

The Westleigh School History Department Overview Plans

<p align="center">Year 7 2 x 1 hour lessons per week</p>	<p align="center">HT1 (Week 1-7)</p> <p>KQ: What did the Romans do for us?</p>	<p align="center">HT2 (Week 8-15)</p> <p>KQ: Why did England get a French king?</p>	<p align="center">HT3 (Week 16-21)</p> <p>KQ: Was life really rotten?</p>	<p align="center">HT4 (Week 22-27)</p> <p>KQ: Had things improved by the Tudor times?</p>	<p align="center">HT5 (28-32)</p> <p>KQ: Did the world really turn 'upside down'?</p>	<p align="center">HT6 (Week 33-39)</p> <p>KQ: Does the British Empire still impact 2019/20?</p>
	<p>Roman Britain Subject key piece: 'The introduction of law was the most important legacy of the Roman Empire'. How far do you agree? L7 Literacy focus: Pompeii newspaper article L4</p>	<p>The Norman Conquest Assessment: DC1 Literacy focus: Explain why William was able to win the Battle of Hastings L5</p>	<p>Life in the Middle Ages Assessment: DC2 Literacy focus: Presentation on different elements of life eg hospitals, homes, differences between rich and poor and jobs L2</p>	<p>The break from Rome Subject key piece: Identify 2 features of criticisms against the Catholic Church L4 Literacy focus: Write a speech to persuade people to join the Church of England L6</p>	<p>Stuarts – English Civil War Subject key piece: How useful are sources A and B an enquiry in to the causes of the Civil War L1 Literacy focus: Diary account imagining you have watched the execution of King Charles L6</p>	<p>Rise/fall of the British Empire/Multiculturalism Assessment: DC3 Literacy focus: Academic extract from Sashi Tharoor on British India L3</p>

<p align="center">Year 8 2 x 1 hour lesson per week</p>	<p align="center">HT1 (Week 1-7)</p> <p>KQ: What lay behind the horrors of the Transatlantic Slave Trade?</p>	<p align="center">HT2 (Week 8-15)</p> <p>KQ: Why did most people in Manchester die before the age of 20?</p>	<p align="center">HT3 (Week 16-21)</p> <p>KQ: Why did World War One start?</p>	<p align="center">HT4 (Week 22-27)</p> <p>KQ: How did 'heroes' live in the trenches?</p>	<p align="center">HT5 (28-32)</p> <p>KQ: Why do it all over again?</p>	<p align="center">HT6 (Week 33-39)</p> <p>KQ: What was life like on the Home Front?</p>
	<p>The Slave Trade Subject key piece: Explain 2 consequences of the Slave Trade L4 Literacy focus: Write a diary account explaining the conditions on board a ship during the Middle Passage L2</p>	<p>The Victorian era Assessment: DC1 Literacy focus: Write a comparative piece of text explaining change and continuity between 1750 and 1900 L1</p>	<p>World War One Assessment: DC2 Literacy focus: Class debate on the most important cause of World War One L3</p>	<p>World War One Subject key piece: Describe two features of a World War One trench L4 Literacy focus: World War One soldiers diary entry L13</p>	<p>World War Two & Nazi Persecution Subject key piece: Explain why there was opposition in Germany to the Treaty of Versailles L15 Literacy focus: Analyse newspaper extract to gain information on Night of the Long Knives L21</p>	<p>World War Two Assessment: DC3 Literacy focus: Diary account of evacuee L4</p>

<p align="center">Year 9 3 x 1 hour lessons per week</p>	<p align="center">HT1 (Week 1-7)</p> <p>Medicine through time</p>	<p align="center">HT2 (Week 8-15)</p> <p>Medicine through time</p> <p>Assessment: DC1</p>	<p align="center">HT3 (Week 16-21)</p> <p>Medicine through time</p>	<p align="center">HT4 (Week 22-27)</p> <p>Western Front</p> <p>Assessment: DC4</p>	<p align="center">HT5 (28-32)</p> <p>Weimar and Nazi Germany</p>	<p align="center">HT6 (Week 33-39)</p> <p>Weimar and Nazi Germany</p> <p>Assessment: DC3</p>

