p><i>Students compare Blackadder with other interpretations using grids to explain and identify.</i></p>	<p>WW1? Why?</p> <p>LA: Prompt questions for sources provided</p>		
13		<p><b>KL: Explain the reality of war for a World War One soldier</b></p> <p>D: Students will analyse a variety of <b>WW1 sources and identify similarity and difference</b> to gain a realistic approach to the experiences for a WW1 soldier</p> <p>S: How different was their experience to a modern soldiers experience of war?</p> <p><i>Careers link 6</i></p>	<p><i>Students analyse a painting of war to analyse artists views.</i></p> <p><i>Could then compare it to another source e.g soldier description.</i></p> <p><i>Could identify differences using tables/mindmaps/shading.</i></p> <p><i>Could PEA their ideas on what reality of war was like.</i></p>	<p>HA: CNOPC activity</p> <p>LA: Prompt questions for source analysis</p>		

	***	How should we remember World War One? *lesson will be taught during  Remembrance week				
KQ: Why do it all over again?	1	<p><b>KL: Identify the consequences of different views from the 'Big 3' – depth study</b></p> <p>D: Students will analyse the different views of the Big 3 and explain the consequences of differing views</p> <p>S: Explain why this made peace so hard to achieve.</p> <p>Careers link 6</p>	<p><i>Students could think of own ideas of what to do for Germany.</i></p> <p><i>In pairs students would work on one country to identify aims and why they did what they did/move around room.</i></p> <p><i>Students could plot the Big Three on a continuity line to show differences and use to explain consequences.</i></p>	<p>HA: Why did the Big 3 want different things? Was this right?</p> <p>LA: Provide students with viewpoints of different countries, students identify key points and categorise in to most extreme to least</p>	<p>Treaty of Versailles</p> <p>War Guilt</p> <p>Reparation</p> <p>Militarism</p> <p>Economic</p> <p>Revenge</p> <p>League of Nations</p> <p>Hyperinflation</p>	
	2	<p><b>KL: Identify features of the Treaty of Versailles</b></p>	<p><i>Students given the key terms of Treaty in grid.</i></p>	<p>HA: Which term would Germany</p>		

	<p>D: Students will <b>identify the key features</b> of the Treaty of Versailles and <b>will explain the consequences</b> of the terms</p> <p>S: How might Germany react to the Treaty?</p> <p><i>Careers link 6</i></p>	<p><i>Could then categorise term eg military/territorial and then assess consequences on Germany.</i></p> <p><i>Use for a key skill consequence question.</i></p> <p><i>Numeracy opportunity: analysis of military restrictions and financial reparations</i></p>	<p>dislike the most? Why?</p> <p>LA: Students match terms to illustrations</p>	
3	<p><b>KL: Assess the impact of the League of Nations</b></p> <p>D: Students will <b>assess the different interpretations</b> surrounding the League of Nations and will use evidence to form their own <b>justified judgements</b></p> <p>S: Was the League always doomed to fail or could it have worked?</p> <p><i>Careers link 7</i></p>	<p><i>Students given background knowledge to understand purpose of League.</i></p> <p><i>Could use this to identify weaknesses.</i></p> <p><i>Students given different interpretations of League and asked to assess if it was failure or success leading to PEA on own ideas.</i></p>	<p>HA: What was the greatest success of the League? Why? Source analysis</p> <p>LA: Students provided with statements and categorise in to successes and failures</p>	
4	<p><b>KL: To assess the economic, social and political impact of the First World War on the German people</b></p>	<p><i>Students could be given information on life in Germany pre WW1 to assess German wealth/strength/attitudes.</i></p> <p><i>Card sort on the changes to Germany after war which pupils sort into factors to explain how Germany changed.</i></p>	<p>HA: Source analysis/CN OPC on impact on Germany</p>	

		<p>S: Pupils will <b>assess</b> information on what Germany was like before and after the First World War. They will then form a <b>judgement</b> on which factor was the most significant.</p> <p>S: To what extent had Germany changed from 1914-1918?</p> <p><i>Careers link 7</i></p>	<p><i>Key skill judgment question to be attempted.</i></p> <p><i>Numeracy opportunity: financial impact discussion of WW1 on Germany</i></p>	<p>LA: Slimmed down information for students / provided with illustrations for students to match up</p>		
5		<p><b>KL: Explain why the German people opposed the Treaty of Versailles.</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will <b>assess</b> the reaction of the German people to the treaty. They will focus on: economic, territorial and military terms.</p> <p>S: How would you feel if you were a newly unemployed soldier living in Germany?</p>	<p><i>Students could use sources for the three areas to identify category and explain key reactions and why these happened.</i></p> <p><i>Split into groups studying each of the three areas and assess German reactions before teaching others.</i></p> <p><i>Rank which was the most resented and why.</i></p>	<p>HA: Create piece of propaganda against the treaty</p> <p>LA: Prompt questions to help with sourced analysis</p>		

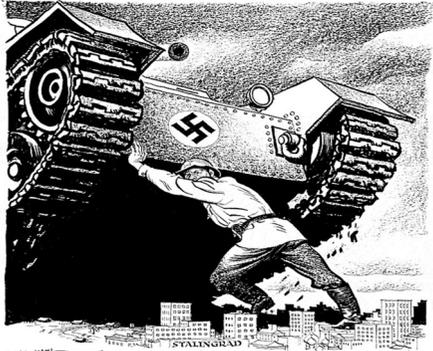
		<i>Careers link 5</i>				
	6	<p><b>KL: Assess whether Britain was a land 'fit for heroes'?</b></p> <p>D: Students will <b>assess a variety of sources</b> surrounding the aftermath of WW1 in Britain, students will then argue for and against a hypothesis based on the sources and evidence</p> <p>S: Reach an explained conclusion on question</p> <p><i>Careers link 6</i></p>	<p><i>Students given background knowledge on Britain prior to 1914.</i></p> <p><i>Students could explain why hypothesis of 'land fit for heroes' was important.</i></p> <p><i>Use a wide range of sources on both sides. One pupil could have agreement and other disagreement to asses.</i></p> <p><i>Potential for class debate if this was ever realised.</i></p>	<p>HA: Which source is most useful to understand life in Britain at this time? Why?</p> <p>LA: range of sources / part pre-completed source analysis worksheet / WAGOLL / writing frame</p>		

KQ: What was life like on the Home Front?	1	<p><b>KL: Assess whether appeasement was right or wrong?</b></p> <p>D: Students will <b>assess interpretations</b> and evidence surrounding appeasement, before reaching their own <b>justified judgement</b></p>	<p>Hook: Thinking question: Is it right to give someone whatever they want? Pupils to discuss before whole-class feedback.</p> <p>Pupils to look at this source and to fill in their first ideas:</p>	<p>HA: Analysis of media responses to appeasement – did they agree with policy or not?</p>	<p>Appeasement</p> <p>Evacuation</p> <p>Evacuee</p> <p>Impact</p> <p>Invasion</p> <p>City</p>	
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	<p>S: Why is appeasement still so controversial today?</p> <p>Careers link 7</p>	<p><b>First Impression:</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;">'Remember . . . One More Lollypop, and Then You All Go Home!'</p>  <p style="text-align: center;"> </p> <p><b>On Reflection:</b></p> <p>Pupils to define appeasement.</p> <p>Pupils to read information on appeasement or the relevant part of the documentary <i>Make Germany Pay</i> on YouTube.</p> <p><a href="https://www.youtube.com/watch?v=43yc2xITI4s">https://www.youtube.com/watch?v=43yc2xITI4s</a></p> <p>Pupils to then complete the second half of their source sheet in order to display what they have learnt (in green).</p> <p>AFL: Was appeasement justified? (explain your answer)</p>	<p>LA: Prompt questions to aid students as watching documentary / prompt questions on source analysis</p>	<p>Countryside</p>	
<p>2</p>	<p><b>KL: Explain how World War Two started - Actions 1933-39</b></p> <p>D: Students will identify key features of the outbreak of WW2</p>	<p>Hook: cause and consequence activity.</p> <p>Pupils to read a story of a pupil who tried hard at school and got their dream career.</p> <p>Pupils to discuss the steps which the individual took to get to their goal.</p>	<p>HA: Identify long term, short term and trigger</p>		<p>Link to KS2</p>

		<p>and create a <b>narrative analysis</b> of the overview of events</p> <p>S: Which was the key event that led to war breaking out and why?</p> <p><i>Careers link 3</i></p>	<p>Pupils to listen to the Horrible Histories WW2 report (J Drive). Pupils to make a list of facts about the outbreak of war.</p> <p>Information sheets exercise. This could be done as an information hunt or as a 'road to war'.</p> <p>AFL: Compose a narrative account analysing why the Second World War broke out in 1939.</p>	<p>causes of WW2</p> <p>LA: students provided with statements and place in visual timeline / WAGOLL / wiring frame</p>		
3		<p><b>KL: To assess interpretations of the evacuation of Dunkirk</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will <b>analyse interpretations</b> both contemporary and modern surrounding the evacuation of Dunkirk and to reach a <b>judgement</b> on whether the evacuation was a miracle of deliverance or a failure.</p> <p>S: Why may the British government want to show Dunkirk as a Triumph during the war?</p> <p><i>Careers link 6</i></p>	<p>Hook: Pupils to watch the trailer of the film <i>Dunkirk</i>. They will then interpret the tone and feeling of the trailer (positive or negative, hopeful or fearful etc.)</p> <p>Recap over what an interpretation is.</p> <p>Pupils to investigate into 2 other interpretations: Atonement and Pathe News reel (J Drive). Class discussion on why each interpretation is different.</p> <p>Source based exercise. Pupils will interrogate a number of sources which will reveal information on the evacuation of Dunkirk. They will comment on whether it shows the event as a victory or a defeat and then to back this up with a quote or something they can see in the source.</p> <p>AFL: Was Dunkirk a success or a failure? (pupils to back up with information from the sources)</p>	<p>HA: Students to match sources and view to relevant interpretations</p> <p>LA: Range of sources provided / part pre-completed source analysis worksheet / WAGOLL / writing frame</p>		Link to KS2

4		<p><b>KL: To identify key features of the Battle of Britain</b></p> <p>D: Pupils will <b>identify</b> the scale of the threat posed by Germany in 1940 and pupils will <b>interpret</b> information to <b>assess</b> the reasons how the RAF defeated the Luftwaffe.</p> <p>S: Make a list of factors which led to the British being successful</p> <p><i>Careers link 7</i></p>	<p>Hook: Picture of Radar towers. Pupils to ask questions to find out more about the image.</p> <p>Pupils to watch: <a href="https://www.youtube.com/watch?v=9sO5AXP2RjM">https://www.youtube.com/watch?v=9sO5AXP2RjM</a> and to answer questions about plans to attack Britain.</p> <p>AFL: Why was the Battle of Britain significant in the Second World War?</p> <p>Information hunt on the reasons why the Germans were defeated. Reasons should include: Leaders, tactics, aircraft, RADAR.</p> <p>AFL: Describe two features of the Battle of Britain</p>	<p>HA: Create narrative account/timeline of battle</p> <p>LA: Less factors for information hunt / slimmed down information / part pre-completed information hunt worksheet</p>		Link to KS2

<p>5</p>	<p><b>KL: To explain how the Battle of Stalingrad tore the heart out of the German army</b></p> <p>D: Pupils will analyse a range of sources and interpretations in order to assess the importance of the Battle of Stalingrad. Pupils will then form a judgement.</p> <p>S: Look back through the information, which are sources and which are interpretations?</p> <p><i>Careers link 7</i></p>	<p>Hook: Pupils to look at this image and to write down what they think the message is.</p>  <p>Loop activity to give background to the war.</p> <p>Pupils to analyse a range of sources and interpretations and to evaluate the truth in the statement <i>The Russians tore the heart out of the German army.</i></p> <p><b>AFL: "The Russians tore the heart out of the German army"</b></p> <p><b>How far do you agree with this statement?</b></p>	<p>HA: CNOPC activity on sources</p> <p>LA: Varied number of sources / part completed source analysis worksheet / question prompts for sources</p>	<p>Link to KS2</p>
<p>6</p>	<p><b>KL: Analyse whether evacuation an adventure or not</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will assess various sources surrounding evacuation</p>	<p>Hook: Make a list of things you would take with you if you were moving away from home for a period of time.</p> <p><b>'Evacuation was a success'. How far do you agree with this interpretation?</b></p>	<p>HA: CNOPC activity on sources – which is the most useful in learning about evacuation? Why?</p>	<p>Link to KS2</p>

		<p>before reaching a <b>justified judgement</b> on its <b>utility</b></p> <p>S: Give two things you can infer about evacuation from Source A (4 marks)</p> <p><i>Careers link 7</i></p>	<p>Pupils will work through a series of sources which will help them to evaluate this statement.</p> <p>AFL: Pupils to answer the question (in bold) and use information from the sources in order to back up your argument.</p> <p><i>Numeracy opportunity: analysis of number of evacuees / regions were evacuated from and to</i></p>	<p>LA: Slimmed down statements / read 2 diary entries – one positive and one negative and pick out reasons why / WAGOLL / writing frame</p>		
7		<p><b>KL: Identify features of an evacuee experience –</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students <b>will assess interpretations</b> surrounding the experience of evacuee</p> <p>S: Write a diary entry of someone who has taken in an evacuee and explain how you view the evacuees.</p> <p><i>Careers link 7</i></p>	<p>Hook: Pupils to look at an image of evacuees and then pupils will make a list of emotions which they may be experiencing.</p> <p>Pupils to watch Goodnight Mr. Tom and to make notes on the experience of evacuees in order to inform their diary extract.</p> <p>Literacy focus: Diary account of evacuee</p> <p><i>Numeracy opportunity: analysis of number of evacuees / regions were evacuated from and to</i></p>	<p>HA: How useful is 'Goodnight Mr Tom' to learn about the evacuation/ Why?</p> <p>LA: Prompt questions for source analysis</p>		Link to KS2

8	<p><b>KL: <u>Analyse interpretations surrounding the evacuation experience – local study</u></b></p> <p>D: Students will <b>assess the utility of sources and interpretations</b> surrounding evacuation</p> <p>S: Was evacuation successful and why?</p> <p><i>Careers link 7</i></p>	<p>Hook: Map of the North West. Pupils to answer questions: Where should pupils be evacuated from in the North West? Why would these locations be targeted by the Luftwaffe?</p> <p>Pupils to evaluate sources which detail the experiences of local evacuees from Manchester, Liverpool and Preston.</p> <p>AFL: How useful are sources A and B for an enquiry into the experiences of evacuated children during the Second World War.</p> <p>AFL: Self Assess using the History Question Self Check sheet.</p>	<p>HA: Research in to evacuee experience from the local area</p> <p>LA: Varied sources / prompt questions provided for source analysis</p>		Link to KS2
9	<p><b>KL: <u>Assess was Britain a land of 'hope and glory'? (1)</u></b></p> <p>D: Students will <b>assess modern interpretations</b> surrounding life on the Home Front</p> <p>S: How different might our interpretations be to how the Home Front was seen during the war?</p> <p><i>Careers link 6</i></p>	<p>Hook: thinking question – What difference would it make to a country if all men aged 19-40 were forced to go to war? Discuss and teacher in-pup.</p> <p>Hook 2: Who is this? What does this reveal about the war effort?</p>  <p>Pupils to assess the role played by women during the war effort.</p>	<p>HA: Produce a series of questions that could be asked to gain a deeper understanding of how life changed for females in Britain</p> <p>LA: Question prompts to aid with</p>		Link to KS2

			<p>Students watch the British Pathe News reel about women during the war and make a list of jobs done by women in the second world war.  <a href="https://www.youtube.com/watch?v=7s47g3P54zU">https://www.youtube.com/watch?v=7s47g3P54zU</a></p> <p>Students to then interrogate 2 interpretations, one arguing that the war permanently changed the lives of British women and a second arguing that after the war women went back into domestic duties.</p> <p>AFL: Explain how the Second World War impacted on the lives of British women.</p>	interpretation analysis		
10		<p><b>KL: Assess was Britain a land of 'hope and glory'? (2)</b></p> <p>D: Students will assess modern interpretations surrounding life on the Home Front and identify similarity and difference between experiences</p> <p>S: How different might our interpretations be to how the Home Front was seen during the war?</p> <p><i>Careers link 6</i></p>	<p>Hook: Bed knobs and Broomsticks song about the Home guard. Pupils to listen to the lyrics and to answer thinking questions: Which group of men joined the Home guard? What was their main job? Did they have any previous military experience?</p> <p>Pupil to interrogate 2 modern interpretations of the Home Guard to assess their effectiveness (J Drive) and/or a clip from Dad's army may be used here.</p> <p>AFL: Study interpretations 1 and 2 they give different views about the effectiveness of the Home Guard during</p>	<p>HA: Explain why sources and interpretations give different views about the Home Guard</p> <p>LA: Question prompts for</p>		

			the Second World War. What do they say that is different?	analysis / WAGOLL / writing frame	
11	<p><b>KL: Assess was Britain a land of 'hope and glory'? (3)</b></p> <p>D: Students will <b>assess modern interpretations</b> surrounding life on the Home Front and will <b>justify opinions based on a historical hypothesis</b></p> <p>S: Do people still see Britain as a land of 'hope and glory' in 2019/20?</p> <p><i>Careers link 7</i></p>	<p>Hook: List of WW2 rations for 1 person, what would you cook for your lunch? What do you notice about the food on the list? Does anything surprise you?</p> <p>Pupils to watch one of the following to provide them with a modern interpretation of rationing in the War period: Super sizers do wartime, Back in time for tea 1940s or 1940s House. This will help pupils to understand that interpretations are not just contained in History books.</p> <p>As they are watching pupils will be asked to make notes on the interpretations of people within the show and then to form their own.</p> <p>AFL: Was rationing successful in the United Kingdom during the Second World War.</p>	<p>HA: How useful are documentaries to learn about Britain during wartime?</p> <p>LA: Prompt questions for interpretation analysis</p>		Link to KS2
12	<p><b>KL: To explain why the Second World War ended in August 1945</b></p> <p>D: Pupils will <b>describe</b> why the war in Europe ended and will then <b>assess</b> the morality of dropping the atomic bomb on</p>	<p>Hook: Image of people celebrating the end of the war. What has happened? Make a list of emotions experienced by the people at the end of the war.</p> <p>Pupils to be introduced to the surrender of the German government and VE day but</p>	<p>HA: Which reason do student feel was the most important for dropping</p>		Link to KS2

	<p>Hiroshima and Nagasaki. Pupils will reach a <b>judgement</b> on the dropping of the atomic bomb.</p> <p>S: Summarise how the Second World War ended in 1945</p> <p><i>Careers link 5</i></p>	<p>pupils need to be made aware that the war carried on in the pacific.</p> <p>Pupils to watch British Pathe clip of the end of the war (J Drive).</p> <p>Teacher to explain why there was a war in the pacific.</p> <p>Pupils to then assess why the Americans dropped the atomic bomb. Activity – sort the cards into arguments to drop the bomb and arguments not to drop the bomb. Card sort:</p> <table border="1" data-bbox="824 616 1413 1074"> <tr> <td data-bbox="824 616 1025 762"> <p>Japan had attacked America at Pearl Harbour</p>  </td> <td data-bbox="1025 616 1227 762"> <p>Japan was very cruel to American soldiers when they caught them</p>  </td> <td data-bbox="1227 616 1413 762"> <p>Japan had thousands of soldiers left so they wanted to carry on fighting</p>  </td> </tr> <tr> <td data-bbox="824 762 1025 914"> <p>Lots of American soldiers would die if the war continued</p>  </td> <td data-bbox="1025 762 1227 914"> <p>Japanese soldiers never surrendered</p>  </td> <td data-bbox="1227 762 1413 914"> <p>Scientists did not know what would happen when the bomb was dropped on people</p>  </td> </tr> <tr> <td data-bbox="824 914 1025 1074"> <p>The bomb was the most powerful weapon that had ever been invented</p>  </td> <td data-bbox="1025 914 1227 1074"> <p>The bomb would be dropped on innocent Japanese children</p>  </td> <td data-bbox="1227 914 1413 1074"> <p>America wanted to show off it's new weapon to the world</p>  </td> </tr> </table> <p>AFL: Were the Americans justified in their use of the atomic bomb on Japanese civilians in 1945?</p>	<p>Japan had attacked America at Pearl Harbour</p> 	<p>Japan was very cruel to American soldiers when they caught them</p> 	<p>Japan had thousands of soldiers left so they wanted to carry on fighting</p> 	<p>Lots of American soldiers would die if the war continued</p> 	<p>Japanese soldiers never surrendered</p> 	<p>Scientists did not know what would happen when the bomb was dropped on people</p> 	<p>The bomb was the most powerful weapon that had ever been invented</p> 	<p>The bomb would be dropped on innocent Japanese children</p> 	<p>America wanted to show off it's new weapon to the world</p> 	<p>the Atomic bomb? Why?</p> <p>LA: Timeline activity for students to produce and see steps to the end of war / question prompts for source analysis</p>		
<p>Japan had attacked America at Pearl Harbour</p> 	<p>Japan was very cruel to American soldiers when they caught them</p> 	<p>Japan had thousands of soldiers left so they wanted to carry on fighting</p> 												
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13	<p><b>KL: Explain how World War 2 changed people's lives?</b></p> <p><b><u>Extended writing opportunity</u></b></p>	<p>Hook: Create an acrostic poem using the phrase SECOND WORLD WAR to demonstrate your learning.</p>	<p>HA: What was the greatest change to</p>											

		<p>D: Students will assess how life changed as a result of WW2, explain the importance of these changes and identify features of change and continuity</p> <p>S: How far did attitudes change over time?</p> <p><i>Careers link 3</i></p>	<p>Pupils to plan an answer to the question: Explain how the Second World War changed the lives of British people. You may use: Evacuation, rationing and information of your own.</p> <p>Pupils to plan their response using a planning sheet in order to re-enforce that answers should include subject knowledge and analysis of change and continuity.</p> <p>AFL: History Questions Self-Checker.</p>	<p>lives? Positive or negative? Why?</p> <p>LA: WAGOLL / writing frame</p>		
14		<p><b>KL: To describe the impact of WW2 on the people of Europe</b></p> <p>S: Pupils to assess the impact of the Second World War on the people of Europe and European culture by analysing the interpretation of a Historian.</p> <p>S: Explain how historiography can impact on our understanding of the past.</p> <p><i>Careers link 3</i></p>	<p>Hook: rewind task: Pupils to look again at clips from Atonement and British Pathe and to discuss why the dates of each production effect how the event is shown.</p> <p>Define Historiography</p> <p>Teachers to introduce the notion that all History is subject to change depending on the ideals of each age.</p> <p>Sheet with key facts about the Victorian period and a Victorian passage about the Roman Empire – Why are the Victorians positive about empires? Then an American interpretation about the Roman Empire – Why is this interpretation negative? (J: Drive).</p> <p>Pupils to then watch the Timelines documentary on the legacy of the First World War and its impact on the history of the 20<sup>th</sup> century.</p>	<p>HA: Can pupils identify their own examples of changing History?</p> <p>LA: Question prompts provided for analysis / WAGOLL / writing frame provided</p>		

			<a href="https://www.youtube.com/watch?v=iPYxS5h4x34">https://www.youtube.com/watch?v=iPYxS5h4x34</a> AFL: Explain what is meant by historiography			
<b>KQ: Why were people persecuted in Nazi Germany?</b>	1	<b>KL: Identify features of the Munich Putsch</b> D: Students will identify the <b>key features</b> of the putsch and the <b>consequences</b> of it S: Source analysis of the Putsch to answer an inference question. <i>Careers link 1</i>	Hook: Pupils to write down adjectives to describe how they feel when they see Nazi symbols. Students to be made aware of the early days of the Nazi Party through teacher introduction. Pupils to read an information sheet on the Munich Putsch and to answer a series of AFL questions in order to demonstrate learning. Pupils to then watch a clip of the Munich Putsch from <i>Hitler the rise of evil</i> AFL: Describe 2 features of the Munich Putsch Card sort which includes the causes, events and consequences of the Munich Putsch, pupils to sort them into these 3 categories. AFL: Explain 2 consequences of the Munich Putsch	HA: Identify and explain reasons why the Putsch failed LA: Statements provided on the Munich Putsch and students prepare timeline / visual aids to help with timeline/ question prompts for interpretation analysis / WAGOLL / writing frame	Consolidation Control Youth DAP NSDAP Hitler Youth Nuremburg Laws Discrimination Totalitarian Dictatorship Lebensraum	

2		<p><b>KL: Explain Hitler’s appeal and promises</b></p> <p>D: Students will <b>identify the features</b> of Hitler’s appeal and will <b>explain the importance</b> if each method to Hitler’s rise to power</p> <p>S: Explain which was the key method that Hitler used to gain power.</p> <p><i>Careers link 6</i></p>	<p>Hook: English translation of a speech made by Hitler in his campaign for the elections of 1933 and pupils to highlight Hitler’s policies.</p> <p>Pupils to watch:  <a href="https://www.youtube.com/watch?v=Hl5OqQVaD9Y&amp;disable_polymer=true">https://www.youtube.com/watch?v=Hl5OqQVaD9Y&amp;disable_polymer=true</a> Then to make notes on the impact of WW1 on Germany.</p> <p>Information hunt on the legacy of WW1 and Nazi appeal. Pupils to categorise and summarise each factor and then to explain why each would lead to votes for Hitler. Factors: SA, SS, Treaty of Versailles, the Great Depression, loss of jobs, youth unemployment, Hitler’s speeches, Nazi rallies and propaganda, new Weimar culture and weakness of Weimar government.</p> <p>AFL: Explain the importance of the weakness of the Weimar republic in driving people to vote for the NSDAP</p> <p><i>Numeracy opportunity:</i>  <i>analysis of rise in Nazi support</i></p>	<p>HA: Which method of propaganda would be most effective? Why?</p> <p>LA: Slimmed down information – number of factors / part pre-completed information hunt worksheet</p>		
3		<p><b>KL: Assess the interpretations for the rise in Hitler’s popularity</b></p>	<p>Hook: Source based starter. Give 2 things you can infer from source A about...</p>	<p>HA: Explain why</p>		

		<p>D: Students will <b>identify and assess various interpretations</b> surrounding the reasons for Hitler's popularity and will <b>identify differences and reasons for differences</b></p> <p>S: Make a list of reasons why people voted for the Nazi party in 1933</p> <p><i>Careers link 7</i></p>	<p>(teacher to decide depending on the ability of the group).</p> <p>Pupils to read through 2 interpretations and 2 sources. Pupils to answer questions which will help them to interrogate each. Finally, pupils will need to link each source to an interpretation.</p> <p>AFL: What is the difference between interpretation 1 and 2?</p> <p>AFL: Why are interpretations 1 and 2 different?</p>	<p>interpretations differ</p> <p>LA: Prompt questions provided to help with analysis of source/interpretation / WAGOLL / writing frame</p>		
4		<p><b>KL: Explain how Hitler was able to control Nazi Germany</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students <b>will identify the features</b> of Nazi control and will explain <b>the importance</b> of each to Hitler</p> <p>S: Explain the importance of the use of Gestapo in Hitler's control over Germany (8 marks)</p> <p><i>Careers link 6</i></p>	<p>Hook: Describe 2 features of the German reaction to the Treaty of Versailles.</p> <p>Pupils to watch: <a href="https://www.youtube.com/watch?v=KNOC6EgPv8o">https://www.youtube.com/watch?v=KNOC6EgPv8o</a> to make a list of methods used to control the German people.</p> <p>Card sort activity with each factor used to control the people of Germany and a definition of each factor, pupils to work in pairs to link them up. Pupils to stick them into their exercise books and then to explain the importance of each to Hitler's policy of control through fear.</p> <p>AFL: Explain how Hitler was able to control the people of Germany.</p>	<p>HA: Which method of control do students believe would be the most effective and why?</p> <p>LA: Students match reasons for control to images and place in order of effectiveness / students to</p>		<p>Link to Medieval consolidation of power and methods used by William <b>Yr7 HT3</b></p>

				justify order	
5		<p><b>KL: Explain the importance of the Hitler Youth to the Nazis</b></p> <p>D: Students will identify features of the Hitler Youth and explain the importance and consequences of the Hitler Youth</p> <p>S: Explain the consequences of the Nazi coming to power for young people in Germany (8 marks)</p> <p><i>Careers link 1</i></p>	<p>Hook: Name as many young people's organisations as you can.</p> <p>Thinking question: How may Hitler use the young people of Germany to embed his policies and ideas? How would he do it?</p> <p>Pupils to analyse the differences between the education of girls and boys in Nazi Germany. Pupils to work in pairs to annotate around each of the timetables.</p> <p>AFL: Why are the timetables of boys and girls different? What does this reveal about gender roles in Nazi Germany?</p> <p>Pupils to read an information sheet on the education of young people in Nazi Germany and to answer comprehension style questions in order to promote literacy when reading and gathering information.</p> <p>AFL: Explain the importance of education as a means of control and indoctrination in Nazi Germany.</p> <p><i>Numeracy opportunity: Nazi Youth membership analysis</i></p>	<p>HA: CNOPC / inference on sources</p> <p>LA: Slimmed down information / statements provided and students categorise male or female education</p>	

6	<p><b>KL: Explain the importance of the Hitler Youth to the Nazis</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will analyse various interpretations surrounding the Hitler Youth and will explain why the interpretations differ</p> <p>S: Why is it easier to target young people as opposed to older people?</p> <p><i>Careers link 6</i></p>	<p>Hook: Pupils to read a diary extract from a boy in a Hitler Youth camp. What does he think about life in the camp? Is he enjoying it? What attracted him to the Hitler Youth?</p> <p>Pupils to look into the different sections of the Hitler Youth and the activities carried out by each. AFL: What are the main differences between the Hitler Jugend and he Bund Deutscher Madel?</p> <p>Watch:  <a href="https://www.youtube.com/watch?v=uHERiyU7jcm">https://www.youtube.com/watch?v=uHERiyU7jcm</a> What was Henry's experience in the Hitler Youth? What does Henry's Father's reaction reveal about how people felt about the Nazis?</p> <p>Pupils to read different interpretations of the Hitler Youth and to analyse the different experiences.</p> <p>AFL: Did everyone enjoy their time in the Hitler Youth? Explain your answer</p>	<p>HA: Oral history account questions for Hitler Youth members</p> <p>LA: Card sort activity matching different sections of the Hitler Youth / writing frame</p>		
7	<p><b>KL: Explain how the Nuremburg Laws impacted the life of Jews</b></p> <p>D: Students will identify the key features of the Nuremburg Laws and the consequences of these for Jews in Germany</p>	<p>Hook: Give 2 things you can infer from source A about Nazi attitudes towards the Jewish population.</p> <p>Pictures of Jewish children – What words come to mind when you see these images? Make a list of adjectives.</p> <p>Pupils to complete an information hunt on the Nuremburg Laws. Pupils will gather</p>	<p>HA: CNOPC activity on Nuremburg Laws</p> <p>LA: Slimmed down information for</p>		

		<p>S: Describe two features of the Nuremberg Laws (4 marks)</p> <p><i>Careers link 3</i></p>	<p>information on the restrictions placed on the lives of Jewish people. (information on the J Drive).</p> <p>AFL questions: What did Hitler say German people and all people in north Europe were?</p> <p>Hitler believed that the Aryans should do what with the world?</p> <p>What did Hitler say was bad about the Jews?</p> <p>Hitler said so many bad things about the Jews – who started to believe him?</p> <p>What did German soldiers destroy?</p> <p>What happened in 1933?</p> <p>By 1935, things were very bad for Jews, what were they not allowed to do?</p> <p>How did the Nazis respond to the murder of a Nazi soldier in Paris?</p> <p>How many prisoners were sent to Nazi concentration camps?</p> <p>What did many Jews try to do to escape from Hitler?</p> <p>Which do you think is the worst law? Why do you think this?</p> <p>Why do you think Hitler introduced these laws?</p>	<p>information hunt / part completed information hunt worksheet / prompt questions for source analysis</p>		
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8	<p><b>KL: Identify features of life in a Jewish Ghetto – Literacy focus</b></p> <p>D: Students will identify features of life in the Jewish Ghetto and explain the consequences on the changing laws towards Jews in Germany</p> <p>S: How has the treatment of Jewish people changed from the Nuremberg Laws and what does this tell you about the Nazis attitudes?</p> <p><i>Careers link 3</i></p>	<p>Hook: Pupils to look at a series of images from the Jewish Ghetto at Theresienstadt, in the Czech Republic:</p>  <p>What does these images suggest about life in a ghetto? Can you explain these images?</p> <p>Pupils to read some information on life in the Ghetto and to write down 3 facts about life in the ghetto.</p> <p>AFL: Explain how the lives of Jewish people changed in Nazi Germany. You may use: Nuremberg Laws, education and information of your own.</p>	<p>HA: Source analysis work on ghetto accounts</p> <p>LA: Prompts for source analysis / slimmed down information with key questions provided to answer</p>		
9	<p><b>KL: Identify the development of persecution in Nazi Germany – the Final Solution – depth study</b></p> <p>D: Student will identify the key features of the Final Solution and will create a narrative</p>	<p>Hook: Pupils will decode a number of anagrams which will form key words. Pupils to then write down anything that they already know about each key word. Green pen this with the definitions.</p> <p>Pupils to complete an information hunt on the final solution which will focus on conditions in the camps, work done within</p>	<p>HA: Analysis of Hitler's views from Mein Kampf</p> <p>LA: Statements provided</p>		

