

Year Seven

<p style="text-align: center;">What is History? History as a Discipline</p> <p style="text-align: center;">Understanding the Key Skills of History</p> <p style="text-align: center;">The Mali Empire</p>	<p style="text-align: center;">Journey through Time, Pt One: Defining the Eras of Year Seven within a National and Local context, C.410-1750</p> <p style="text-align: center;">Change and Continuity</p>	<p style="text-align: center;">How significant was the Church in English History, c.410-1750?</p> <p style="text-align: center;">Significance</p>	<p style="text-align: center;">King and Country – How did the power of the Nation change over time, c.410- 1750?</p> <p style="text-align: center;">Causation</p>	<p style="text-align: center;">The History of Diet – A cross curricular study of Diet (Science, Catering)</p> <p style="text-align: center;">Similarity and Difference</p>
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Year Eight

<p style="text-align: center;">Developing the Discipline – Advancing skills in History</p> <p style="text-align: center;">Understanding the Key Skills of History</p>	<p style="text-align: center;">Journey through Time, Pt Two: Defining the Eras of Year Eight within a National and Local context, c.1750- Present</p> <p style="text-align: center;">Change and Continuity</p>	<p style="text-align: center;">India through Time – a study of India’s relationship with Empire through time, c.550- Present</p> <p style="text-align: center;">Similarity and Difference Handling Interpretations</p>	<p style="text-align: center;">Rights and Freedoms – What are our ‘rights’ and what steps have been needed to acquire them? C.1600- Present</p> <p style="text-align: center;">Consequence</p>	<p style="text-align: center;">Conflict in the 20th Century, 1914-1945</p> <p style="text-align: center;">Handling Sources</p>
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Composite	Components	Composite/Rationale	Substantive End Points	Disciplinary End Points	Hinterland	Broader Foci
<p>Topic One: <i>What is History?</i> History as a Discipline</p> <p>End point is to understand and explain the key disciplines of history.</p> <p>Substantive end point is to be able to explain what the Mali Empire was like.</p>	1. What is History and what do I know about it already?	<p>Disciplinary knowledge study. This doesn't look specifically at issues such as social, economic and political. It introduces students to these themes, but does not provide substantive historical knowledge.</p>	An understanding of what history is. Development of scheme from KS2 on what it is. Definition of History. Discussions on the difference between History and the Past	Similarity and Difference – comparison to prior understanding of key term. Introduction to the idea of 'subjectivity', and therefore Historical interpretation	Opportunity to introduce own definitions, as well as engagement in History at KS2 and below	Contemplation of the study of History in different parts of the world, and at different times (diversity and inclusivity)
	2. What key words and terminology are necessary for success in studying History?		Access: Students are exposed to key terminology such as time-relevant language. BC/AD/CE/C./ Decade, Century, Millennium	More substantive – access to disciplinary through understanding of key vocab.	Opportunity for dual-coding – particularly on building where students have seen these indicators before.	Metacognition and CLT – repetition a key element of this lesson through study of term then study of context of term
	3. What are cause and consequence, and how do we assess them when studying History?		Substantive understanding of the meaning of cause and consequence. Looking at Historical interpretations in order to attribute cause/consequence	First sample of engagement with Historical interpretations, in order to locate cause and consequence, as well as separate them as concepts	Introduction to historical material. It is the staff's responsibility to engage the students in context around the sources.	Metacognition – spacing. Students are being given space to engage with different discipline gradually, building upon them. Knowledge Retrieval. Diversity and Inclusion – Selection of sources of a diverse range
	4. What are similarity and difference, and how do we assess them when studying History?		Substantive understanding of the meaning of similarity and difference. Looking at Historical sources in order to	First sample of engagement with sources, in order to locate similarity and difference, as well as	Introduction to historical material. It is the staff's responsibility to engage the students	Metacognition – spacing. Students are being given space to engage with different discipline gradually, building

			attribute cause/consequence	separate them as concepts	in context around the sources.	upon them. Knowledge Retrieval. Diversity and Inclusion – Selection of sources of a diverse range
	5. What are Change and Continuity, and how do we assess them when studying History?		Substantive understanding of the meaning of change and continuity. Looking at Historical sources in order to attribute cause/consequence	Second sample of engagement with sources, in order to locate change and continuity, as well as separate them as concepts	Introduction to historical material. It is the staff's responsibility to engage the students in context around the sources.	Metacognition – spacing. Students are being given space to engage with different discipline gradually, building upon them. Knowledge Retrieval. Diversity and Inclusion – Selection of sources of a diverse range
	6. What is significance, and how do Historians decide what is significant?		Substantive understanding of the meaning of significance. Looking at Historical interpretations in order to attribute cause/consequence	First sample of engagement with Historical interpretations, in order to locate cause and consequence, as well as separate them as concepts	Introduction to historical material. It is the staff's responsibility to engage the students in context around the sources.	Metacognition – spacing. Students are being given space to engage with different discipline gradually, building upon them. Knowledge Retrieval. Diversity and Inclusion – Selection of sources of a diverse range
	7. What is the difference between a Primary Source and a Historical Interpretation, and how should I		Substantive understanding of what makes a Primary Source, and what makes an Historical Interpretation.	First engagement with sources beyond face value, and first interaction with Interpretations as a construct	Introduction to historical material. It is the staff's responsibility to engage the students in context around the sources and interpretation/	Metacognition – spacing. Students are being given space to engage with different discipline gradually, building upon them. Knowledge Retrieval.