<p align="center">Year 10 3 x 1 hour lessons per week</p>	<p align="center">HT1 (Week 1-7)</p> <p>Weimar and Nazi Germany</p>	<p align="center">HT2 (Week 8-15)</p> <p>Elizabethan England</p>	<p align="center">HT3 (Week 16-21)</p> <p>Elizabethan England</p>	<p align="center">HT4 (Week 22-27)</p> <p>Elizabethan England</p>	<p align="center">HT5 (28-32)</p> <p>British America</p>	<p align="center">HT6 (Week 33-39)</p> <p>British America</p>
	<p>Year 10 2021 cohort</p>	<p>Medicine through time</p>	<p>Weimar and Nazi Germany</p>	<p>Weimar and Nazi Germany</p>	<p>Weimar and Nazi Germany</p>	<p>Elizabethan England</p>

		Assessment: DC1		Assessment: DC2		Assessment: DC4
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Year 11 3 x 1 hour lessons per week	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
	<i>Elizabethan England</i>	<i>Elizabethan England</i>	<i>Consolidation and recall</i>	<i>Consolidation and recall</i>	<i>Consolidation and recall</i>	<i>Consolidation and recall</i>
Year 11 2021 cohort	<i>British America</i>	<i>British America</i>	<i>Consolidation and recap</i>	<i>Consolidation and recap</i>	<i>Consolidation and recap</i>	<i>Consolidation and recap</i>
Year 11 2020 cohort	<i>Elizabethan England</i>	<i>Elizabethan England</i>	<i>Consolidation and recap</i>	<i>Consolidation and recap</i>	<i>Consolidation and recap</i>	<i>Consolidation and recap</i>
		Assessment: DC1		Assessment: DC2		DC3

	Reading	Writing	Oracy
Opportunities	Newspaper article Blog Academic text Research	Method Evaluation Newspaper article Letter Blog	Class debate Presentation Group discussion
Purpose	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**. More detailed information on each topic can be found in the departments 5 year key stage plan.

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.

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.

Year 7

	Lesson	Title	Unit key words	Links to learning (KS2/3)
KQ: What did the Romans for us?	1	KL: Identify interpretations as to how Rome was formed? D: Students will gain an awareness of the different interpretations surrounding the formation of the Roman Empire S: Students explain why the interpretations may differ and which is the most reliable	Empire Emperor Legacy Aqueduct	Most primary schools in the local area complete this unit in their KS2 curriculum
	2	KL: Analyse sources debating the murder of Caesar? D: Students will analyse various sources of information, before reaching an overall judgement on which suspect they think most likely killed Caesar based on the evidence S: Students consider and explain the pros and cons of different pieces of evidence: diary entry / portrait / eye witness account / film clip	Army Legion Myth Rebellion Interpretation Impact	
	3	KL: Identify features of the events of Pompeii D: Students will develop chronology and investigation skills by studying the key events of the eruption S: Describe 2 features of the eruption		
	4	KL: Analyse the timeline of events at Pompeii D: Students will develop their narrative analysis skills by explaining the events of Pompeii S: Students consider more recent events such as Pompeii and identify similarity or difference		
	5	KL: Assess the features of a life of a Roman soldier D: Students will investigate the positives and negatives of life on the Roman army based on a series of sources, pupils will then form their own justified judgements S: How does life in the Roman army compare to the army in the 21 st century?		
	6	KL: Explain the importance of Boudicca to Britain D: Students will investigate the events of Boudicca's rebellion and assess the importance of this to life in Britain and the Roman Empire S: Identify and explain significant females throughout History		
	7	KL: Explain the legacy of the Roman Empire in Britain D: Students will assess the legacy of the Roman Empire in Britain, explaining the impact of each, before identifying the consequences of the Roman's in Britain		