		<p><b>analysis</b> on the persecution of Jews from 1933-39</p> <p>S: Define what is meant by anti-Semitism. Which other groups were subject to the Holocaust?</p> <p><i>Careers link 5</i></p>	<p>the camps, the transition from concentration to death camps, propaganda in the camps and the carrying out of the final solution.</p> <p>Pupils to watch clips from <i>Boy in the Striped Pyjamas</i> and to complete a worksheet on the final solution. This information will help pupils to complete the following literacy focus lesson by ensure that all pupils fully understand and can empathise with the experience of the Jewish population of Germany through the Holocaust.</p> <p><i>Numeracy opportunity: analysis if number of minorities persecuted</i></p>	<p>and students place in a timeline / slimmed down information / part completed information hunt worksheet provided</p>		
10		<p><b>KL: Identify the development of persecution in Nazi Germany – the Final Solution – depth study</b></p> <p>D: Student will identify the <b>key features</b> of the Final Solution and will create a <b>narrative analysis</b> on the persecution of Jews from 1933-39 in Germany</p> <p>S: Why is it important that we learn about the Holocaust?</p> <p><i>Careers link 1</i></p>	<p>Hook: Design a memorial for the murdered Jews of Europe.</p> <p>Pupils to complete the literacy focus lesson by composing an answer to the historical enquiry below.</p> <p>Write a narrative account analysing Nazi persecution of Jewish people 1933-1939. You may use: The Nuremberg Laws, life in Jewish ghettos and information of your own.</p> <p>AFL: Pupils to mark their answer by using the History Question Self-Checker sheets.</p> <p><i>Numeracy opportunity: analysis if number of minorities persecuted</i></p>	<p>HA: Did opposition in Germany to the Final Solution exist? Research</p> <p>LA: WAGOLL / writing frame</p>		

11	<p><b>KL: To assess the effectiveness of Jewish resistance to the Nazis</b></p> <p>D: Pupils will <b>evaluate</b> sources which display the tactics used by Jewish resistance groups and will then <b>assess</b> the effectiveness of these tactics.</p> <p>S: How significant were Jewish attacks on the German army?</p> <p><i>Careers link 5</i></p>	<p>Hook: An image of Jewish resistance fighters. What is happening in this image?</p> <p>Pupils to watch a clip on Jewish Partisan resistance and to make notes on the methods used by resistance fighters. (J Drive).</p> <p>Information hunt on the methods used to fight the Nazis. Pupils to make notes on the scale of resistance and the methods used.</p> <p>AFL: Pupils to assess the effectiveness of each method by organising them into a diamond 9 of significance. Which method do you think was the most successful? Explain your answer.</p> <p>AFL: 'Jewish people were weak victims who did not fight the Nazis' How far do you agree?</p>	<p>HA: Jewish resistance source analysis</p> <p>LA: Slimmed down information for information hunt / part completed information hunt worksheet / fewer events in diamond 9 card sort</p>			
12	<p><b>KL: To describe features of the Holocaust</b></p> <p>D: Pupils will gather information on and <b>describe</b> which other groups were targeted during the Holocaust.</p>	<p>Hook: Picture of Concentration camp badges. Which other groups do you think were targeted by the Nazis during the Holocaust.</p> <p>Pupils to read the story of Hans Frank (victim of the T4 program) and to answer questions: Why was Hans targeted? What is strange about the story of Hans Frank?</p>	<p>HA: Did the world learn from the Final Solution?</p> <p>LA: Slimmed</p>			

		<p>S: Create a list of all groups targeted by the NSDAP</p> <p><i>Careers link 5</i></p>	<p>What does this reveal about the tactics deployed by the Nazis?</p> <p>Information hunt on the different groups targeted by the Holocaust: Roma, Homosexuals, Polish, Jehovah's Witnesses and the disabled.</p> <p>AFL: Give two things you can infer from source A About Nazi attitude towards the disabled.</p>	<p>down information for information hunt / part completed information hunt worksheet / WAGOLL / writing frame</p>		
<p>KQ: What was the USA like in the 20<sup>th</sup> century?</p>	<p>1</p>	<p><b>KL: To assess how life had changed for African Americans from 1863-1963</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Pupils will <b>describe</b> the racial discrimination towards African Americans in the 19<sup>th</sup> and early 20<sup>th</sup> centuries and to <b>explain</b> why the</p>	<p><b>Hook:</b> Pupils use the visual images of exaggerated stereotyped AAs to consider the questions and discuss on their tables. What do these images reveal about the attitude of the American people towards African Americans? Once students have discussed, teacher facilitates feedback.</p> <p>Pupils to read an information sheet on US policy towards African Americans.</p>	<p>HA: What additional sources could be used and why to learn about how life has changed for AA?</p>	<p>Segregation</p> <p>Civil</p> <p>Rights</p> <p>Racism</p> <p>Equality</p> <p>Constitution</p>	



	<p>constitution does not provide protection for the civil liberties of minorities</p> <p>S: Explain how the legacy of the slave trade was still felt in 1920s America.</p> <p><i>Careers link 6</i></p>	<p>AFL: Explain how US policy impacted the lives of African Americans.</p> <p>How useful are sources A and B for an enquiry into US policy towards African Americans in the 1920s.</p> <p><b>Source A</b></p> <p>There is nothing in the make up of a negro, physically or mentally, that should induce anyone to welcome him as a neighbour. The best of them are unsanitary....ruin follows in their path. They are as proud as peacocks, but have nothing of the peacock's beauty.... Niggers are undesirable neighbours and entirely irresponsible and vicious.</p> <p><i>From the Chicago Property Owners' Journal, 1920.</i></p> <p>Source A:</p> <p>Source B:</p> <p><b>Source B:</b></p>  <p><i>A photograph of a shop in Southern USA in the 1920s</i></p>	<p>LA: Slimmed down information / key questions provided for students to answer / CNOPC vs NUT table</p>	<p>Communism</p> <p>Vietnam</p> <p>Vietcong</p> <p>Gorilla</p> <p>Protest</p>	
2	<p><b>KL: To explain the significance of the Montgomery Bus Boycott</b></p> <p>D: Pupils will <b>assess</b> the importance of Rosa Parks and</p>	<p>Hook: Picture of Rosa Parks (mug shot). What do you think this woman did to be arrested?</p> <p>Pupils to be introduced to the story of Rosa Parks and will then use a card sort to</p>	<p>HA: Source analysis on responses to Bus Boycott – why do</p>		<p>Link to KS1 Rosa Parks</p>

	<p>the Montgomery Bus Boycott in the struggle for civil rights in the USA.</p> <p>S: Why were the actions of the bus boycotters significant in raising awareness?</p> <p><i>Careers link 7</i></p>	<p>rank her significance. To what extent is Rosa Parks a hero? Pupils to arrange their cards on a scale. This can be done in pairs or independently.</p> <p>AFL: Barrack Obama stated that he would never have become president if it wasn't for Rosa Parks. What does he mean by this?</p> <p>Read the information sheet on the Montgomery Bus Boycott (J Drive) and answer these questions: <b>Q. Describe two features of the Montgomery Bus Boycott. Q. Explain two consequences of the Montgomery Bus Boycott.</b></p> <p>AFL: Give two things you can infer from source A about the importance of the Montgomery Bus Boycott.</p> <div data-bbox="831 842 1088 1206" style="border: 1px solid black; padding: 5px;"> <p><b>Source A:</b></p> <p>I think 5 December 1956 is an important date for all of us in the US to remember. The bus protest carried on by the coloured people of Montgomery, without violence, has been one of the most remarkable achievements of people fighting for their own rights with the most remarkable restraint and discipline that we have ever witnessed in this country.</p> <p><i>Eleanor Roosevelt, wife of the former President Franklin Roosevelt, speaking in 1956</i></p> </div>	<p>they differ?</p> <p>LA: Students provided with key statements and identify key events / WAGOLL / writing frame</p>		
3	<p><b>KL: To describe the differences between Black and White education in the USA in the early 20<sup>th</sup> century</b></p>	<p>Hook: Two pictures of schools, one black and one white. Pupils to spot the difference between them.</p>	<p>HA: Create narrative account of inequality in</p>		

		<p>D: Pupils will <b>assess</b> the differences between black and white schools and will then <b>analyse</b> the importance of the Brown vs. Topeka case.</p> <p>S: How was the 14<sup>th</sup> amendment important to ending the segregation of schools?</p> <p><i>Careers link 6</i></p>	<p>Teacher to introduce the idea of different education: In 1896 an American court allowed segregation if it was 'separate but equal.' Spot all the differences between these two schools in the 1950s.</p> <p>AFL: How equal was the education students were receiving?</p> <p>Pupils to watch:  <a href="https://www.youtube.com/watch?v=1sijQelPHbQ">https://www.youtube.com/watch?v=1sijQelPHbQ</a></p> <p>Then pupils to read about the events of the Brown vs. Topeka case and to recount events.</p> <p>AFL: Explain the importance of the Brown vs. Topeka case in establishing racial equality in education</p> <p><i>Numeracy opportunity: comparison analysis of number of AA and white Americans in school in the 1950s</i></p>	<p>education identifying positives and negatives</p> <p>LA: key question prompts provided / statements on Brown vs Topeka case provided and students create a timeline of the story identifying key ideas</p>		
4		<p><b>KL: To describe what happened at Little Rock in 1957</b></p> <p>D: Pupils will <b>describe</b> events at Little Rock in 1957 and will <b>interrogate</b> sources to judge importance and significance.</p> <p>S: Do you think Little Rock was a success? Why?</p> <p><i>Careers link 6</i></p>	<p>Hook: Thinking question – Why would opening up equal education be important for helping achieve racial equality in the USA?</p> <p>Teacher to introduce the Little Rock 9 and pupils to answer the AFL question: How do you think these students were treated at Little Rock High School?</p> <p>Pupils to watch:  <a href="https://www.youtube.com/watch?v=oodolEmU">https://www.youtube.com/watch?v=oodolEmU</a></p>	6		

			<p><a href="#">g2g</a> and to make notes on the events of 1957.</p> <p>AFL: What did the reaction of the white Americans reveal about attitudes to the end of segregation in schools?</p> <p>Pupils to interrogate 8 sources about the Little Rock 9 and will use these sources to make notes on: What happened in 1957 at Little Rock, Explain the reaction of the white Americans and to comment on the utility of sources. (sources on the J Drive).</p> <p>AFL: Describe 2 features of the events at Little Rock in 1957</p> <p>Differentiation: prompt questions provided for students / limited number of sources provided for analysis and question prompts provided to assist with analysis</p>			
5		<p><b>KL: To evaluate the effectiveness of different civil rights leaders</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Pupils will <b>analyse</b> the role played by 3 civil rights leaders and will form a <b>judgement</b> on who was the most <b>significant</b>.</p>	<p>Hook: Make a list of qualities which a good leader should display.</p> <p>Pupils will work in teams of 3 with each pupil learning about one civil rights leader: Martin Luther King Jnr, Malcolm X and Huey Newton.</p> <p>Pupils will then feedback to others in their group.</p> <p>AFL: Rank the 3 leaders in order of significant and for the one at the top write</p>	<p>HA: Identify and explain characteristics to measure significance</p> <p>LA: Pupils provided with statements</p>		Year 7 HT3

		<p>S: To what extent are leaders responsible for change on their own?</p> <p><i>Careers link 3</i></p>	<p>down 3 reasons why they are the most important.</p> <p>Explain the importance of..... for the civil rights movement.</p>	<p>about 3 leaders, using fact file students need to match statements to the correct individual / WAGOLL / writing frame</p>		
6		<p><b>KL: To assess the changes in US policy towards African Americans</b></p> <p>D: Pupils will analyse sources on the changes to US government policy towards African Americans</p> <p>S: Which act was the most significant in improving the lives of African Americans?</p> <p><i>Careers link 6</i></p>	<p>Hook: students to identify the relevance of JFK's assassination to their study.</p> <p>Pupils to watch: <a href="https://www.youtube.com/watch?v=6x0l_vkjozc">https://www.youtube.com/watch?v=6x0l_vkjozc</a> and to make notes on the articles of the Civil Rights Act of 1964.</p> <p>Pupils to analyse 2 sources in which the articles of the Civil Rights Act and the Equal Voting Act are laid out. Pupils to assess the key features of each act.</p> <p>Reaction to the new civil rights of African Americans. How did the lives of Black Americans change after the Civil Rights and Equal Voting acts.</p>	<p>HA: Identify positives and negatives of 2 civil rights acts</p> <p>LA: Question prompts provided for video and source analysis</p>		

AFL: TO what extent did life change for African Americans after the Civil Rights and Equal Voting Acts.

7

**KL: To describe the chronology of events in the struggle for Civil Rights in the USA**

D: Pupils will create a timeline to show the chronology of the struggle for civil rights in the USA.

S: Which event was the most significant in winning civil rights for African American people?

*Careers link 1*

Hook: Pupils to identify individuals from the civil rights module from their pictures and to include information on what they did to aid civil rights.

Pupils will receive cards with each event from the civil rights module. Pupils will:

1. Arrange cards into chronological order
2. Plot them on a timeline

1955 - Emmett Till is brutally murdered after self-segregating at a white woman in Money, Mississippi	1962 - President J. F. Kennedy sends federal troops to University of Mississippi so James Meredith (the first black student) could attend.	1896 - The Supreme Court approves the "separate but equal" segregation laws.	1955 - Rosa Parks is jailed for refusing to move to the back of a bus in Montgomery, Alabama.	1968 - Martin Luther King is assassinated in Memphis, Tennessee by James Earl Ray.	1925 - In its first national demonstration, the Ku Klux Klan (KKK) marches on Washington D.C.	1958 - First (prev) school strike 1,000 protesters
1960 - Greensboro sits-ins by both black and white university students at a lunch counter in Greensboro, North Carolina	1955-56 - Montgomery bus boycott after the arrest of Rosa Parks, led by Martin Luther King Jr.	1965 - Malcolm X is shot dead by 3 members of the Nation of Islam (of which X used to lead).	1909 - the founding of the National Association for the Advancement of Coloured People (NAACP).	1963 - Martin Luther King leads a march on Washington D.C. where he delivers his 'I Have A Dream' speech to over 1 million people.	1964 - the Civil Rights Act outlaw discrimination based on race, colour, religion, and sex.	1948 - Issue of discrimination in the
1955 - Emmett Till is brutally murdered after self-segregating at a white woman in Money, Mississippi	1962 - President J. F. Kennedy sends federal troops to University of Mississippi so James Meredith (the first black student) could attend.	1896 - The Supreme Court approves the "separate but equal" segregation laws.	1955 - Rosa Parks is jailed for refusing to move to the back of a bus in Montgomery, Alabama.	1968 - Martin Luther King is assassinated in Memphis, Tennessee by James Earl Ray.	1925 - In its first national demonstration, the Ku Klux Klan (KKK) marches on Washington D.C.	1958 - First (prev) school strike 1,000 protesters
1960 - Greensboro sits-ins by both black and white university students at a lunch counter in Greensboro, North Carolina	1955-56 - Montgomery bus boycott after the arrest of Rosa Parks, led by Martin Luther King Jr.	1965 - Malcolm X is shot dead by 3 members of the Nation of Islam (of which X used to lead).	1909 - the founding of the National Association for the Advancement of Coloured People (NAACP).	1963 - Martin Luther King leads a march on Washington D.C. where he delivers his 'I Have A Dream' speech to over 1 million people.	1964 - the Civil Rights Act outlaw discrimination based on race, colour, religion, and sex.	1948 - Issue of discrimination in the

AFL: Write a narrative account analysing the struggle for civil rights in the USA.

HA: Identify and explain key turning points

LA: WAGOLL / writing frame

8

**KL: To explain the causes and events of the Vietnam war**

***Literacy focus lesson for HT***

Hook: Key word search in which pupils find the hidden words and then match them up to the correct definition below.

HA: Which was the most important cause of

		<p>D: Pupils will <b>assess</b> modern interpretations of the causes and events of the Vietnam war.</p> <p>S: To what extent was the USA responsible for the outbreak of the Vietnam war.</p> <p><i>Careers link 6</i></p>	<p>Teachers to introduce students to a divided Vietnam and the influence of China in the north.</p> <p>Pupils to watch:  <a href="https://www.youtube.com/watch?v=7tNTh6KIX">https://www.youtube.com/watch?v=7tNTh6KIX</a>  <u>XU</u> Pupils to make notes on the causes and events of the Vietnam war.</p> <p>An information sheet should also be made available to help students to complete the literacy task.</p> <p>Literacy focus task: Pupils to write a newspaper article to inform readers about the causes and events of the Vietnam war.</p>	<p>the Vietnam war? Why?</p> <p>LA:  Question prompts for video / card sort for causes and events of Vietnam conflict</p>		
9		<p><b>KL: To explain two consequences of the Vietnam War</b></p> <p>D: Pupils will <b>analyse</b> the consequences of the Vietnam war and will <b>assess</b> its legacy in 20<sup>th</sup> century History.</p> <p>S: Explain the greatest consequence of the war? Why?</p> <p><i>Careers link 3</i></p>	<p>Hook: YEAR NINE HISTORY – pupils to create an acrostic poem using the above phrase as their starting letters.</p> <p>Teachers to explain how the Vietnam war ended and then to introduce the consequences of the war.</p> <p>Pupils will assess protests against the Vietnam war.</p> <p>Pupils to look at a series of anti-Vietnam sources and evaluate why US citizens did not want to fight the Vietnamese.</p> <p>Sources can be found in this archive:  <a href="https://cnu.libguides.com/psvietnamwar/antiwar">https://cnu.libguides.com/psvietnamwar/antiwar</a></p>	<p>HA: CNOPC analysis on sources</p> <p>LA:  Students provided with consequences and place in hierarchy explaining decision / prompt questions provided for source</p>		

			AFL: Explain two consequences of the Vietnam War in the USA.	analysis / WAGOLL / writing frame		
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# Year 9

# 20-21 only

NB – Homework follows History departmental planned activities

<b>KQ: Why do it all over again?</b>	1	<p><b>KL: Identify the consequences of different views from the 'Big 3' – depth study</b></p> <p>D: Students will analyse the different views of the Big 3 and explain the consequences of differing views</p> <p>S: Explain why this made peace so hard to achieve.</p> <p><i>Careers link 6</i></p>	<p><i>Students could think of own ideas of what to do for Germany.</i></p> <p><i>In pairs students would work on one country to identify aims and why they did what they did/move around room.</i></p> <p><i>Students could plot the Big Three on a continuity line to show differences and use to explain consequences.</i></p>	<p>HA: Why did the Big 3 want different things? Was this right?</p> <p>LA: Provide students with viewpoints of different countries, students identify key points and categorise in to most extreme to least</p>	<p>Treaty of Versailles</p> <p>War Guilt</p> <p>Reparation</p> <p>Militarism</p> <p>Economic</p> <p>Revenge</p> <p>League of Nations</p> <p>Hyperinflation</p>	
	2	<p><b>KL: Identify features of the Treaty of Versailles</b></p> <p>D: Students will identify the key features of the Treaty of Versailles and will explain the consequences of the terms</p>	<p><i>Students given the key terms of Treaty in grid.</i></p> <p><i>Could then categorise term eg military/territorial and then assess consequences on Germany.</i></p> <p><i>Use for a key skill consequence question.</i></p> <p><i>Numeracy opportunity: analysis of military restrictions and financial reparations</i></p>	<p>HA: Which term would Germany dislike the most? Why?</p> <p>LA: Students match terms to illustrations</p>		

	<p>S: How might Germany react to the Treaty?</p> <p><i>Careers link 6</i></p>			
3	<p><b>KL: Assess the impact of the League of Nations</b></p> <p>D: Students will <b>assess the different interpretations</b> surrounding the League of Nations and will use evidence to form their own <b>justified judgements</b></p> <p>S: Was the League always doomed to fail or could it have worked?</p> <p><i>Careers link 7</i></p>	<p><i>Students given background knowledge to understand purpose of League.</i></p> <p><i>Could use this to identify weaknesses.</i></p> <p><i>Students given different interpretations of League and asked to assess if it was failure or success leading to PEA on own ideas.</i></p>	<p>HA: What was the greatest success of the League? Why? Source analysis</p> <p>LA: Students provided with statements and categorise in to successes and failures</p>	
4	<p><b>KL: To assess the economic, social and political impact of the First World War on the German people</b></p> <p>S: Pupils will <b>assess</b> information on what Germany was like before and after the First World War. They will then form a</p>	<p><i>Students could be given information on life in Germany pre WW1 to assess German wealth/strength/attitudes.</i></p> <p><i>Card sort on the changes to Germany after war which pupils sort into factors to explain how Germany changed.</i></p> <p><i>Key skill judgment question to be attempted.</i></p> <p><i>Numeracy opportunity: financial impact discussion of WW1 on Germany</i></p>	<p>HA: Source analysis/CN OPC on impact on Germany</p> <p>LA: Slimmed down information for students / provided with illustrations for</p>	

	<p><b>judgement</b> on which factor was the most significant.</p> <p>S: To what extent had Germany changed from 1914-1918?</p> <p><i>Careers link 7</i></p>		students to match up	
5	<p><b>KL: Explain why the German people opposed the Treaty of Versailles.</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will <b>assess</b> the reaction of the German people to the treaty. They will focus on: economic, territorial and military terms.</p> <p>S: How would you feel if you were a newly unemployed soldier living in Germany?</p> <p><i>Careers link 5</i></p>	<p><i>Students could use sources for the three areas to identify category and explain key reactions and why these happened.</i></p> <p><i>Split into groups studying each of the three areas and assess German reactions before teaching others.</i></p> <p><i>Rank which was the most resented and why.</i></p>	<p>HA: Create piece of propaganda against the treaty</p> <p>LA: Prompt questions to help with sourced analysis</p>	
6	<p><b>KL: Assess whether Britain was a land 'fit for heroes'?</b></p>	<p><i>Students given background knowledge on Britain prior to 1914.</i></p>	<p>HA: Which source is most useful to understand</p>	

		<p>D: Students will <b>assess a variety of sources</b> surrounding the aftermath of WW1 in Britain, students will then argue for and against a hypothesis based on the sources and evidence</p> <p>S: Reach an explained conclusion on question</p> <p><i>Careers link 6</i></p>	<p><i>Students could explain why hypothesis of 'land fit for heroes' was important.</i></p> <p><i>Use a wide range of sources on both sides. One pupil could have agreement and other disagreement to asses.</i></p> <p><i>Potential for class debate if this was ever realised.</i></p>	<p>life in Britain at this time? Why?</p> <p>LA: range of sources / part pre-completed source analysis worksheet / WAGOLL / writing frame</p>		
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KQ: What was life like on the Home Front?	1	<p><b>KL: <u>Assess whether appeasement was right or wrong?</u></b></p> <p>D: Students will <b>assess interpretations</b> and evidence surrounding appeasement, before reaching their own <b>justified judgement</b></p> <p>S: Why is appeasement still so controversial today?</p> <p><i>Careers link 7</i></p>	<p>Hook: Thinking question: Is it right to give someone whatever they want? Pupils to discuss before whole-class feedback.</p> <p>Pupils to look at this source and to fill in their first ideas:</p>	<p>HA: Analysis of media responses to appeasement – did they agree with policy or not?</p> <p>LA: Prompt questions to aid students as</p>	<p>Appeasement</p> <p>Evacuation</p> <p>Evacuee</p> <p>Impact</p> <p>Invasion</p> <p>City</p> <p>Countryside</p>	
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First Impression:

On Reflection:

*'Remember . . . One More Lollypop, and Then You All Go Home!'*



Pupils to define appeasement.

Pupils to read information on appeasement or the relevant part of the documentary *Make Germany Pay* on YouTube.

<https://www.youtube.com/watch?v=43yc2xITI4s>

Pupils to then complete the second half of their source sheet in order to display what they have learnt (in green).

AFL: Was appeasement justified? (explain your answer)

watching  
documentary / prompt  
questions  
on source  
analysis

2

**KL: Explain how World War Two started - Actions 1933-39**

D: Students will identify key features of the outbreak of WW2

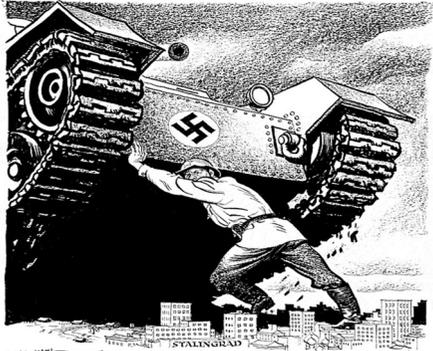
Hook: cause and consequence activity.  
Pupils to read a story of a pupil who tried hard at school and got their dream career.  
Pupils to discuss the steps which the individual took to get to their goal.

HA:  
Identify  
long term,  
short term  
and trigger

Link to KS2

		<p>and create a <b>narrative analysis</b> of the overview of events</p> <p>S: Which was the key event that led to war breaking out and why?</p> <p><i>Careers link 3</i></p>	<p>Pupils to listen to the Horrible Histories WW2 report (J Drive). Pupils to make a list of facts about the outbreak of war.</p> <p>Information sheets exercise. This could be done as an information hunt or as a 'road to war'.</p> <p>AFL: Compose a narrative account analysing why the Second World War broke out in 1939.</p>	<p>causes of WW2</p> <p>LA: students provided with statements and place in visual timeline / WAGOLL / wiring frame</p>		
3		<p><b>KL: To assess interpretations of the evacuation of Dunkirk</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will <b>analyse interpretations</b> both contemporary and modern surrounding the evacuation of Dunkirk and to reach a <b>judgement</b> on whether the evacuation was a miracle of deliverance or a failure.</p> <p>S: Why may the British government want to show Dunkirk as a Triumph during the war?</p> <p><i>Careers link 6</i></p>	<p>Hook: Pupils to watch the trailer of the film <i>Dunkirk</i>. They will then interpret the tone and feeling of the trailer (positive or negative, hopeful or fearful etc.)</p> <p>Recap over what an interpretation is.</p> <p>Pupils to investigate into 2 other interpretations: Atonement and Pathe News reel (J Drive). Class discussion on why each interpretation is different.</p> <p>Source based exercise. Pupils will interrogate a number of sources which will reveal information on the evacuation of Dunkirk. They will comment on whether it shows the event as a victory or a defeat and then to back this up with a quote or something they can see in the source.</p> <p>AFL: Was Dunkirk a success or a failure? (pupils to back up with information from the sources)</p>	<p>HA: Students to match sources and view to relevant interpretations</p> <p>LA: Range of sources provided / part pre-completed source analysis worksheet / WAGOLL / writing frame</p>		Link to KS2

4		<p><b>KL: To identify key features of the Battle of Britain</b></p> <p>D: Pupils will <b>identify</b> the scale of the threat posed by Germany in 1940 and pupils will <b>interpret</b> information to <b>assess</b> the reasons how the RAF defeated the Luftwaffe.</p> <p>S: Make a list of factors which led to the British being successful</p> <p><i>Careers link 7</i></p>	<p>Hook: Picture of Radar towers. Pupils to ask questions to find out more about the image.</p> <p>Pupils to watch: <a href="https://www.youtube.com/watch?v=9sO5AXP2RjM">https://www.youtube.com/watch?v=9sO5AXP2RjM</a> and to answer questions about plans to attack Britain.</p> <p>AFL: Why was the Battle of Britain significant in the Second World War?</p> <p>Information hunt on the reasons why the Germans were defeated. Reasons should include: Leaders, tactics, aircraft, RADAR.</p> <p>AFL: Describe two features of the Battle of Britain</p>	<p>HA: Create narrative account/timeline of battle</p> <p>LA: Less factors for information hunt / slimmed down information / part pre-completed information hunt worksheet</p>		Link to KS2

5	<p><b>KL: To explain how the Battle of Stalingrad tore the heart out of the German army</b></p> <p>D: Pupils will analyse a range of sources and interpretations in order to assess the importance of the Battle of Stalingrad. Pupils will then form a judgement.</p> <p>S: Look back through the information, which are sources and which are interpretations?</p> <p><i>Careers link 7</i></p>	<p>Hook: Pupils to look at this image and to write down what they think the message is.</p>  <p>is.</p> <p>Loop activity to give background to the war.</p> <p>Pupils to analyse a range of sources and interpretations and to evaluate the truth in the statement <i>The Russians tore the heart out of the German army.</i></p> <p><b>AFL: "The Russians tore the heart out of the German army"</b></p> <p><b>How far do you agree with this statement?</b></p>	<p>HA: CNOPC activity on sources</p> <p>LA: Varied number of sources / part completed source analysis worksheet / question prompts for sources</p>	Link to KS2
6	<p><b>KL: Analyse whether evacuation an adventure or not</b></p> <p><b><i>Extended writing opportunity</i></b></p> <p>D: Students will assess various sources surrounding evacuation</p>	<p>Hook: Make a list of things you would take with you if you were moving away from home for a period of time.</p> <p><b>'Evacuation was a success'. How far do you agree with this interpretation?</b></p>	<p>HA: CNOPC activity on sources – which is the most useful in learning about evacuation? Why?</p>	Link to KS2

		<p>before reaching a <b>justified judgement</b> on its <b>utility</b></p> <p>S: Give two things you can infer about evacuation from Source A (4 marks)</p> <p><i>Careers link 7</i></p>	<p>Pupils will work through a series of sources which will help them to evaluate this statement.</p> <p>AFL: Pupils to answer the question (in bold) and use information from the sources in order to back up your argument.</p> <p><i>Numeracy opportunity: analysis of number of evacuees / regions were evacuated from and to</i></p>	<p>LA: Slimmed down statements / read 2 diary entries – one positive and one negative and pick out reasons why / WAGOLL / writing frame</p>		
7		<p><b>KL: Identify features of an evacuee experience –</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students <b>will assess interpretations</b> surrounding the experience of evacuee</p> <p>S: Write a diary entry of someone who has taken in an evacuee and explain how you view the evacuees.</p> <p><i>Careers link 7</i></p>	<p>Hook: Pupils to look at an image of evacuees and then pupils will make a list of emotions which they may be experiencing.</p> <p>Pupils to watch Goodnight Mr. Tom and to make notes on the experience of evacuees in order to inform their diary extract.</p> <p>Literacy focus: Diary account of evacuee</p> <p><i>Numeracy opportunity: analysis of number of evacuees / regions were evacuated from and to</i></p>	<p>HA: How useful is 'Goodnight Mr Tom' to learn about the evacuation/ Why?</p> <p>LA: Prompt questions for source analysis</p>		Link to KS2

8	<p><b>KL: <u>Analyse interpretations surrounding the evacuation experience – local study</u></b></p> <p>D: Students will <b>assess the utility of sources and interpretations</b> surrounding evacuation</p> <p>S: Was evacuation successful and why?</p> <p><i>Careers link 7</i></p>	<p>Hook: Map of the North West. Pupils to answer questions: Where should pupils be evacuated from in the North West? Why would these locations be targeted by the Luftwaffe?</p> <p>Pupils to evaluate sources which detail the experiences of local evacuees from Manchester, Liverpool and Preston.</p> <p>AFL: How useful are sources A and B for an enquiry into the experiences of evacuated children during the Second World War.</p> <p>AFL: Self Assess using the History Question Self Check sheet.</p>	<p>HA: Research in to evacuee experience from the local area</p> <p>LA: Varied sources / prompt questions provided for source analysis</p>		Link to KS2
9	<p><b>KL: <u>Assess was Britain a land of 'hope and glory'? (1)</u></b></p> <p>D: Students will <b>assess modern interpretations</b> surrounding life on the Home Front</p> <p>S: How different might our interpretations be to how the Home Front was seen during the war?</p> <p><i>Careers link 6</i></p>	<p>Hook: thinking question – What difference would it make to a country if all men aged 19-40 were forced to go to war? Discuss and teacher in-pup.</p> <p>Hook 2: Who is this? What does this reveal about the war effort?</p>  <p>Pupils to assess the role played by women during the war effort.</p>	<p>HA: Produce a series of questions that could be asked to gain a deeper understanding of how life changed for females in Britain</p> <p>LA: Question prompts to aid with</p>		Link to KS2