	approach each one?		Students work through activity to identify sources and interpretations Students look at identifying argument and knowledge from a source. Using sources, students explain why a view has been constructed			Diversity and Inclusion – Selection of sources of a diverse range
	8. How successfully have I consolidated my knowledge on History as a discipline?		Assessment of their knowledge of disciplinary concepts; Vocab test /12 Source analysis task, study the source and answer questions on different disciplinary questions.	Assessing of disciplinary knowledge and how to implement it.	N/A - Assessment	Summative Assessment – Feedback Follows and used as baseline assessment.
Topic 2: A Journey through Time, Y7. C.410-1750 The building of a chronological understanding	9. Why have Historians defined a period in England before 1066?	This is a chronology-building study, and therefore the key foci will be: -Chronology -Change and Continuity as the key discipline	-Students are introduced to the idea of chronology of the UK -Students are to provide an understanding of what Britain was like before 1066, with understanding of the influence of Britons, Celts, Romans, Anglo-Saxons and Vikings	-Historians and Interpretations – studying views which have been created on time period	Study Skills – Embedding the idea of Flashcards in order to develop routines	
	10. What were the values of Europe before 1066?		-Development of understanding of the development of	Focus on substantive knowledge. Comparison to today,	Study Skills – Embedding the idea of Flashcards in	

<p>of the topics covered in Year Seven, accompanied by a continuous study of change and continuity.</p> <p>End point is to understand the Middle Ages and the Early Modern Period, describe the key features, and compare them.</p>			Christianity, Conflict, Peasantry	focus on change and continuity	order to develop routines	
	11. Why have Historians called the years 1066-1350 the Later Middle Ages?		-Understanding of the significance of 1066 -Understanding of Feudal System, Architecture, relations with France, Medical Knowledge	Interpretations – Studying views of the Medieval Period	Study Skills – Embedding the idea of Flashcards in order to develop routines	
	12. What values were present in the Medieval Period?		-Christianity -Power Structure -Conflict	Change and Continuity – comparison to pre-1066	Study Skills – Embedding the idea of Flashcards in order to develop routines	
	13. How typical was the area now known as Milton Keynes to the Medieval Period?		-Look at Castlethorpe -Secklow Mound -Milton in the Domesday	Similarity and Difference- Milton Keynes to Nation	Study Skills – Embedding the idea of Flashcards in order to develop routines	
	14. Why have Historians called the years 1350-1750 the Early Modern Period?		-Define the Renaissance -Define Enlightenment -Science -Exploration	Interpretations – Studying views of the Medieval Period	Study Skills – Embedding the idea of Flashcards in order to develop routines	
	15. To what extent had there been a change in values by the Early Modern Period?		-Comparison between the Medieval and Early Modern. Emphasis on change and continuity	Change and Continuity – comparison to pre-1066	Study Skills – Embedding the idea of Flashcards in order to develop routines	
	16. How typical was the area now known as Milton Keynes to the Early Modern Period?		-The Bradwells as a study of the development of the region to Early Modern	Similarity and Difference- Milton Keynes to Nation	Study Skills – Embedding the idea of Flashcards in order to develop routines	

			-Woburn as a study of development in the region			
	17. How confident am I on my knowledge of chronology between c.410 and c.1750?		Revision session on the chronology of Europe, England and Milton Keynes	Revision Session – Focus on study skills	Study Skills – Embedding the idea of Flashcards in order to develop routines	
	18. Can I demonstrate my understanding of History between c.410 and c.1750?		Assessment – Knowledge Test on vocab comprehension Extended writing on Change and Continuity Interpretation analysis on Time period – how do they know it's relevant to _____.	Assessment – focus on interpretation, Chronology and Change and Continuity	Study Skills – Embedding the idea of Flashcards in order to develop routines	
	19. How strong is my chronology, and what do I need to do to further enhance my substantive and disciplinary knowledge on this period?		DIRT – Reflection on performance in the assessment, with target setting and foci to develop on next term.	DIRT – Reflective skills	Study Skills – Embedding the idea of Flashcards in order to develop routines	
Topic 3: How important was the Church in English	20. Introduction to Church and England	Introductory Lesson – Not applicable	-Define the Church -Establish different key denominations in England -Religious structure in England -Key Terminology	Introductory Lesson – Not applicable	Comparison of the spread of differing religions	