		S: What would students like their legacy to be? Which Roman legacy impacts them the most		
KQ: Why did England get a French king?	1	KL: Identify the features of a medieval monarch D: Student will identify the different characteristic of kingship and evaluate the importance of each before reaching an overall decision based on the most important S: Does a modern day monarch need the same characteristics as in 1066? Why?	Medieval Monarch Claimant Battle Luck Domesday Survey Feudal System Motte and Bailey Stone Keep Development Consolidation Control	
	2	KL: Assess who should be king in 1066? 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 S: Can you identify modern day individuals with similar characteristics		
	3	KL: Explain the importance of individual claimants D: Students will create a claimant speech, based on the previous lessons learning. This will help to develop students justification skills S: What makes a bad speech?		Based on previous 2 lessons learning identifying key characteristics of a monarch
	4	KL: Identify key elements of what happened in 1066? D: Students will analyse the chronological events of 1066 and explain the consequences of this on England S: Identify consequences which impact the 21 st century		
	5	KL: Explain why William won the Battle of Hastings? D: Students will assess the importance of William's strategies and explain the consequence/impact of these strategies S: Are similar tactics still needed in the 21 st century?		
	6	KL: Assess the utility of The Bayeux Tapestry D: Students will be introduced to sources and interpretations and assess the utility of these as historical documents S: Is there a Bayeux Tapestry for life in the 21 st century?		Link to earlier learning on most useful sources and why
	7	KL: Identify features of a personal Bayeux Tapestry D: Students will create their own tapestry based on key chronological events within their lives. S: How useful is the tapestry to an historian?		
	8	KL: Identify the features of the Domesday Survey D: Students will identify the key features of the Domesday Survey and it's importance for King William S: How useful is the Domesday Survey to an historian?		
	9	KL: Identify features of the Feudal System D: Students will identify the key features of the Feudal System and it's importance for King William S: Explain why might people oppose the Feudal System?		
	10	KL: Explain the importance of Motte and Bailey castles D: Students will develop an understanding of the features of early castles, pupils will then go on and explain the importance of these for William before deciding on the most important in consolidating his power and control S: Stretch: Design and annotate your own Medieval castle		

	11	<p>KL: Identify similarity and difference between Motte and Bailey and Stone Keep castles</p> <p>D: Students will continued to develop their chronological understanding of the development of Castles throughout the Medieval period</p> <p>S: Which would be most effective? Long term/short term</p>		Previous lessons learning looking at early development of castles
	12	<p>KL: Assess the effectiveness of methods to attack a Medieval castle</p> <p>D: Students will identify strengths and weaknesses of various weapons, before reaching justified conclusions on which method they deemed most useful</p> <p>S: Explain why weapons have changed over time</p>		
KQ: Was life really rotten?	1	<p>KL: Identify features of Medieval village life</p> <p>D: Students will identify key features of life in a Medieval village and the consequences of this on Medieval England</p> <p>S: Explain differences to life in 2019/20</p>	Village Peasant Lord of the Manor	
	2	<p>KL: Identify the difference between Medieval town life and village life</p> <p>D: Students will identify key feature's of life in Medieval towns and will compare similarities and differences between the ways of life</p> <p>S: Which sources could we use to find out about Medieval life?</p>	Society Black Death Causes Treatment Prevention	
	3	<p>KL: Assess the impact of law and order on Medieval society</p> <p>D: Students will assess the problems of law and order in Medieval England before analysing the impact of this on medieval society</p> <p>S: Is law and order still a problem in 2019/20? Why?</p>	Government Religion	Link to introduction of law from Romans and link to what are laws and the purpose of laws / change and continuity across periods
	4	<p>KL: Identify different viewpoints surrounding the Black Death</p> <p>D: Students will assess the explanations for the Black Death in medieval England and analyse the importance of this in attitudes and knowledge in medieval society</p> <p>S: Black Death source analysis</p>		Link to idea of medicine from Roman topic looking at explanation for illness
	5	<p>KL: Identify similarity and difference between the Black Death and Modern medicine</p> <p>D: Students will identify the treatments/reactions to the Black Death and compare this with modern attitudes and approaches before explaining reasons for differences</p> <p>S: Explain why progress has been made?</p>		Link to idea of medicine from Roman topic looking at explanation for illness
	6	<p>KL: Analyse interpretations surrounding the murder of Thomas Becket</p> <p>D: Students will analyse various interpretations surrounding the murder, before reaching an overall judgement on who is to blame for the murder</p>		