			<p>Students watch the British Pathe News reel about women during the war and make a list of jobs done by women in the second world war.  <a href="https://www.youtube.com/watch?v=7s47g3P54zU">https://www.youtube.com/watch?v=7s47g3P54zU</a></p> <p>Students to then interrogate 2 interpretations, one arguing that the war permanently changed the lives of British women and a second arguing that after the war women went back into domestic duties.</p> <p>AFL: Explain how the Second World War impacted on the lives of British women.</p>	<p>interpretation analysis</p>		
10		<p><b>KL: Assess was Britain a land of 'hope and glory'? (2)</b></p> <p>D: Students will assess modern interpretations surrounding life on the Home Front and identify similarity and difference between experiences</p> <p>S: How different might our interpretations be to how the Home Front was seen during the war?</p> <p><i>Careers link 6</i></p>	<p>Hook: Bed knobs and Broomsticks song about the Home guard. Pupils to listen to the lyrics and to answer thinking questions: Which group of men joined the Home guard? What was their main job? Did they have any previous military experience?</p> <p>Pupil to interrogate 2 modern interpretations of the Home Guard to assess their effectiveness (J Drive) and/or a clip from Dad's army may be used here.</p> <p>AFL: Study interpretations 1 and 2 they give different views about the effectiveness of the Home Guard during</p>	<p>HA: Explain why sources and interpretations give different views about the Home Guard</p> <p>LA: Question prompts for</p>		

			the Second World War. What do they say that is different?	analysis / WAGOLL / writing frame	
11	<p><b>KL: Assess was Britain a land of 'hope and glory'? (3)</b></p> <p>D: Students will <b>assess modern interpretations</b> surrounding life on the Home Front and will <b>justify opinions based on a historical hypothesis</b></p> <p>S: Do people still see Britain as a land of 'hope and glory' in 2019/20?</p> <p><i>Careers link 7</i></p>	<p>Hook: List of WW2 rations for 1 person, what would you cook for your lunch? What do you notice about the food on the list? Does anything surprise you?</p> <p>Pupils to watch one of the following to provide them with a modern interpretation of rationing in the War period: Super sizers do wartime, Back in time for tea 1940s or 1940s House. This will help pupils to understand that interpretations are not just contained in History books.</p> <p>As they are watching pupils will be asked to make notes on the interpretations of people within the show and then to form their own.</p> <p>AFL: Was rationing successful in the United Kingdom during the Second World War.</p>	<p>HA: How useful are documentaries to learn about Britain during wartime?</p> <p>LA: Prompt questions for interpretation analysis</p>		Link to KS2
12	<p><b>KL: To explain why the Second World War ended in August 1945</b></p> <p>D: Pupils will <b>describe</b> why the war in Europe ended and will then <b>assess</b> the morality of dropping the atomic bomb on</p>	<p>Hook: Image of people celebrating the end of the war. What has happened? Make a list of emotions experienced by the people at the end of the war.</p> <p>Pupils to be introduced to the surrender of the German government and VE day but</p>	<p>HA: Which reason do student feel was the most important for dropping</p>		Link to KS2

	<p>Hiroshima and Nagasaki. Pupils will reach a <b>judgement</b> on the dropping of the atomic bomb.</p> <p>S: Summarise how the Second World War ended in 1945</p> <p><i>Careers link 5</i></p>	<p>pupils need to be made aware that the war carried on in the pacific.</p> <p>Pupils to watch British Pathe clip of the end of the war (J Drive).</p> <p>Teacher to explain why there was a war in the pacific.</p> <p>Pupils to then assess why the Americans dropped the atomic bomb. Activity – sort the cards into arguments to drop the bomb and arguments not to drop the bomb. Card sort:</p> <table border="1" data-bbox="824 616 1413 1074"> <tr> <td data-bbox="824 616 1025 762"> <p>Japan had attacked America at Pearl Harbour</p>  </td> <td data-bbox="1025 616 1227 762"> <p>Japan was very cruel to American soldiers when they caught them</p>  </td> <td data-bbox="1227 616 1413 762"> <p>Japan had thousands of soldiers left so they wanted to carry on fighting</p>  </td> </tr> <tr> <td data-bbox="824 762 1025 914"> <p>Lots of American soldiers would die if the war continued</p>  </td> <td data-bbox="1025 762 1227 914"> <p>Japanese soldiers never surrendered</p>  </td> <td data-bbox="1227 762 1413 914"> <p>Scientists did not know what would happen when the bomb was dropped on people</p>  </td> </tr> <tr> <td data-bbox="824 914 1025 1074"> <p>The bomb was the most powerful weapon that had ever been invented</p>  </td> <td data-bbox="1025 914 1227 1074"> <p>The bomb would be dropped on innocent Japanese children</p>  </td> <td data-bbox="1227 914 1413 1074"> <p>America wanted to show off it's new weapon to the world</p>  </td> </tr> </table> <p>AFL: Were the Americans justified in their use of the atomic bomb on Japanese civilians in 1945?</p>	<p>Japan had attacked America at Pearl Harbour</p> 	<p>Japan was very cruel to American soldiers when they caught them</p> 	<p>Japan had thousands of soldiers left so they wanted to carry on fighting</p> 	<p>Lots of American soldiers would die if the war continued</p> 	<p>Japanese soldiers never surrendered</p> 	<p>Scientists did not know what would happen when the bomb was dropped on people</p> 	<p>The bomb was the most powerful weapon that had ever been invented</p> 	<p>The bomb would be dropped on innocent Japanese children</p> 	<p>America wanted to show off it's new weapon to the world</p> 	<p>the Atomic bomb? Why?</p> <p>LA: Timeline activity for students to produce and see steps to the end of war / question prompts for source analysis</p>		
<p>Japan had attacked America at Pearl Harbour</p> 	<p>Japan was very cruel to American soldiers when they caught them</p> 	<p>Japan had thousands of soldiers left so they wanted to carry on fighting</p> 												
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13	<p><b>KL: Explain how World War 2 changed people's lives?</b></p> <p><b><u>Extended writing opportunity</u></b></p>	<p>Hook: Create an acrostic poem using the phrase SECOND WORLD WAR to demonstrate your learning.</p>	<p>HA: What was the greatest change to</p>											

		<p>D: Students will assess how life changed as a result of WW2, explain the importance of these changes and identify features of change and continuity</p> <p>S: How far did attitudes change over time?</p> <p><i>Careers link 3</i></p>	<p>Pupils to plan an answer to the question: Explain how the Second World War changed the lives of British people. You may use: Evacuation, rationing and information of your own.</p> <p>Pupils to plan their response using a planning sheet in order to re-enforce that answers should include subject knowledge and analysis of change and continuity.</p> <p>AFL: History Questions Self-Checker.</p>	<p>lives? Positive or negative? Why?</p> <p>LA: WAGOLL / writing frame</p>		
14		<p><b>KL: To describe the impact of WW2 on the people of Europe</b></p> <p>S: Pupils to assess the impact of the Second World War on the people of Europe and European culture by analysing the interpretation of a Historian.</p> <p>S: Explain how historiography can impact on our understanding of the past.</p> <p><i>Careers link 3</i></p>	<p>Hook: rewind task: Pupils to look again at clips from Atonement and British Pathe and to discuss why the dates of each production effect how the event is shown.</p> <p>Define Historiography</p> <p>Teachers to introduce the notion that all History is subject to change depending on the ideals of each age.</p> <p>Sheet with key facts about the Victorian period and a Victorian passage about the Roman Empire – Why are the Victorians positive about empires? Then an American interpretation about the Roman Empire – Why is this interpretation negative? (J: Drive).</p> <p>Pupils to then watch the Timelines documentary on the legacy of the First World War and its impact on the history of the 20<sup>th</sup> century.</p>	<p>HA: Can pupils identify their own examples of changing History?</p> <p>LA: Question prompts provided for analysis / WAGOLL / writing frame provided</p>		

			<a href="https://www.youtube.com/watch?v=iPYxS5h4x34">https://www.youtube.com/watch?v=iPYxS5h4x34</a> AFL: Explain what is meant by historiography			
<b>KQ: Why were people persecuted in Nazi Germany?</b>	1	<b>KL: Identify features of the Munich Putsch</b> D: Students will identify the <b>key features</b> of the putsch and the <b>consequences</b> of it S: Source analysis of the Putsch to answer an inference question. <i>Careers link 1</i>	Hook: Pupils to write down adjectives to describe how they feel when they see Nazi symbols. Students to be made aware of the early days of the Nazi Party through teacher introduction. Pupils to read an information sheet on the Munich Putsch and to answer a series of AFL questions in order to demonstrate learning. Pupils to then watch a clip of the Munich Putsch from <i>Hitler the rise of evil</i> AFL: Describe 2 features of the Munich Putsch Card sort which includes the causes, events and consequences of the Munich Putsch, pupils to sort them into these 3 categories. AFL: Explain 2 consequences of the Munich Putsch	HA: Identify and explain reasons why the Putsch failed LA: Statements provided on the Munich Putsch and students prepare timeline / visual aids to help with timeline/ question prompts for interpretation analysis / WAGOLL / writing frame	Consolidation Control Youth DAP NSDAP Hitler Youth Nuremburg Laws Discrimination Totalitarian Dictatorship Lebensraum	

2		<p><b>KL: Explain Hitler’s appeal and promises</b></p> <p>D: Students will <b>identify the features</b> of Hitler’s appeal and will <b>explain the importance</b> if each method to Hitler’s rise to power</p> <p>S: Explain which was the key method that Hitler used to gain power.</p> <p><i>Careers link 6</i></p>	<p>Hook: English translation of a speech made by Hitler in his campaign for the elections of 1933 and pupils to highlight Hitler’s policies.</p> <p>Pupils to watch:  <a href="https://www.youtube.com/watch?v=Hl5OqQVaD9Y&amp;disable_polymer=true">https://www.youtube.com/watch?v=Hl5OqQVaD9Y&amp;disable_polymer=true</a> Then to make notes on the impact of WW1 on Germany.</p> <p>Information hunt on the legacy of WW1 and Nazi appeal. Pupils to categorise and summarise each factor and then to explain why each would lead to votes for Hitler. Factors: SA, SS, Treaty of Versailles, the Great Depression, loss of jobs, youth unemployment, Hitler’s speeches, Nazi rallies and propaganda, new Weimar culture and weakness of Weimar government.</p> <p>AFL: Explain the importance of the weakness of the Weimar republic in driving people to vote for the NSDAP</p> <p><i>Numeracy opportunity:</i>  <i>analysis of rise in Nazi support</i></p>	<p>HA: Which method of propaganda would be most effective? Why?</p> <p>LA: Slimmed down information – number of factors / part pre-completed information hunt worksheet</p>		
3		<p><b>KL: Assess the interpretations for the rise in Hitler’s popularity</b></p>	<p>Hook: Source based starter. Give 2 things you can infer from source A about...</p>	<p>HA: Explain why</p>		

		<p>D: Students will <b>identify and assess various interpretations</b> surrounding the reasons for Hitler's popularity and will <b>identify differences and reasons for differences</b></p> <p>S: Make a list of reasons why people voted for the Nazi party in 1933</p> <p><i>Careers link 7</i></p>	<p>(teacher to decide depending on the ability of the group).</p> <p>Pupils to read through 2 interpretations and 2 sources. Pupils to answer questions which will help them to interrogate each. Finally, pupils will need to link each source to an interpretation.</p> <p>AFL: What is the difference between interpretation 1 and 2?</p> <p>AFL: Why are interpretations 1 and 2 different?</p>	<p>interpretations differ</p> <p>LA: Prompt questions provided to help with analysis of source/interpretation / WAGOLL / writing frame</p>		
4		<p><b>KL: Explain how Hitler was able to control Nazi Germany</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students <b>will identify the features</b> of Nazi control and will explain <b>the importance</b> of each to Hitler</p> <p>S: Explain the importance of the use of Gestapo in Hitler's control over Germany (8 marks)</p> <p><i>Careers link 6</i></p>	<p>Hook: Describe 2 features of the German reaction to the Treaty of Versailles.</p> <p>Pupils to watch: <a href="https://www.youtube.com/watch?v=KNOC6EgPv8o">https://www.youtube.com/watch?v=KNOC6EgPv8o</a> to make a list of methods used to control the German people.</p> <p>Card sort activity with each factor used to control the people of Germany and a definition of each factor, pupils to work in pairs to link them up. Pupils to stick them into their exercise books and then to explain the importance of each to Hitler's policy of control through fear.</p> <p>AFL: Explain how Hitler was able to control the people of Germany.</p>	<p>HA: Which method of control do students believe would be the most effective and why?</p> <p>LA: Students match reasons for control to images and place in order of effectiveness / students to</p>		<p>Link to Medieval consolidation of power and methods used by William <b>Yr7 HT3</b></p>

				justify order	
5		<p><b>KL: Explain the importance of the Hitler Youth to the Nazis</b></p> <p>D: Students will identify features of the Hitler Youth and explain the importance and consequences of the Hitler Youth</p> <p>S: Explain the consequences of the Nazi coming to power for young people in Germany (8 marks)</p> <p><i>Careers link 1</i></p>	<p>Hook: Name as many young people's organisations as you can.</p> <p>Thinking question: How may Hitler use the young people of Germany to embed his policies and ideas? How would he do it?</p> <p>Pupils to analyse the differences between the education of girls and boys in Nazi Germany. Pupils to work in pairs to annotate around each of the timetables.</p> <p>AFL: Why are the timetables of boys and girls different? What does this reveal about gender roles in Nazi Germany?</p> <p>Pupils to read an information sheet on the education of young people in Nazi Germany and to answer comprehension style questions in order to promote literacy when reading and gathering information.</p> <p>AFL: Explain the importance of education as a means of control and indoctrination in Nazi Germany.</p> <p><i>Numeracy opportunity: Nazi Youth membership analysis</i></p>	<p>HA: CNOPC / inference on sources</p> <p>LA: Slimmed down information / statements provided and students categorise male or female education</p>	

6	<p><b>KL: Explain the importance of the Hitler Youth to the Nazis</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Students will analyse various interpretations surrounding the Hitler Youth and will explain why the interpretations differ</p> <p>S: Why is it easier to target young people as opposed to older people?</p> <p><i>Careers link 6</i></p>	<p>Hook: Pupils to read a diary extract from a boy in a Hitler Youth camp. What does he think about life in the camp? Is he enjoying it? What attracted him to the Hitler Youth?</p> <p>Pupils to look into the different sections of the Hitler Youth and the activities carried out by each. AFL: What are the main differences between the Hitler Jugend and he Bund Deutscher Madel?</p> <p>Watch:  <a href="https://www.youtube.com/watch?v=uHERiyU7jcm">https://www.youtube.com/watch?v=uHERiyU7jcm</a> What was Henry's experience in the Hitler Youth? What does Henry's Father's reaction reveal about how people felt about the Nazis?</p> <p>Pupils to read different interpretations of the Hitler Youth and to analyse the different experiences.</p> <p>AFL: Did everyone enjoy their time in the Hitler Youth? Explain your answer</p>	<p>HA: Oral history account questions for Hitler Youth members</p> <p>LA: Card sort activity matching different sections of the Hitler Youth / writing frame</p>		
7	<p><b>KL: Explain how the Nuremburg Laws impacted the life of Jews</b></p> <p>D: Students will identify the key features of the Nuremburg Laws and the consequences of these for Jews in Germany</p>	<p>Hook: Give 2 things you can infer from source A about Nazi attitudes towards the Jewish population.</p> <p>Pictures of Jewish children – What words come to mind when you see these images? Make a list of adjectives.</p> <p>Pupils to complete an information hunt on the Nuremburg Laws. Pupils will gather</p>	<p>HA: CNOPC activity on Nuremburg Laws</p> <p>LA: Slimmed down information for</p>		

		<p>S: Describe two features of the Nuremberg Laws (4 marks)</p> <p><i>Careers link 3</i></p>	<p>information on the restrictions placed on the lives of Jewish people. (information on the J Drive).</p> <p>AFL questions: What did Hitler say German people and all people in north Europe were?</p> <p>Hitler believed that the Aryans should do what with the world?</p> <p>What did Hitler say was bad about the Jews?</p> <p>Hitler said so many bad things about the Jews – who started to believe him?</p> <p>What did German soldiers destroy?</p> <p>What happened in 1933?</p> <p>By 1935, things were very bad for Jews, what were they not allowed to do?</p> <p>How did the Nazis respond to the murder of a Nazi soldier in Paris?</p> <p>How many prisoners were sent to Nazi concentration camps?</p> <p>What did many Jews try to do to escape from Hitler?</p> <p>Which do you think is the worst law? Why do you think this?</p> <p>Why do you think Hitler introduced these laws?</p>	<p>information hunt / part completed information hunt worksheet / prompt questions for source analysis</p>		
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8	<p><b>KL: Identify features of life in a Jewish Ghetto – Literacy focus</b></p> <p>D: Students will identify features of life in the Jewish Ghetto and explain the consequences on the changing laws towards Jews in Germany</p> <p>S: How has the treatment of Jewish people changed from the Nuremberg Laws and what does this tell you about the Nazis attitudes?</p> <p><i>Careers link 3</i></p>	<p>Hook: Pupils to look at a series of images from the Jewish Ghetto at Theresienstadt, in the Czech Republic:</p>  <p>What does these images suggest about life in a ghetto? Can you explain these images?</p> <p>Pupils to read some information on life in the Ghetto and to write down 3 facts about life in the ghetto.</p> <p>AFL: Explain how the lives of Jewish people changed in Nazi Germany. You may use: Nuremberg Laws, education and information of your own.</p>	<p>HA: Source analysis work on ghetto accounts</p> <p>LA: Prompts for source analysis / slimmed down information with key questions provided to answer</p>		
9	<p><b>KL: Identify the development of persecution in Nazi Germany – the Final Solution – depth study</b></p> <p>D: Student will identify the key features of the Final Solution and will create a narrative</p>	<p>Hook: Pupils will decode a number of anagrams which will form key words. Pupils to then write down anything that they already know about each key word. Green pen this with the definitions.</p> <p>Pupils to complete an information hunt on the final solution which will focus on conditions in the camps, work done within</p>	<p>HA: Analysis of Hitler's views from Mein Kampf</p> <p>LA: Statements provided</p>		

		<p><b>analysis</b> on the persecution of Jews from 1933-39</p> <p>S: Define what is meant by anti-Semitism. Which other groups were subject to the Holocaust?</p> <p><i>Careers link 5</i></p>	<p>the camps, the transition from concentration to death camps, propaganda in the camps and the carrying out of the final solution.</p> <p>Pupils to watch clips from <i>Boy in the Striped Pyjamas</i> and to complete a worksheet on the final solution. This information will help pupils to complete the following literacy focus lesson by ensure that all pupils fully understand and can empathise with the experience of the Jewish population of Germany through the Holocaust.</p> <p><i>Numeracy opportunity: analysis if number of minorities persecuted</i></p>	<p>and students place in a timeline / slimmed down information / part completed information hunt worksheet provided</p>		
10		<p><b>KL: Identify the development of persecution in Nazi Germany – the Final Solution – depth study</b></p> <p>D: Student will identify the <b>key features</b> of the Final Solution and will create a <b>narrative analysis</b> on the persecution of Jews from 1933-39 in Germany</p> <p>S: Why is it important that we learn about the Holocaust?</p> <p><i>Careers link 1</i></p>	<p>Hook: Design a memorial for the murdered Jews of Europe.</p> <p>Pupils to complete the literacy focus lesson by composing an answer to the historical enquiry below.</p> <p>Write a narrative account analysing Nazi persecution of Jewish people 1933-1939. You may use: The Nuremberg Laws, life in Jewish ghettos and information of your own.</p> <p>AFL: Pupils to mark their answer by using the History Question Self-Checker sheets.</p> <p><i>Numeracy opportunity: analysis if number of minorities persecuted</i></p>	<p>HA: Did opposition in Germany to the Final Solution exist? Research</p> <p>LA: WAGOLL / writing frame</p>		

11	<p><b>KL: To assess the effectiveness of Jewish resistance to the Nazis</b></p> <p>D: Pupils will <b>evaluate</b> sources which display the tactics used by Jewish resistance groups and will then <b>assess</b> the effectiveness of these tactics.</p> <p>S: How significant were Jewish attacks on the German army?</p> <p><i>Careers link 5</i></p>	<p>Hook: An image of Jewish resistance fighters. What is happening in this image?</p> <p>Pupils to watch a clip on Jewish Partisan resistance and to make notes on the methods used by resistance fighters. (J Drive).</p> <p>Information hunt on the methods used to fight the Nazis. Pupils to make notes on the scale of resistance and the methods used.</p> <p>AFL: Pupils to assess the effectiveness of each method by organising them into a diamond 9 of significance. Which method do you think was the most successful? Explain your answer.</p> <p>AFL: 'Jewish people were weak victims who did not fight the Nazis' How far do you agree?</p>	<p>HA: Jewish resistance source analysis</p> <p>LA: Slimmed down information for information hunt / part completed information hunt worksheet / fewer events in diamond 9 card sort</p>			
12	<p><b>KL: To describe features of the Holocaust</b></p> <p>D: Pupils will gather information on and <b>describe</b> which other groups were targeted during the Holocaust.</p>	<p>Hook: Picture of Concentration camp badges. Which other groups do you think were targeted by the Nazis during the Holocaust.</p> <p>Pupils to read the story of Hans Frank (victim of the T4 program) and to answer questions: Why was Hans targeted? What is strange about the story of Hans Frank?</p>	<p>HA: Did the world learn from the Final Solution?</p> <p>LA: Slimmed</p>			

S: Create a list of all groups targeted by the NSDAP

*Careers link 5*

What does this reveal about the tactics deployed by the Nazis?

Information hunt on the different groups targeted by the Holocaust: Roma, Homosexuals, Polish, Jehovah's Witnesses and the disabled.

AFL: Give two things you can infer from source A About Nazi attitude towards the disabled.



down information for information hunt / part completed information hunt worksheet / WAGOLL / writing frame

1	<p><b><u>KL: To explain how the British government works</u></b></p> <p>D: Pupils will <b>investigate</b> into how the British government works and who can vote in elections in the UK today.</p> <p>S: How does the British constitution ensure that everyone is represented in the 21<sup>st</sup> Century?</p> <p><i>Careers link 4</i></p>	<p>Hook: Pupils will analyse a pie chart which will show the results of the 2019 parliamentary elections. What can we learn from this data?</p> <p>Quiz: What do you already know about politics in the UK? – Pupils will answer a series of questions to assess what they know so far. Green pen answers in to show rapid progress.</p> <p>Alternatively, pupils can find the answers in this video in order to green pen or to initially answer.</p> <p><a href="https://www.youtube.com/watch?v=RAMblz3Y2JA">https://www.youtube.com/watch?v=RAMblz3Y2JA</a></p> <p>Pupils will then complete a diagram of the British constitution which will show the names of each part of the political system and pupils will add in what each part does. This can be done as a card sort.</p> <p>AFL: What is the purpose of the House of Lords?</p>	<p>HA: Is the British constitution for modern day? Discuss</p> <p>LA: <i>LA label diagram provided / key statements provided to match up</i></p>	<p>Vote</p> <p>Suffrage</p> <p>Parliament</p> <p>Law</p> <p>Right</p> <p>Gender</p> <p>Politics</p> <p>Tactics</p> <p>Deeds</p>	
2	<p><b><u>KL: To analyse reasons why women wanted the vote</u></b></p> <p>D: Pupils will <b>analyse sources</b> to describe why women wanted the vote and women’s role in society by 1914. Pupils will use this in order to form a <b>judgement</b> on why women wanted the vote.</p>	<p>Hook: Draw the ideal Victorian and Edwardian woman. Annotate qualities which she should have.</p> <p>Pupils will look at the painting Woman’s mission and will make notes on what the ideal Edwardian woman was like.</p> <p>Pupils to look at laws which governed women’s rights and property before women’s suffrage.</p> <p>AFL: Are these laws which control women, but in which they have no say fair?</p> <p>Pupils will analyse sources which show the role played by women in British society during the early 20<sup>th</sup> century. These could be sources showing women at work or some of the campaign posters used by the suffragists and suffragettes.</p>	<p>HA: CNOPC of sources</p> <p>LA: <i>Number, level or range of sources / prompt analysis question</i></p>		

	<p>S: Has the role of women changed from the early 20<sup>th</sup> century?</p> <p><i>Careers link 5</i></p>	<p>AFL: Form a judgement and display your learning, why did women want the vote?</p>		
3	<p><b><u>KL: To identify the tactics used by the Suffragettes to try and gain the vote</u></b></p> <p>D: Students will <b>investigate</b> into the tactics used by the suffragettes to raise awareness.</p> <p>S: How would you raise a question to your MP today?</p> <p><i>Careers link 4</i></p>	<p>Hook: Pupils to listen to the <i>Sister Suffragette</i> song from Mary Poppins and to make notes on any tactics which they can hear in the song.</p> <p>Pupils to complete an information hunt where they will look at pictures of the deeds carried out by the Suffragettes in their attempt to disrupt British life and raise awareness. Pupils to say what they think is happening in each image and then state what the impact of each tactic would be and on who.</p> <p>AFL: Which tactic would be the most effective?</p>	<p>HA: Place tactics in hierarchy of effectiveness / pupils explain possible negative connotations of tactics</p> <p>LA: <i>Students provided with images for key information / prompt questions</i></p>	
4	<p><b><u>KL: To explain the effectiveness of the Suffragettes</u></b></p> <p>D: Students will <b>investigate</b> into the effectiveness of the actions of the suffragettes and form a <b>judgement</b> as to</p>	<p>Hook: Pupils will see an image of a woman being force-fed in prison. Pupils to compose 5 questions they could ask to find out more.</p> <p>Pupils will be given a set of cards on which are recorded 8 deeds carried out by the Suffragettes (J Drive) and pupils will rank each event on a scale of extremism, from a safe (help the cause) to some problems (illegal actions) and finally extreme (putting life in danger).</p>	<p>HA: Pupils to identify and explain 3 additional methods they think would have been effective in</p>	

	<p>whether the Suffragettes were too extreme and militant.</p> <p>S: Did the Suffragette's create passion for their cause or fear of their actions?</p> <p><i>Careers link 4</i></p>	<p>Pupils will then create a graph on which they will plot events in chronological order and severity.</p> <p>Pupils will then assess the impact of each.</p> <p>AFL: Explain how effective the deeds carried out by the Suffragettes were in gaining women the right to vote.</p>	<p>the campaign for votes</p> <p>LA: <i>WAGOLL graph / level of information provided</i></p>		
5	<p><b><u>KL: To create a campaign poster for the Suffragettes to demonstrate learning</u></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students will <b>create</b> a campaign poster to demonstrate their learning of women's struggle for the vote.</p> <p>S: Can you make a list of Historical events which led to universal male suffrage?</p> <p><i>Careers link 1</i></p>	<p>Hook: Pupils to look at examples of Suffragette poster and to annotate how they get their message across. They should focus on metaphor and symbolism.</p> <p>AFL: Give 2 things you can infer from source A about the aims of the Suffragette movement.</p> <p>Students to then create their own campaign poster to persuade people to support women's suffrage. Pupils to be given success criteria and a WAGOLL.</p>	<p>HA: CNOPC of source</p> <p>LA: WAGOLL</p>		<p>Stretch links to Y7 HT4 – Magna Carta and Y7 HT6 – The English Civil War</p>

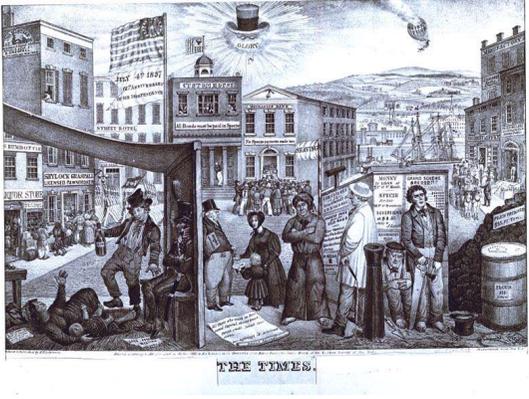
6	<p><b><u>KL: To analyse how far women have come in British politics</u></b></p> <p>D: Pupils will look into the lives of significant women in British Political History. Pupils will then form a <b>judgement</b> on who is the most <b>significant</b> women in British politics.</p> <p>S: Explain what <i>Parliamentary democracy</i> means and how does it work?</p> <p><i>Careers link 1</i></p>	<p>Hook: To get pupils thinking pupils to make a list of jobs which are restricted to only men (they should find this hard, if not impossible).</p> <p>Pupils to complete an information hunt which will reveal the political career of British women. Pupils will detail: the qualifications of each woman (aim to raise aspirations), where they are from, what job they have done, the impact they have had on either their local area or the country.</p> <p>Individuals: Emmaline Pankhurst, Millicent Fawcett, Theresa May, Margaret Thatcher, Lisa Nandy, Nancy Astor (Viscountess Astor).</p> <p>AFL: Which woman has had the most significant impact on British politics?</p>	<p>HA: Students identify and explain significant British women of the Modern Day</p> <p>LA: <i>Number of influential females to study / key criteria looking for shared</i></p>		
7	<p><b><u>KL: To form a judgement on who was the most significant woman in History</u></b></p> <p>D: Pupils to <b>investigate</b> into significant women throughout History and to <b>evaluate</b> women's contribution to many global fields.</p>	<p>Hook: Pupils to identify a number of famous women and name what they have done.</p> <p>Working in groups pupils will research and create a presentation on significant women throughout History.</p> <p>Pupils will then present their argument to the class as this will help to develop oracy amongst students.</p> <p>AFL: Pupils to vote for the most significant woman in History.</p> <p>Candidates: Emmaline Pankhurst, St. Hilda of Whitby, Margaret of Anjou, Mary Seacole, Margaret Thatcher, Theresa May, Marie Curie, Emily Davidson, Malala Yousafzai, Rosa Parks, JK</p>	<p>HA: Does inequality still exist in modern day? Explain</p> <p>LA: <i>WAGOLL / key prompt questions to ask</i></p>		

	<p>S: Write a list of criteria for someone to meet to be considered significant.</p> <p><i>Careers link 3</i></p>	<p>Rowling, Elizabeth I, Ada Lovelace, Edith Cowan and Amelia Earhart</p>			
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	Lesson	Title	Pedagogical ideas/resources	Careers development skills	Unit key words	Links to learning KS2/3
KQ: How did the Plains Indians lose their way of life?	1	<p><b><u>KL: To describe the way of life and beliefs of the Plains Indians</u></b></p> <p><i>D: Students will investigate into the culture and religious beliefs of the Plains Indians</i></p> <p><i>S: How different is the way of life of the Plains Indians to how we live today?</i></p> <p><i>Career link 3</i></p>	<p>Source analysis showing tribal meeting – inferences that could be made from this/what does it tell us about the Plains Indians?</p> <p>Information hunt activity focusing upon key beliefs about:</p> <ul style="list-style-type: none"> <li>-spirit world</li> <li>- circles</li> <li>-spirit land</li> <li>- visions</li> <li>- dances and ceremonies</li> </ul> <p>Mix and match activity looking at different roles within tribe:</p> <ul style="list-style-type: none"> <li>- Chief</li> <li>- Medicine man</li> <li>- Council</li> <li>- Warrior society</li> </ul>	<p>HA: Place the roles within a tribe in to hierarchal order and explain justification</p> <p>LA: Slimmed down information on information hunt/part pre completed worksheet / prompt questions for source analysis</p>	<p>Nomadic</p> <p>Native</p> <p>Plains Indians</p> <p>Manifest Destiny</p> <p>Cattle</p> <p>Vigilante</p> <p>Buffalo</p> <p>Tipi</p> <p>Spirit</p> <p>Claim</p>	
	2	<p><b><u>KL: To explain the importance of the buffalo for the way of life of the Plains Indians</u></b></p> <p><i>D: Pupils will analyse sources which will help them to assess the importance of the</i></p>	<p>Source analysis – what are the different parts of the buffalo being used for? Students then to categorise these in to:</p> <ul style="list-style-type: none"> <li>-everyday life</li> <li>-warfare</li> <li>- religion</li> </ul> <p>And explain why these are important to the Plains Indians</p>	<p>HA: Explain the most important factor the buffalo was used for and explain why</p> <p>LA: mix and match for buffalo art to use / work sheet questions /</p>		