<p>History, c.410-1750?</p> <p>The end point of this study of early English History is that students can observe the growth and eventual decline of the power of the Church in English History.</p> <p>Throughout the students will interact with each of the disciplinary skills.</p>	21. When did Christianity come to England?	Causation – Studying how factors led to Christianity entering England	-The Roman Mosaic -Synod of Whitby -Conversion of Anglo-Saxon and Viking Kings -Development of the Churches	Causation – Studying how factors led to Christianity entering England	Comparison of the spread of differing religions		
	22. How do we know the Church was influential in England?	Source Skills lesson – Evidence collation on the Church	-Tithes -Church building -Role of Archbishops -Role of the Pope	Source Skills lesson – Evidence collation on the Church	Local History		
	23. Case Study – Thomas Becket.	Source Skills lesson – working out what happened using historical evidence	-Relationship with Henry II -Source selection of different testimonies -Punishment of Henry II		Henry II as a powerful King (Angevin Empire, Constitutions of Clarendon)		
	24. The Black Death and Religion	Significance lesson – did the Black Death change the way English people view the Church?	-Context on how the Black Death reached England -Impact of Black Death on England -Reaction of Church to Black Death -Impact of Church reaction		The Impact of the Black Death Elsewhere Silk Roads Globalisation		
	25. Martin Luther and Henry	Change and Continuity – Comparing the changing English Church	-Context on Martin Luther’s 95 Theses -Henry VIII and Catherine -The Dissolution of the Monasteries		The German Reformation The Printing Press Henry VIII six wives		
	26. Mary and Elizabeth	Similarity and Difference – Comparing the Religious persecution of the two Queens	-The Counter-Reformation -Phillip II -‘Bloody Mary’ -Mary, Queen of Scots		The influence of the Spanish		

The end point assesses their progress with interpretations and significance, which students will be able to use subject knowledge to demonstrate			-Statute of Confinement			
	27. Gunpowder Plot	Significance – Impact of Bonfire Night	-James I and Catholics -Robert Catesby -Monteagle Letter -Impact on Catholics		The Gunpowder Plot rhyme Role of Northampton	
	28. Secularism	Consequence – Studying how events have led to further division from the Church	-George Holyoake -Impact of the Enlightenment		Extending Chronology to Industrial period	
	29. Enquiry Lesson – The Significance of the Church	Significance – focus on the skill based on prior learning	-Historic Environment (Local History and regional examples) -Relation to the running of the country		Disciplinary & Local History	
	30. Revision – The Church in England	Substantive revision lesson	Substantive		Revision	
	31. Assessment – the Church	Assessment – focussed on knowledge test, source analysis and significance question	Source Analysis and Significance		Assessment	
	32. DIRT – The Church	Feedback from the prior lesson	Feedback from the prior lesson	Feedback from the prior lesson	Feedback from the prior lesson	Feedback from the prior lesson
Topic 4: Who had power in English History?	33. Intro to Power	Understanding what power is, and which groups in English History have had it and why.	-Define Power -Groups that have had power and why (King, Parliament, Nobility, the People, The Church)	Introductory lesson – focuses on substantive and building ‘schema’	Looking at power structures of today	
	34. Heptarchy	How power started in the module, and how	-Seven Kingdoms of Anglo-Saxon England	Schema building	Comparing the 7 kingdoms to today	

<p>This is a substantive study of early English History, observing the change to who wielded power, assessing the causes of this change.</p> <p>Therefore, the disciplinary focus of this module is causation, exploring why power was passed over time?</p>		Anglo-Saxons organised the nation	<ul style="list-style-type: none"> -Relationship with Danelaw -Establish how Power was distributed before 1066 -The crisis of 1066 with succession to Edward the Confessor 	Interleaving – Linked to Early Middle Ages	(e.g. Departments in a school)	
	35. Battle of Hastings	<p>Causation – how conquest is used to seize power.</p> <p>Exploring why William won the Battle of Hasting</p>	<ul style="list-style-type: none"> -Stamford Bridge -Causation – Why William won the Battle of Hastings -Review – how did Power change hands? -Outside High Ground (activity) 	Causation – why did William become King?	High Ground and its impact – physical learning	
	36. Feudalism	Significance – how Feudalism still establishes hierarchy today.	<ul style="list-style-type: none"> -The Feudal System -The Domesday Book -Hierarchy -Attitudes towards -Card Game (reactions) 	Significance – How does Feudalism still affect society?	Hierarchies in society today, e.g. school structure	
	37. Magna Carta	Causation – How Barons were able to overthrow the King in order to improve their national position	<ul style="list-style-type: none"> -King John -Reasons for Barons' grievances -The Baron's Rebellion -Runnymede -Terms of the Magna Carta -Significance (today) 	Causation	NHS Hospital being sued with reference to Magna Carta	
	38. Peasant's Revolt	Causation – How the people can organise to 'overthrow' the establishment (and how this can fail)	<ul style="list-style-type: none"> -Wat Tyler -Impact of the Black Death -Actions of King Richard II 	Causation (and consequence)	<ul style="list-style-type: none"> Union Strikes Misbehaviour and 'collective' 	