		S: Can anyone not be to blame for the murder of Becket?		
KQ: Had things improved by Tudor times?	1	KL: Explain why was religion important in Tudor England D: Students will assess the purpose of religion in Tudor England and explain why it was important to life and society S: Explain purpose of religion in 2019/20	Religion Catholic Protestant Monastery	
	2	KL: Identify who was the real Henry VIII D: Students will analyse sources concerning Henry VIII, students will assess the utility of these sources and they will go on to use the sources to support different/modern interpretations surrounding Henry VIII S: How useful are the sources to learn about Henry VIII?	Reformation Challenge Pope Papacy Legitimacy	Use Medieval claimant characteristics to assess to Henry VIII
	3	KL: Explain why people complained against the church D: Students will analyse, identify and explain the different factors that let to people begin complaining against the Catholic church S: What was the most important reason people complained about the Catholic church?	Gender Religious Settlement	Prior learning from Medieval to assess the importance of religion – focus on the importance of religion and role in society
	4	KL: Identify features of Complaints against the church (lesson 2) D: Students will identify the key features in the changing role of the Catholic church in England and explain the impact of these changes S: Explain whether people would be happy with the changes to the church?		
	5	KL: Assess the importance of Henry VIII break from Rome D: Students will assess the importance of various factors in Henry's break from Rome, before justifying their decision on the most important factor S: Identify how life might change for people in England		
	6	KL: Identify similarity and difference when the Church changed D: Students will identify and assess change and continuity between the Protestant and the Catholic churches S: How far did the church change?		
	7	KL: Identify how successful were Edward and Mary D: Students will study various sources looking at the events of Edward and Mary, students will then assess the importance of each Monarch S: Were Edward and Mary successful?		
	8	KL: Analyse interpretations surrounding how 'bloody' was Mary? 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? S: Identify and explain sources that could be used to learn more about the reign of Mary		
	9	KL: Identify features of what was Elizabeth really like D: Students will analyse a range of sources to begin to form judgement on the differences between Elizabeth and previous monarchs S: Why was the 'Religious Settlement' important?		Use Medieval claimant/Henry criteria to assess claimant

			qualities
10	<p>KL: Explain how Elizabeth has been interpreted</p> <p>D: Students will assess various interpretations surrounding Elizabeth, before deciding which interpretation is most reliable based on previous knowledge and learning</p> <p>S: Which source is most useful to learn about Elizabeth? Why?</p>		
11	<p>KL: Identify whether the Tudor church was a religious rollercoaster?</p> <p>D: Students will identify and explain change and continuity between approaches to religion between Tudor monarchs</p> <p>S: Does religion still impact life in 2019/20?</p>		Link to prior learning from unit and Medieval topic looking at role of religion in society
12	<p>KL: Explain whether you would want to be a Medieval or Tudor criminal</p> <p>D: Students will analyse sources based on Tudor England, they will then compare to previous learning on Medieval England and identify similarities and difference</p> <p>S: Explain whether ideas and attitudes changed over time.</p>		Link to functions of medieval law and order and the legacy left by the Romans

1	<p>KL: Explain why the English disliked Charles? D: Students will assess the various reasons for the dislike of King Charles in England and begin to assess the importance of each S: Which is the most significant reason why people in England disliked Charles I? Explain your answer.</p>	Cause Religion Trigger Parliament Civil War Roundhead Cavalier Parliamentary Execution Economic Political Puritan	Link to religion and religious changes from Tudor topic
2	<p>KL: Explain why did the Civil war start? D: Students will categorise short, long and trigger events of the Civil War S: Summarise why the English Civil War broke out.</p>		
3	<p>KL: Civil War: iceberg essay writing lesson D: Students will develop their 'Explain why (12 mark) question skill S: Create a hypothesis: what impact may the civil war have on the people of England?</p>		
4	<p>KL: Assess the importance of weapons and battles of the Civil War D: Students will assess the importance of the weapons used in the Civil War, students will then identify similarities and differences to previous learning based on weapon used in 1066 S: Describe 2 features of weapons used during the English Civil War (4 marks)</p>		Link to Roman warfare and changes over time
5	<p>KL: Analyse interpretation as to whether Charles should be executed or not D: Students will develop their understanding of interpretations and will analyse various interpretations surrounding the death of King Charles S: How would Puritans react to the execution of Charles? Why?</p>		
6	<p>KL: Identify difference between interpretations of Charles execution D: Students will develop their understanding and explanation as to why interpretations differ S: Give 2 things you can infer from source A about the attitudes of Charles I to kingship (4 marks)</p>		
7	<p>KL: Assess whether Cromwell met the expectations of the people? D: Students will identify key feature of the rule of Cromwell and will explain the importance of this for England S: Describe 2 features of the rule of Oliver Cromwell (4 marks)</p>		
8	<p>KL: Explain why were people so superstitious D: Students will analyse a variety of sources, identifying the reasons for and impact of superstition in Stuart England S: How may superstition lead to a rise in witchcraft trials in Early Modern England?</p>		
9	<p>KL: Identify similarity and difference between the Black Death and the Great Plague D: Students will identify the approaches and treatments for the Great Plague, students will then identify similarity and difference between the Black Death in 1348 S: Explain one way in which attitudes towards the plague was similar in the 14th and 17th centuries (4 marks)</p>		Link to the Black Death from Medieval topic/Roman medicine identifying change and continuity across time