	<p><i>buffalo in plains Indian culture.</i></p> <p><i>S: What do you think would happen to the Plains Indians if the buffalo were threatened?</i></p> <p><i>Career link 6</i></p>	<p>Importance question</p> <p>Analysis comparison of hunting before and after buffalo</p> <p>Buffalo hunting scene from 'Dances with Wolves':</p> <p><a href="https://www.youtube.com/watch?reload=9&amp;v=h9kQtd4_WcU">https://www.youtube.com/watch?reload=9&amp;v=h9kQtd4_WcU</a></p> <p>Ray Mears How the west was won ep 2 (start – 10 mins)</p> <p><a href="https://www.youtube.com/watch?v=kmxZ4vMTPVg">https://www.youtube.com/watch?v=kmxZ4vMTPVg</a></p> <p><i>Differentiation: sources</i></p>	<p>WAGOLL / writing frame</p>		
<p>3</p>	<p><b><u>KL: To describe how the US government controlled the Plains Indians from 1830-1851</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Pupils will interpret how the Permanent Indian Frontier and the Indian Appropriation Act impacted on the</i></p>	<p>Students create 3 maps – one showing Plains Indians life across the USA prior to the 1830s, then 1830 and finally 1851. In their own words students explain how the movement/land has changed over time.</p> <p>Students add to 2<sup>nd</sup> map Permanent Indian Frontier and explain impact and to 3<sup>rd</sup> map the Indian Appropriation Act – for each explaining the impact for the Plains Indians</p> <p>Write 2 diary entries – one from US government and one from Plains Indians Chief describing their views of what is happening to land</p>	<p>HA: Students create a narrative explaining to what extent movement of the Plains Indians changed over time</p> <p>LA: Part pre completed map / timeline provided and students annotate key changes</p>		

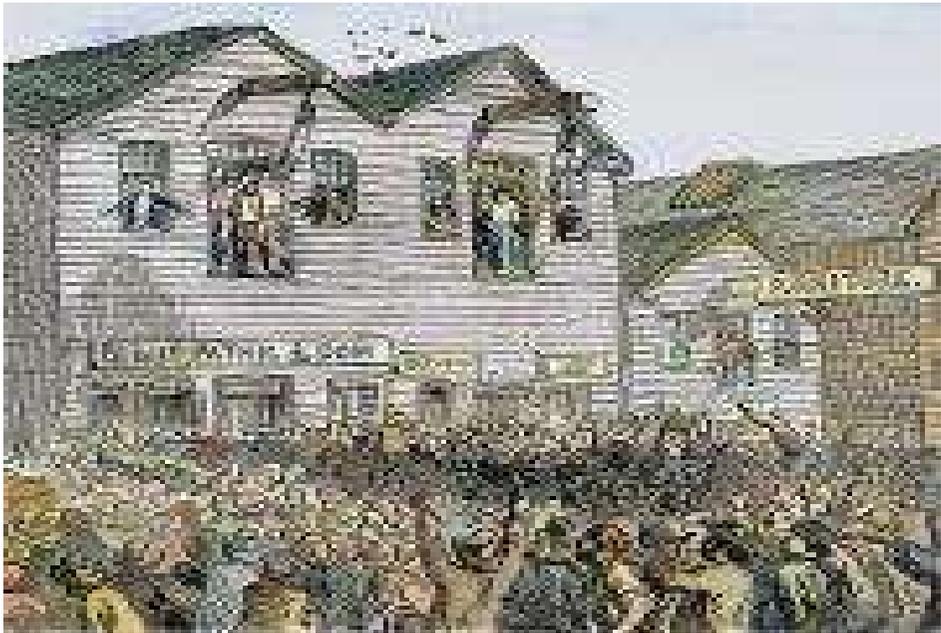
	<p><i>way of life of the Plains Indians.</i></p> <p><i>S: Create a hypothesis, what will the US government do next?</i></p> <p><i>Career link 6</i></p>				
4	<p><b><u>KL: To create a tipi to demonstrate our understanding about the culture, religion and US policy towards to Plains Indians</u></b></p> <p><i>D: Pupils will create a tipi and on it they will demonstrate their learning about Plains Indian culture, religion and the policy of the US government towards the Native Americans.</i></p> <p><i>S: Describe 2 features of Plains Indian religion</i></p> <p><i>Career link 1</i></p>	<p>Analysis of tipi – what can we see on it/how is it designed?</p> <p>Students explain how it would be able to withstand different seasons and weather on the Great Plains</p> <p>Students either design and create their own tipi or in groups a class competition to make the most realistic tipiHA</p>	<p>HA: Critique each groups tipi / group tipi produced</p> <p>LA: <i>match statements to correct season / tipi template provided</i></p>		

<p>5</p>	<p><b><u>KL: To explain why people wanted to leave the eastern states of the USA</u></b></p> <p><i>D: Pupils will understand what Manifest Destiny was and how it encouraged migration West. Pupils will analyse sources to assess the problems in eastern states.</i></p> <p><i>S: Make a list of consequences caused by the economic problems in the eastern states.</i></p> <p><i>Career link 1</i></p>	<p>Source analysis of 'The Bubble Has Burst' from the New York Times 1837</p>  <p>What can we learn about the problems of the eastern states?</p> <p>Provide definition of Manifest Destiny – students to consider what it means for US citizens and Plains Indians?</p> <p>Source analysis of Manifest Destiny propaganda</p> <p>Students create piece of propaganda to encourage Manifest Destiny</p>	<p>HA: CNPOC activity on source</p> <p>LA: prompt questions used to analyse sources / WAGOLL</p>	
<p>6</p>	<p><b><u>KL: Explain two consequences of Manifest Destiny for the way of life of the Plains Indians</u></b></p> <p><i>D: Literacy focus lesson. Pupils will compose an answer to the KL question</i></p>	<p>Brainstorm possible consequences of Manifest Destiny for Plains Indians:</p> <ul style="list-style-type: none"> <li>- Land destroyed</li> <li>- Land removed</li> <li>- Buffalo scared</li> <li>- Movement across Great Plains – sacred land</li> <li>- Removal of Plains Indians rights</li> <li>- Building of railways</li> <li>- Increased conflict and tension</li> <li>-</li> </ul> <p>Diary explaining reactions of Plains Indians</p>	<p>HA: Place consequences of Manifest Destiny into hierarchy of impact and justify</p> <p>LA: WAGOLL / writing frame</p>	

	<p><i>in order to <b>practise key historical skills.</b></i></p> <p><i>S: Write a series of instructions in order to help a friend answer this question</i></p> <p><i>Career link 3.</i></p>	<p>Produce piece of anti-Manifest Destiny propaganda</p> <p>Explain two consequences of Manifest Destiny for the Plains Indians way of life – students to answer question</p>			
7	<p><b><u>KL: To describe the journey West</u></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Pupils will <b>analyse sources</b> and gain an understanding of the difficulties of the journey to the West.</i></p> <p><i>S: Make a list of essentials you would need in order to journey West.</i></p> <p><i>Career link 6</i></p>	<p>Students analyse diary entry of early pioneers – what problems did they face?</p> <p>Students brainstorm what they think are potential problems:</p> <ul style="list-style-type: none"> <li>-getting lost</li> <li>-wild animals</li> <li>-extreme weather</li> <li>- hostile Indians</li> <li>- leaving Independence at right time of year</li> <li>- shortage of food/medicines/water</li> <li>- no clear directions</li> </ul> <p>Students use the story of the Donner Party to create storyboard</p> <p>Clip from Timelines TV talking about problems of journey West:</p> <p><a href="https://www.youtube.com/watch?v=QsqpFuI6aQQ">https://www.youtube.com/watch?v=QsqpFuI6aQQ</a></p> <p>Ray Mears How the West was won ep2 (11mins – 25mins)</p> <p><a href="https://www.youtube.com/watch?v=kmxZ4vMTPVg">https://www.youtube.com/watch?v=kmxZ4vMTPVg</a></p> <p><i>Numeracy opportunity – miles on journey</i></p>	<p>HA: Identify and explain significant turning points in the story of the Donner Party</p> <p>LA: statements provided to create timeline of Donner Party</p>		

<p>8</p>	<p><b><u>KL: To assess the impact of the Transcontinental Railway in developing the West</u></b></p> <p><i>D: Pupils will assess the impact that the Transcontinental Railway had on the development of the West.</i></p> <p><i>S: Describe 2 features of how people moved West Career link 1</i></p>	<p>Analysis of image: what does it show etc.?</p>  <p>Students to look at how California and Oregon developed and became full.</p> <p>Students track development of new railroads and town on the Great Plains</p> <p><i>Numeracy opportunity – impact in population movement figures</i></p>	<p>HA: Identify positives and negatives of the TCR for both the US government and Plains Indians</p> <p>LA: slimmed down information provided / timeline provided</p>		
<p>9</p>	<p><b><u>KL: To describe the challenges and solutions to farming on the Great Plains</u></b></p> <p><i>D: Students will investigate into the problems faced by the Homesteaders and how new technology led them to success in</i></p>	<p>Image of Great Plains – what problems do you think would be encountered?</p> <p>Analysis of source – what problems can be seen for homesteaders?</p>	<p>HA: Place problems into hierarchal order and categorise/justify</p> <p>LA: Mix and match activity provided for problems and an solutions / analysis prompt</p>		

	<p>farming on the Great Plains.</p> <p><i>S: Why is the role of the Homesteaders important for the development of the Great Plains?</i></p> <p>Career link 1</p>	 <p>Introduce and define Homestead Act</p> <p>Card sort activity matching problems to solutions</p> <p>Ray Mears How the west was won ep2 (26 mins – 40 mins)</p> <p><a href="https://www.youtube.com/watch?v=kmxZ4vMTPVg">https://www.youtube.com/watch?v=kmxZ4vMTPVg</a></p>	<p>questions provided</p>		
<p>10</p>	<p><b><u>KL: To evaluate the development of the cattle industry for the development of the Plains</u></b></p> <p><i>D: Pupils will develop an understanding of the cattle industry and how it helped to the develop the Great Plains.</i></p>	<p>Students use information from information hunt to create timeline of cattle industry. Timeline focuses on:</p> <ul style="list-style-type: none"> <li>- US Civil War</li> <li>- Charles Goodnight and Oliver Loving</li> <li>- Fort Sumer</li> <li>- Joseph McCoy and Abilene</li> <li>- John Iliff and Open Range</li> <li>- Reasons why the Open Range ended</li> </ul> <p>Students to draw cartoon of what they think a cowboy looks like, compare with real picture and explain function of equipment</p> <p>Cardo sort in to duties/responsibilities of cowboys compared to dangers</p>	<p>HA: Once timeline is understood students identify and explain the most significant turning point in its development and explain</p> <p>LA: pre-part completed worksheet for information hunt</p>		

	<p><i>S: How important was the cattle industry in bringing the Great Plains under the control of the US government?</i></p> <p><i>Career link 3</i></p>	<p>Timelines TV Cattle Trails:  <a href="https://www.youtube.com/watch?v=PaHQ2vrt0ak">https://www.youtube.com/watch?v=PaHQ2vrt0ak</a></p>	<p>/ visual timeline provided</p>		
<p>11</p>	<p><b><u>KL: Explain the importance of vigilantes for the development of law and order in the West</u></b></p> <p><i>D: pupils will analyse case studies to assess the importance of vigilantes in dealing with crime in the West.</i></p> <p><i>S: Describe 2 common crimes in the American West</i></p> <p><i>Career link 3</i></p>	<p>Analysis of lynching in San Francisco – what does this show?</p>  <p>Explain that in new towns there was a lack of law and order and vigilantes were used to solve law and order – students in their own words define a vigilante</p> <p>Information hunt activity looking at key crimes in the West:</p> <ul style="list-style-type: none"> <li>- Bank robbery</li> <li>- Cattel rustling</li> <li>- Claim jumping</li> </ul>	<p>HA: Students place developments into a narrative timeline which is ranked according to success of actions of the US govnt</p> <p>LA: Slimmed down info on information hunt / part pre-completed info hunt worksheet</p>		

		<ul style="list-style-type: none"> <li>- Fence cutting</li> <li>- Horse stealing</li> <li>- Racial attacks</li> <li>- Shootings</li> <li>- Stage coach and train robber</li> </ul> <p>Student then place solutions to solving law and order in to hierarchy of most effective and explain why:</p> <ul style="list-style-type: none"> <li>- Introduction of law officials</li> <li>- Private law agencies</li> <li>- Appointment of judges</li> <li>- Migration of law abiding families to the Great Plains</li> <li>- Development of state laws over federal laws</li> <li>- Improved town conditions</li> <li>- Expansion or railway and speed of law enforcement improves</li> </ul>			
12	<p><b><u>KL: To understand what the Plains Wars were and why they were important in forming the USA</u></b></p> <p><b><u>Extended writing opportunity</u></b></p> <p><i>D: Pupils will analyse information about the key battles and events of the Plains Wars. Pupils will then reach a judgement on the importance of these wars for</i></p>	<p>Source analysis of Sand Creek – what is happening?</p>  <p>Information hunt on:</p> <ul style="list-style-type: none"> <li>-Little Crow's War</li> </ul>	<p>HA: Students identify characteristics of significance (Counsel's 5Rs) and students identify and explain which battle they see as most significant</p> <p>LA students only need to study Little Crow's War; Sandcreek and Red Cloud's War</p>		

		<p><i>the development of the USA.</i></p> <p><i>S: Explain why the USA saw the Plains Indians as a barrier to Manifest Destiny.</i></p> <p><i>Career link 3</i></p>	<ul style="list-style-type: none"> <li>-Sandcreek Massacre</li> <li>-Red Cloud's War</li> <li>-Washita</li> <li>-Rosebud River</li> </ul> <p>And will gather information on date; causes; key events and results.</p> <p><i>Numeracy opportunity – amount of warriors involved vs US army</i></p> <p>Analysis activity looking at reasons why Custer and 7<sup>th</sup> Cavalry were defeated – place in order of importance and justify order:</p> <ul style="list-style-type: none"> <li>-actions of Custer</li> <li>-Suitability of conditions for Plains Indians</li> <li>-Underestimation of Plains Indians</li> <li>-Leadership of Plains Indians (Crazy Horse)</li> <li>-Plains Indians having better rifles</li> <li>-Numbers of men (600 US army vs 2000 Plains Indian warriors)</li> </ul> <p>Timelines TV Battle of Little Big Horn:</p> <p><a href="https://www.youtube.com/watch?v=bLUwbGRmv9U&amp;t=2s">https://www.youtube.com/watch?v=bLUwbGRmv9U&amp;t=2s</a></p>			
13		<p><b><u>KL: To assess how the US government removed the culture and</u></b></p>	<p>Image of Mt Rushmore – what does this show? Why is this significant?</p>	<p>HA: students place in to hierarchy actions of US government in removing their</p>		

**practises of the Plains Indians**

*D: Pupils will assess the techniques used by the US government to remove the religion and cultural identity of the Plains Indians.*

*S: Why is it important to learn about and understand the importance of different cultures.*

*Career link 1*



Students create mind map explaining how:

- Dawes Act
- Reservation
- Religion
- Education

Helped the US government remove Plains Indians beliefs (white text book to assist)

Images from Oklahoma Land Rush / Buffalo hunting / Ghost Dance and Wounded Knee Massacre – students to explain how they would remove Plains Indians way of life

way of life and explain

LA: Sentence completes on 4 areas

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KQ: What was the USA like in the 20<sup>th</sup> century?</p>	<p>1</p>	<p><b>KL: To assess how life had changed for African Americans from 1863-1963</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Pupils will <b>describe</b> the racial discrimination towards African Americans in the 19<sup>th</sup> and early 20<sup>th</sup> centuries and to <b>explain</b> why the constitution does not provide protection for the civil liberties of minorities</p> <p>S: Explain how the legacy of the slave trade was still felt in 1920s America.</p> <p><i>Careers link 6</i></p>	<p><b>Hook:</b> Pupils use the visual images of exaggerated stereotyped AAs to consider the questions and discuss on their tables. What do these images reveal about the attitude of the American people towards African Americans? Once students have discussed, teacher facilitates feedback.</p> <p>Pupils to read an information sheet on US policy towards African Americans.</p> <p>AFL: Explain how US policy impacted the lives of African Americans.</p> <p>How useful are sources A and B for an enquiry into US policy towards African Americans in the 1920s.</p> <p style="text-align: center;"><b>Source A</b></p> <p style="text-align: center;">There is nothing in the make up of a negro, physically or mentally, that should induce anyone to welcome him as a neighbour. The best of them are unsanitary....ruin follows in their path. They are as proud as peacocks, but have nothing of the peacock's beauty.... Niggers are undesirable neighbours and entirely irresponsible and vicious.</p> <p style="text-align: center;"><i>From the Chicago Property Owners' Journal, 1920.</i></p> <p>Source A:</p>	<p>HA: What additional sources could be used and why to learn about how life has changed for AA?</p> <p>LA: Slimmed down information / key questions provided for students to answer / CNOPC vs NUT table</p>	<p>Segregation</p> <p>Civil Rights</p> <p>Racism</p> <p>Equality</p> <p>Constitution</p> <p>Communism</p> <p>Vietnam</p> <p>Vietcong</p> <p>Gorilla</p> <p>Protest</p>	

Source B:

Source B:



A photograph of a shop in Southern USA in the 1920s

2

**KL: To explain the significance of the Montgomery Bus Boycott**

D: Pupils will **assess** the importance of Rosa Parks and the Montgomery Bus Boycott in the struggle for civil rights in the USA.

S: Why were the actions of the bus boycotters significant in raising awareness?

*Careers link 7*

Hook: Picture of Rosa Parks (mug shot). What do you think this woman did to be arrested?

Pupils to be introduced to the story of Rosa Parks and will then use a card sort to rank her significance. To what extent is Rosa Parks a hero? Pupils to arrange their cards on a scale. This can be done in pairs or independently.

AFL: Barrack Obama stated that he would never have become president if it wasn't for Rosa Parks. What does he mean by this?

Read the information sheet on the Montgomery Bus Boycott (J Drive) and answer these questions: **Q. Describe two features of the Montgomery Bus Boycott. Q. Explain two consequences of the Montgomery Bus Boycott.**

HA: Source analysis on responses to Bus Boycott – why do they differ?

LA: Students provided with key statements and identify key events / WAGOLL / writing frame

Link to KS1 Rosa Parks

AFL: Give two things you can infer from source A about the importance of the Montgomery Bus Boycott.

**Source A:**

I think 5 December 1956 is an important date for all of us in the US to remember. The bus protest carried on by the coloured people of Montgomery, without violence, has been one of the most remarkable achievements of people fighting for their own rights with the most remarkable restraint and discipline that we have ever witnessed in this country.

*Eleanor Roosevelt, wife of the former President Franklin Roosevelt, speaking in 1956*

3

**KL: To describe the differences between Black and White education in the USA in the early 20<sup>th</sup> century**

D: Pupils will **assess** the differences between black and white schools and will then **analyse** the importance of the Brown vs. Topeka case.

S: How was the 14<sup>th</sup> amendment important to ending the segregation of schools?

*Careers link 6*

Hook: Two pictures of schools, one black and one white. Pupils to spot the difference between them.

Teacher to introduce the idea of different education: In 1896 an American court allowed segregation if it was 'separate but equal.' Spot all the differences between these two schools in the 1950s.

AFL: How equal was the education students were receiving?

Pupils to watch:  
<https://www.youtube.com/watch?v=1sijQeIPhbQ>

Then pupils to read about the events of the Brown vs. Topeka case and to recount events.

HA: Create narrative account of inequality in education identifying positives and negatives

LA: key question prompts provided / statements on Brown vs Topeka case provided and

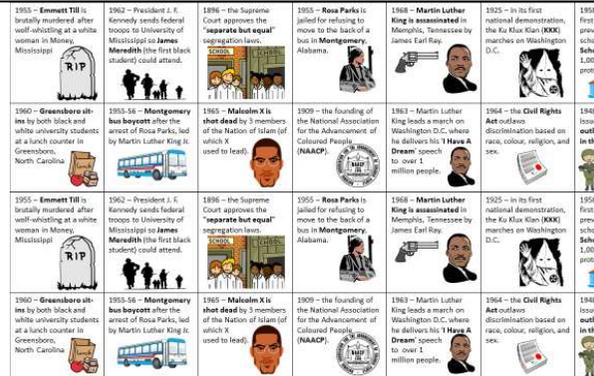
		<p>AFL: Explain the importance of the Brown vs. Topeka case in establishing racial equality in education</p> <p><i>Numeracy opportunity: comparison analysis of number of AA and white Americans in school in the 1950s</i></p>	<p>students create a timeline of the story identifying key ideas</p>		
4	<p><b>KL: To describe what happened at Little Rock in 1957</b></p> <p>D: Pupils will <b>describe</b> events at Little Rock in 1957 and will <b>interrogate</b> sources to judge importance and significance.</p> <p>S: Do you think Little Rock was a success? Why?</p> <p><i>Careers link 6</i></p>	<p>Hook: Thinking question – Why would opening up equal education be important for helping achieve racial equality in the USA?</p> <p>Teacher to introduce the Little Rock 9 and pupils to answer the AFL question: How do you think these students were treated at Little Rock High School?</p> <p>Pupils to watch:  <a href="https://www.youtube.com/watch?v=oodolEmUg2g">https://www.youtube.com/watch?v=oodolEmUg2g</a> and to make notes on the events of 1957.</p> <p>AFL: What did the reaction of the white Americans reveal about attitudes to the end of segregation in schools?</p> <p>Pupils to interrogate 8 sources about the Little Rock 9 and will use these sources to make notes on: What happened in 1957 at Little Rock, Explain the reaction of the white Americans and to comment on the utility of sources. (sources on the J Drive).</p>	6		

			<p>AFL: Describe 2 features of the events at Little Rock in 1957</p> <p>Differentiation: prompt questions provided for students / limited number of sources provided for analysis and question prompts provided to assist with analysis</p>			
5		<p><b>KL: To evaluate the effectiveness of different civil rights leaders</b></p> <p><b><u>Extended writing opportunity</u></b></p> <p>D: Pupils will analyse the role played by 3 civil rights leaders and will form a judgement on who was the most significant.</p> <p>S: To what extent are leaders responsible for change on their own?</p> <p><i>Careers link 3</i></p>	<p>Hook: Make a list of qualities which a good leader should display.</p> <p>Pupils will work in teams of 3 with each pupil learning about one civil rights leader: Martin Luther King Jnr, Malcolm X and Huey Newton.</p> <p>Pupils will then feedback to others in their group.</p> <p>AFL: Rank the 3 leaders in order of significant and for the one at the top write down 3 reasons why they are the most important.</p> <p>Explain the importance of..... for the civil rights movement.</p>	<p>HA: Identify and explain characteristics to measure significance</p> <p>LA: Pupils provided with statements about 3 leaders, using fact file students need to match statements to the correct individual / WAGOLL / writing frame</p>		Year 7 HT3

6	<p><b>KL: To assess the changes in US policy towards African Americans</b></p> <p>D: Pupils will analyse sources on the changes to US government policy towards African Americans</p> <p>S: Which act was the most significant in improving the lives of African Americans?</p> <p><i>Careers link 6</i></p>	<p>Hook: students to identify the relevance of JFK's assassination to their study.</p> <p>Pupils to watch: <a href="https://www.youtube.com/watch?v=6x0l_vkjozc">https://www.youtube.com/watch?v=6x0l_vkjozc</a> and to make notes on the articles of the Civil Rights Act of 1964.</p> <p>Pupils to analyse 2 sources in which the articles of the Civil Rights Act and the Equal Voting Act are laid out. Pupils to assess the key features of each act.</p> <p>Reaction to the new civil rights of African Americans. How did the lives of Black Americans change after the Civil Rights and Equal Voting acts.</p> <p>AFL: TO what extent did life change for African Americans after the Civil Rights and Equal Voting Acts.</p>	<p>HA: Identify positives and negatives of 2 civil rights acts</p> <p>LA: Question prompts provided for video and source analysis</p>		
7	<p><b>KL: To describe the chronology of events in the struggle for Civil Rights in the USA</b></p> <p>D: Pupils will create a timeline to show the chronology of the struggle for civil rights in the USA.</p>	<p>Hook: Pupils to identify individuals from the civil rights module from their pictures and to include information on what they did to aid civil rights.</p> <p>Pupils will receive cards with each event from the civil rights module. Pupils will:</p> <ol style="list-style-type: none"> <li>3. Arrange cards into chronological order</li> <li>4. Plot them on a timeline</li> </ol>	<p>HA: Identify and explain key turning points</p> <p>LA: WAGOLL / writing frame</p>		

S: Which event was the most significant in winning civil rights for African American people?

Careers link 1



AFL: Write a narrative account analysing the struggle for civil rights in the USA.

8

**KL: To explain the causes and events of the Vietnam war**

**Literacy focus lesson for HT**

D: Pupils will assess modern interpretations of the causes and events of the Vietnam war.

S: To what extent was the USA responsible for the outbreak of the Vietnam war.

Careers link 6

Hook: Key word search in which pupils find the hidden words and then match them up to the correct definition below.

Teachers to introduce students to a divided Vietnam and the influence of China in the north.

Pupils to watch:

<https://www.youtube.com/watch?v=7tNTh6KIXXU> Pupils to make notes on the causes and events of the Vietnam war.

An information sheet should also be made available to help students to complete the literacy task.

Literacy focus task: Pupils to write a newspaper article to inform readers about the causes and events of the Vietnam war.

HA: Which was the most important cause of the Vietnam war? Why?

LA: Question prompts for video / card sort for causes and events of Vietnam conflict

9		<p><b>KL: To explain two consequences of the Vietnam War</b></p> <p>D: Pupils will <b>analyse</b> the consequences of the Vietnam war and will <b>assess</b> its legacy in 20<sup>th</sup> century History.</p> <p>S: Explain the greatest consequence of the war? Why?</p> <p><i>Careers link 3</i></p>	<p>Hook: YEAR NINE HISTORY – pupils to create an acrostic poem using the above phrase as their starting letters.</p> <p>Teachers to explain how the Vietnam war ended and then to introduce the consequences of the war.</p> <p>Pupils will assess protests against the Vietnam war.</p> <p>Pupils to look at a series of anti-Vietnam sources and evaluate why US citizens did not want to fight the Vietnamese.</p> <p>Sources can be found in this archive: <a href="https://cnu.libguides.com/psvietnamwar/antiwar">https://cnu.libguides.com/psvietnamwar/antiwar</a></p> <p>AFL: Explain two consequences of the Vietnam War in the USA.</p>	<p>HA: CNOPC analysis on sources</p> <p>LA: Students provided with consequences and place in hierarchy explaining decision / prompt questions provided for source analysis / WAGOLL / writing frame</p>		

# GCSE

## P1 – Medicine & the Western Front

NB: Students will be set homework based on teacher judgement. This will include activities such as knowledge retrieval tests; exam questions and revision. All students should be set SENECA as part of their regular homework. ALL lessons will be taught to 'the top' with grades 8/9 with teachers to differentiate downwards using advice in SOL. For HA pupils they can be provided with academic material/reading to promote knowledge.

Paper 1 – Further reading and resources for HA

Resource	Details
<i>Edexcel GCSE History (9-1) Medicine through time, c1250-present</i> (Pearson, 2016)	Student book written for this option in the new GCSE specification.
<i>Hodder GCSE History for Edexcel: Medicine through time, c1250-present</i> (Hodder Education, 2016)	Student book written for this option in the new GCSE specification.
Cathy Warren and Nigel Bushnell, <i>Schools History Project: Medicine and Surgery</i> (Pearson, 2009, updated edition 2013)	Textbook written for the 2009 Edexcel GCSE History B specification.
Ian Dawson, Dale Banham, Dan Lyndon, <i>Edexcel Medicine and Health Through Time</i> (Hodder Education, 2009)	Textbook written for the 2009 Edexcel GCSE History B specification.
BBC Education Medicine through time <a href="http://www.bbc.co.uk/education/topics/zhphvcw">www.bbc.co.uk/education/topics/zhphvcw</a>	A set of videos aimed at GCSE students.
Science Museum Brought To Life: Exploring the History of Medicine <a href="http://www.sciencemuseum.org.uk/broughttolife">www.sciencemuseum.org.uk/broughttolife</a>	Extremely detailed website covering most aspects of the course. The profiles of the key individuals are particularly useful.
Ken Follett, <i>World Without End</i> (Pan Books 2008) Also a TV series – clips available on YouTube	Good for the Middle Ages. Shows the juxtaposition of medical treatments promoted by the Church and provided by local wise women. Also provides information on the Black Death.
Pain, Pus and Poison: The Search for Modern Medicine <a href="http://www.bbc.co.uk/program/mes/p01f51s5">www.bbc.co.uk/program/mes/p01f51s5</a>	Documentary series about developments in surgery and treatment. The BBC website contains clips and related links from the BBC and across the web.
Scream: A History of Anaesthetics	Documentary detailing the development of anaesthetics in the nineteenth century. Can be found on YouTube.
Seven Wonders of the Industrial World: Bazalgette's Sewers	Covers the cholera epidemics of the nineteenth century and actions taken in relation to them (note that Bazalgette is no longer specified content). Can be found on YouTube.
CancerProgress.Net <a href="http://www.cancerprogress.net/timeline/lung-cancer">www.cancerprogress.net/timeline/lung-cancer</a>	An American website with a timeline mapping the fight against lung cancer.