<p>The end point of this unit is to ensure students understand how power changes hands, as well as key concepts such as Peasantry, Parliament, Monarchy, 'The People'</p>			<ul style="list-style-type: none"> -Consequences – Evidence of any success -Link back to Feudal System 		bargaining' in lessons.	
	39. Wars of the Roses	Consequence – How did Henry VII's actions show ways to consolidate power?	<ul style="list-style-type: none"> -Reasons – Succession crisis -Consequences – How Henry VII consolidated power. -Bosworth -Star Chamber -Private Armies -Taxation 	Consequence	The Tudors Civil War	
	40. Elizabeth and Soft Power	Source Lesson – Ways in which Elizabeth influenced the people.	<ul style="list-style-type: none"> -Portraits -Patronage -Progresses -Theatre 	Source Analysis lesson	Social Media and 'Propaganda'	
	41. English Civil War	What was the significance of the Civil War in shaping modern English politics?	<ul style="list-style-type: none"> -Relationship between King and Parliament before the War -Milton Keynes and how it helps to explain the outcome -How the country changed because of the English Civil War -Parliament -Restoration 	Significance lesson	Return to religious module Milton Keynes	
	42. Acts of Union	Interpretations – How Historians have explained why the Acts of Union were important.	<ul style="list-style-type: none"> -Reasons why Scotland and England joined together. -Impact on UK's global power. 	Interpretation Analysis	IndyRef2 (Scottish Independence)	
	43. Enquiry	Causation focus on how different groups seize power	Essay Question Preparation: What is the main way in	Causation focus lesson	Enquiry	

			<p>which power was taken by different groups in English History?</p> <p>Disciplinary focus explaining the causes of power changes over time.</p>			
	44. Revision	Revision	Students extend from the previous lesson to ensure that their essay plans have specific and detailed knowledge to support points.	Revision	Revision	
	45. Assessment	Assessment	Multiple Choice Questions Causation – 16 Mark Essay Question	Assessment	Assessment	
	46. DIRT	DIRT	Reflection on previous lesson and performance.	DIRT	DIRT	
<p>The History of Diet – A cross curricular study of Diet (Science, Catering)</p> <p>This is a cross-curricular</p>	47. Diet Today Schema	<p>This is a cross-curricular study. Naturally, this is a study of change and continuity, however it is also intended to be one which helps to contextualise</p>	<p>-Nutrition</p> <p>-Availability of resources</p> <p>-Science and understanding of a 'balanced diet'</p> <p>-Early assessments of what has changed over time</p> <p>-Quiz on 'did people in the middle ages eat...'</p>	<p>This is a foundational lesson to ensure students understand:</p> <ol style="list-style-type: none"> 1. What is studied in this course 2. What 'diet is' 3. What a healthy diet is 4. Any understanding of the past is checked. 	<p>Relation to what they've already studied in Biology and Catering.</p> <p>What have you got for lunch today?</p>	
	48. Diet Pre-1066 Source			<p>-Agricultural society</p> <p>-Diet for the wealthy</p>	Source analysis lesson whereby students can	Consider what they've already

<p>study of how our diet has changed over time. The end point is therefore knowledge of how knowledge and status is similar/different throughout history, as well as serving as a connected learning module between subjects.</p>		<p>understanding from other courses too.</p>	<ul style="list-style-type: none"> -Diet for the every day person -Key resources grown in England -Understanding of limited connection to wider world 	<p>build understanding through sources.</p>	<p>studied about the Middle Ages.</p>	
	<p>49. How the Renaissance changed our diet Change</p>		<ul style="list-style-type: none"> -Exploration and the introduction of -Potato -Tomato -Sugar -Coconuts etc. -Impact on the wealthy, e.g. Spices -Impact on the poor (or lack of) 	<p>This is a lesson to compare the diet of the Middle Ages to that of the Renaissance, so they can assess the reasons for change, as well as assess the extent of change by looking at class.</p>	<p>Silk roads – link to the Journey through Time and the study of the Black Death spread</p> <p>Link to today and where their food came from. Perhaps bring samples in?</p>	
	<p>50. How farming was industrialised Causes/Sig</p>		<ul style="list-style-type: none"> -Four Field Crop Rotation -Mechanisation of Farming -Enclosure -Key Individuals (Coke, Tull, Bakewell, Townsend etc.) 	<p>Students explore science/technology, individuals, government and more to assess why the industrial revolution came to farms</p>	<p>Milton Keynes – experience in the industrial Revolution.</p> <p>Inventions from the region.</p>	
	<p>51. The Potato – A Journey Sources</p>		<ul style="list-style-type: none"> -Sir Walter Raleigh -The Irish Potato Famine and the ‘Superfood’ 	<p>Sources used to understand how the Potato became a core part of our diet</p>	<p>Links back to the Renaissance</p> <p>Irish Migration – ask the class about Irish heritage in the room</p>	
	<p>52. Sugar – A Journey Sources</p>		<ul style="list-style-type: none"> -The development of slave trade -Sugar as a luxury item -Sugar in mass production 	<p>Sources used to understand how sugar has evolved in its role in our diet</p>	<p>Students to look at lunches and see how many items contain sugar. Use this in comparison to how sources describe sugar consumption.</p>	