KQ: Does the British Empire impact 2019?	10	<p>KL: Assess how important was the Great Fire of London</p> <p>D: Students will assess the key features of the Great Fire of London and will explain on the importance of the event for England</p> <p>S: Write a diary entry imagining that you have witnessed the Great Fire of London</p>		
	1	<p>KL: Identify features of an Empire</p> <p>D: Students will analyse sources 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>	Empire Growth Economy Government Rebellion Impact Immigration Emigration Migration Religion Belief	Links to year 7 and Roman empire / functions of the Empire
	2	<p>KL: Analyse Empire interpretations - British Empire plates</p> <p>D: Students will analyse primary evidence to gain an understanding of Victorian attitudes towards the Empire these will then be compared to modern day interpretations</p> <p>S: Write a debate to argue for and against empires.</p>		
	3	<p>KL: Assess positives and negatives of an Empire</p> <p>D: Students will identify positive and negative elements of the Empire before reaching their own justified views based one evidence</p> <p>S: Describe 2 features of the British Empire (4 marks)</p>		Link to legacy of Roman Empire in year 7
	4	<p>KL: Assess the importance of India - Case study: Gandhi and India</p> <p>D: Students will assess the importance of Gandhi to the British Empire and India</p> <p>S: Create a fact file displaying your knowledge of Ghandi.</p>		
	5	<p>KL: Identify the consequences of Immigration to the UK</p> <p>D: Students will identify factors for immigration to the UK and will explain the consequences of immigration</p> <p>S: Explain 2 consequences of immigration to the UK (8 marks)</p>		
	6	<p>KL: Identify similarity and difference between religions in the UK</p> <p>D: Students will identify the key features of religions in the UK, identifying similarities and differences</p> <p>S: Explain the impact of immigration to the UK.</p>		Link to religious changes in Tudor England and importance of religion in society

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KQ: What lay behind the horrors of the Slave Trade?</p>	1	<p>KL: Identify the key features of slavery D: Students will identify the key features of the Slave Trade and compare with modern interpretations on slavery S: Is the slavery worse now than it was during the slave trade?</p>	Slavery Slave Trade Slave Triangle Middle Passage Auction Rebellion	Link to year 7 Roman slavery / reasons for / persecution through time
	2	<p>KL: Explain the consequences of the Middle Passage D: Students will gain an understanding of the consequences of life on the Middle Passage S: How might the treatment of slaves on the ships explain how they were viewed by the slave traders?</p>	Plantation Abolition Religion	
	3	<p>KL: Analyse sources to gain an understanding of the experiences of the Slave Trade D: Students will analyse various sources to identify the similarities and difference between various slave experiences S: Students will explain why sources can be different about the same event.</p>	Media Economic	
	4	<p>KL: Identify features of the Slave Auction D: Students will identify the features of a slave auction and identify similarities and differences between the various types of auctions S: Give two inferences about slave auctions from the source (4 marks)</p>		
	5	<p>KL: Assess the reasons for the abolition of Slavery D: Students will identify the factors which led to the end of the Slave Trade before reaching justified opinions on the most important factor S: How different might life be for slaves after the trade has been abolished.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The Industrial Revolution</p>	1	<p>KL: Identify change and continuity between 1750 and 1900 - The Domestic System D: Students will identify features of life in 1750 and will explain similarity and difference between 1750 and 1900 S: Explain how significant the changes over time were.</p>	Emigration Immigration Domestic System Sanitation	
	2	<p>KL: Explain why the population increased D: Students will identify factors that led to the population increase and explain the consequences of this S: Explain which factor was the most important in causing population to rise.</p>	Health Economic Cholera	
	3	<p>KL: Assess interpretations for the population increase D: Students will complete a 16 mark interpretation question</p>	Illness Industrial	
	4	<p>KL: Explain why did people emigrate D: Students will assess through primary sources the reasons people emigrated, students will then assess the utility of these sources S: Do people still emigrate today for the same reasons?</p>	Revolution Carding 'Putting Out' system	
	5	<p>KL: Analyse the reasons as to what made Sheffield stink? D: Student will analyse a variety of sources to gain an understanding of life in Victorian England and the consequences of this S: How might this affect the health of the people Sheffield?</p>	Law enforcement	