	Lesson	Title	Pedagogical ideas / resources	Careers development skills	Unit key words	Links to learning (KS2/3)
<b>P1: Medieval England</b>	1	<p><b>KL: Identify key ideas of medicine over time</b></p> <p>Gain an understanding of key medical and historical developments over time</p> <p>Chronology</p> <p>S – Which period saw the greatest medical change and why?</p> <p>Careers link 7</p>	<p>Students work on different historical periods and place in chronological order –this can be done through images etc</p> <p>Images of each historical period that relates to medicine – inference activity</p> <p>Create overview history from 1250 to Modern Day</p> <p>Numeracy opportunity – dates</p>	Differentiation: timeline provided	<p>Change</p> <p>Continuity</p> <p>Progress</p> <p>Rate of change</p> <p>Trend</p> <p>Turning point</p> <p>Factor</p>	
	2	<p><b>KL: Explain the ideas about the causes of illness during the Medieval period.</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>Students will know the key ideas that explained illness during the Medieval period – 4 Humours / Astrology /</p>	<p>Medieval medicine causes source inference</p> <p>Information hunt regarding 4 key areas of illness/cause</p>	Differentiation: level of information / WAGOLL	<p>Miasma</p> <p>Astrology</p> <p>4 Humours</p> <p>Religion</p>	

	<p>Religion /Miasma</p> <p>S – What do the approaches to medicine reveal about Medieval attitudes?</p> <p><b>Exam question: Explain one way in which people explanations for the cause of illness were different in the Medieval period compared to Modern Day.</b></p> <p><i>Careers link 3</i></p>				
3	<p><b>KL: Identify the methods of prevention towards illness in Medieval England</b></p> <p>Students will know the methods of preventing illness practiced in the Medieval period and who people could go to for treatment if unwell.</p> <p>S- Did the rich get the best medical practitioner? Why?</p> <p><b>Exam question: Explain one way in which explanations for prevention of illness</b></p>	<p><i>Work sheet – identify methods of prevention and explain effectiveness</i></p> <p><i>Information hunt on medical personnel – what offered / who went / price / effectiveness etc</i></p> <p><i>Trained physician</i></p> <p><i>Apothecary</i></p> <p><i>Barber surgeon</i></p> <p><i>Housewife</i></p>	<p><i>Differentiation: Level of information</i></p>	<p><i>Prevention</i></p> <p><i>Trained physician</i></p> <p><i>Apothecary</i></p> <p><i>Barber surgeon</i></p> <p><i>Housewife</i></p>	

	<p><b>were different for the Medieval period compared to Modern Day?</b></p> <p><i>Careers link 3</i></p>				
4 / 5	<p><b>KL: Identify the treatments in Medieval England and whether people went to hospital in Medieval England?</b></p> <p>Students will know whether hospital treatment was available to people and to what extent</p> <p>S – Did social class influence treatment? Why?</p> <p><b>Exam question: 'Hospital treatment in England in the period 1250-1500 was not common'. How far do you agree?</b></p> <p><i>Careers link 7</i></p>	<p><i>Analysis of Hotel Dieu</i></p> <p><i>Information hunt on treatments available for miasma / 4 humours / religion / supernatural / astrology</i></p> <p><i>Introduce 16 mark question approach</i></p>	<p><i>Differentiation: WAGOLL</i></p>	<p><i>Treatment</i></p> <p><i>Hospital</i></p> <p><i>Common</i></p> <p><i>Astrology</i></p> <p><i>Supernatural</i></p>	
5	<p><b>KL: Explain whether Medieval ideas regressed during the</b></p>	<p><i>Students use pages 78/79 of the text book to look at:</i></p> <p><i>Healers</i></p>	<p><i>Differentiation: WAGOLL / level of</i></p>	<p><i>Regression</i></p> <p><i>Progression</i></p>	

		<p><b>period 1250-1500?</b></p> <p>Students will assess how far changes occurred in the Medieval period</p> <p>S – If change occurred, what was the most important reason for this and why?</p> <p><i>Careers link 7</i></p>	<p><i>Treatment</i></p> <p><i>Life expectancy</i></p> <p><i>In the Medieval period, they are then to summarise this for most people and then for the wealthy. Before making an overall decision on whether improvement occurred or not and why</i></p> <p><i>Students devise own GCSE question</i></p>	<p><i>information provided</i></p>	<p><i>Life expectancy</i></p> <p><i>Treatment</i></p> <p><i>Healers</i></p>	
6	<p><b>KL: Explain what the Black Death reveals about Medieval attitudes</b></p> <p>Students will know about the devastation caused by the Black Death and peoples attitudes and approaches to it during the Medieval period.</p> <p>S – Which method of prevention would be most effective and why?</p> <p><i>Careers link 3</i></p>	<p><i>Identify impact of Black Death on Medieval society</i></p> <p><i>Analysis of Medieval town source – identify potential problems</i></p> <p><i>Look at causes and prevention/treatments and identify/explain methods which may work or not and categorise causes</i></p> <p><i>Students assess government actions in 1348 and decide upon effectiveness.</i></p> <p><i>BBC documentary the Black Death</i></p> <p><a href="https://www.youtube.com/watch?v=3c4KZKarKL4">https://www.youtube.com/watch?v=3c4KZKarKL4</a></p>	<p><i>Differentiation: sources provided</i></p>	<p><i>Black Death</i></p> <p><i>Epidemic</i></p>	<p><i>Yr7 HT4</i></p> <p><i>Black Death</i></p>	

			<p>TV choice the Black Death</p> <p><a href="https://www.youtube.com/watch?v=LsHJCd530fY">https://www.youtube.com/watch?v=LsHJCd530fY</a></p>			
<b>P1: Renaissance England</b>	1	<p><b>KL: Identify how people explained illness during the Renaissance</b></p> <p>Students will know how people during the Renaissance period explained illness and make comparison to Medieval England</p> <p>S – What was the greatest change between Medieval and Renaissance periods? Why?</p> <p><b>Exam focus: Explain one difference between the cause of disease in the 14<sup>th</sup> century compared to the 17<sup>th</sup> century</b></p> <p><i>Careers link 1</i></p>	<p>Mind map identifying key explanations of illness during the Renaissance – highlight and explain differences between Medieval and Renaissance</p> <p>Understand and explain how the Royal Society and Printing Press influenced ideas about the cause of illness</p>	<i>Differentiation: statements provided to identify similarity and difference</i>	<p><i>Secular</i></p> <p><i>Humanism</i></p> <p><i>Illness</i></p> <p><i>Cause</i></p> <p><i>Royal Society</i></p> <p><i>Printing Press</i></p>	<i>Yr 7 HT6 Renaissance society</i>
	2	<p><b>KL: Identify how people prevented illness during the</b></p>	<p>Card sort / worksheet activity identifying and explaining changes and continuity regarding prevention methods</p>	<i>Differentiation: Information of card sort</i>	<p><i>Prevention</i></p> <p><i>Regimen Sanitatis</i></p>	

	<p><b>Renaissance</b></p> <p>Students will know how people in the period 1500-1750 helped to prevent illness and its effectiveness</p> <p>S- Which method of prevention would be most effective and why?</p> <p><b>Exam question: Explain one difference between ideas about the prevention of disease between the 14<sup>th</sup> and 17<sup>th</sup> centuries</b></p> <p><i>Careers link 6</i></p>				
3	<p><b>KL: Identify and explain the impact of Vesalius on Renaissance understanding</b></p> <p>Students will know the work undertaken by Vesalius and the impact of this on correcting previous ideas</p> <p>S- Which was the most important factor influencing the work of Vesalius? Why?</p>	<p>Analysis of Greek and Roman anatomical ideas of Galen</p> <p>Create fact file looking at Vesalius – work undertaken / methods/findings / impact etc</p> <p>BBC Teach – Vesalius <a href="https://www.youtube.com/watch?v=walfj2dpU-E">https://www.youtube.com/watch?v=walfj2dpU-E</a></p> <p>Documentary on Vesalius – The Beauty of Anatomy <a href="https://www.dailymotion.com/video/x6swb5b">https://www.dailymotion.com/video/x6swb5b</a></p>	<p><i>Differentiation: Fact file provided to extract information</i></p>	<p><i>Anatomy Vesalius On the Fabric of the Human Body Dissection Galen</i></p>	

		<i>Careers link 3</i>			
4	<p><b>KL: Explain how treatment for the sick changed during the Renaissance</b></p> <p>Students will know the 3 types of care available to people during the Renaissance and whether this highlights change or not</p> <p>S- What was the greatest change available to people? Why?</p> <p><b>Exam question: 'Individuals had the biggest impact of medical training'. How far do you agree? You may use: Vesalius / Printing Press</b></p> <p><i>Careers link 7</i></p>	<p>Pupils to look at hospitals / pest houses /community care and look at what was offered at each and who would be catered for? Students can then go on and compare this to Medieval approaches</p> <p>Information hunt on different treatments for the sick</p> <p>16 mark GCSE exam question</p>	<p><i>Differentiation: WAGOLL</i></p>	<p><i>Treatment</i></p> <p><i>Pest house</i></p> <p><i>Community care</i></p>	
5	<p><b>KL: Assess the contribution to anatomical understanding made by William Harvey</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p>	<p>Analysis of images of Harvey's work – what can we learn from these?</p> <p>Create fact file of Harvey – ideas / methods / findings / influencing factors / ideas proved wrong</p> <p>Create lyrics to One Direction's 'Story of my Life' based on Harvey and his work</p>	<p><i>Differentiation: sources provided</i></p>	<p><i>Anatomy</i></p> <p><i>Experiment</i></p> <p><i>Dissection</i></p>	

	<p>S- Which factor influenced Harvey the most? Why?</p> <p><b>Exam question: Explain one difference in anatomical understanding between the 14<sup>th</sup> and 17<sup>th</sup> centuries.</b></p> <p><i>Careers link 7</i></p>				
6 /7	<p><b>KL: Identify change and continuity between the Black Death and the Great Plague</b></p> <p>Students will understand Renaissance approaches to the Great Plague and compare to Medieval approaches to the Black Death</p> <p>S – Did progress occur between 1348 and 1665? Why?</p> <p><b>Exam question: Explain one similarity between beliefs about the Great Plague (1665) to that of the Black Death (1348)</b></p> <p><i>Careers link 1</i></p>	<p>Identify cause / treatment / prevention of Great Plague and compare to Black Death</p> <p>Look at methods of dealing with Great Plague</p> <p>Timeline documentary – The Great Plague</p> <p><a href="https://www.youtube.com/watch?v=HPe6BgzHWY0">https://www.youtube.com/watch?v=HPe6BgzHWY0</a></p> <p><i>Numeracy opportunity – comparison</i></p>	<p><i>Differentiation: students provided with questions to focus on</i></p>	<p><i>Great Plague</i></p> <p><i>Quarantine</i></p> <p><i>Watchmen</i></p> <p><i>Examiner</i></p> <p><i>Raker</i></p> <p><i>Searcher</i></p>	<p><i>Yr 7 HT6</i></p> <p><i>Great Plague</i></p>

<p>1</p>	<p><b>KL: Identify the impact of Louis Pasteur and Robert Koch</b></p> <p>Students will know key ideas about disease and illness during the Enlightenment and how these changed as a result of Pasteur and Koch</p> <p>S – Which factor was the most important in influencing Koch and Pasteur? Why?</p> <p><b>Exam question: Explain one way in which ideas about the cause of illness and disease differed between the 14<sup>th</sup> and 19<sup>th</sup> centuries</b></p> <p><i>Careers link 3</i></p>	<p>Information hunt on Pasteur and Koch. Focusing on:</p> <ul style="list-style-type: none"> <li>- Who were they?</li> <li>- What did they do?</li> <li>- What was their discovery?</li> <li>- Impact and influence of discovery</li> </ul> <p>Explain factors that influenced individuals in their discoveries</p> <p>Source analysis on Robert Koch (Koch as the new St George)</p>	<p><i>Differentiation: Questions provided to analyse source / level of information provided</i></p>	<p><i>Germ Theory</i></p> <p><i>Germ Theory</i></p> <p><i>Spontaneous Generation</i></p> <p><i>Enlightenment</i></p> <p><i>Experiment</i></p>	
<p>2</p>	<p><b>KL: Identify reasons why hospitals improved in the 19<sup>th</sup> century</b></p> <p>Students will know the conditions of hospitals in the early 19<sup>th</sup> and how this changed as a result of the work of Florence</p>	<p>Analysis of images at Scutari hospital before and after Nightingale</p> <p>Fact file on Nightingale, focusing on:</p> <ul style="list-style-type: none"> <li>-who?</li> <li>-what change?</li> </ul> <p>Impact of changes in Britain?</p>	<p><i>Differentiation: Sources / information of fact file</i></p>	<p><i>Hospital Impact</i></p>	

	<p>Nightingale</p> <p>S – What was the greatest long term effect of Nightingale’s work?</p> <p><b>Exam question: Explain one difference between hospitals in the 19<sup>th</sup> century compared to the 13<sup>th</sup> century</b></p> <p><i>Careers link 1</i></p>	<p>-how had hospitals changed by 1900?</p> <p>Use pages 76-79 to assist and video at: <a href="https://www.youtube.com/watch?v=jONlz7vaMnU">https://www.youtube.com/watch?v=jONlz7vaMnU</a></p> <p><i>Numeracy opportunity – survival rates of population</i></p>			
3	<p><b>KL: Explain why surgery improved during the 19<sup>th</sup> century</b></p> <p>Students will know the problems on pain, infection and bleeding during surgery and how these problems were overcome</p> <p>S – Which was the greatest surgical development? Why?</p> <p><i>Careers link 1</i></p>	<p>Source analysis of 18<sup>th</sup> century surgery – what can we learn?</p> <p>Hannah Dyson DVD clip – what can we learn?</p> <p>Create timeline of developments: anaesthetics, antiseptics and aseptic</p>	<p><i>Differentiation: Visual timeline</i></p>	<p><i>Anaesthetic Aseptic Antiseptic</i></p>	
4	<p><b>KL: Identify reasons why people opposed surgical developments in the 19<sup>th</sup> century</b></p> <p>Students will understand key arguments and</p>	<p>Analysis of academic text identifying reasons for opposition</p> <p>12 mark question</p>	<p><i>Differentiation: Prompt questions / WAGOLL</i></p>	<p><i>Opposition</i></p>	

	<p>reasons for opposition to new surgical developments</p> <p>S – Were people right to justify developments? Does opposition to new medical development still exist in 2020?</p> <p><b>Exam question: Explain why there was changes in surgical treatment in the period 1700-1900. You may use industry / experiment. You must also use information of your own</b></p> <p><i>Careers link 3</i></p>				
5	<p><b><i>KL: Explain the contribution of Edward Jenner to the prevention of illness</i></b></p> <p>Students will understand the prevention method of inoculation and problems of this. Students will then go on to look at developments of Jenner and the opposition he faced</p> <p>S – What was the</p>	<p>Explain the idea of inoculation and how it was meant to work</p> <p>Fact file information hunt on Jenner –who / idea/ method/ experiment / findings / impact</p> <p>Video clip (saved on system about Jenner and his work)</p> <p>Opposition source analysis and video clip – explain why people opposed the new vaccinations</p> <p><i>Numeracy opportunity – analysis of survival rates from</i></p>	<p><i>Differentiation: Sources provided / statements to argue for and against</i></p>	<p><i>Vaccinations Experiment Inoculation</i></p>	

	<p>greatest reason people opposed Jenner? Why?</p> <p><b>Exam question:</b>  <b>Explain one difference between the prevention of illness and disease in the 18<sup>th</sup> century compared to the 13<sup>th</sup> century.</b></p> <p><i>Careers link 1</i></p>				
6	<p><b>KL: Identify how conditions in towns improved in the 19<sup>th</sup> century</b></p> <p>Students will understand industrial town conditions and impact of these n health. Students will understand the work of Edwin Chadwick and John Snow and the introductions (positives and negatives) of the 1848 and 1875 Public Health Acts</p> <p>S- Who made the greatest contribution to public health- Chadwick or Snow? Why?</p> <p><b>Exam question:</b>  <b>Explain why improvements were made in towns in the</b></p>	<p>Student analysis of 'Death's Dispensary' and 'Court for King Cholera' source and what we can learn from this about town conditions.</p> <p>Information hunt on work/findings of John Snow and Edwin Chadwick</p> <p>Assess pros and cons of 1848 and 1875 Public Heath Acts</p> <p><i>Numeracy opportunity – graph analysis</i></p>	<p><i>Differentiation: card sort for pros and cons of Public Health Acts</i></p>	<p><i>Public health Cholera Laissez Faire</i></p>	<p><i>Yr 8 HT5/6 Industrial town conditions</i></p>

	<p><b>19<sup>th</sup> century. You may use: government / scientific experiment. You must also use information of your own</b></p> <p><i>Careers link 3</i></p>				
7	<p><b><i>KL: Explain reasons why improvements occurred between 1700 and 1900.</i></b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>Students will understand the key changes made during the 200-year period and explain how these changes influenced medicine.</p> <p>S – How can you link developments together?</p> <p><b>Exam question- 'Pasteur's publication of Germ Theory was the biggest turning point in the period 1700-1900.' How far do you agree? You may use Germ Theory</b></p>	<p>Diamond 9 activity looking at key changes</p> <p>16 mark GCSE question</p>	<p><i>Differentiation: WAGOLL</i></p>	<p><i>Improvement</i></p>	

		<p><b>/ Robert Koch. You must also use information of your own.</b></p> <p><i>Careers link 7</i></p>				
	8/9/10	<p><b>KL: Identify elements of life in Victorian towns and the impact of these on health and well being</b></p> <p>Students will analyse the BBC version of Oliver Twist to gain an understanding in to Victorian life.</p> <p>S – Is the source useful to learn about Victorian town conditions? Why?</p> <p><i>Careers link 3</i></p>	<p>Watch BBC version of Oliver Twist – DVD in F6 or saved on to J’Drive</p> <p>Students to focus analysis on:</p> <ul style="list-style-type: none"> <li>-town conditions</li> <li>- evidence of medical treatment</li> <li>- differences between rich and poor</li> </ul>	<i>Differentiation: Prompt questions</i>		<i>Yr 8 HT5/6 Industrial town conditions</i>
<b>P1 Modern Medicine</b>	1	<p><b>KL: Identify and explain changes in understanding in the Modern World</b></p> <p>Students will understand key changes to prevention and treatment of medicine in the 21<sup>st</sup> century</p> <p>S – Which was the greatest development on the 21<sup>st</sup> century of</p>	<p>DNA image – what do students know? Explain DNA and genetic/hereditary illnesses</p> <p>Students to identify and explain 21<sup>st</sup> century technology and whether used for treatment or prevention</p> <p>Information hunt on new methods of treatment and prevention: magic bullets; antibiotics; key hole surgery; robotic surgery; NHS; vaccinations; laws and lifestyle changes</p>	<i>Differentiation: Pre-filed information hunt worksheet / level of information / WAGOLL</i>	<p><i>DNA</i></p> <p><i>Genetics</i></p> <p><i>Hereditary</i></p> <p><i>Magic bullet</i></p> <p><i>Antibiotic</i></p> <p><i>Vaccinations</i></p>	

		<p>helping medicine? Why?</p> <p><i>Careers link 3</i></p>			
2	<p><b>KL: Identify and explain the features of the 1<sup>st</sup> antibiotic</b></p> <p>Students will understand the developments of the 1<sup>st</sup> antibiotic by Fleming and the problems encountered, they will then go on and understand how it was developed by Florey and Chain</p> <p>S- Who made the biggest contribution to the development of Penicillin – Fleming or Florey and Chain? Why?</p> <p><b>Exam question: Explain one way in which peoples treatment of disease and illness differed from the 21<sup>st</sup> to 13<sup>th</sup> centuries</b></p> <p><i>Careers link 7</i></p>	<p>Students to analyse academic text based on Fleming and identify:</p> <ul style="list-style-type: none"> <li>-what he did</li> <li>-what influenced him</li> <li>- draw backs of his work</li> </ul> <p>Students then analyse developments of Florey and Chain and produce timeline showing key developments and turning points</p>	<p><i>Differentiation: Text to highlight key information</i></p>	<p><i>Penicillin Experiment</i></p>	
3	<p><b>KL: Identify and explain how health and wellbeing</b></p>	<p>Students explain how nature of poverty in 1900 could be a problem for the government</p>	<p><i>Differentiation: Level of</i></p>	<p><i>Liberal Reforms</i></p>	

	<p><b><i>improved in the 20<sup>th</sup> century</i></b></p> <p>Students will know the nature of poverty in 1900 and the problems of this. Students will learn the different initiatives introduced by the Liberal government</p> <p>S – Does the system of helping people still exist in 2020/21? Can you provide examples.</p> <p><i>Careers link 6</i></p>	<p>Information hunt looking at home Liberal government aimed to help:</p> <ul style="list-style-type: none"> <li>-children</li> <li>-the elderly</li> <li>- the working, yet sick</li> <li>- the unemployed</li> </ul> <p>Information hunt will focus on acts/help introduced and the drawbacks</p> <p>Source analysis of David Lloyd George showing the 2 viewpoints surrounding the Liberal reforms</p>	<i>information provided</i>	<i>Poverty</i>	
4	<p><b><i>KL: Identify and explain steps taken against Lung Cancer in the 21<sup>st</sup> century</i></b></p> <p>Students will know the increase in lung cancer cases in recent years and will become aware of methods to diagnose and treat. Students will also know government actions to help stop lung cancer</p> <p>S-Which action taken by the government could help deal with lung cancer most effectively? Why?</p> <p><b>Exam question –</b></p>	<p>Students analyse graph of lung cancer cases from 1930s onwards and explain what assumptions we can make from it</p> <p>Students to carry out card sort to differentiate between methods of diagnosis and methods of treatment for lung cancer</p> <p>Students to rank order actions of government and explain how they help/impact cases of lung cancer</p> <p><i>Numeracy opportunity – graph analysis</i></p>	<i>Differentiation: WAGOLL</i>	<p><i>Diagnosis</i></p> <p><i>Treatment</i></p> <p><i>Chemotherapy</i></p> <p><i>Radiotherapy</i></p>	

	<p><b>Explain one way in which government reactions to illness were similar in the 19<sup>th</sup> and 21<sup>st</sup> centuries.</b></p> <p><i>Careers link 1</i></p>				
5	<p><b>KL: Explain how public health improved post 1939</b></p> <p>Students will understand the impact of the 1930s Depression on health and the fears that existed from the government. Students will know the work of Beveridge and Bevan and understand the development of the NHS, but also be able to explain why some people originally opposed the NHS</p> <p>S- How did the NHS change people lives?</p> <p><b>Exam question: 'Making vaccinations compulsory was the most important action taken by the government to improve public health between 1850 and 1950.' How far do you</b></p>	<p>Video analysis of impact of depression- explain what this would mean for society:</p> <p><a href="https://www.youtube.com/watch?v=AmDvLY9f82A">https://www.youtube.com/watch?v=AmDvLY9f82A</a></p> <p>Students provided with/create timeline of development of NHS focusing upon:</p> <ul style="list-style-type: none"> <li>- Beveridge / Beveridge Report</li> <li>- 5 Giant Evils of Society</li> <li>- Bevan</li> <li>- Cradle to Grave</li> </ul> <p>Explain how the NHS impacted Britain and changed lives:</p> <p><a href="https://www.youtube.com/watch?v=0pnEMBgEG24">https://www.youtube.com/watch?v=0pnEMBgEG24</a></p> <p>Using page 169 of text book students will explain why some people opposed the NHS</p> <p>Hexagonal analysis of key developments in public health</p>	<p><i>Differentiation: visual timeline provided to annotate</i></p>	<p><i>National Health Service</i></p> <p><i>Cradle to grave</i></p>	

	<p><b>agree. You may use: vaccinations / liberal reforms. You must also use your own knowledge</b></p> <p><i>Careers link 3</i></p>			
6	<p><b>KL: Identify whether treatment and care has changed since 1800</b></p> <p>Students will assess change and continuity between treatment and care from 1800 in comparison to modern day</p> <p>S – Which has been the most important factor in changing treatment and care since 1800? Why?</p> <p><b>Exam question – ‘Treatment of disease and care of the sick hasn’t changed since 1800.’ How far do you agree? You may use: herbal remedies / NHS. You must also use information of your</b></p> <p><i>Careers link 7</i></p>	<p>Students to read article on AI in medicine – what does it infer to use about modern medicine? What can we assume about the future of medicine?</p> <p><a href="https://www.theguardian.com/commentisfree/2018/jul/26/tech-healthcare-ethics-artificial-intelligence-doctors-patients">https://www.theguardian.com/commentisfree/2018/jul/26/tech-healthcare-ethics-artificial-intelligence-doctors-patients</a></p> <p>Card sort activity looking at change and continuity</p> <p>Leeches being used in modern medicine video link- <a href="https://www.youtube.com/watch?v=owxXd9Pj2Y">https://www.youtube.com/watch?v=owxXd9Pj2Y</a></p> <p>16 mark GCSE question</p>	<p><i>Differentiation: WAGOLL</i></p>	<p><i>Change Continuity</i></p>

		<b>own</b>				
	7	<p><b>KL: Identify features of the NHS in 2020/21</b></p> <p>Students will understand the daily work – positives and negatives of the NHS</p> <p>Careers link 3</p>	<p>Students to watch documentary on NHS on a day to day running and identify positives and negatives</p> <p>Keeping Britain Alive- the NHS in a day</p> <p>Ep 2 - <a href="https://vimeo.com/86772214">https://vimeo.com/86772214</a></p> <p>Ep 3 - <a href="https://vimeo.com/180479518">https://vimeo.com/180479518</a></p> <p>Ep 6 - <a href="https://vimeo.com/180479527">https://vimeo.com/180479527</a></p>	Differentiation: Table provided to complete		
P1 – Injuries and treatment on the Western Front	1	<p><b>KL: Identify features of the British Sector of the Western Front</b></p> <p>Students will be aware of the design and layout of trenches on the Western Front</p> <p>S- Could a better way to defend soldiers have been developed? How?</p> <p><b>Exam question – Describe 2 features of the trench system on the Western Front</b></p> <p>Careers link 1</p>	<p>Students to explain trenches and why dug:</p> <p><a href="https://www.youtube.com/watch?v=WRTm7mw25WU">https://www.youtube.com/watch?v=WRTm7mw25WU</a></p> <p><a href="https://www.youtube.com/watch?v=XqIhpYlhZKQ">https://www.youtube.com/watch?v=XqIhpYlhZKQ</a></p> <p>Students provided with cross section image of trench and need to explain key features: sandbags; dug out; wooden periscope; barbed wire; fire step and duckboards</p> <p>Students then provided with overview of trench system and need to match correct descriptions to different parts of the system: reserve trench; communication trench; long range artillery; dugouts; support trench; zig zag pattern and front line trenches</p>	Differentiation: Mix and match statements	Western Front No Man’s Land	Yr9 HT 2 Trenches
	2	<p><b>KL: Identify the problems faced by soldiers in the trenches</b></p>	<p>Students to complete information hunt / fact file looking at the different problems in trenches. Focus on: rats and lice; gas attacks; mud, dirt and smell; constant risk of death and food</p>	Differentiation: level of information provided / pre-	Conditions Disease Trench foot	Yr 9 HT2 Trench conditions

	<p>Students will be able to explain the problems encountered in trenches and the outcome of these problems for soldiers</p> <p>S – What do you think was the greatest challenge faced by soldiers in the trenches? Why?</p> <p><i>Careers link 3</i></p>	<p>Conditions in trenches Dan Snow  <a href="https://www.youtube.com/watch?v=FvYIIuxh2kY">https://www.youtube.com/watch?v=FvYIIuxh2kY</a></p> <p>Life in a trench  <a href="https://www.youtube.com/watch?v=G4ZY66BG38">https://www.youtube.com/watch?v= G4ZY66BG38</a></p> <p>Life in the trenches documentary  <a href="https://www.youtube.com/watch?v=1XO0YOCwRn0">https://www.youtube.com/watch?v=1XO0YOCwRn0</a></p>	<i>completed worksheet</i>	<i>Rations</i>	
3	<p><b><i>KL: Identify and explain features of the key battles in World War One</i></b></p> <p>Students will become aware of key battles during World War One</p> <p>S – Which battle was the most significant and why?</p> <p><i>Careers link 7</i></p>	<p>Students will complete an information hunt focusing upon the battles of: Ypres; Somme; Arras and Cambrai. They will look at key events at each; injuries and deaths and medical significance</p> <p>The Story of the Battle of the Somme  <a href="https://www.youtube.com/watch?v=NK9twPGZKE8">https://www.youtube.com/watch?v=NK9twPGZKE8</a></p> <p><i>Numeracy opportunity – graph of injuries and deaths</i></p>	<i>Differentiation: Visual information to accompany information hunt</i>	<i>Battle Tactic Significance</i>	<i>Yr 9 HT2 Key battles</i>
4 (possibly over in to 2 lessons)	<p><b><i>KL: Identify features of problems and injuries on the Western Front</i></b></p> <p>Students will know the problems of terrain on</p>	<p>Image of stretcher bearers rescuing injured soldiers – students consider what problems would arise from these conditions</p>	<i>Differentiation: WAGOLL / CNOPC/NUT table</i>	<i>Terrain Injury Trench Fever Trench Foot</i>	

	<p>the Western Front and the common injuries faced by soldiers. Students will also be introduced to the skill of utility</p> <p><b>Exam question:</b></p> <p><b>Describe 2 features of injuries during the First World War.</b></p> <p><b>Describe 2 features of the terrain during the First World War.</b></p> <p><b>How could you follow up source B to find out more information about the problems faced when trying to rescue injured soldiers. (4 marks)</b></p> <p><b>How useful are sources A and B for an enquiry in to the health problems experienced in the trenches on the Western Front. Explain your answer using sources A and B and you historical knowledge.</b></p>	<p>Students look at different elements of terrain and explain why this would be a problem for soldiers/rescuing injured soldiers</p> <p>Using text book/revision guide students explain the common injuries encountered by soldiers</p> <p>Introduce question 2b – complete as walking talking question – share sources that could be used to answer questions</p> <p>Introduce question 2a – CNOPC approach / NUT approach discussed and sources analysed</p> <p>Sources for use with Section A.</p> <p><b>Source A:</b> From the pocket diary of Rifleman William Eve, for January 1915. Eve later recovered from trench foot and returned to the front line, although he later developed epilepsy and was invalided from the army in July 1916.</p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p><b>4 Jan:</b> Raining hard. Everything in a very bad state.</p> <p><b>7 Jan:</b> Poured with rain all day and night. Water rose steadily till knee deep when we had the order to retire to our trenches.</p> <p><b>16 Jan:</b> Marched to billets at Houplines. The people were awfully good, doing anything for us. Boiled water for us to wash our feet and bandaged them. After washing, my feet were very bad. Went for parcels, which made them worse.</p> <p><b>17 Jan:</b> Paraded sick [inspected] for feet ... Went to dressing station to go to hospital at 4pm. Waited in a sort of barn for horse ambulance. It arrived at about 8pm took us to Armentieres. Stayed the night in a hospital.</p> <p><b>19 Jan:</b> Left for Southampton at 12pm on the St Andrew.</p> </div>		<p><i>Shell shock</i></p> <p><i>Utility</i></p> <p><i>Content</i></p> <p><i>Nature</i></p> <p><i>Origin</i></p> <p><i>Purpose</i></p> <p><i>Context</i></p>	
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	<p><i>Careers link 6</i></p>	<p><b>Source B:</b> From an article, 'Some Notes on Trench Fever', by Captain T Stretill Wright, published in the British Medical Journal, 29 July 1916. He was an army doctor who made these notes during the winter of 1915–16 from clinical observations on patients in the medical wards of a base hospital.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Among the very large numbers of cases that came down to us from the front labelled 'influenza' and 'PUO', there were some thirty cases of a new type. These cases were carefully observed, and a remarkable similarity was noticed in the symptoms they presented and in the course they ran. The symptoms conformed to the type that we had come to associate with trench fever, and before the end of November we had begun to employ this term in diagnosing them.</p> <p>The ultimate cause of the disease is as yet a matter of speculation, but lice [seems most likely as] there has been a plague of rats and mice not only in the trenches, but also in the artillery dugouts and in the barn and stables that serve as billets for the troops.</p> </div>			
5	<p><b>KL: Explain how treatment improved in World War One</b></p> <p>Students will become aware of the developments of new treatments in World War One and how these helped injuries. Students will also be aware of the need for further development in medical treatment</p> <p>S- Which new medical treatment was the most significant and why?</p> <p><b>Exam question: Describe 2 features of</b></p>	<p>Market place activity looking at the new treatments from World War One looking at what injure they dealt with, how it developed treatments and possible downsides. Treatments to look at: wound excision; amputation; Carral-Dakin Method; Thomas Splint; X-Rays; Blood transfusions; Brain surgery and plastic surgery.</p> <p>Students can watch Operation Ouch looking at development of new treatments:</p> <p><a href="https://vimeo.com/206582002?ref=em-share">https://vimeo.com/206582002?ref=em-share</a></p>	<p><i>Differentiation: WAGOLL / key prompts provided for students to focus on</i></p>	<p><i>Treatment Significant Excision Amputation Splint Carral –Dakin Transfusion</i></p>	

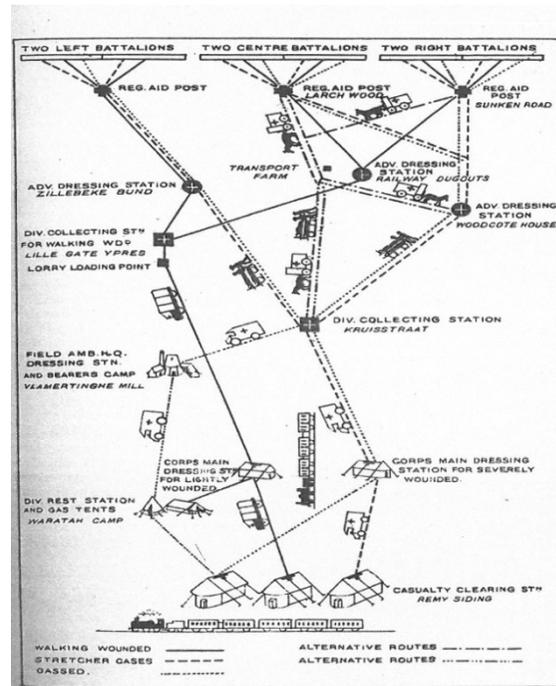
	<p><b>new treatments available for soldiers in World War One.</b></p> <p><i>Careers link 3</i></p>				
6	<p><b>KL: Identify the methods used to rescue and treat soldiers in World War One</b></p> <p>Students will be aware of how the Chain of Evacuation was used to rescue injured soldiers and return them to the most appropriate medical facility</p> <p>S- What problems do you think would be faced in following the chain of evacuation? Why?</p> <p><b>Exam question:</b></p> <p><b>Describe 2 features of the Chain of Evacuation.</b></p> <p><i>Careers link 1</i></p>	<p>Students to create their own flow chart looking at the chain of evacuation – narrative on flow chart should include treatment offered, how soldiers would get to the station and its distance from the front line</p> <p>Students to explain the role and work of the RAMC and FANY</p>	<p><i>Differentiation: Visual flow chart provided which students need to annotate</i></p>	<p><i>Chain of Evacuation</i></p> <p><i>Stretcher bearer</i></p> <p><i>Regimental Aid Post</i></p> <p><i>Casualty Clearing Station</i></p> <p><i>Hospital train</i></p> <p><i>Base hospital</i></p> <p><i>RAMC</i></p> <p><i>FANY</i></p>	
7	<p><b>KL: Analyse sources to understand elements of the Western Front</b></p> <p>Students will complete</p>	Remind of CNOPC / NUT	<p><i>Differentiation: CNOPC/NUT writing frame</i></p>	<p><i>Content Nature</i></p>	

their own analysis and write a utility answer.

S- Which additional sources could we use to find out more information about how soldiers were rescued?

