

## History Year 8 SoL Recovery and Moving Forward

	HT1 (Week 1-7)	HT 2 (Week 8-11)	HT2 (Week 11-15)	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>Recovery from Yr7 Ht5</b></p> <p><b>KQ: Was religion and life really a roller coaster?</b></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><b>Lessons 1-14</b></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>Lessons 1, 2, 3, 4, 5, 6, 9, and 12</b></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>Lessons 1, 2, 3, 4, 6, 7, 9 and 10</b></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>

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<p style="text-align: center;"><b>Year 9</b> 3 x 1 hour lessons per week</p>	<p><b>KQ: Why did World War One start?</b> World War One <b>Assessment/subject key piece:</b> <b>Explain why the First World War broke out in 1914</b> <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> World War One <b>Assessment/subject key piece:</b> <b>Describe 2 features of life in a First World War trench</b> <b>Literacy focus:</b> Writing -World War One soldiers diary entry</p>	<p><b>KQ: Why do it all over again?</b> World War Two &amp; Nazi Persecution <b>Assessment/subject key piece:</b> <b>'Fear was the main way in which the Nazis controlled the German people' How far do you agree?</b> <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> World War Two <b>Assessment/subject key piece:</b> <b>How useful are sources A and B for an enquiry into the life of evacuated children?</b> <b>Literacy focus:</b> Writing -Diary account of evacuee</p>	<p><b>KQ: Why were people persecuted in Nazi Germany?</b> <i>Holocaust</i> <b>Assessment/subject key piece:</b> <b>Explain how minorities were persecuted in Nazi Germany</b> <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> American in the 20<sup>th</sup> century <b>Assessment/subject key piece:</b> <b>Explain the importance of public speeches for the end of segregation in the USA</b> <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 M- To develop empathy and compassion amongst students 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 M- To develop empathy and compassion amongst students 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. 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. M: Pupils will discuss the question: Were Britain correct to get involved in a second World War in 30 years? 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. M: Pupils will look at and understand the dangers of religious, homophobic and disability intolerance. S: Pupils will learn about the key ideas and themes of Judaism C: Pupils will investigate into historical European anti-Semitism and look at the cultural contributions made by Jewish people.</p>

<p>Fundamental British Values</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). 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). 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? Tolerance: Pupils will discuss key concepts such as: What is anti-Semitism and what were the effects on the Jews of Europe? 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 Mutual Respect: Respect for different cultures and religion 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. 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 key historical significant events which shaped and dominated modern Britain -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 -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 -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 - 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

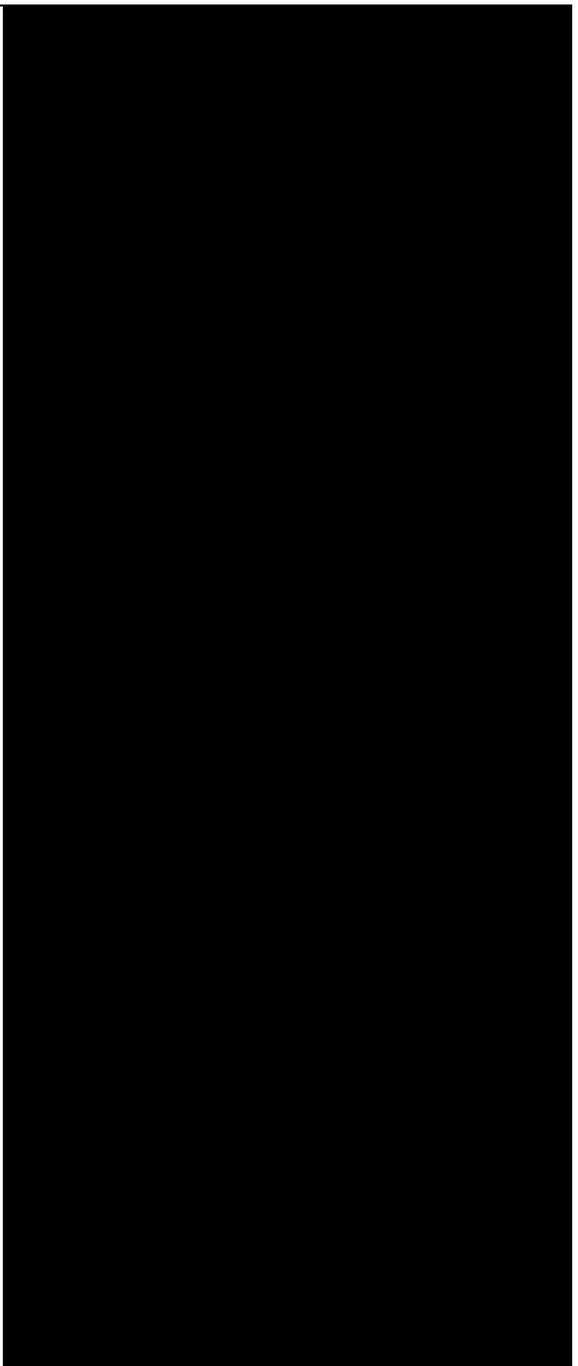
Key knowledge	Students will learn the tension and conflict that existed between European countries in the early 19 <sup>th</sup> century. Students will learn the long term, short term and trigger events of the First World War.	Students will learn how the war developed with the Schieffen Plan and how 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 battles 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