	6	<p>KL: Analyse sources to assess life as a factory worker</p> <p>D: Students will analyse a variety of sources to identify key features of working in a factory before assessing the utility of the sources</p> <p>S: Why might the sources be so different- students will be asked to think about source purpose.</p>		
	7	<p>KL: Identify change and continuity between medical ideas - Cholera</p> <p>D: Students will identify the key features of approaches to Cholera, the importance of John Snow before comparing the approaches to Cholera to Stuart and Medieval times</p> <p>S: Explain one difference in attitude to the treatment of cholera in the 13th and the 19th centuries. (4 marks)</p>		Link to Medieval and Tudor medicine ideas based on causes, treatment and prevention
	8	<p>KL: Assess various interpretations on the real 'Jack the Ripper'</p> <p>D: Students will assess a variety of sources surrounding the possible suspect, students will then use the evidence to form their own justified opinions</p> <p>S: Explain why it is so difficult to identify who Jack the Ripper.</p>		
	9	<p>KL: Explain the impact of the introduction of the police on to Victorian society</p> <p>D: Students will identify the key features of Victorian policing, before identifying similarity and difference to Tudor and medieval periods</p> <p>S: How have these changes influenced policing in 2010/20?</p>		Link to Medieval and Tudor law an order / development of a formal system

KQ: Why did World War One start?	1	<p>KL: Identify the key features of the Assassination of Archduke Franz Ferdinand</p> <p>D: Student will identify the key features of the assassination of the Archduke and explain the consequences of this event</p> <p>S: Could an assassination like this today lead to war breaking out and why do you think this?</p>	Assassination Rivalry Imperialism Militarism Nationalism Alliance Triple Entente Triple Alliance Cause Trigger Schlieffen Plan	
	2	<p>KL: Explain why the Archduke assassinated (long term causes of WW1)</p> <p>D: Students will identify and categorise events before assessing the importance 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>		
	3	<p>KL: Investigate the Day that shook the world : An interpretation (1)</p> <p>D: Students will analyse interpretations surrounding the assassination</p> <p>S: Explain the main difference between the two interpretations regarding the assassination of Franz Ferdinand (4 marks)</p>		
	4	<p>KL: Investigate the Day that shook the world : An interpretation (2)</p> <p>D: Students will compare and contrast interpretations for the assassination and will explain why</p>		