**Exam question: How useful are sources A and B for an enquiry in to the how soldiers were rescued on the Western Front. Explain your answer using sources A and B and your historical knowledge.**

*Careers link 6*



*Scheme of Evacuation of Wounded from the 23rd Division during the Battle of Messines.*

*Origin*

*Purpose*

*Context*

			Source B – a copy of the evacuation route used in World War One from official government army records.			
8	<p><b>KL: Assess the questions for Paper 1 Section A</b></p> <p>Students will complete a walking talking mock for the Western Front element of paper 1</p> <p>S- Can you create your own walking talking mock for the Western Front</p> <p><b>Exam questions:</b></p> <p><b>Describe two features of the support trench on the Western Front</b></p> <p><b>How useful are sources A and B for an enquiry into the problems involved in performing operations on the Western Front.</b></p> <p><b>How could you follow up source B to find more about the problems in performing operations on the Western Front</b></p> <p><i>Careers link 1/6</i></p>	<p>Sources for use with Section A.</p> <p>Source A: From an account by Reverend Leonard Pearson, who was the army chaplain at Casualty Clearing Station 44 during the Battle of the Somme (1916).</p> <p>I spent most of my time giving anaesthetics. I had no right to be doing this because I had no medical qualifications, but we were simply so rushed. We couldn't get the wounded into the hospital quickly enough and the journey from the battlefield was simply terrible for these poor lads. It was a question of operating as quickly as possible. If they had to wait their turn in the normal way, until the surgeon was able to perform the operation with a doctor giving the anaesthetic, it would have been too late for many of them. As it was, many died. We all simply had to help and do anything that was needed.</p> <p>Source B: From the diary of Oswald Robertson, written on 30 November 1917. He was an army surgeon working on the Western Front during the First World War.</p> <p>Men were horribly mutilated – many were dying when brought into the ward. All the beds were full and we began putting stretchers on the floor. Blood everywhere – clothes soaked in blood, pools of blood in the stretchers, streams of blood dropping from the stretchers to the floor. My rubber apron was one solid red smear. All we could do was try to stop the bleeding and get the patients as comfortable as possible. I could only transfuse an occasional patient. The majority had to take their chance and go through the operation as best they could.</p>	<p><i>Differentiation: CNOPC/NUT table provided</i></p>	<p><i>Support Trench</i></p> <p><i>Content</i></p> <p><i>Nature</i></p> <p><i>Origin</i></p> <p><i>Purpose</i></p> <p><i>Context</i></p>		

9/10	<p><b>KL: To analyse source material to learn about experiences on the Western Front</b></p> <p>Students will analyse sources to enhance their understanding of World War One</p> <p>S – What additional sources can be used to learn about World War experiences?</p> <p><i>Careers link 6</i></p>	<p>Students will either 'They Shall Not Grow Old'– when watching they will be looking to identify:</p> <ul style="list-style-type: none"> <li>-perceptions/opinions on war</li> <li>- conditions in trenches</li> <li>- injuries</li> <li>- Treatment</li> <li>- weapons</li> </ul>	<p><i>Differentiation: Prompts for students to focus on provided</i></p>	<p><i>Source</i></p>	
11/12	<p><b>KL: To analyse modern interpretations surrounding World War One</b></p> <p>Students will analyse a modern interpretation of World War One and analyse</p> <p>S- Is a modern interpretation useful in learning about conditions in World War One? Why?</p> <p><i>Careers link 6</i></p>	<p>Students will either watch 'War Horse' or 'Private Peaceful' – when watching they will be looking to identify:</p> <ul style="list-style-type: none"> <li>-perceptions/opinions on war</li> <li>- conditions in trenches</li> <li>- injuries</li> <li>- Treatment</li> <li>- weapons</li> </ul> <p><i>Differentiation: Prompts for students to focus on provided</i></p>	<p><i>Differentiation: Prompts for students to focus on provided</i></p>	<p><i>Interpretation</i></p>	

# GCSE

## P2 – British America

NB: Students will be set homework based on teacher judgement. This will include activities such as knowledge retrieval tests; exam questions and revision. All students should be set SENECA as part of their regular homework. ALL lessons will be taught to 'the top' with grades 8/9 with teachers to differentiate downwards using advice in SOL. For HA pupils they can be provided with academic material/reading to promote knowledge.

Further reading and resources for HA

Resource	Details
<i>British America, 1713–83: empire and revolution</i> (Pearson, 2016)	New textbook written for this option in the new specification.
History Channel and Discovery Channel documentaries, 'The New World' and 'Colonial America Documentary'	Available on YouTube. Superb overviews.
History Channel DVD box set, 'America: the Story of the US'	First two episodes of this epic 12- parter, 'Rebels' and 'Revolution', set the scene.
<a href="http://nationalhumanitiescenter.org/tserve/eigh/teen/ekeyinfo/grawaken.htm">http://nationalhumanitiescenter.org/tserve/eigh/teen/ekeyinfo/grawaken.htm</a>	Useful website for the Great Awakening.
<a href="http://learn.fi.edu/franklin/">http://learn.fi.edu/franklin/</a>	Useful site for learning about Benjamin Franklin.
<a href="http://www.sparknotes.com/history/american/fr enchindian/summary.html">http://www.sparknotes.com/history/american/fr enchindian/summary.html</a> <a href="http://www.sparknotes.com/history/american/p rerevolution/">http://www.sparknotes.com/history/american/p rerevolution/</a> <a href="http://www.sparknotes.com/history/american/r evolution/">http://www.sparknotes.com/history/american/r evolution/</a> <a href="http://www.sparknotes.com/history/american/d eclaration/">http://www.sparknotes.com/history/american/d eclaration/</a>	Four excellent sets of notes for the period 1763–81 from Sparknotes.

	Lesson	Title	Pedagogical ideas / resources	Careers development skills	Unit key words	Links to learning (KS2/3)
P2 : British America	1	<p><b>KL: To understand the geography and political structure of the English colonies in North America</b></p> <p>Gain an understanding of where occupied land was located and which European power governed it. Learn about the political structure of the colony in order to understand how it was governed.</p> <p><b>Exam Question: Describe 2 features of how colonies in the New World were governed (4 marks)</b></p> <p>S – Identify positives and negatives of colonisation</p> <p><i>Careers link 3</i></p>	<p><i>Production of map showing colonies in British America</i></p> <p><i>Create class flow chart showing how the colonies were governed</i></p>	<p><i>Differentiation : map provided and students annotate / statements for flow chart provided</i></p>	<p><i>Colony</i></p> <p><i>Slaves</i></p>	<p><i>Yr 8 HT3</i></p> <p><i>Slave Trade</i></p>
	2	<p><b>KL: To evaluate the impact of immigration and the expansion of the colonies</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p>	<p><i>Identify population growth in colonies – reasons for expansion</i></p>	<p><i>Differentiation : Mix and match social groups and</i></p>	<p><i>Natural Increase</i></p> <p><i>County</i></p> <p><i>Indentured</i></p>	

	<p>Understand the different groups who made up the immigrants</p> <p>Understand the rate of expansion</p> <p>Evaluate the impact on the native peoples</p> <p>Investigate into the tensions between different groups</p> <p>S – How were people encouraged to emigrate to the colonies</p> <p><i>Careers link 7</i></p>	<p><i>Explain different groups who made up the early colonies</i></p> <p><i>Explain the viewpoint of different social groups and why tension existed</i></p> <p><i>Numeracy opportunity – population graph</i></p>	<p><i>why tension increased</i></p>	<p>servants</p> <p>Transportation</p>	
3	<p><b>KL: Describe and explain the consequences of colonial expansion on life in the British American colonies.</b></p> <p>Learn how to plan a well structured answer</p> <p>Practise answering question 1</p> <p>Gain an understanding of how the mark scheme works through self assessment</p> <p><b>Exam question: Describe 2 consequences of colonial expansion on life in the British American</b></p>	<p><i>Mind map looking at consequences of colonial expansion</i></p> <p><i>Identify consequences of events not related to History</i></p> <p><i>Self-check using history criteria</i></p>	<p><i>Differentiation : consequences provided and students analyse / WAGOLL / Writing frame</i></p>	<p>Frontier</p> <p>Squatters</p> <p>Presbyterian</p> <p>Congregationalist</p>	

	<p><b>colonies.</b></p> <p><i>Careers link 5</i></p>				
4	<p><b>KL: To analyse the economic opportunities of the colonies in America for the British</b></p> <p>Understand the importance of tea and tobacco</p> <p>Look into trade with other British colonies (West Indies)</p> <p>Evaluate the impact on trade</p> <p><b>Exam Question: Give 2 things you can infer from source C (p.15) about the introduction of tea to British society (4 marks)</b></p> <p><b>S – Which was more important to Britain – tea or tobacco? Why?</b></p> <p><i>Careers link 5</i></p>	<p><i>Analysis of images from Boston Harbor in the 1700s (pg 14) of text book</i></p> <p><i>Information hunt activity looking at importance of tea and tobacco</i></p>	<p><i>Differentiation : mixed statements about tea and tobacco and students categorise / WAGOLL/ writing frame</i></p>	<p>Indigo</p> <p>Molasses</p>	
5	<p><b>KL: To investigate into the problem and impact of piracy on the British Empire</b></p> <p>Investigate into the lives and crimes of Sam Bellamy and Blackbeard</p>	<p><i>Create fact file on Sam Bellamy and Blackbeard – who were they? What did they do? Importance? Impact?</i></p>	<p><i>Differentiation : Information provided and students have to extract (highlight) key information</i></p>	<p>Pirate</p> <p>Merchant Ships</p> <p>Periagua</p> <p>Galley</p>	

		S – Explain why the British government would be against piracy <i>Careers link 1</i>		<i>from a series of questions</i>		
6	<p><b>KL: To understand how piracy was suppressed</b></p> <p>Understand the different method by which piracy was suppressed in British Waters: King George I’s proclamation, The Piracy Act 1717 and the work of Governor Spotswood. Look into the End of the golden age</p> <p>S – Which method to tackle piracy would be the most effective? Why?</p> <p><b>Exam question: Explain two consequences of King George 1’s Proclamation (1717).</b></p> <p><i>Careers link 3</i></p>	<i>Information hunt on 3 key methods to stop piracy</i>	<i>Differentiation : slimmed down information / part pre-completed information hunt work sheet / WAGOLL / writing frame</i>	Pardon Privateer Proclamation Board of Trade		
7	<p><b>KL: To consolidate learning on the problem and solutions of piracy in British waters</b></p> <p>Watch Sam Willis documentary</p>	<i>Knowledge retrieval /key questions from documentary</i>	<i>Differentiation : statements from documentary provided and students have</i>			

	<p>Britain's Outlaws: Pirates  <a href="https://www.dailymotion.com/video/x6ci8pe">https://www.dailymotion.com/video/x6ci8pe</a></p> <p>S- How can we find more information about the problems and solutions to piracy?</p> <p><i>Careers link 3</i></p>		<i>to categorise true or false</i>		
8	<p><b>KL: To understand how 'triangular trade' in slaves worked and to understand the British monopoly on supplying slaves to the Spanish</b></p> <p>Understand how the 'triangular trade' worked          Look into the British monopoly in supplying slaves to the Spanish          The significance of the Asiento</p> <p><b>Exam focus: Give 2 things you can infer from source A (page 20) about the slave trade (4 marks)</b></p> <p><b>S – Was asiento a success?</b></p> <p><i>Careers link 6</i></p>	<p><i>Create map looking at key parts of the 'Atlantic Triangle'</i></p> <p><i>Explain the significance of slaves in the Southern Colonies</i></p> <p><i>Analysis of source A (pg 20) – why was the Slave trade important in Carolina?</i></p> <p><i>Extraction of key information regarding asiento and its significance</i></p>	<p><i>Differentiation : Significance of slaves provided and students rank in importance / slimmed down in formation / WAGOLL / writing frame</i></p>	Monopoly Shares	Yr 8 HT3 Slave Trade

9	<p><b>KL: Identify and explain the workings of triangular trade</b></p> <p>Plan a top mark answer as a class</p> <p>Practise answering question 2</p> <p>Become more familiar with the mark schemes of edexcel GCSE</p> <p><b>Exam Focus = Write a narrative account analysing the workings of triangular trade (8 marks)</b></p> <p>S – What was the most important part of the triangular trade</p> <p><i>Careers link 1</i></p>	<p>Recall activity looking at different elements of the triangular trade</p> <p>Take events and place different events in to chronological order – explaining the links between each event</p> <p>Step by step guide to narrative question</p> <p>History file: BBC 2 – Black Peoples of America</p> <p><a href="https://www.bbc.co.uk/programmes/p00w4lyy">https://www.bbc.co.uk/programmes/p00w4lyy</a></p>	<p><i>Differentiation : Significance of slaves provided and students rank in importance / slimmed down in formation / WAGOLL / writing frame</i></p> <p><i>Differentiation : Significance of slaves provided and students rank in importance / slimmed down in formation / WAGOLL / writing frame</i></p>	<i>Narrative</i>	<i>Yr 8 HT3 Slave Trade</i>	
10	<p><b>KL: To evaluate the impact of slavery on the development of tobacco and rice plantations</b></p> <p>Understand the importance of slavery to the development of the tobacco and rice industry</p>	<p><i>Worksheet activity comparing tobacco plantation and rice plantations. For each student look at the role undertaken by slaves at each and the consequences for the plantations</i></p> <p><i>Numeracy opportunity – profit analysis</i></p>	<p><i>Differentiation : mix and match job roles on tobacco and rice</i></p>	<p><i>Consequences</i></p> <p><i>Profit</i></p> <p><i>Labour force</i></p>		

	<p>Evaluate the impact on these industries</p> <p><b>Exam focus: Explain 2 consequences of the Slave trade on tobacco plantations in North America (8 marks)</b></p> <p>S – Greatest impact of the slave trade? Why?</p> <p><i>Careers link 5</i></p>		<p><i>plantations / consequences</i></p> <p><i>provided and students explain / WAGOLL / writing frame</i></p>		
11	<p><b>KL: To understand the impact of slavery on colonial society and the position of slaves</b></p> <p>Understand the impact on society: gap between rich and poor, lack of opportunities for poor labourers and the fewer free white colonists than slaves.</p> <p>Investigate into the role of slaves within society</p> <p>The treatment of fugitive slaves and the role of the Spanish in protecting fugitive slaves.</p> <p>S- What was the greatest impact? Why?</p>	<p>Map activity looking at the different areas of colonies: New England, Middle Colonies and Southern Colonies and explain jobs undertaken by slaves in each</p> <p>Key word summary of freedoms and limitations on slave life</p> <p>Timeline of actions for Spanish promise to protect runaway slaves</p> <p>Life of a colonial slave:</p> <p><a href="https://www.youtube.com/watch?v=ji5zk2HIVXM">https://www.youtube.com/watch?v=ji5zk2HIVXM</a></p>	<p><i>Differentiation : students categorise freedoms and limitations from provided statements / key questions to answer from sheet / WAGOLL / writing frame</i></p>	<p><i>Free labour</i></p> <p><i>Mixed economies</i></p> <p><i>Fugitive</i></p> <p><i>Militia</i></p> <p><i>Catholicism</i></p>	

		<p><b>Exam focus: Explain two consequences of Spain’s decision to protect runaway slaves in Florida</b></p> <p><i>Careers link 3</i></p>			
12	<p><b>KL: To investigate into and understand the impact of slave rebellions in the Carolinas</b></p> <p>Understand the background, events and consequences of the Stono Rebellion 1739</p> <p>Evaluate the impact of the rebellion including the restrictions on slave freedoms, the limiting of slave numbers and reducing the causes of the rebellion</p> <p>S- What was the most important consequence of the Slave Rebellions</p> <p><b>Exam focus: Explain two consequences of the Slave revolts in the Carolinas.</b></p> <p><i>Careers link 7</i></p>	<p>Source analysis activity</p> <p>Card sort activity looking at back ground , events and consequences</p> <p>Stono Rebellion:</p> <p><a href="https://www.youtube.com/watch?v=2RHjgBPaehc">https://www.youtube.com/watch?v=2RHjgBPaehc</a></p> <p><a href="https://www.pbs.org/video/african-americans-many-rivers-cross-classroom-hutchinsons-rebellion/">https://www.pbs.org/video/african-americans-many-rivers-cross-classroom-hutchinsons-rebellion/</a></p>	<p><i>Differentiation : slimmed information on rebellions for students to categorise / WAGOLL / writing frame</i></p>	<p><i>Yellow Fever Mileposts</i></p>	

13	<p><b>KL: Identify and explain key events of 11739-40</b></p> <p>Plan answer in pairs Practise composing an answer Peer assess</p> <p>S- Why did the colonists inflict such severe punishment of the slave rebels?</p> <p><b>Exam Focus -Write a narrative account analysing the key events in the years 1739-1740 leading to the suppression of slave rights in South Carolina. You may use: the Stono Rebellion, 1739 , the Negro Act, 1740, plus information of your own. (8 marks)</b></p> <p><i>Careers link 1</i></p>	<p>Plan answer in pairs Practise composing an answer Peer assess</p>	<p><i>Differentiation : slimmed information on rebellions for students to categorise / WAGOLL / writing frame</i></p>		
14	<p><b>KL: To understand the events and consequences of The New York Conspiracy, 1741.</b></p> <p>Understand the background to the conspiracy Evaluate the significance of the</p>	<p>Timeline activity constructing timeline looking at background, trials, conspiracy, confessions and consequences</p>	<p><i>Differentiation : students provided with key events for timeline and need to place in</i></p>	<p><i>Testimony</i></p>	

	<p>conspiracy trials, the conspiracy and the impact of confessions as well as the impact of the New York Conspiracy</p> <p>S- What can we learn from the evidence of Mary Burton? (source A pg 30)</p> <p><i>Careers link 1</i></p>		<i>chronological order</i>		
15	<p><b>KL: To list and evaluate the problems with the British colonies in North America</b></p> <p>Understand the problems of collecting revenue, problems of smuggling and attempts to control the fur trade</p> <p>S- What was the greatest impact of smuggling?</p> <p><b>Exam focus: Explain two consequences of smuggling as a result of the Molasses Act (1733)</b></p> <p><i>Careers link 1</i></p>	<p>Information hunt activity looking at the role of customs revenues, problems of collection and problems and impact of smuggling</p>	<i>Differentiation : students provided with key events for timeline and need to place in chronological order</i>		
16	<p><b>KL: To consolidate learning on British settlement in North America, 1713-1741.</b></p> <p>Complete and self assess a knowledge</p>	<p>Pg 36-37 of text book gives student advice on how to approach this question</p>	<i>Differentiation : students provide with summary of focus of</i>		

	<p>test to check their retention of knowledge</p> <p><b>Complete the exam question -</b></p> <p><b>Explain 2 of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>The importance of the Piracy Act (1717) for the suppression of piracy</b></li> <li>• <b>The importance of the Stono Rebellion (1739) for the government of South Carolina</b></li> <li>• <b>The importance of the Molasses Act (1733) for the colonial customs service (16 marks)</b></li> </ul> <p><i>Careers link 1</i></p>		<i>question / WAGOLL / writing frame</i>		
17	<p><b>KL: To investigate into the religious revivals in the middle colonies and in New England</b></p> <p>To understand what the 'Great Awakening' was</p> <p>Look into the roles of Jonathan Edwards and George Whitefield</p> <p>Evaluate the impact and the long term effects of the revivals</p> <p>S- What was the most important impact and why?</p>	<p>Flow chart activity (creation):</p> <p>Traditional churches</p> <p>-</p> <p>Great Awakening</p> <p>-</p> <p>Key individuals and actions</p> <p>-</p> <p>Impact</p> <p>-</p>	<i>Differentiation : students provided with information on 4 different categories and need to categorise / WAGOLL / writing frame</i>	<p>Religious Revival</p> <p>Protestant Evangelical Revivalist Reason</p> <p>Free Schools 'Moving school' system</p>	

	<p><b>Exam Focus: Explain 2 features of the Religious Revivals in the middle colonies and New England (4 marks)</b></p> <p><i>Careers link 6</i></p>	Long term effects			
18	<p><b>KL: To understand what the Enlightenment was and to evaluate its impact on education and literacy</b></p> <p>Look into what the Enlightenment was (science, religion and politics) Evaluate the changes to education made as part of the Enlightenment Understand the role of newspapers, pamphlets and public libraries</p> <p>S- How do you think the ruling elite would react to Enlightenment? Why? <i>Careers link 7</i></p>	Before and after activity looking at ideas before and after Enlightenment with impact	<i>Differentiation : students provided with statements and have to match to beginning and end of Enlightenment period</i>	Classics Post Office Subscription library	
19	<p><b>KL: Identify key characteristics of Benjamin Franklin</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>Learn about Franklin’s role as a writer, a philanthropist and his intellectual</p>	<p>Fact file on Benjamin Franklin looking at his role and impact</p> <p>Franklin source analysis</p> <p>The life of Benjamin Franklin</p> <p><a href="https://www.youtube.com/watch?v=LVnMM13qN1E">https://www.youtube.com/watch?v=LVnMM13qN1E</a></p> <p>Biography of Franklin</p>	<i>Differentiation : Key prompts provided for source analysis / fact file provided and students have to pick out key</i>	Almanac Proverbs Philanthropic Matching Grant	

	<p>ability</p> <p><b>Exam Focus: Explain two consequences for the American colonists of Benjamin Franklin's work as a writer (8 marks)</b></p> <p><i>Careers link 3</i></p>	<p><a href="https://www.biography.com/video/benjamin-franklin-full-episode-2073416372">https://www.biography.com/video/benjamin-franklin-full-episode-2073416372</a></p>	<p><i>information/ WAGOLL / writing frame</i></p>		
20	<p><b>KL: To evaluate the reasons for, events of and consequences of King George's War and the War against the French and Native Americans (1744-1748)</b></p> <p>Understand the aims of King George's War</p> <p>The events of King George's War and the War against the French and the Native Americans</p> <p>S - Evaluate how the relationship with the Native Americans was improved and the effects of King George's War and the relationships after King George's War</p> <p><b>Exam focus: Explain two consequence of the Treaty of Aix-la-Chapelle</b></p> <p><i>Careers link3</i></p>	<p>Information gathering activity looking at:</p> <p>Aims of France and Britain</p> <p>-</p> <p>Events of conflict</p> <p>-</p> <p>Impact of conflict</p>	<p><i>Differentiation : slimmed down information / part pre-completed information hunt worksheet / WAGOLL/ writing frame</i></p>	Garrison	Land Grant

21	<p><b>KL: To investigate into the aims and events of the French and Indian War in North America (1754-63)</b></p> <p>Understand the aims and events of the war, the impact of early defeats and success in North America.</p> <p>Evaluate the role and the importance of General Wolfe as well as the French surrender</p> <p>S- Can you identify and explain the key turning point for the British and explain why this was a turning point?</p> <p><b>Exam focus: Write a narrative account analysing the events of the French and Indian War 1754-1763</b></p> <p><i>Careers link 3</i></p>	<p>Timeline activity looking at key events within the war focusing upon:</p> <ul style="list-style-type: none"> <li>-early British defeats in Ohio</li> <li>- British successes and control of Ohio Country</li> <li>- British capturing major French towns in Canada</li> </ul>	<p><i>Differentiation : students provided with information and need to highlight and categorise in to different areas / WAGOLL / writing frame</i></p>	<p>Volley</p> <p>Pitched battle</p>	
22	<p><b>KL: To examine the aftermath and the consequences of the French and Indian War</b></p> <p>Evaluate the consequences of the war</p> <p>Understand the terms and the significance of the Treaty of Paris (1763)</p>	<p>Puzzle activity looking at the consequences and importance of each consequence.</p>	<p><i>Differentiation : students provided with consequences and place them in to order of importance and justify decisions /</i></p>	<p>Regulars</p> <p>Quartering</p> <p>Superintendent</p>	

	<p>Understand the importance and significance of the Royal Proclamation of 1763</p> <p>S- What was the most significant consequence and why?</p> <p><b>Exam focus: Explain two consequences of the French Indian War</b></p> <p><b>Explain the importance of the Treaty of Paris (1763)</b> <i>Careers link 7</i></p>		<p><i>WAGOLL / writing frame</i></p>		
23	<p><b>KL: To analyse the impact of the war on relations with Britain</b></p> <p>Understand and learn about the impact of the war on relations with the British</p> <p>Learn about the terms and opposition to the Sugar Act, 1764 (terms of the act, effects of the act, responses and impact of opposition.</p> <p>S- Which impact could cause the greatest damage to relations and why?</p>	<p>Comparison diary account activity from viewpoint of British generals and colonials – focus on personal relations / economic relations / political relations</p> <p>Cause and effect of Sugar Act 1764</p>	<p><i>Differentiation : students provided with consequences and place them in to order of importance and justify decisions / WAGOLL / writing frame</i></p>	<p>Colonial assembly</p> <p>Paper money</p> <p>Salutary neglect</p>	

	<p><b>Exam focus: Explain the importance of the Sugar Act (1764) for relations between Britain and North American colonies.</b></p> <p><i>Careers link 5</i></p>				
24	<p><b>KL: To evaluate the impact on relations with the Native Americans and understand the events of Pontiac’s Rebellion (1763-66)</b></p> <p>Analyse the general impact on relations with the Plains Indians Case Study: Look into Pontiac’s rebellion (the British response and the Impact of the rebellion) Reaction to Pontiac’s rebellion by the Paxton boys (actions and impact)</p> <p>S- Identify and explain the turning point in the relationship between the British and Native Americans.</p> <p><i>Careers link1</i></p>	<p>Washing/timeline activity looking at relationship</p> <p>Numeracy opportunity : graph analysis</p>	<p><i>Differentiation : students provided with consequences and place them in to order of importance and justify decisions / WAGOLL / writing frame</i></p>	<p>Gift-giving</p>	
25	<p><b>KL: To evaluate the impact of British policies on the changing relationship between British and American relations.</b></p> <p>Understand the aims and terms of the Stamp Act (1765), the Quartering Act</p>	<p>Consequence wheel which include key terms of each of the acts – students then have to explain the consequences/reactions to the acts</p>	<p>1 <i>Differentiation : students provided with consequences and place them in to</i></p>	<p><i>Boycott</i> <i>Effigy</i></p>	

	<p>(1765) and Revenue Act 1767 (Townshend duties)</p> <p>Evaluate American opposition to the Stamp Act</p> <p>S – Which do you think was the greatest reason the colonists opposed British policies? Why?</p> <p><b>Exam focus: Explain two consequences of the Stamp Act (1765) 8 marks</b></p> <p><i>Careers link 1</i></p>		<p><i>order of importance and justify decisions / WAGOLL / writing frame</i></p>		
26	<p><b>KL: To evaluate the events of the Boston Massacre and Boston Tea Party</b></p> <p>Learn and understand the events and impacts of the Boston Massacre of March 1770</p> <p>Evaluate the terms of the Tea Act (1773)</p> <p>Understand American anger and the reaction to the Tea Act known as the ‘Boston Tea Party’.</p> <p>S- Were the British tight to tax the colonists on tea? Why?</p>	<p>2 minute summary of Boston Tea Party</p> <p><a href="https://www.nationalgeographic.org/video/boston-tea-party/">https://www.nationalgeographic.org/video/boston-tea-party/</a></p> <p>3 minute clip Great American Rail road journeys Boston Tea Party</p> <p><a href="https://www.bbc.co.uk/programmes/p05wk7n6">https://www.bbc.co.uk/programmes/p05wk7n6</a></p> <p>Kids Liberty cartoon Boston Tea Party</p> <p><a href="https://www.youtube.com/watch?v=0ng5oJ1FB8U">https://www.youtube.com/watch?v=0ng5oJ1FB8U</a></p> <p>Source analysis of Boston Tea Party – pg 73</p> <p>Jigsaw piece activity were students identify causes, events and consequences</p>	<p><i>Differentiation : Key questions provided to answer from videos / fact file on Boston Massacre and Tea Party provided and students highlight key information / WAGOLL / writing frame</i></p>	<p>Town meeting</p> <p>Anglo-American</p>	

		<p><b>Exam Focus: Describe two features of British Acts which led to a decline in Anglo-American relations (4 marks)</b></p> <p><i>Careers link 3</i></p>	Numeracy opportunity – profit analysis			
27	<p><b>KL: To analyse the further decline in Anglo-American relations</b></p> <p>Look into the Intolerable Acts (Boston Port Act of 1774, Massachusetts Government Act of 1774, Impartial Administration of Justice Act of 1774 and the Quartering Act of 1774)</p> <p>Practise answering a narrative question</p> <p>S- Were the British justified to punish the Bostonians? Why?</p> <p><b>Exam Focus: Write a narrative account analysing the key events of 1770-1774 that led to the Intolerable Acts (1774). You may use:</b></p> <ul style="list-style-type: none"> <li>• The Boston Massacre (1770)</li> <li>• The Boston Tea Party (1773)</li> </ul> <p><b>You must also use information of your own (8 marks)</b></p>	<p>Students provided with overview of Intolerable Acts and have to explain the significance of each on the Bostonians</p> <p>Diary entry from the viewpoint of the British vs Bostonians</p> <p>Liberty Kids cartoon looking at Intolerable Acts</p> <p><a href="https://www.youtube.com/watch?reload=9&amp;v=8dJrJQtMz2U">https://www.youtube.com/watch?reload=9&amp;v=8dJrJQtMz2U</a></p> <p>Diagram/timeline on page 78 to assist with question</p>	<p><i>Differentiation : significance provided and students have to match to relevant act / WAGOLL / writing frame</i></p>	<p>Coercive Acts</p> <p>Capital Crime</p>		

		<i>Careers link 7</i>				
28	<p><b>KL: To evaluate the significance of the colonist’s reactions to the Intolerance Acts</b></p> <p>Investigate into the first and second continental congresses of 1774 and 1775</p> <p>Describe the declining relations between the colonists and the British in the period 1763-1775</p> <p>S- Which was more significant –the Continental Congress of 1774 or 1775? Why?</p> <p><b>Exam Focus: Explain the importance of the Tea Act for the declining relationship between the British and the colonists (8 marks)</b></p> <p><b>Explain two consequences of the First Continental Congress</b></p> <p><i>Careers link 5</i></p>	Students identify the terms/decisions made at the 1 <sup>st</sup> and 2 <sup>nd</sup> Continental Congress, students explain the consequences of these meetings	<p><i>Differentiation</i></p> <p><i>: mix and match terms to 1<sup>st</sup> and 2<sup>ns</sup> Continental Congress/ WAGOLL /wiring frame</i></p>	<p>Provincial Congress</p> <p>Minuteman</p> <p>Loyalist</p>		

29	<p><b>KL: To understand how and why the American colonists declared independence from the British Empire in 1776</b></p> <p>Evaluate Thomas Paine’s ‘common sense’ approach</p> <p>Understand the significance of the Declaration of Independence (1776)</p> <p>Look into the role of Thomas Jefferson</p> <p>S- Was the Declaration of Independence really that great? Why?</p> <p><b>Exam Focus: Explain the importance of Thomas Paine’s ‘common sense’ approach for the American colonists’ attitude towards Britain (8 marks)</b></p> <p><i>Careers link 6</i></p>	<p>Analysis of Paine’s ‘Common Sense’ approach – identify impact/significance</p> <p>History channel 4 minute summary of Declaration of Independence  <a href="https://www.youtube.com/watch?v=yb7MI8NQLoo">https://www.youtube.com/watch?v=yb7MI8NQLoo</a></p> <p>Produce piece of propaganda to publicise the Declaration of Independence</p> <p>Provide students with version of Declaration of Independence – source analysis of this document</p>	<p><i>Differentiation : slimmed down version/key summary of Declaration of Independence / WAGOLL / writing frame</i></p>	<p>Republic</p> <p>Congress</p>	
30	<p><b>KL: To describe the events of the war of independence</b></p> <p>Look into the events of the start of the war along with the northern and southern campaigns</p> <p>Analyse the key American victories</p>	<p>Provide students with overview timeline/outcomes/significance from page 82</p> <p>Animated map showing key events of US Declaration of Independence  <a href="https://www.battlefields.org/learn/maps/revolutionary-war-animated-map">https://www.battlefields.org/learn/maps/revolutionary-war-animated-map</a></p>	<p><i>Differentiation : slimmed down information / part completed information hunt worksheet /</i></p>	<p>Hessian</p> <p>Muster</p>	

		<p>(Saratoga and Yorktown) and the key role of Washington</p> <p>S- What was the greatest contribution made by Washington? Why?</p> <p><b>Explain two consequences of the British surrender at Saratoga (1777)</b></p> <p><i>Careers link 3</i></p>	<p>Students create narrative/timeline of Saratoga (1777) and Yorktown (1781) – students identify plan / events / impact / significance</p> <p>Information hunt/market place activity looking at significance of Washington: keeping the army together; taking opportunities together and encouraging support. Students to explain importance of each</p> <p>BBC documentary (50 min) on War of Independence</p> <p><a href="https://www.youtube.com/watch?v=hCAWRXfd33I">https://www.youtube.com/watch?v=hCAWRXfd33I</a></p> <p>US War of Independence for children</p> <p><a href="https://www.youtube.com/watch?v=BWtW0gmh3kg">https://www.youtube.com/watch?v=BWtW0gmh3kg</a></p> <p>Students create their own US War of Independence knowledge organiser looking at causes/events/people from:</p> <p><a href="https://kidskonnnect.com/history/american-revolution/">https://kidskonnnect.com/history/american-revolution/</a></p>	<p>WAGOLL / writing frame</p>		
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31	<p><b>KL: To evaluate the reasons for British defeat and the consequences of the American War of Independence</b></p> <p>Evaluate how British mistakes led to defeat: Poor battle plans, poor communication and poor behaviour along with the role of the French in the war.</p> <p>Understand the terms and the impact of The Treaty of Paris, 1783</p> <p>S- Which mistake was the biggest made by the British in contributing to their defeat? How far do you agree? <i>Careers link 1</i></p>	<p>Dartboard activity looking at British mistakes: poor battle plans; poor communication and poor behaviour. For each identify key information and explain why it led to the British defeat</p> <p>Narrative summary – using the information of page 87, students explain how the involvement of the French and Spanish impacted upon British success</p>	<p><i>Differentiation : students categorise and explain mistakes by British from teacher provided statements</i></p>	Logistics	
32	<p><b>KL: To evaluate the impact of the War of Independence on slaves</b></p> <p>Pupils will:</p> <p>Analyse the significance of the war on slaves and its limitations in helping slaves gain freedom</p> <p>S- Did the colonists go back on their work regarding ‘all men are created equal’? Why?</p>	<p>‘All men are created equal’ – class discussion on what this should mean for slaves</p> <p>Students identify positive and negative steps in the fight to end slavery – this could be annotated on a map of the US</p>	<p><i>Differentiation : statements provided and students categorise / WAGOLL / writing frame</i></p>	<p>Constitution</p> <p>Last will and testament</p>	<p><i>Yr 8 HT3 Slave Trade</i></p>

		<p><b>Exam Focus: Explain two consequences of The War of Independence on the lives of enslaved people</b></p> <p><i>Careers link 6</i></p>			
33	<p><b>KL: To analyse the impact of the War of Independence for the Native Americans</b></p> <p>To understand the relationship between the natives and the USA, the Native Americans and each other and the Native Americans and European powers</p> <p>The creation of a frontier and the destination of the Native Americans</p> <p>S- How far were the Americans being hypocrites?</p> <p><b>Exam Focus: Explain the importance of the War of Independence of the changing relationship between the Native Americans and other groups.</b></p> <p><i>Careers link 1</i></p>	<p>Summary of impact of war and relationships between Native Americana and the USA; each other and European powers</p> <p>Analysis of source B from page 93 – Native American indication of what they might lose?</p> <p>Use map on page 94 to highlight movement of Native Americans as a result of the war and how they realised they stood little change against the Americans</p>	<p><i>Differentiation : students provided with map and statements of movement of map and identify to area/chronology etc / WAGOLL / writing frame</i></p>	<p>Iroquois League</p> <p>Ancestral lands</p>	<p><i>Yr8 HT1 Native Americans</i></p>

34	<p><b>KL: To evaluate the impact of the War of Independence on the loyalists</b></p> <p>Understand the impact that the War of Independence had on those who had remained loyal to the British, including the black loyalists.</p> <p>Evaluate the impact that the loyalist settlement at Nova Scotia and Quebec had on the lives of the loyalists.</p> <p>S – Which group: the Native Americans or loyalists were most impacted by the loss of the British? Why? <i>Careers link 1</i></p>	<p>Activity which students identify:</p> <ul style="list-style-type: none"> <li>-impact of war on loyalists</li> <li>-resettlement to Nova Scotia and Quebec</li> <li>- movement impact on lives</li> </ul> <p>Summarise each with key information and image to summarise</p>	<p><i>Differentiation : students match statements to different factor headings</i></p>			
35	<p><b>KL: To master answering GCSE style questions which I will need for paper 2 section 1.</b></p> <p>Complete a walking talking mock with the aid of their teacher who will recap material before pupil use their exam skills to answer the questions in full. <i>Careers link 1</i></p>	<p>Walking talking mock</p>		1		

# GCSE

## P2 – Early Elizabethan England

NB: Students will be set homework based on teacher judgement. This will include activities such as knowledge retrieval tests; exam questions and revision. All students should be set SENECA as part of their regular homework. ALL lessons will be taught to 'the top' with grades 8/9 with teachers to differentiate downwards using advice in SOL. For HA pupils they can be provided with academic material/reading to promote knowledge.