Theme/Title	Lesson Query	Components	Substantive	Disciplinary	Hinterland	Broader Foci
<p>Developing the Discipline – Advancing skills in History</p> <p>The end point of this Unit is to explore the substantive and disciplinary knowledge of Y7. This will help to extend on this, looking more thoroughly at the skills developed throughout Y7, demanding that students explore more deeply on each factor.</p>	1. What was Y7 about? Schema	<ul style="list-style-type: none"> -Reflection on the Y7 Scheme of Work -Look at descriptions of the Middle Ages, Early Modern Period, as well as the key trends (Religion, Power, Hierarchy, Health, Gender) -Look at the Disciplinary Knowledge 	<ul style="list-style-type: none"> -Middle Ages -Early Modern Period -Religion throughout the periods -Power throughout the periods 	-Exploration of each discipline, ensuring security with each term.		Schema – building prior knowledge on a prior year’s learning.
	2. Being comparative with second order concepts	<p>This is to explore how to add breath to a response. The lesson will causation, and go through an example of historical events which are more complicated than ‘X=Y’</p> <ul style="list-style-type: none"> -Understanding the Middle Ages -Understanding Causation -Normans 	-William and the Battle of Hastings	-This is an advancement lesson, so the focus will be on developing a skill	-Battle of Hastings – exploring greater depth in the specifics of the event itself.	Disciplinary knowledge
	3. Comparing Sources	<ul style="list-style-type: none"> -Looking at a source and being able to infer key information -Considering the background of a source, and using this to make a judgement -Considering two sources together, 	<ul style="list-style-type: none"> -Edward Colston -Slave Trade -17th Century England -Black Lives Matter 	<ul style="list-style-type: none"> -Source Analysis lesson -Exploring how to use sources together 	<ul style="list-style-type: none"> -Wider understanding of English History -Development of Slave Trade 	<ul style="list-style-type: none"> Disciplinary Knowledge Rights and Equalities

		and how that helps us to work out the past more effectively.				
	4. Comparing Historians	-Looking at Historians and exploring their views -Understanding where someone's knowledge has come from. -Being able to take a Historian's views and critique them	-Foundational – the Middle Ages -Key Themes of the Middle Ages -Examples (Components) of the Middle Ages themes	-Analysing Historians, and coming to judgement on which is more accurate.	-Wider understanding of the Middle Ages using contextual understanding	Disciplinary Knowledge
<p>Journey through Time, Y8</p> <p>This module's end point is to ensure students have an understanding of the time periods which will be introduced in Y8, in order to build a chronology for</p>	5. The Industrial Period	Understand the term Industrial and why this time period is known as Industrial Look at the key changes to England, such as the mechanisation of work, industrialisation, factories, urbanisation. Understand the role of the wider world, e.g. Empire in development of this	-Key Machinery and Innovations -Key Cities developed -India and the origins of resources -Britain's position in the world -Transport	Focus on Change and Continuity, due to nature of the scheme of work. We'll be exploring how different the nations has become from each point.	Broader issues in society, such as social change, for example the political consciousness of workers, women and minority groups. Development of the USA Nationalism Science	Metacognition – This is about building a broader understanding to start, using prior knowledge.
	6. Values of the Industrial Period	Exploration into what was important in the Industrial Period, for example seeing developments in Nationalism, Desire for Military, Rights	-Exploring working conditions -Exploring Cartoons criticising daily life, and observing the experiences of the wealthy -Health			Continuity into broader movements, for example Suffrage, Civil Rights.