	<p>these interpretations differ S: Explain one reason why the interpretations give different views about the assassination(4 marks)</p>		
5	<p>KL: Explain why did World War 1 start? D: Students will identify key features in the outbreak of WW1 to identify chronology S: Which was the key point at which led to war?</p>		Link to contributory factors to Civil War and identify possible similar causes
6	<p>KL: Identify links between the cause of World War One D: Student will demonstrate their understanding of the outbreak of WW1 through narrative analysis S: Create a narrative account to explain why war broke out in 1914 (8 marks)</p>		
7	<p>KL: Assess whether Gavrilo Principe was a terrorist or freedom fighter? D: Students will identify and analyse different interpretations surrounding Princip, before reaching their own justified views on his actions S: Look at modern groups who use violence to achieve their aims and explain if Princip was more or less justified than them.</p>		
8	<p>KL: Identify features of the Schlieffen Plan D: Students will identify the key features of the Schlieffen Plan and explain its importance S: Explain why the plan failed.</p>		
9	<p>KL: Identify features of the key battles of World War One D: Students will identify key features of WW1 battles and will identify similarities and differences between plans S: Has World War One made any impact on modern warfare and why?</p>		
10	<p>KL: Explain how Leigh contributed to World War One D: Students will assess the role of Leigh in WW1 and the importance of their local area to the war effort S: Identify how the war might have affected Leigh and the families of the soldiers fighting.</p>		
1	<p>KL: Identify the features and consequences of propaganda and recruitment D: Students will identify features of recruitment in WW1, explain why it was needed and the consequences propaganda 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>	Propaganda Recruitment Trench Trench system Trench foot Nationalism	Link to propaganda and recruitment in Roman army
2 & 3	<p>KL: Assess the utility of recruitment in World War One D: Students will compare and contrast various methods and pieces of propaganda and assess the utility of each S: Create a propaganda poster to encourage men to join the army in 1914.</p>	Battle Somme Haig Interpretation Weapon	
4	<p>KL: Identify features of life in the trenches D: Students will gain an understanding of key features of life in the trenches and the consequences of these conditions S: Explain the consequences of poor conditions of the trenches on soldiers health (8 marks)</p>		

	5	KL: Identify features of War Game' D: Students will identify key features of the layout and workings of WW1 trenches S: Describe two features of trench layouts (4 marks)			
	6	KL: Explain what life was like for a soldier in World War One D: Students will identify features of life for soldiers in WW1 S: Write a letter as a soldier explaining life in trenches and in battle.			
	7	KL: Identify similarity and difference between experiences of World War One soldiers D: Students will analyse various sources identify similarity and difference between the experiences of WW1 soldiers S: Which other sources could be used to support an enquiry into experiences of soldiers.			
	8	KL: Identify the features of weapons of World War One D: Students will assess and identify key features of WW1 weapons before comparing and contrasting to previous learning on Stuart and Medieval weaponry S: Explain one difference between warfare in the 17 th century and the 20th century (4 marks)		Link to Roman and English Civil War weapons / identify change and continuity over time	
	10	KL: Identify features of the Battle of the Somme D: Students will identify the key features of the Somme through narrative analysis S: Explain why the Somme was so bloody.			
	11	KL: Assess interpretations to reach a judgement on Haig: Hero or Butcher? D: Students will assess the various interpretations on Haig and will explain why these interpretations differ S: Which interpretation do the students agree with and why.			
	12	KL: Compare interpretations of World War One - The comical side of History D: Students will assess the different interpretations that exist as a result of WW1 and will assess the utility of these interpretations S: Why might people reach different interpretations after an event has happened.			
	13	KL: Explain the reality of war for a World War One soldier D: Students will analyse a variety of WW1 sources and identify similarity and difference to gain a realistic approach to the experiences for a WW1 soldier S: How different was their experience to a modern soldiers experience of war?			
	***	How should we remember World War One? *lesson will be taught during Remembrance week			
	KQ: Why do it all again?	14	KL: Identify the consequences of different views from the 'Big 3' D: Students will analyse the different views of the Big 3 and explain the consequences of differing views S: Explain why this made peace so hard to achieve.	Treaty of Versailles War Guilt Reparation Militarism Economic Revenge League of Nations Hyperinflation	
		15	KL: Identify features of the Treaty of Versailles D: Students will identify the key features of the Treaty of Versailles and will explain the consequences of the terms S: How might Germany react to the Treaty?		
		16	KL: Assess the impact of the League of Nations D: Students will assess the different interpretations surrounding the League of Nations and will use		