Further HA resources and reading

Resource	Details
<i>Edexcel GCSE History (9-1) Early Elizabethan England, 1558–88</i> (Pearson, 2016)	New resources for this option in the new GCSE specification.
<i>Hodder GCSE History for Edexcel: Early Elizabethan England, 1558– 88</i> (Hodder, 2016)	New resources for this option in the new GCSE specification.
Colette Roberts: <i>Elizabethan England Student Book</i> (Heinemann, 2009)	Textbook aimed at students working on the OCR Schools History Project GCSE examination.
Andy Harmsworth: <i>Elizabethan England: an SHP Depth Study</i> (Hodder 1999)	Textbook for the Schools History Project.
David Loades: <i>The Tudors for Dummies</i> (Wiley, 2011)	Part IV, 'Ending with Elizabeth', gives a useful overview of the whole of Elizabeth's reign.
The History of Parliament <a href="http://www.historyofparliamentonline.org/periods/tudors">http://www.historyofparliamentonline.org/periods/tudors</a>	Has some excellent material on Elizabeth, especially the religious settlement of 1559. Follow the links on the right-hand side under 'Articles'.
<i>Time Traveller's Guide to Elizabethan England</i> by Ian Mortimer (BBC2, 2013)	Useful for helping students get a sense of England in this period.
<i>The Armada: 12 Days to Save England</i> by Dan Snow (BBC2, 2015) <a href="http://www.bbc.co.uk/programmes/b05xcl07">http://www.bbc.co.uk/programmes/b05xcl07</a>	Documentary on the Armada. The accompanying BBC website has clips and links to other useful articles. Clips can also be found on YouTube.
<i>Elizabeth</i> (1998) and <i>Elizabeth: The Golden Age</i> (2007)	Two films, the first based on the early years of Elizabeth's reign and the second covering the later part of her reign. Note that dramatic licence is used in both films.

<p>BBC sites</p> <p>Elizabeth I: Troubled child to beloved Queen: <a href="http://www.bbc.co.uk/timelines/ztfxtfr">www.bbc.co.uk/timelines/ztfxtfr</a></p> <p>Elizabeth I: <a href="http://www.bbc.co.uk/history/people/elizabeth_i">www.bbc.co.uk/history/people/elizabeth_i</a></p>	<p>Two pages on Elizabeth I on the BBC website, with links to other useful pages and articles.</p>
<p>School History <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a></p>	<p>Several resources for KS3 study on the Making of the United Kingdom are very useful.</p>

	Lesson	Title	Pedagogical ideas / resources	Careers development skills	Unit key words	Links to learning (KS2/3)
U1 – Queen, government and religion 1558-1569	1	<p><b>KL: To identify the chronology of Tudor Monarchs.</b></p> <p>Students will identify a chronology of the different Tudor monarchs from Henry Tudor (Henry VII) to Queen Elizabeth I's crowning.</p> <p>S: Hypothesis - based on the monarchical, religious and social issues throughout the Tudor dynasty, what issues does Elizabeth face heading into her reign?</p> <p><i>Careers link 4</i></p>	Students to organise a card sort into different key stages of the Tudor dynasty starting with the War of the Roses to Elizabeth' crowing.	<i>Differentiation: statements provided and place in to order to create timeline</i>	Society Government Court Privy Council Parliament Lord Lieutenants Justices of the Peace Secretary of State Divine Right Patron Crown Succession Virgin Legitimacy Gender Reformation	L1, L3, L6, L7, L8 & L9 Year 7 HT 5

	2	<p><b>KL: To identify the structures of Elizabethan society.</b></p> <p>Students will identify the different key features of Elizabethan structure.</p> <p>S: What is the main difference between the national and town hierarchies?</p> <p>Why are the lines on the hierarchy at different levels and sizes?</p> <p>Explain how these would help to keep law and order.</p> <p>S: Are these structures still evident in today's society?</p> <p>Skill – describe</p> <p><b>Exam Question – Describe two features of Elizabethan society. (4)</b></p> <p><i>Careers link 3/4</i></p>	<p>Students to identify the differences in National (roles and importance) and town structures (employment and economics).</p> <p>Students to then add them to a hierarchy from the most important to the least.</p>	<p><i>Differentiation: mix and match statements defining groups to relevant group and then in order of hierarchy / WAGOLL / writing frame</i></p>	<p>Intermediary</p> <p>Last Supper</p> <p>Sacrament</p> <p>Holy Communion</p> <p>Clergy</p> <p>Diocese</p> <p>Altars</p> <p>Ecclesiastical</p> <p>Mass</p> <p>Royal Supremacy</p> <p>Pilgrimage</p> <p>Saint</p> <p>Papacy</p> <p>Heretics</p> <p>Martyrs</p> <p>Embargo</p> <p>Excommunication</p> <p>Rome</p> <p>Spanish Inquisition</p> <p>Anointed</p> <p>Abdication</p>	
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3	<p><b>KL: To describe the different features of Elizabethan government.</b></p> <p>Students to identify the key features and roles of the government.</p> <p>S: To evaluate the different sections of the government to identify the most significant section for ruling effectively.</p> <p>Skill: Describe</p> <p><b>Exam Question: Describe two features of Early Elizabethan government.</b></p> <p><i>Careers link 4/7</i></p>	<p>Students will receive the different sections of the government with the key features of each.</p> <p>Students then need to read through the roles to match up the correct roles of each section based on the key features of each.</p>	<p><i>Differentiation: slimmed down version / pictures to accompany statements / WAGOLL / writing frame</i></p>		
4	<p><b>KL: To identify and explain the different problems/challenges faced by Elizabeth in her early reign.</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>Students to identify the key features of why Elizabeth faced problems in her early reign, describing each feature with specific and accurate knowledge. Students will use this to explain the impacts of this on Elizabeth and her reign.</p> <p>S: Do these stereotypes still exist in the 21<sup>st</sup> century and modern</p>	<p>Information hunt with specific information regarding the attitudes of the time toward Elizabeth including Gender, Marriage, Legitimacy and character.</p>	<p><i>Differentiation: slimmed down information for information hunt / part pre-completed information hunt worksheet / WAGOLL / writing frame</i></p>		Year 7 HT5 L10 & L11

	<p>persecutions of significant figures in today's society.</p> <p>Evaluate the challenges and explain what the biggest challenge was Elizabeth faced.</p> <p>Skill: Explain/causation.</p> <p><b>Exam question: Explain the problems Elizabeth faced in her early reign of England.</b></p> <ul style="list-style-type: none"> <li>• <b>You may use: Gender</b></li> <li>• <b>Marriage</b></li> <li>• <b>You must use information of your own</b></li> </ul> <p><i>Careers link 4/5/6</i></p>				
5	<p><b>KL: To develop the understanding of explain skill.</b></p> <p>Link to Lesson 4</p> <p><i>Careers link 6</i></p>	<p>Explain question – times conditions.</p> <p>Green pen - criteria tick list.</p>	<p><i>Differentiation: WAGOLL / writing frame</i></p>		
6	<p><b>KL: To evaluate whether Elizabeth faced bigger threats from home (England) or abroad (Europe).</b></p> <p>D: Students will analyse information to identify the different threats faced by Elizabeth in both England and Scotland compared to the European continent. Students will make a justified decision to whether</p>	<p>Students will be given a set of cards and a map which show both domestic and European focus points.</p> <p>Students will read the card sort and add the cards top the correct location on the maps.</p> <p>Evaluation question – time conditions.</p> <p>Green pen – success criteria.</p>	<p><i>Differentiation: categorise statements in to threats from home and abroad / WAGOLL / wiring frame</i></p>		<p>Year 7 HT L4, L5, L6 L7 &amp; L12.</p>

	<p>England or Europe posed the biggest threats to her reign.</p> <p>S: Students to identify the different threats as religion, political or economic.</p> <p>You are an advisor to Elizabeth, should Elizabeth focus on consolidating her power in England or design a foreign policy that will resist European Catholic powers.</p> <p>Skill: Evaluation</p> <p><b>Exam Question: To what extent was the threat of Mary Queen of the Scots the biggest challenge Elizabeth faced in her early reign.</b></p> <ul style="list-style-type: none"> <li>• <b>You may use: Mary Queen of Scots</b></li> <li>• <b>Spain</b></li> <li>• <b>You must use knowledge of your own.</b></li> </ul> <p><i>Careers link 5/7</i></p>	<p>Numeracy opportunity – comparison of troops that were a threat internally and externally</p>			
7	<p><b>KL: To Explain the importance or the church and religion on Tudor England.</b></p> <p>Students will assess the different functions of the Catholic Church to describe the function and then explain the importance of the church within Tudor society.</p>	<p>Students to assess the importance of the Catholic Church and judge the importance using a diamond 9 to assess the importance.</p> <p>Students will explain the importance of each role played by the church, explaining the impacts of each role on society.</p> <p>Explain question in timed conditions.</p>	<p><i>Differentiation: statements of importance provided and students place in order of</i></p>		<p>Year 7 HT5 L2</p>

	<p>S: Evaluate and explain the importance of the church in the 21<sup>st</sup> century. Explain why the church does not have the same influence.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why the church was so important for Tudor society.</b></p> <ul style="list-style-type: none"> <li>• <b>You must use - Education</b></li> <li>• <b>Employment</b></li> <li>• <b>Use information of your own</b></li> </ul> <p><i>Careers link 5/6</i></p>	<p>Green pen – success criteria.</p>	<p><i>importance and justify / WAGOLL/ writing frame</i></p>		
8	<p><b>KL: To identify and describe the features of Catholic and Protestant churches in Elizabethan England.</b></p> <p>D: Students will identify the different features and traditions of the different Christian denominations and assess similarities and difference in the appearance of churches and the fundamentals of each religion.</p> <p>S: Explain why Protestants introduced such radical changes.</p> <p>Suggest some problems this may create for Elizabeth in England.</p> <p>Skill: Describe</p>	<p>Identify differences from a visual source.</p> <p>Students to be given a breakdown of Catholic traditions and features and to use these features to suggest how the Protestant Church would be different.</p> <p>Describe exam question – timed.</p> <p>Green pen – success criteria.</p>	<p><i>Differentiation: categorise statements similar or different between religions / WAGOLL / writing frame</i></p>		<p>Year 7 HT5 L7</p> <p>Year 9 HT2 L8</p>

		<p><b>Exam Question: Describe two features of the Catholic/protestant church.</b></p> <p><i>Careers link 4</i></p>			
9	<p><b>KL: To identify the different religious problems faced by Elizabeth and describe how Elizabeth solved these through the Religious Settlement.</b></p> <p>Students will analyse a range of sources to examine, identify and describe the religious problems the clergy, geography and Puritans created for Elizabeth.</p> <p>S: Think of some suggestions that Elizabeth could use to deal with the religious problems and explain the impact these would have on England.</p> <p>Skill: Describe</p> <p><b>Exam Question: Describe two features of Elizabeth's Religious Settlement.</b></p> <p><i>Careers link 4</i></p>	<p>Students to analyse a range of visual and written sources to identify the religious problems Elizabeth face in England.</p>	<p><i>Differentiation: question prompts provided for source analysis / WAGOLL / writing frame</i></p>		<p>Year 7 HT5 L12</p>
10	<p><b>KL: To explain the threats from Catholics towards the Religious Settlement.</b></p>	<p>One on one market place.</p>	<p><i>Differentiation: sources provided / question</i></p>		<p>L9 - L13 &amp; 12 - Year 7 HT5 L12</p>

	<p>Students will analyse different sources to identify the key feature and knowledge of different Catholic threats. Students will use this to explain the impact this had on challenging the Religious Settlement.</p> <p>S: Students will analyse interpretations looking at the successes of the Religious Settlement and identify the key themes within each interpretation to compare and contrast views.</p> <p><i>Careers link 1/6</i></p>	<p>Students will have information on just one of the Catholic problems.</p> <p>Students must find someone with different information and teach each other.</p>	<p><i>prompts to help analyse sources</i></p>		
11	<p><b>KL: To explain the threats from Puritans towards the Religious Settlement.</b></p> <p>Students will analyse different sources to identify the key feature and knowledge of different Puritan threats. Students will use this to explain the impact this had on challenging the Religious Settlement.</p> <p>S: Students will create a mural demonstrating the different challenges posed by both the Catholics and the protestants. This needs to be clear and easy to identify the different religions and what the challenges were.</p>	<p>One on one market place.</p> <p>Students will have information on just one of the Puritan problems.</p> <p>Students must find someone with different information and teach each other.</p>	<p><i>Differentiation: sources provided / question prompts to help analyse sources / slimmed down information / part pre-completed information hunt worksheet</i></p>		

	<i>Careers link 4/6</i>				
12	<p><b>KL: To develop explain skills. Explain the threats posed towards Elizabeth’s Religious Settlement.</b></p> <p><b>Exam question:</b></p> <p><b>Explain why there was opposition to Elizabeth’s Religious Settlement.</b></p> <p><b>OR</b></p> <p><b>Explain why the Catholics challenged the Religious Settlement.</b></p> <p><b>OR</b></p> <p><b>Explain the reasons why the Puritans challenge Elizabeth over her Religious Settlement.</b></p> <p><i>Careers link 6</i></p>	<p>Plan – metacognition</p> <p>Written task in time conditions.</p> <p>Green pen – success criteria.</p>	<p><i>Differentiation: WAGOLL / writing frame</i></p>		
13	<p><b>KL: To describe the impacts of the Religious Settlement on England.</b></p> <p>Students will analyse information and sources to identify the different impacts the Religious Settlement on different sections of Elizabethan England.</p> <p>S: Students to link the to L10 and L11. Students will identify the impacts of the Religious Settlement</p>	<p>Card sort identifying Elizabeth’s motives behind the Religious Settlement, on the Clergy, attitudes of the people, CoE and the enforcing.</p> <p>This will help students to understand why the Puritans and Catholics opposed and challenged the Religious Settlement.</p>	<p><i>Differentiation: Impact provided and students match to the group it impacted / WAGOLL / writing frame</i></p>		

	<p>and then create links to how Catholics and Puritans challenged the Religious Settlement.</p> <p>Skill: Describe</p> <p><b>Exam Question: Describe two features of the impacts of the Religious Settlement on Elizabethan society.</b></p> <p><i>Careers link 4</i></p>				
14	<p><b>KL: To explain how Elizabeth was challenged by Catholics from abroad.</b></p> <p>Students will analyse a range of sources to identify how Elizabeth was challenge from European nations. Students will interpret the context and explain the impacts and challenges these posed to Elizabeth.</p> <p>S: Students to evaluate the challenges and explain which country posed the biggest threat to Elizabeth and why.</p> <p><i>Careers link 4/6</i></p>	<p>Video clip showing the background to the Dutch Revolt.</p> <p><a href="https://www.youtube.com/watch?v=qPRKzEyMOjU">https://www.youtube.com/watch?v=qPRKzEyMOjU</a></p> <p>Student will analyse a range a sources looking at the threats Spain, France and Spanish Netherlands posed to Elizabeth.</p>	<p><i>Differentiation: students provided with statements of Dutch Revolt and will place in chronological order to create timeline</i></p>		
15	<p><b>KL: To evaluate and explain the problems Mary Queen of Scots posed to Elizabeth's reign.</b></p> <p>Students will analyse a range of sources to describe and explain the</p>	<p>Students will be given three different sources, all without titles. Each piece of information links to Mary and Europe, Mary's marriage and Mary's links to Catholics. Students must extract key pieces of information from the sources.</p>	<p><i>Differentiation: statements provided on Mary Queen of Scots and</i></p>		

		<p>impacts of Mary Queen of Scots threat to Elizabeth's reign.</p> <p>S: Add the threats of Mary Queen of Scots onto a judgement timeline showing biggest threat to smallest threat.</p> <p>You are an advisor to Elizabeth, suggest some possible actions Elizabeth could follow to nullify the threat of Mary Queen of Scots.</p> <p>Skill: Evaluation</p> <p><b>Exam Question: Mary's Catholic links was the biggest threat to Elizabeth's reign. How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>Use in your answer: Mary was Catholic</b></li> <li>• <b>Links to France</b></li> <li>• <b>Use knowledge of your own</b></li> </ul> <p><i>Careers link 7</i></p>	<p>Evaluation question in timed conditions.</p> <p>Green pen – success criteria.</p>	<p><i>reasons for threat and students will match / WAGOLL / wiring frame</i></p>		
Unit 2	1	<p><b>KL: To identify the chronology of the Northern Revolt 1569.</b></p> <p>Students will analyse sources to identify the chronology of the Northern Revolt.</p> <p>S: Evaluate the actions of Elizabeth, how do these actions portray Elizabeth's handling of the Northern Revolt.</p>	<p>Video link to establish causes, events and outcomes &amp; key individuals.  <a href="https://www.youtube.com/watch?reload=9&amp;v=4r8ZsP3auqc">https://www.youtube.com/watch?reload=9&amp;v=4r8ZsP3auqc</a></p> <p>Students will use the knowledge from the video link to arrange the key events of the Northern Revolt into chronological order.</p>	<p><i>Differentiated: Slimmed down information accompanied by images</i></p>	<p>Revolt</p> <p>Rebellion</p> <p>Papal Bull</p> <p>Council of the North</p> <p>Plot</p>	

	<i>Careers link 4</i>			Ridolfi	
2	<p><b>KL: To develop evaluation skills, evaluating the significance of the challenge from the Northern Revolt.</b></p> <p>Students will evaluate the significance of the Northern Revolt in comparison to other threats and challenges faced by Elizabeth.</p> <p>S: How could the challenges towards Elizabeth intensify? Or Could the threats ease as Elizabeth had dealt with 11 years of challenges successful. Suggest answers for both points of view.</p> <p>Skill: Evaluation</p> <p><b>Exam Question: The Northern Revolt was the biggest threat Elizabeth faced from 1558-1569. How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>Use in your answer: Northern Revolt</b></li> <li>• <b>Mary Queen of Scots.</b></li> <li>• <b>You must use knowledge of your own</b></li> </ul> <p><i>Careers link 5/6/7</i></p>	<p>Review how to answer an evaluation question and create a plan.</p> <p>Timed answer.</p> <p>Green pen – success criteria.</p>	<i>Differentiation: WAGOLL / writing frame</i>	<p>Throckmorton</p> <p>Babington</p> <p>Execution</p> <p>Cipher</p> <p>Agents provocateurs</p> <p>Foreign policy</p> <p>New World</p> <p>Privateer</p> <p>Circumnavigate</p> <p>Autonomy</p> <p>Sacking</p> <p>Expeditionary force</p> <p>Mercenary</p> <p>Fireship</p> <p>Propaganda</p>	
3	<p><b>KL: To describe the different plots faced by Elizabeth 1571-1586 and to explain the significance of each plot.</b></p>	<p>Video link:  <a href="https://www.youtube.com/watch?v=xTCb921qBR4">https://www.youtube.com/watch?v=xTCb921qBR4</a></p>	<i>Differentiation: mix and match card sort with plots /</i>		

	<p>Students will analyse a range of sources OR interpretations to identify the different threats. Students will then explain the impact and significance of these events on Elizabeth's position.</p> <p>S: Evaluate and rank the plots faced by Elizabeth, which threat was the most significant for showing Elizabeth's position and power.</p> <p>SS: To what extent was Walsingham a modern day James' Bond?</p> <p>Skill: Describe</p> <p><b>Exam Question: Describe two features of the plots against Elizabeth 1571-86.</b></p> <p><i>Careers link 4/6</i></p>	<p>Students will extract key information from sources to identify the culprit, plan and outcome.</p> <p>Students will use this information to explain why this was significant for Elizabeth.</p>	<p><i>WAGOLL / writing frame</i></p>		
4	<p><b>KL: To identify and describe why the relationship between England and Spain broke down from 1569-1585.</b></p> <p>Students will analyse different sources to gain an overview and a chronology linking to key features of the break down in relations between Spain and England.</p> <p>S: Identify the turning points in the relationship.</p>	<p>Information Hunt</p> <p>Students will visit a range of sources all linked to the chronology of the break down in relationship. Students will extract key information about each event.</p> <p>This will begin with commercial rivalry and finish with the Raid of Cadiz, 1587.</p>	<p><i>Differentiation: mix and match card sort with plots / WAGOLL / writing frame</i></p>		

	<p>When was war between Spain and England inevitable?</p> <p>Skill: Describe</p> <p><b>Exam Question: Describe two events that led to a break down Anglo-Spanish relations, 1570-1587.</b></p> <p><i>Careers link 4</i></p>				
5	<p><b>KL: To evaluate what the most significant reason was why the relationship broke down between England and Spain.</b></p> <p>Students will evaluate the different events leading to the break down and evaluate the significance of each event.</p> <p>S: You are an advisor to Elizabeth, advise Elizabeth on how to ready England, the army and the navy to defend a potential attack from Spain.</p> <p>Skill: Evaluation</p> <p><b>Exam Question: Anglo-Spanish relationships were mainly broken through Drake's Raid of Cadiz. How far do you agree with this statement?</b></p> <ul style="list-style-type: none"> <li>• <b>Use in your answer: Raid of Cadiz</b></li> </ul>	<p>Students will add the events to a graph in a chronological order (x axis). Once the order has been assigned students will then evaluate the significance of the events by moving them against the y axis (state of relationship – happy to angry).</p> <p>Identify the reasons into <b>economic, religious, political</b>, military aggression.</p> <p>Numeracy opportunity – graph analysis</p>	<p><i>Differentiation: pre-filled graph provided and students explain why placed where they are / WAGOLL / writing frame</i></p>		

		<ul style="list-style-type: none"> <li>• <b>Elizabeth's refusal to marry King Philip II.</b></li> <li>• <b>Use knowledge of your own</b></li> </ul> <p><i>Careers link 5/6/7</i></p>			
6	<p><b>KL: To explain why England defeated the Spanish Armada in 1588.</b></p> <p>Students will identify the different reasons from sources and describe the different reasons with specific key knowledge. Students will then use this information to explain the impacts and why this led to Spanish defeat.</p> <p>S: What was the most significant reason why the Spanish failed to defeat the English.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why England defeated the Spanish Armada in 1588.</b></p> <ul style="list-style-type: none"> <li>• <b>Use in your answer: Spanish supplies</b></li> <li>• <b>Communication.</b></li> <li>• <b>You may also use knowledge of your own</b></li> </ul> <p><i>Careers link 4/6</i></p>	<p>Information hunt.</p> <p>Students to begin on a source and identify why the Spanish failed. Use a range of primary, secondary, visual and written sources to identify the problems.</p>	<p><i>Differentiation: slimmed down information / part pre-completed information hunt worksheet / WAGOLL / writing frame</i></p>		

1	<p><b>KL: To identify and describe how different sections of Elizabethan society was educated.</b></p> <p>Students will analyse sources to gain an understanding of how different sections of Elizabethan society was educated.</p> <p>S: Students to explain why education was so different?</p> <p>Compare the structure of education top 21<sup>st</sup> education.</p> <p>Skill: Describe</p> <p><b>Exam Question: Describe two features of education in Elizabethan England.</b></p> <p><i>Careers link 4</i></p>	<p>Students will identify the structure of Elizabethan society to determine what kind of education different children would need to be successful in fulfilling their role in society.</p> <p>Students to organise a card sort linking the types of education to the different sections of society.</p> <p>Students will then identify where the education takes place and what entails.</p>	<p><i>Differentiation: social groups provided with a range of statements describing education and students match up / WAGOLL / writing frame</i></p>	<p>Social mobility</p> <p>Rhetoric</p> <p>Leisure</p> <p>Entertainment</p> <p>Rural depopulation</p> <p>Arable farming</p> <p>Subsistence farming</p> <p>Vagabonds</p> <p>Recession</p> <p>Triangular trade</p> <p>Colonies</p> <p>Monopoly</p>	
2	<p><b>KL: To describe the different types of leisure and entertainment Elizabethan's enjoyed.</b></p> <p>Students to compare and contrast the types of leisure and entertainment different classes enjoyed through a range of sources.</p> <p>S: Compare the fundamentals of leisure and entertainment in the 21<sup>st</sup> century. Is leisure activities enjoyed similar or different and why?</p>	<p>Students will identify the different leisure activities through visual and written sources, enjoyed by nobility and gentry in comparison to working class.</p>	<p><i>Differentiation: social groups provided with a range of statements describing leisure and students match up / WAGOLL /</i></p>	<p>Winginia</p> <p>Native Americans</p> <p>Algonquians</p> <p>Golden Hind</p> <p>Nova Albion</p>	

	<p>Skill: Describe</p> <p><b>Exam Question: Describe two feature of leisure enjoyed by both the nobility and the working classes.</b></p> <p><i>Careers link 3/4</i></p>		<i>writing frame</i>		
3	<p><b>KL: To describe and explain the reasons why poverty increased in Elizabethan England.</b></p> <p>D: Students will analyse sources to identify the key features why poverty increased. Students explain the impacts on the poverty levels in Elizabethan England.</p> <p>S: Suggest some measures the government could bring into ease the problems of poverty? To what extent is the government responsible for ensuring there is no poverty in Elizabethan England.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why poverty increased in Elizabethan England from 1558-1588.</b></p> <ul style="list-style-type: none"> <li>• <b>Use in your answer: Sheep farming</b></li> <li>• <b>Falling wages</b></li> <li>• <b>You must use information of your own</b></li> </ul> <p><i>Careers link 4/6</i></p>	<p>Students will analyse a range of sources which link to a particular key feature why poverty increased.</p> <p>Students will then make analytical links to explain the impacts these would have on the upper and working classes in England.</p> <p>Numeracy opportunity: graph analysis of increase in numbers unemployed/living in poverty</p>	<i>Differentiation: reasons for poverty provided and students match to correct description and analysis / WAGOLL / writing frame</i>		

4	<p><b>KL: To explain the measures introduced to help Elizabethans in poverty.</b></p> <p>Students will identify the key laws introduced to help with those in poverty. Students will explain the positive and negative impacts these would have on those in poverty.</p> <p>S: Compare the poor relief to current help the government provides in the 21<sup>st</sup> century.</p> <p>Skill: Describe</p> <p><b>Exam Question: Describe two features of the Elizabethan system of poor relief that was new.</b></p> <p><i>Careers link 4/5/6</i></p>	<p>Students will read through the key features of the government acts and suggest the impacts these would have on the population, identifying the positive and negative impacts on the different sections of Elizabethan society.</p>	<p><i>Differentiation: Acts and impact provided – students match impact to relevant act / WAGOLL / writing frame</i></p>		
5	<p><b>KL: To describe the triangle of trade and Drake’s circumnavigation.</b></p> <p>Students will identify the key features of the Slave Trade Triangle and the journey undertaken by Drake’s circumnavigation.</p> <p>S: Why would Elizabethan’s want to explore the world?</p> <p>Skill: Describe</p>	<p>Students to read the context to the three continents to label a map identifying the different continents and goods traded from place to another.</p> <p>Students will identify the aims and rank the significance of Drake’s circumnavigation.</p>	<p><i>Differentiation: statements provided and students place on correct continent on map / WAGOLL / writing frame</i></p>		Year 8 HT3 L1

	<p><b>Exam Question: Describe two features of the Triangle of Trade.</b></p> <p><i>Careers link 4</i></p>				
6	<p><b>KL: To explain the reasons which led to Elizabethan’s exploring.</b></p> <p>Students will identify the different reasons for exploration. Students will identify key features of each and then explain the motivation to explore.</p> <p>S: Evaluate the different reasons ranking them from the most important reason to the least.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why the Elizabethan’s wanted to explore the world.</b></p> <ul style="list-style-type: none"> <li>• <b>You may use: trade</b></li> <li>• <b>Power</b></li> <li>• <b>Use information of your own</b></li> </ul> <p><i>Careers link 4/6</i></p>	<p>Information hunt – students will look at the different reasons which led to exploration extracting key information.</p> <p>Students will then explain how this led to exploration.</p>	<p><i>Differentiation: slimmed down information / part pre-completed information hunt worksheet / WAGOLL / writing frame</i></p>		Year 9 HT2 L1
7	<p><b>KL: To describe the preparation of Walter Raleigh for creating a colony in Virginia.</b></p>	<p>Students will categorise the different parts to Sir Walter Raleigh’s plan including roes needed, leaders, supplies, timing, ships.</p>	<p><i>Differentiation: statements provided and</i></p>		Year 9 HT2 L4

	<p>Students will identify the different features of Sir Walter Raleigh's plan for an attempt to colonise Virginia.</p> <p>S: Can you identify any weaknesses in the plans? Can you suggest any improvements?</p> <p>Skill: Describe</p> <p><b>Exam Question: Describe two features of Sir Walter Raleigh's plan to colonies Virginia.</b></p> <p><i>Careers link 4/6</i></p>		<p><i>students match up / WAGOLL / writing frame</i></p>		
8	<p><b>KL: To evaluate the reasons why the Virginia colony was a failure.</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>D: Students will analyse sources to identify why the Virginia colony failed and to evaluate and judge what the main reason was why the colony failed.</p> <p>S: Create an evaluation question and plan the essay and paragraph structure.</p> <p>Skill: Evaluation</p> <p><b>Exam Question: The main reason the Virginia colony failed was the attacks and raids by the</b></p>	<p>Students will analyse sources to identify the different reasons why the colony failed.</p> <p>Students will extract the different reasons why the colony failed, students will rank these from the most significant to the least.</p> <p>Students will discuss this with a partner and evaluate further moving their cards and consolidating their judgement.</p>	<p><i>Differentiation: reasons for failure provided with a analysis and students match factor to analysis / WAGOLL / writing frame</i></p>		Year 9 HT2

	<p><b>Native Algonquians. How far do you agree?</b></p> <ul style="list-style-type: none"><li>• <b>Use in your answer: Native Americans</b></li><li>• <b>War with Spain</b></li><li>• <b>Use information of your own</b></li></ul> <p><i>Careers link 7</i></p>				
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# GCSE P3 – Weimar and Nazi Germany 1918-1939

NB: Students will be set homework based on teacher judgement. This will include activities such as knowledge retrieval tests; exam questions and revision. All students should be set SENECA as part of their regular homework. ALL lessons will be taught to 'the top' with grades 8/9 with teachers to differentiate downwards using advice in SOL. For HA pupils they can be provided with academic material/reading to promote knowledge.