time period, as well as develop the student's ability to explain change and continuity.		are more deeply considered MONEY	-Transport and leisure		
	7. Local History – Industrial Period	Exploration of typicality, i.e. extent of how typical 'Wolverton' was as a site of the industrial era	-Wolverton -Rail -Shipping and Stratford -Images of old Wolverton – Source analysis		Comparing to previous studies of Milton Keynes, e.g. the Bradwell Abbey relation. Building on experience – encouraging local visits.
	8. Early 20 th Century	Important world understanding – How different the two halves of the Twentieth Century were – fall of Europe, rise of the US, independence movements and development of rights	-Great Wars -Social Change -Independence Movements (e.g. India)		Wider world developments, for example Egypt in and between Great Wars, as sign of evolving world
	9. Local History – Early 20 th Century	Looking at local role in conflict, with particular emphasis on Bletchley Park	-Bletchley park and codebreakers -Explore social elements to this also – diary entries.		Encouragement of site visits Family
	10. Late Twentieth Century	Exploring how WWII changed the world, with tone moving towards 'Peace'	-the United Nations -Civil Rights -Social advancement, e.g. 1945-1951 Labour Revolution -Free time -Technology -Diversification		Relation to their lives. How did we get to where we are?
	11. Values of the Twentieth Century	Exploring change and continuity, looking at nation to	-Nationalism -Imperialism -Social change		Relation to their lives. How did we

		society building from early to late twentieth century	-Political sympathies moving towards people over foreign policy.		get to where we are?	
	12. Local History – Late Twentieth Century	Focus on the development of the City of Milton Keynes – Investment -Green City -Inspiration	-Urbanisation -Development of Leisure -Diversification		Relation to their lives. How did we get to where we are?	Podcasting – Under the Grid
	13. Enquiry – Change and Continuity	Students are to generate an understanding of how England changed from Industrial to modern period, using a developed assessment, which takes them from understanding each period, to describing how they differ, to clarifying extent of change	Assessment – Extended Writing		Assessment – Extent of Change	
	14. DIRT	Reflection on above	Reflection on above		Reflection on above	Reflection on above
India through Time The end point of this unit is for students to	15. Intro to India Schema	India is a composite, so this lesson is intended to break things down: -Chronologically -Geographically -Socially -Politically -Culturally	Identify a key timeline for India through time -Identify key parts of Indian society, such as the Religion, Class, Caste, Different Empires	Schema – This is intended to build substantive knowledge.	Wider geography – Sub-Indian continent. Comparisons to Britain	Humanities – Alignment with Philosophy and Ethics
	16. Early India (Source)	This is an enquiry into India before Britain arrived, and	-Hindu History -Division of the country	Source Enquiry – looking at sources as a base for	Rights and Freedoms – Understanding	Humanities – Alignment with

<p>be able to explain what India has been like before, during and after British Rule. It explores the role of Empire, as well as India's role in Britain.</p> <p>Discipline end point to challenge students to advance on their</p>		therefore the goal is to understand the setting of India	-Mughal Empire, Aurangzeb	developing understanding.	tolerance in the past.	Philosophy and Ethics
	17. The British Empire Cause	To understand the relationship with Britain – Starting point of understanding Empire, where the British Empire would end up being, getting to how Britain came to take control of India	-Empire – Define -Map the British Empire -East India Company -Development of control by exploiting Hindu Princes -Robert Clive -Warren Hastings	Causation -Students are to define a range of factors which led to the rise of Britain in India, and then sort information. Use this to explain causes.	Empire more broadly connected – Africa/Asia	Humanities – Alignment with Philosophy and Ethics
	18. How did Empire lead to the Industrial Revolution? Sources	This is intended to explore the relationship with Britain, and how this led to Britain developing. It builds on the Industrial Lessons (start of Y8), and explains the development through exploitation of Empire	-Resources taken from India -Mapping growth of industry and growth of Britain -'Workshop of the World'	Sources -Evaluating source content and provenance to assess responsibility. With prior lessons on Industry and India, substantive is there.	Empire more broadly – connect to Sugar and Caribbean	Humanities – Alignment with Philosophy and Ethics
	19. Indian Rebellion Consequence	This is a challenge to Empire. Students are to understand that Empire is oppressive and has negative impact on indigenous peoples. -Looking at why the Rebellion happened, and how this affected British Rule/india	-The EIC -Macaulayism -Animal Grease -Role of Hindu and Muslim Sepoys -Mangal Pandey -Humiliation of 1857 -Destruction of the EIC -Viceroy -Divide and Rule	Exploring consequences, and categorising. Reaching judgements on 'force for good' or not.	Understanding the concept of Empire	Humanities – Alignment with Philosophy and Ethics