	evidence to form their own justified judgements S: Was the League always doomed to fail or could it have worked?		
17	KL: Assess whether Britain was a land 'fit for heroes'? D: Students will assess a variety of sources surrounding the aftermath of WW1 in Britain, students will then argue for and against a hypothesis based on the sources and evidence S: Reach an explained conclusion on question		
18	KL: Identify features of the Munich Putsch D: Students will identify the key features of the putsch and the consequences of it S: Source analysis of the Putsch to answer an inference question.,	Consolidation Control Youth DAP NSDAP Hitler Youth Nuremburg Laws Discrimination Totalitarian Dictatorship Lebensraum	
19	KL: Explain Hitler's appeal and promises D: Students will identify the features of Hitler's appeal and will explain the importance if each method to Hitler's rise to power S: Explain which was the key method that Hitler used to gain power.		
20	KL: Assess the interpretations for the rise in Hitler's popularity D: Students will identify and assess various interpretations surrounding the reasons for Hitler's popularity and will identify differences and reasons for differences S:		
21	KL: Explain how Hitler was able to control Nazi Germany D: Students will identify the features of Nazi control and will explain the importance of each to Hitler S: Explain the importance of the use of Gestapo in Hitler's control over Germany (8 marks)		Link to Medieval consolidation of power and methods used by William
22	KL: Explain the importance of the Hitler Youth to the Nazis D: Students will identify features of the Hitler Youth and explain the importance and consequences of the Hitler Youth S: Explain the consequences of the Nazi coming to power for young people in Germany (8 marks)		
23	KL: Explain the importance of the Hitler Youth to the Nazis D: Students will analyse various interpretations surrounding the Hitler Youth and will explain why the interpretations differ S: Why is it easier to target young people as opposed to older people?		
24	KL: Explain how the Nuremburg Laws impacted the life of Jews D: Students will identify the key features of the Nuremburg Laws and the consequences of these for Jews in Germany S: Describe two features of the Nuremberg Laws (4 marks)		
25	KL: Identify features of life in a Jewish Ghetto D: Students will identify features of life in the Jewish Ghetto and explain the consequences on the changing laws towards Jews in Germany S: How has the treatment of Jewish people changed from the Nuremberg Laws and what does this tell you about the Nazis attitudes?		
26	KL: Explain the importance of Nazi Control D: Students will assess how terror and fear was used as a method of control before examining the importance if this		

KQ: What was life like on the Home Front?	27	<p>S: Explain two consequences of Hitler's use of control on the German people (8 marks)</p> <p>KL: Identify the development of persecution in Nazi Germany – the Final Solution</p> <p>D: Student will identify the key features of the Final Solution and will create a narrative analysis on the persecution of Jews from 1933-39 in Germany</p> <p>S: Write a narrative account analysing Nazi persecution of Jewish people 1933-1939</p>		
	1	<p>KL: Assess whether appeasement was right or wrong?</p> <p>D: Students will assess interpretations and evidence surrounding appeasement, before reaching their own justified judgement</p> <p>S: Why is appeasement still so controversial today?</p>	Appeasement Evacuation Evacuee Impact Invasion City Countryside	
	2	<p>KL: Explain how World War Two started - Actions 1933-39</p> <p>D: Students will identify key features of the outbreak of WW2 and create a narrative analysis of the overview of events</p> <p>S: Which was the key event that led to war breaking out and why?</p>		
	3	<p>KL: Analyse whether evacuation an adventure or not</p> <p>D: Students will assess various sources surrounding evacuation before reaching a justified judgement on its utility</p> <p>S: Give two things you can infer about evacuation from Source A (4 marks)</p>		
	4	<p>KL: Identify features of an evacuee experience</p> <p>D: Students will assess interpretations 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>		
	5	<p>KL: Analyse interpretations surrounding the evacuation experience</p> <p>D: Students will assess the utility of sources and interpretations surrounding evacuation</p> <p>S: Was evacuation successful and why?</p>		
	6	<p>KL: Assess was Britain a land of 'hope and glory'? (1)</p> <p>D: Students will assess modern interpretations 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>		
	7	<p>KL: Assess was Britain a land of 'hope and glory'? (2)</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>		
	8	<p>KL: Assess was Britain a land of 'hope and glory'? (3)</p> <p>D: Students will assess modern interpretations surrounding life on the Home Front and will justify opinions based on a historical hypothesis</p> <p>S: Do people still see Britain as a land of 'hope and glory' in 2019/20?</p>		
	9	<p>KL: Explain how World War 2 changed people's lives?</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>		