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
	<b>Year 10</b> 3 x 1 hour lessons per week	<b>Medicine through time</b>  <b>Literacy focus:</b> Oracy - Class debate on the Theory of the 4 Humours <b>Assessment/subject key piece:</b> Explain why medical knowledge did not improve during the Medieval period	<b>Medicine through time</b>  <b>Literacy focus:</b> Reading - Read key findings and research of Renaissance individuals <b>Assessment/subject key piece:</b> Explain one difference between Medieval and Renaissance understanding towards anatomy	<b>Medicine through time /Western Front</b>  <b>Literacy focus:</b> Oracy - Class debate on the most important reasons why medicine improved across time <b>Assessment/subject key piece:</b> 'The greatest development in treatment during the 20 <sup>th</sup> century was Penicillin'. How far do you agree?	<b>Weimar and Nazi Germany</b>  <b>Literacy focus:</b> Writing - Newspaper report on the terms and responses to the Treaty of Versailles <b>Assessment/subject key piece:</b> Give 2 inferences from source A about the Treaty of Versailles	<b>Weimar and Nazi Germany</b>  <b>Literacy focus:</b> Writing - Write a letter explaining reasons why you oppose the Weimar constitution <b>Assessment/subject key piece:</b> Explain why the Munich Putsch failed in 1923
SMSC	M – investigate moral and ethical issues S – Investigate moral viewpoints			S – explore beliefs and experiences M – recognition of right and wrong S – investigate moral issues C- Respect of diversity / governing systems		
British values	Individual liberty – looking at responsibility of individuals to seek improvement Tolerance – tolerance of religious vs non-religious approaches to medicine Respect- rights of equality for all to have access to world class health care			Rule of law – understanding of how laws to protect society can be used against society Democracy – understanding of democracy 1919-33 and how this changed to dictatorship post 1933 Mutual respect – respect for individuals regardless of race, religion, sexuality or disability		
Purpose / Big picture	Students will understand and make links on the basis of modern medicine on Medieval and Ancient ideas	Students will link how society and views within society are influenced by varying factors	Students will link how modern medicines we use today were created as a result of World War One	Students will link to the different political and voting systems we have in the UK.	Students will understand the idea of international cooperation and the success of countries working diplomatically together	Students will link the idea of removal of rights to modern day societies and the negatives from this
Careers	Understanding of a range of career opportunities within medicine E.G Surgeon, GP, Researcher, Nurse and Anatomist			Understanding and development of legal skills – interpreting different sources and evidence and then using this to make valid and justified judgements.		
Enrichment	Once re-opened, possible cohort visit to Thackeray Medical Museum in Leeds Possible visit from Front Line Living History Research on Commonwealth War Graves World War One Cinema Film experience			Possible visit to Imperial War Museum North		
Key knowledge	-Students will study Medieval attitudes towards causes, treatment, prevention and surgery and the appropriate influencing factors. Students will understand the impact	-Students will study the influence of the decline of the church during the renaissance and the impact of this on medicine and medical developments.	-Students will study key developments in Industrial and Modern Day medicine and change and continuity over time.	-Students will study the early development of the Weimar Republic and its successes and failures. They will also study the early development of the Nazi party.	-Students will study the early development of the Weimar Republic and its successes and failures. They will also study the early development of the Nazi party and the	-Students will study Hitler's rise to power and he consolidates his role as leader of Germany. Students will link the idea of removal of rights to modern day

	<p>of Roman and Greek ideas.</p> <p>Students will understand and make links on the basis of modern medicine on Medieval and Ancient ideas</p>	<p>-Students will identify change and continuity between the Medieval and renaissance periods. Students will link how society and views within society are influenced by varying factors</p>	<p>-Students will study the factors that have impacted change. -Students will study the Western Front in World War One and how the terrain, conditions and injuries led to medical advancements. 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>successes of the Weimar Republic during the Lean Years. Students will understand the idea of international cooperation and the success of countries working diplomatically together</p>	<p>societies and the negatives from this</p>
Key skills	<p>AO1: demonstrate knowledge and understanding of the key features and 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>AO1: demonstrate knowledge and understanding of the key features and 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>AO1: demonstrate knowledge and understanding of the key features and 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>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and 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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<p align="center"><b>Year 11</b> 3 x 1 hour lessons per week</p>	<p><b>Elizabethan England</b> <b>Literacy key piece:</b> Oracy - Class debate on the greatest danger faced by Elizabeth <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> <b>Literacy key piece:</b> Writing -Write a letter back home explaining the problems faced by the early settlers to North America <b>Assessment/subject key piece:</b> Explain why Raleigh's attempt to colonise Virginia failed?</p>	<p><b>British America</b> <b>Literacy key piece:</b> Writing - Evaluate the impact of immigration and the expansion of the US colonies <b>Assessment/subject key piece:</b> Explain two consequences of King George I's Proclamation (1717)</p>	<p><b>British America</b> <b>Literacy key piece:</b> Reading - Students to read biography of Benjamin Franklin <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>
SMSC	S – Explore beliefs and respect of faith M – investigate moral issues		M – understand moral and ethical issues S – Accept and understand diverse viewpoints			
British values	Tolerance of different cultures and religions – awareness of different beliefs and how this can cause conflict Rule of law – understanding of how laws can be used to help heal divisions		Tolerance of different cultures and religions – understand of how different cultures and lack of understanding can lead to conflict Democracy – understanding of democracy in civilised society			
Purpose / big picture	Students will be able to see and relate to how religion can lead to conflict	Students will begin to make links on the idea of multi-culturalism and the early roots of Modern Day Britain	Students will understand/make links between racism and discrimination of the past to modern day	Students will begin to understand the reasons for the close relationship between the US and the UK on modern day	<i>Topics to be identified from mock examinations/gaps and will therefore differ for each student and class</i>	<i>Topics to be identified from mock examinations/gaps and will therefore differ for each student and class</i>
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		

<p>Key skills</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p>	<p>AO1: demonstrate knowledge and understanding of the key features and 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>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations</p>	<p>AO1: demonstrate knowledge and understanding of the key features and 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>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations</p>	
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