Interpretations skills.	20. Calls for Independence cause	Following on from the Rebellion, students are to understand how a range of factors, such as War, Individuals, Global Attitudes, Media, Organisations and the Economy led to Indian Independence in 1947.	-Gandhi -The INC -Indians during WWI -Amritsar Massacre -White Paper, 1930s -Bengal Famine -USA in WWII -Britain and War - economy	Exploring cause as a discipline. Making judgements on what led to independence.		Humanities – Alignment with Philosophy and Ethics
	21. Partition consequence	Students build on the ‘divide and rule’ from Rebellion, and then the goal here is to understand why India and Pakistan are separate, and why there is conflict between them,	-Reasons for Partition -Experience during Partition – death and movement -Division between Pakistan and India -Relations today	Consequence – Exploring the effects of Partition, in terms of lasting impact	Cricket – relations from this and rivalry	Humanities – Alignment with Philosophy and Ethics
	22. India as an independent state sim/diff	Students look at how India has developed since, and exploring the extent to which it’s changed post-colonial.	-India’s role in the UN -Development in Commonwealth -Relationship with Britain -Development as World Power	Similarity/Difference: Students are to compare to previous time periods, to see extent of difference.	Present day relation and ‘aid’	Humanities – Alignment with Philosophy and Ethics
	23. Enquiry – Critique of how Historians have viewed India	Assessment – Generative test helping students to analyse a passage on British rule in India.	Assessment – Generative test helping students to analyse a passage on British rule in India.	Assessment – Generative test helping students to analyse a passage on British rule in India.	Assessment – Generative test helping students to analyse a passage on British rule in India.	Humanities – Alignment with Philosophy and Ethics
	24. DIRT					

<p>Rights and Freedoms</p> <p>This end point is to ensure students understand how we acquired our rights as individuals, whether in terms of sex, race, class, sexuality or more.</p> <p>The disciplinary end point is to assess consequence – how lives changed when</p>	25. What rights do we have? schema	This lesson sets understanding of what rights are, and different ways they've been acquired.	-Protected characteristics -Methods of protest, leadership, lobbying	Schema lesson – building on prior knowledge	Law	Law
	26. Before 'Slavery' similarity	This lesson is intended to challenge the misconception of racialised slavery, as well as build on understanding of pre-exploited Africa, and the riches entailed.	-Mali/Songhay Empire -Serfdom -Indenture	Comparison to 'preconceived' view of what relations have always been like.	Understanding of class and hierarchy over time World view of 'power'	Rights – Philosophy
	27. Middle Passage	This lesson explores the cruelty in experience of the Middle Passage, helping students to understand extent of hardship. It helps to highlight level of inequality.	-John Hawkins -Imagery of slave ships -Testimonies of middle passage	Source analysis	Understanding of class and hierarchy over time World view of 'power'	Rights – Philosophy
	28. Plantations	This lesson extends on the previous lesson on the Middle Passage by establishing the further cruelty experienced.	-Loss of name -Sugar-based economy -Punishment -Family	Source Analysis	Understanding of class and hierarchy over time World view of 'power'	Rights – Philosophy
	29. Equiano source	Depth study – this is a disciplinary lesson, in which students will explore a source thoroughly to assess 'typicality' in relation	-Experience in Africa -Experience Middle Passage -Experience in Britain	Assessing Equiano's experience compared to lesson 27/28	Understanding of class and hierarchy over time World view of 'power'	Rights – Philosophy

rights were afforded/taken		to the slave experience. Reading Equiano will aim to help students to understand value of source, and the hardness of experience.	-Liberation and Education -Understanding the source itself			
	30. Abolition INT	This lesson intends to explore how history has been written, and that view has changed over time. Specifically, this will look at how History has been produced by white-dominated voices initially, but more recently Historians have appreciated the role of minority groups in liberation.	-How have views changed over time? -William Wilberforce and Parliament -The importance of slave narratives and campaigners -Ignatius Sancho -Reports from the Caribbean	Studying Historians views, testing them against prior knowledge, understanding why approach may differ based on time of writing.	Understanding context of writing, and being able to appreciate that we are affected by our surroundings	Understanding context of writing, and being able to appreciate that we are affected by our surroundings
	31. What was 19 th Century Britain like (Source)	This lesson is intended to connect to the Journey through Time and India, to consolidate understanding of Industrial Britain. It is connected to GCSE Learning on Germany and Medicine.	-Industry -Urbanisation -Disease -Factory Work -Key inventors -Role of Empire	Studying Sources in order to develop understanding – studying extent of Britain’s own development.	Relation to today – exploring the connections to today.	
	32. Workers and Rights cause	This lesson intends to explain the rise of unionism, exploring	-Luddites -Tolpuddle Martyrs -Chartism	Understanding the reasons for the rise of unionism,	Relation to today and teacher industrial action	