Further HA reading and resources

Resource	Details
<i>Edexcel GCSE History (9-1) Weimar and Nazi Germany 1918–39</i> (Pearson, 2016)	New resources written for this option in the new specification.
<i>Hodder GCSE History for Edexcel Weimar and Nazi Germany 1918–39</i> (Hodder, 2016)	New resources written for this option in the new specification.
J. Child, <i>Germany 1918–39</i> (Pearson, 2009/2013)	Student book, with a good overview of Germany from 1918 to 1939 covering much of the specification content. Written for the Edexcel 2009/2013 Modern World course.
S. Waugh and J. Wright, <i>Germany 1918–39</i> (Hodder, 2009)	Student book, with a good overview of Germany from 1918 to 1939 covering much of the specification content. Written for the Edexcel 2009 Modern World course.
S. Waugh, <i>Germany 1918–1945</i> (Pearson, 2009/2013)	Student book, written for the Edexcel 2009/2013 SHP course, so covers the years to 1945.
Weimar and Nazi Germany <a href="http://www.schoolhistory.co.uk/revision/germany.shtml">www.schoolhistory.co.uk/revision/germany.shtml</a>	Website with revision activities and resources.
BBC Bitesize <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/</a>	Website with revision activities and resources.
ActiveHistory <a href="http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/Nazi_Germany.htm">www.activehistory.co.uk/Miscellaneous/menus/GCSE/Nazi_Germany.htm</a>	Subscription website, with activities, games, worksheets etc.
Spartacus Educational <a href="http://spartacus-educational.com/GERweimar.htm">http://spartacus-educational.com/GERweimar.htm</a>	Website aimed at students, with articles and primary sources.

<a href="http://www.historylearningsite.co.uk/Nazi%20Germany.htm">www.historylearningsite.co.uk/Nazi%20Germany.htm</a>	Website aimed at students.
Nazi propaganda <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml">www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml</a>	Gallery of propaganda images.
Alpha history Weimar Germany: <a href="http://alphahistory.com/weimarrepublic/">http://alphahistory.com/weimarrepublic/</a> Nazi Germany: <a href="http://alphahistory.com/nazigermany/">http://alphahistory.com/nazigermany/</a>	Website aimed more at A level students, but useful for higher ability. Includes documents, timelines, glossaries and activities.
The Nazis – A Warning from History (BBC, 1998)	Documentary, available on DVD. Clips can also be found online.

	<i>Lesson</i>	<i>Title</i>	<i>Pedagogical ideas / resources</i>	<i>Careers development skills</i>	<i>Unit key words</i>	<i>Links to learning (KS2/3)</i>
<b>The Weimar Republic</b>	1	<p><b>KL: To identify the impacts of the First World War on Germany.</b></p> <p>Students will analyse information about the political, social and economic impacts of the First World War on Germany.</p> <p>S: Evaluate the biggest impact on Germany.</p> <p>Skill: Source inference.</p> <p><i>Careers link 4/6</i></p>	<p><i>Students will look at the different impacts to categorise the impacts.</i></p> <p>Numeracy opportunity: financial/population loss discussion</p>	<p><i>Differentiation: impact statements provided and students match to relevant factor</i></p>	<p><i>Legacy</i></p> <p><i>Abdication</i></p> <p><i>Communist</i></p> <p><i>Constitution</i></p> <p><i>Civil Servant</i></p> <p><i>Trade Unions</i></p> <p><i>Republic</i></p> <p><i>Weimar</i></p> <p><i>Coalition</i></p> <p><i>Democratic</i></p> <p><i>Armistice</i></p> <p><i>Treaty of Versailles</i></p> <p><i>Diktat</i></p> <p><i>Dolchstoss</i></p> <p><i>Left wing</i></p> <p><i>Right wing</i></p> <p><i>Occupation</i></p> <p><i>Inflation</i></p>	<p><i>Y9 HT</i></p> <p><i>3Impact of WW1</i></p>

					Hyperinflation Standard of living	
2	<p><b>KL: To identify the origins of the Weimar Republic.</b></p> <p>D: Students will identify how Germany moved from a constitutional monarchy to a democratic constitution.</p> <p>S: Identify any potential strengths and weaknesses to the constitution.</p> <p>Skill – source inference</p> <p><b>Exam Question: Give two things you can infer from source A about how well Germany was being government in November 1918. (pp.9 &amp;16)</b></p> <p><i>Careers link 4</i></p>	<p><i>Put the statements into a chronological order looking at the events from the German Revolution to the National Assembly.</i></p>	<p><i>Differentiation: Simplified events with illustrations / WAGOLL / writing frame</i></p>			
3	<p><b>KL: To evaluate the strengths and weaknesses of the Weimar constitution.</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>Students will categorise the strengths and weakness of the democratic constitution.</p> <p>S: evaluate and explain the biggest strength and weakness of the new constitution.</p>	<p><i>Student will look at a range of statements to judge if these are strengths or weaknesses of the constitution.</i></p> <p><i>Makes 2 inferences about the Weimar Constitution (use the table).</i></p> <p><i>Self-assess using the criteria sheet.</i></p>	<p><i>Differentiation: Prompts provided for source analysis / WAGOLL / writing frame</i></p>			

	<p>Skill – source inference</p> <p><b>Exam Question Give two things you can infer about the Weimar Constitution (p.12)</b></p> <p><i>Careers link 5/7</i></p>				
4	<p><b>KL: To identify the terms of Versailles Treaty and explain the impacts.</b></p> <p>Students to analyse the terms of the Versailles Treaty and explain why Germans disliked the Treaty of Versailles.</p> <p>S: Students to judge what the most detrimental impact of the Treaty of Versailles was and explain their view point.</p> <p><i>Careers link 4</i></p>	<p><i>Students to identify key information about how German was affected militarily, economically, territorially, politically (article 231) and colonial.</i></p> <p><i>Students will then explain why Germans wouldn't like these terms. What are these impacts on Germany/Germans.</i></p> <p>Numeracy opportunity: financial impact</p>	<p><i>Differentiation: Terms provided to students and students match to correct factor</i></p>		<p>Y9 HT 3 Treaty of Versailles</p>
5	<p><b>KL: To explain why the German people did not like the terms and aspects of the Versailles Treaty.</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>Students will develop their 12 mark explain exam skills.</p>	<p><i>Talk through with students how to answer an explain (12mark) question with focus on essay structure, stimulus points and paragraph structure.</i></p>	<p><i>Differentiation: WAGOLL / writing frame</i></p>		<p>Y9 HT 3 Treaty of Versailles</p>

	<p>S: Students to create their own 12 mark question and create a step by step guide for KS3 on how to answer an explain question.</p> <p>Skill – explain/causation</p> <p><b>Exam Question: Explain why the German people did not like the terms of the Treaty of Versailles.</b></p> <ul style="list-style-type: none"> <li>• <b>Economic</b></li> <li>• <b>Political</b></li> <li>• <b>Use knowledge of your own</b></li> <li>• <i>Careers link 4</i></li> </ul>	<p><i>Students will then answer the question in time conditions.</i></p> <p><i>Peer assess the 12 mark question using the criteria sheets.</i></p>			
6	<p><b>KL: To explain the challenges faced by the Weimar Republic 1919-1923.</b></p> <p>D: Students will analyse information identifying the different threats and explain why this was a challenge to the Weimar Republic.</p> <p>S: To what extent did the Weimar Republic successfully deal with the problems they faced from 1919-1923.</p> <p>Skill – explain/causation</p> <p><b>Exam question: Explain why there were economic problems in the Weimar Republic 1919-1923.</b></p> <ul style="list-style-type: none"> <li>• <b>Reparation</b></li> <li>• <b>Occupation of the Ruhr</b></li> <li>• <b>You must use your own knowledge</b></li> <li>• <i>Careers link 4</i></li> </ul>	<p><i>Information hunt looking at the challenges from left wing, right wing, political opponents and the Ruhr/hyperinflation.</i></p>	<p><i>Differentiation: Simplified information / part-pre completed information hunt worksheet WAGOLL / writing frame</i></p>		

7	<p><b>KL: To explain Gustav Stresemann's policies that helped the Weimar Republic into a golden age.</b></p> <p>Students will identify at the different economic and political measures introduced by Gustav Stresemann during 1924-1929.</p> <p>S: To evaluate whether economic or political policies were the main reason for German recovery.</p> <p>Skill: Utility</p> <p><b>Exam Question: How useful are sources B and F for an enquiry into the recovery of the Weimar Republic between 1923-1929. (pp.28 &amp; 31)</b></p> <p><i>Careers link 4</i></p>	<p><i>Students to organise statements into chronological order and judge the success of each. (X and Y axis graph).</i></p> <p><i>Source utility – Study sources B and F for an enquiry into the recovery of the Weimar Republic between 1923 and 1929.</i></p>	<p><i>Differentiation: CNOPC vs NUT table / WAGOLL / writing frame</i></p>		<p><i>Year 9 HT L3 – Impacts of League of Nations.</i></p>
8	<p><b>KL: To identify the changes in German society under the Weimar Republic 1924-1929.</b></p> <p>Students will analyse a range of sources to identify how German society changes under the Weimar Republic.</p> <p>S: To what extent did life improve under the Weimar Republic?</p> <p>Why would the Nazis disprove of these changes?</p> <p>Skill: difference in interpretations.</p> <p><b>Exam Question: What is the main difference between the views of</b></p>	<p><i>Students will look at a range of sources and interpretations, written and visual sources to identify how standards of living, women and culture changed in Germany.</i></p> <p><i>3B) Interpretations.</i></p>	<p><i>Differentiation: prompt questions for sources and interpretation / WAGOLL / writing frame</i></p>		

		<p><b>interpretation 2 and 3 about attitudes towards women in Weimar Germany. (pp.34 &amp; 36)</b></p> <p><i>Careers link 6</i></p>				
<b>Hitler's rise to power</b>	1	<p><b>KL: To identify the features of the early developments of the National Socialist Party 1919-1922.</b></p> <p>Students will identify the different changes made to the party and analyse the importance these changes made to the party.</p> <p>S: Rank the different changes made by the Nazis from most important to least.</p> <p>Explain the most significant change.</p> <p>Skill – source inference</p> <p><b>Question: Give two things you can infer from source A about the NSDAP in the 1920s. (p.43)</b></p> <p><i>Careers link 6</i></p>	<p><i>Analyse different pieces of information about the changes through a carousel. What are the key changes? Why were these important to developing the party?</i></p>	<p><i>Differentiation: Simplified information / part pre-completed information hunt worksheet / WAGOLL / writing frame</i></p>	<p><i>Propaganda</i></p> <p><i>Paramilitary</i></p> <p><i>Nationalism</i></p> <p><i>Socialism</i></p> <p><i>SA</i></p> <p><i>SS</i></p> <p><i>Putsch</i></p> <p><i>Lean year</i></p> <p><i>Golden Year</i></p> <p><i>Gauliters</i></p> <p><i>Depression</i></p> <p><i>Chancellor</i></p>	<p><i>Year 9 HT 5 Early Nazi ideology</i></p>
	2	<p><b>KL: To gain a chronology of the Munich Putsch.</b></p> <p>Students will identify the chronology of the Munich Putsch. Identifying the long term/medium/term/short term causes with the narrative and outcome of the Munich Putsch.</p>	<p><i>Categorise the causes into LT/MT/ST.</i></p> <p><i>Card sort the main events and outcomes of the event into a correct chronological order.</i></p>	<p><i>Differentiation: Timeline provided and students explain key events / turning points</i></p>	<p><i>President</i></p>	<p><i>Yr 9 HT3 Munich Putsch</i></p>

	<p>S: To evaluate whether the Munich Putsch was a success or failure for the Nazi Party.</p> <p><i>Careers link 3/4/6</i></p>				
3	<p><b>KL: To explain why the Munich Putsch failed.</b></p> <p>D: To develop 12-mark explain exam skills.</p> <p>S: Create a different 12-mark question and create a plan and step by step guide for KS3 students.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why the Munich Putsch failed in 1923.</b></p> <ul style="list-style-type: none"> <li>• <b>The German Army</b></li> <li>• <b>Bavarian leaders</b></li> <li>• <b>Use knowledge of your own</b></li> </ul> <p><i>Careers link 4</i></p>	<p><i>Discuss the essay and paragraph structures needed for this question.</i></p> <p><i>Write the answer out in timed conditions.</i></p> <p><i>Self-assess using criteria sheets.</i></p>	<p><i>Differentiation: WAGOLL / writing frame</i></p>		<p>Yr9 HT3 Munich Putsch</p>
4	<p><b>KL: To evaluate sources and interpretations why the Nazis experienced the Lean Years between 1924-1928.</b></p> <p>Students will analyse different types of sources to explain why the Nazis were unpopular.</p> <p>S: Students to rank the different reasons and explain what the most significant reason.</p>	<p><i>Students identify how the Nazis changed their organisation from 1924.</i></p> <p><i>Analyse sources to explain why these changes were ineffective – economic stability, political power in Europe, Stresemann.</i></p>	<p><i>Differentiation: WAGOLL / writing frame</i></p>		

	<p>Skill: Evaluation</p> <p><b>Exam Question: How far do you agree with interpretation X why the Nazis were ineffective in the years 1924-1928.</b></p> <p>Use sources ..... and your own knowledge to explain your point of view.</p> <p><i>Careers link 4/5/7</i></p>				
5	<p><b>KL: To identify the impacts of the Wall Street Crash for Germany 1929-1932.</b></p> <p>Students will identify information showing economic, social and political effects on Germany.</p> <p>S: To what extent was the Wall Street Crash the reason why the Nazis gained support from 1929-1932?</p> <p>Skill: Why interpretations are different</p> <p><b>Exam Question: Suggest one reason why Interpretation X and Y give different views about the impacts of the Wall Street Crash on Nazi support.</b></p> <p><i>Careers link 4</i></p>	<p><i>Information hunt looking at the different impacts of the Wall Street Crash.</i></p> <p><i>Interpretations question – why are the interpretations different about the impacts of the Wall Street Crash on Nazi Support.</i></p> <p>Numeracy opportunity: financial loss discussion</p>	<p><i>Differentiation: Slimmed down information / part pre-completed information hunt worksheet / WAGOLL / writing frame</i></p>		Yr9 Ht6 Wall St Crash
6	<p><b>KL: To compare and contrast what different sections of German society voted for Hitler.</b></p> <p>Students to identify the different sections of German society and what they wanted.</p>	<p><i>Students to be given a role in Germany about what they wanted – farmer, middle class, working class, big</i></p>	<p><i>Differentiation: Mix and match statements to groups of people</i></p>		Yr 9 HT3 reasons for Nazi votes

	<p>Compare and contrast these to Hitler's promises.</p> <p>S: Explain why Hitler contradicted his promises to German society.</p> <p>Careers link 4/6</p>	<p><i>business, women and young people.</i></p> <p><i>All to vote for party A,B,C (WR, Nazi, Communist).</i></p> <p><i>Compare and contrast what Hitler promised each section.</i></p>		
7	<p><b>KL: To explain why the Nazis gained support 1929-1932.</b></p> <p>To consolidate why people voted Hitler. Identifying key knowledge and explaining why this made people vote for the Nazis.</p> <p>S: Why might Paul von Hindenburg still resist appointing Hitler as the chancellor of Germany?</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why the Nazi Party gained support from 1929-1932.</b></p> <ul style="list-style-type: none"> <li>• <b>Wall Street Crash – (Great Depression)</b></li> <li>• <b>Weakness of Weimar Republic</b></li> <li>• <b>Use information of your own</b></li> </ul> <p>Careers link 4/6</p>	<p><i>Students to identify the main reasons adding both knowledge and analysis why people voted the Nazis.</i></p> <p><i>Formal write up in an explain (12 mark) question.</i></p> <p><i>Self-assess criteria.</i></p> <p>Numeracy opportunity: graph showing increase in support analysis</p>	<p><i>Differentiation: Part pre-completed worksheet provided WAGOLL / writing frame</i></p>	<p><i>Yr9 HT3 reasons for Nazi votes</i></p>

8	<p><b>KL: To identify the chronology of Hitler's appointment as chancellor of Germany 1932-1933.</b></p> <p>Students to gain a chronology of the political problems Hindenburg had when selecting a chancellor, 1930-1933.</p> <p>S: Explain when it became inevitable to Hindenburg that Hitler was the only stable option for Hitler.</p> <p>Skill – Source inference</p> <p><b>Exam Question Give two things you can infer about Hitler's appointment as chancellor in 1933. (p.70)</b></p> <p><i>Careers link 4</i></p>	<p><i>Students to organise key events without dates showing the changes to the chancellorship in Germany from Bruning to Hitler.</i></p> <p><i>Source inference – Hindenburg and Von Papen holding Hitler.</i></p> <p>Numeracy opportunity: dates</p>	<p><i>Differentiation: Simplified events with illustrations / WAGOLL / writing frame</i></p>		
9	<p><b>KL: To assess source utility to explain the strength of democracy in Germany 1932.</b></p> <p>Students to analyse two sources to determine why these sources are useful for an enquiry into German democracy.</p> <p>S: What other sources could you use to make an enquiry into a historical event?</p> <p>Skill: Source utility</p> <p><b>Exam Question: How useful are sources B and C for enquiry into the strength of democracy in Germany in 1932. (p68 &amp; 69)</b></p> <p><i>Careers link 6</i></p>	<p><i>Discuss the difference between provenance and content and how to structure the answer.</i></p> <p><i>Think, pair, share using a structured table.</i></p> <p><i>Students to write out the answer under timed conditions.</i></p>	<p><i>Differentiation: CNOPC vs NUT table / WAGOLL / writing frame</i></p>		

<p>1</p>	<p><b>KL: To explain the steps taken by Hitler to create a dictatorship 1933-1934.</b></p> <p>D: Students will identify various methods used by Hitler to create a dictatorship explaining the impact of each on Hitler’s creation of a dictatorship.</p> <p>S: What links can you make between each of the steps taken by Hitler to create his dictatorship.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why Hitler managed to create a dictatorship in Germany 1933-1934.</b></p> <ul style="list-style-type: none"> <li>• <b>Reichstag Fire</b></li> <li>• <b>Death of Hindenburg</b></li> <li>• <b>Use your own knowledge</b></li> <li>• <i>Careers link 4/6</i></li> </ul>	<p><i>Video source paired with an information hunt linked to the different factors from Reichstag Fire to the death of Hindenburg.</i></p> <p><i>12 mark explain question – Explain why Hitler successfully changed Germany from a democracy to a dictatorship.</i></p>	<p><i>Differentiation: Simplified information / part pre-completed information hunt worksheet / WAGOLL / writing frame</i></p>	<p><i>Reichstag</i></p> <p><i>Enabling Act</i></p> <p><i>Arson</i></p> <p><i>Police State</i></p> <p><i>SS</i></p> <p><i>SD</i></p> <p><i>Gestapo</i></p> <p><i>Concentration camps</i></p> <p><i>Concordat</i></p> <p><i>Conformity</i></p> <p><i>Propaganda</i></p> <p><i>Opposition</i></p> <p><i>Resistance</i></p>	<p><i>Year 7 – Caesar’s dictatorship</i></p> <p><i>Year 9 HT 5 creating a dictatorship</i></p>
<p>2</p>	<p><b>KL: To evaluate interpretations to judge who was to blame for the Reichstag Fire.</b></p> <p>Students to analyse 2 different interpretations and 2 sources to make a justified judgement who is to blame for the Reichstag Fire.</p> <p>S: Identify and explain what others sources could help us to answer the mystery of who is to blame for the Reichstag Fire.</p> <p>Skill: Evaluation</p>	<p><i>Students to identify the gains for both the Nazi Party and the Communist Party and judge who is most likely to blame.</i></p> <p><i>Discuss how to answer 3D) evaluation of interpretations and answer in timed conditions.</i></p>	<p><i>Differentiation: Categorise statement/evidence about who is to blame / WAGOLL / writing frame</i></p>	<p><i>Democracy</i></p> <p><i>Dictatorship.</i></p>	<p><i>Year 9 HT 5 Reichstag Fire</i></p>

	<p><b>Exam Question: How far do you agree with interpretation X about the origins of the Reichstag Fire in February 1933. Use sources and your own knowledge to explain your answer.</b></p> <p><i>Careers link 5/6/7</i></p>				
3	<p><b>KL: To explain why Hitler successfully created a Police State 1934-1939.</b></p> <p>D: Students to identify the factors that helped Hitler create a police state and to explain the impacts of each for controlling the state.</p> <p>S: Compare this to Britain in the 21<sup>st</sup> century. (Covid-19 link?)</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why Hitler created a successful Police State in Germany 1934-1939.</b></p> <ul style="list-style-type: none"> <li>• <b>SS</b></li> <li>• <b>SD</b></li> <li>• <b>You must use knowledge of your own</b></li> </ul> <p><i>Careers link 4/6</i></p>	<p><i>Analyse different information on SS, Gestapo, SD, law, concentration camps and religion.</i></p> <p><i>12 mark explain question – Explain why the police state was success between 1933-1939.</i></p>	<p><i>Differentiation: Simplified information/ part pre-completed information hunt table / WAGOLL / writing frame</i></p>		<p><i>Year 9 HT 5 L4, L9</i></p>
4	<p><b>KL: To examine sources to explain the relationship between the Nazi Party and the church.</b></p>	<p><i>Students to pair off and look at the relationship of the Nazi Party with the Catholic Church and one to look at the</i></p>	<p><i>Differentiation: Mix and match statements relating to different religions / WAGOLL / writing frame</i></p>		<p><i>Year 7 HT4 problems between state and church –</i></p>

	<p>Students to analyse sources to explain the relationship between the Nazi Party and the church.</p> <p>S: Does the church still have influence to challenge governments in the 21<sup>st</sup> century?</p> <p>Skill – source inference</p> <p><b>Exam Question: Suggest two things you can infer about the relationship between the Nazi Party and the church. (p.89)</b></p> <p><i>Careers link 4/6</i></p>	<p><i>relationship with the Protestant church and then complete and teach their partner.</i></p> <p><i>Source inference</i></p>			<p><i>Becket and Henry II</i></p>
5	<p><b>KL: To evaluate the effectiveness of different methods of Nazi propaganda.</b></p> <p><b><u>Literacy focus lesson for HT</u></b></p> <p>Students to identify the different methods of propaganda describing how these were used and to explain why these were used in Germany.</p> <p>S: Evaluate the different methods of propaganda. What would be the most successful method in Nazi Germany?</p> <p>Compare the methods of propaganda to 21<sup>st</sup> Century Britain. (Are propaganda methods different/similar).</p> <p>Skill – source inference</p>	<p><i>Students to be given different methods of propaganda and suggest how and why the Nazis used this method of propaganda.</i></p> <p><i>(Information hunt with the information for each method).</i></p> <p><i>Source inference</i></p>	<p><i>Differentiation: mix and match statements to description and factor / WAGOLL / writing frame</i></p>		<p><i>Year 9 HT2 – First World War propaganda.</i></p>

		<p><b>Exam Question: Give two things you can infer from source F about Nazi propaganda. (p.93)</b></p> <p><i>Careers link 5/7</i></p>				
	6	<p><b>KL: To explain why different sections of German society opposed the Nazis 1933-1939.</b></p> <p>Students to identify the different groups of German society that opposed the Nazis throughout the 1930s and explain how and why these groups did not conform to Nazi life.</p> <p>S: What group would be able to mount the greatest resistance to the Nazis and why.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why there was resistance in Nazi Germany 1933-1939.</b></p> <ul style="list-style-type: none"> <li>• Youth</li> <li>• Religion</li> <li>• You must use knowledge of your own</li> </ul> <p><i>Careers link 4/6</i></p>	<p><i>Students to categorise information into religion, youth and political opposition.</i></p> <p><i>12 mark explain question.</i></p> <p><i>Explain why there was resistance to Nazi policies in Germany.</i></p>	<p><i>Differentiation: Mix and match statements / WAGOLL / writing frame</i></p>		<p><i>Year 9 HT5 and L3 – Hitler’s popularity and promises.</i></p>
<b>Life in Nazi Germany</b>	1	<p><b>KL: To identify and explain Nazi attitudes towards women.</b></p> <p>Students to identify what the different policies are towards women in Nazi Germany.</p>	<p><i>Card sort – identify the different Nazi policies towards women looking at work, children,</i></p>	<p><i>Differentiation: CNOPC vs NUT / WAGOLL / writing frame</i></p>	<p><i>Traditional Lebensborn Hitler Youth</i></p>	

	<p>S: Compare Nazi policies to those of the Weimar Republic.</p> <p>Skill: Utility</p> <p><b>Exam Question: How are useful are sources F and J for an enquiry into Nazi policies towards women 1933-1939. (pp. 111 &amp; 112)</b></p> <p>Careers link 4</p>	<p><i>marriage, divorce and Lebensborn.</i></p> <p><i>Source utility. How are useful are sources....</i></p> <p><i>For an enquiry into the attitudes of the Nazi Party towards women.</i></p>		<p>Curriculum</p> <p>Autobahns</p> <p>Rearm</p> <p>Race</p> <p>Eugenics</p> <p>Racial hygiene</p> <p>Sterilisation</p> <p>Legislation</p> <p>Untermenschen</p> <p>Lebensraum</p> <p>Minorities</p>	
2	<p><b>KL: To compare and contrast different Nazi youth groups and evaluate the effectiveness of Nazi policies towards German Youth.</b></p> <p>Students will look at key features of Hitler youth groups to identify similarities and differences between boy's youth and girl's youth.</p> <p>Skill: source inference</p> <p>Question: Give two things you can infer from Source F about the Hitler Youth. (p.118)</p> <p>S: Who did Hitler value more and why?</p> <p>Why were the youth camps different?</p> <p>Careers link 4</p>	<p><i>Students to look through different images of boy's and girl's Hitler youth camps to determine what each group did.</i></p> <p><i>Categorise these into different groups. Boys – Character building, military, physical and political. Girls – identify similarities and differences.</i></p>	<p><i>Differentiation: Mix and match / WAGOLL / writing frame</i></p>		<p>Year 9 HT5</p> <p>Hitler Youth</p>
3	<p><b>KL: To describe Nazi policies towards education.</b></p> <p>Students will analyse a source (timetable) to identify the different lessons taught to boys and girls in Germany.</p>	<p><i>Students to analyse a Nazi school timetable and identify the similarities and differences.</i></p>	<p><i>Differentiation: provided with timetable and illustrations</i></p>		

	<p>S: Why did the Nazis choose to teach certain lessons to both boys and girls, but also teach different lessons to each?</p> <p><i>Careers link 6</i></p>	<p><i>Students to describe what these lessons and entailed.</i></p>		
4	<p><b>KL: To explain why Nazi policies towards the youth were successful.</b></p> <p>Students will consolidate their learning of Nazi policies towards youth and develop their 12 mark explain question skills.</p> <p>S: Evaluate the biggest successes of the Nazi Party towards the German youth.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why Nazi youth policies were successful 1933-1939.</b></p> <ul style="list-style-type: none"> <li>• <b>Hitler Youth</b></li> <li>• <b>Education – curriculum/teacher control</b></li> <li>• <b>Use your own knowledge</b></li> </ul> <p><i>Careers link 4/6</i></p>	<p><i>Review understanding of 12 mark explain skill looking at both essay and paragraph structure.</i></p> <p><i>Write answer in timed conditions.</i></p> <p><i>Self-assessment sheet – green pen.</i></p>	<p><i>Differentiation: WAGOLL / writing frame</i></p>	<p><i>Year 9 HT5 Hitler Youth</i></p>
5	<p><b>KL: To explain the policies the Nazis introduced to reduce unemployment in Germany.</b></p> <p>Students to identify and describe the different reasons for unemployment, then</p>	<p><i>Information hunt with different pieces of knowledge identifying autobahns, rearmament, RAD, invisible unemployment</i></p>	<p><i>Differentiation: slimmed down information / part pre-completed information hunt worksheet /</i></p>	

	<p>explain why these policies reduced unemployment in Germany.</p> <p>S: Were Nazi policies a success or a process of manipulation.</p> <p>Skill: Explain/causation</p> <p><b>Exam Question: Explain why there Nazis were successful in reducing unemployment in Germany from 1933 – 1939.</b></p> <ul style="list-style-type: none"> <li>• <b>Autobahns Rearmament</b></li> <li>• <b>Use knowledge of your own</b></li> </ul> <p>Careers link 4/6</p>	<p><i>(Women, Jews, political prisoners/prisons.)</i></p> <p><i>Students to use this knowledge and explain why this helped the Nazis reduce unemployment.</i></p> <p><i>12 mark question – Explain why the Nazis were successful in reducing unemployment in Germany 1933-1939. Review metacognition, timed piece and self-assess green pen.</i></p>	<p><i>WAGOLL / writing frame</i></p>		
6	<p><b>KL: To evaluate interpretations to judge whether standards of living improved under the Nazis.</b></p> <p>Students to identify what standards of living was like in Nazi Germany and judge whether the policies improved lives in Germany.</p> <p>S: Identify similarities and differences between standards of living between Weimar Germany and Nazi Germany.</p> <p>Skill: interpretations</p> <p><b>Exam Questions: Study interpretation 1 and 2. They give different views</b></p>	<p><i>Students to complete a range of activities linked to Labour Front, Strength through Joy and Beauty of Labour.</i></p> <p><i>Students to suggest how standard of living improved and declined.</i></p> <p><i>Students to analyse interpretations to find out how standards of living improved. 3B and 3C.</i></p>	<p><i>Differentiation: card sort improvements or not? / WAGOLL / writing frame</i></p>		

	<p><b>about the standards of living in Nazi Germany. What is the main difference?</b></p> <p><b>Suggest one reason why interpretation 1 and 2 give different views about the standards of living of workers in Nazi Germany Use Sources A and D to help explain your answer. Pp.123, 128,129 &amp; 130)</b></p> <p><i>Careers link 6</i></p>				
7	<p><b>KL: To identify the different methods of persecution used against minorities in Germany 1933-1939.</b></p> <p>Students will analyse information to gain an overview and a chronology of Nazi policies towards Jews and Minorities throughout the 1930s.</p> <p>S: Identify economic, political and social methods of persecution.</p> <p><i>Careers link 4</i></p>	<p><i>Card sort into chronological order. Students could also judge the severity of the persecution.</i></p> <p><i>(Y axis severity, X axis – chronology.)</i></p>	<p><i>Differentiation: Illustrations on timeline provided</i></p>		<p><i>Year 9 HT 5 Nazi persecution</i></p>
8	<p><b>KL: To evaluate interpretations and sources to understand the role of ordinary Germans during Kristallnacht.</b></p> <p>Students to analyse interpretations and sources to identify the differences and judge whether Kristallnacht was a German attack or a Nazi attack.</p>	<p><i>Students to recap the role of Nazi officials and ordinary German people.</i></p> <p><i>To analyse interpretations and sources.</i></p> <p><i>Students to judge whether ordinary</i></p>	<p><i>Differentiation: WAGOLL/ writing frame</i></p>		

	<p>S: To explain how Kristallnacht was an increase in persecution compared to previous years.</p> <p>Skill: Evaluation</p> <p><b>Exam Question: How far do you agree with interpretations about the events of Kristallnacht in 1938. Use sources .... To help explain your answer.</b></p> <p><b>Int. p.136</b></p> <p><i>Careers link 4/5/7</i></p>	<p><i>Germans were involved.</i></p> <p><i>Question 3D</i></p> <p><i>Timed conditions and self-assess green pen.</i></p>			
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