		early unions in English history. Luddites, Tolpuddle Martyres	-The Role of Women	connecting to industrialisation and government.		
	33. Men's Suffrage cause	The rise of male suffrage – Understanding how a range of factors led to male suffrage. It's important students understand that democracy has been campaigned for by all at different points.	-Great Reform Act -Rotten Boroughs -Petitioning	Understanding causes for the development of democracy.	Relation to today – democracy and how leaders are chosen.	
	34. Women's Suffrage cause	The reasons why women won the right to vote.	-Suffragists -Suffragettes -The Representation of the People Act -Emily Davison -Cat and Mouse Act	Understanding the causes of women winning the right to vote.	Relation to today – Women in Government.	
	35. The Nationality Act and Windrush INT	Looking at different views on the Windrush Generation. Students will know what the Windrush was, how Britain diversified, and be able to use evaluate interpretations to assess convincingness	-Nationality Act -HMS Empire Windrush -Brixton -Notting Hill -Claudia Jones -Rivers of Blood Speech	Evaluating interpretations	Windrush Scandal	
	36. Britain and Racism consequence	Students understand how the concept of race has affected England. Following Windrush, Slavery	-Race Riots -Stephen Lawrence -The Race Relations Act -Brexit	Assessing consequence. What happened because of different historic attitudes.	Broader issues surrounding racism.	

		and Colonialism, the attitudes which remained.				
	37. The History of Pride change and continuity.	Students understand the experience of the LGBTQ+ community, amounting to the development of pride within and beyond Stonewall.	-Buggery Acts -Early examples of LGBTQ+ figures in British History -Stonewall -Section 28 -Pride	Assessing Change and continuity – how attitudes have evolved over time.	Broader issues surrounding discrimination.	
	38. Enquiry – Consequence and Progress (16 Mark)	Students complete an extended writing question, highlighting the consequences of progress, exploring social, political and economic.	Assessment	Assessment	Assessment	Assessment
	39. DIRT	Reflection and Improvement on the Enquiry Question.				
	40. Holocaust – Causes	Exploring the causes of the Holocaust, explaining anti-semitism, the rise of the Nazis, and the schools of thought of Intentionalism vs Functionalism.	-Anti-Semitism -Death of Jesus -Nuremberg Laws -Nazism -Kristallnacht -Rise of the Nazis	Understanding long term and short term causes	Linked in time to the Holocaust Memorial Day	
	41. Holocaust – Resistance to Sources	Using sources to explore how resistance fought against the Holocaust, and the extent of success	-White Rose Group -Oskar Schindler -Miep Gies -Other rescuers	Handling sources, and using to assess utility.	Linked in time to the Holocaust Memorial Day	

	42. Holocaust – Consequences	To assess the extent to which we've made progress in fighting genocide. Exploring rises of the UN, successes and failures	-UN -Darfur -Rwanda -Bosnia	Assessing consequence and lack of progress/progress	Linked in time to the Holocaust Memorial Day	
<p>Conflict in the Twentieth Century</p> <p>This end point is to ensure students understand the cause, course and conflicts of the Twentieth Century</p> <p>The disciplinary end point is to develop source analysis effectively, in order to</p>	43. Causes of WWI	Students explore the causes of WWI, by looking at long term and short term causes, making a judgement on why the war happened.	-Militarism -Alliances -Imperialism -Nationalism -Sarajevo Crisis	Assessing causation by exploring a range of factors.	Conflict	
	44. Causes of WWII	Students explore the causes of WWII, by looking at long term and short term causes, making a judgement on why the war happened.	-Rise of Nazism -German Expansion -Appeasement -Czechoslovakia -Poland	Assessing causation by exploring a range of factors	Conflict	
	45. The Home Front and Recruitment Sources	Students use sources to explore the experience in Britain during the War	-Jobs during the War -Bombing Raids -Recruitment -Conscription -Rations	Handling sources to understand the past, and then cross-curriculum.	Conflict	
	46. Why did the allies win? Source	Students study the turning points of the War, in order to assess why they won.	-Battle of the Somme -Fall of Russia -Rise of the U.S.A -Conscription -Geography	Handing sources to explore the relative significance of different battles in shaping the outcome of WWI	Conflict	
	47. Why didn't peace last? Consequence	Students assess the treaty of Versailles, and reactions to it	-The Treaty of Versailles -The Rise of Fascism -The Fall of the League of Nations	Assessing consequence of the Treaty of versailles and peace.	Conflict	

understand the past, and assess how it's constructed.			-Manchuria -Abyssinia -Rise of Nazism			
	48. Was Britain 'alone' fighting in WWII? Sources	Students are to develop their global understanding by seeing the role of Empire in WWII, before Britain entered.	-British Imperial Propaganda -Burma -The Africa Campaign	Handling sources in order to make a judgement.	Conflict	
	49. What was the turning point? Significance	Students use sources to assess the reasons why the allies won the second world war.	-Midway -El-Alamein -Stalingrad -D-day -Geography	Handing sources to explore the relative significance of different battles in shaping the outcome of WWII.	Conflict	
	50. Atomic Bomb Consequence	Students assess the reasons for the Atomic Bomb, and look for how it changed the world.	-Justifications – Experience of Japan during the War -Hiroshima and Nagasaki -The Cold War -The Potsdam Conference	Assessing consequence and seeing if the Atomic Bomb could be justified.	Conflict	