

Burnage Academy for Boys History Department
Long Term Plans Year 7-9 2021-22

- We intend to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We intend to inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We believe that history helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- We aim for all students at KS3 to have an overview of British and World History and understand the key events and individuals that have come to prominence and influenced the development of our country and society. We encourage understanding and tolerance of different historical views, teach students how to interpret historian's interpretations of the past and encourage them to use a wide range of historical sources to form their own opinions of historical events.
- All year groups will study the same units at the same time; adapt teaching suggestions to suit the needs of your group.
- All assessment objectives to be covered either in teaching or in assessments over the course of the year.

Key dates

Holocaust Memorial Day – 27/01
LGBTQ History Month – February
International Women's Day – 08/03
Black History Month – October
Remembrance Day – 11/11
International Men's Day – 19/11



Curriculum Intent: In Year 7 pupils build on key skills learnt at KS2. We begin Year 7 History by exploring Anglo Saxon Life in England. This helps pupils to know and understand the history of the British Isles and how Britain has been influenced by the wider world. We later move on to the Norman conquest and rule in HT4 providing students with the opportunity to explore and understand Norman England, focusing on key events and social developments during this period. Finally, we investigate warfare over time, investigating how various civilisations have defended themselves and used war to conquer and expand their territory. Historical skills and concepts are taught through a process of historical enquiry and development of questioning in both a collaborative and creative way. Students will begin by focusing on chronology before we introduce other historical concepts such as cause and consequence, significance and change over time. As the year progresses, we develop students' use of source material as evidence for historical enquiry and begin to develop the idea of historical interpretation.

Year 7	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p>	<p>Geography</p>	<p><u>What is History?</u> An introduction to the key historical skills and concepts needed in history.</p> <p><u>Anglo-Saxon life in Britain</u> HT2 will explore early immigration to Britain with the arrival of the Anglo-Saxons.</p> <p>We will then explore how they become the dominant group by creating their Kingdoms and how they rules via the Witan. We continue by delving deeper into everyday life by paying particular attention to how they work, eat, fight and practice religion. The important concepts of continuity and change and source inference will be introduced.</p> <p>We complete the term by understanding the threat of the Vikings, interpretations of Alfred</p>	<p>Geography</p>	<p><u>Norman conquest and Rule</u></p> <p>HT4 will focus on the causes and consequences of the Norman Conquest. This will include who the claimants to the English throne were and why this eventually led to war.</p> <p>We then look in depth at these threats to Anglo – Saxon England and how this came to a head in 1066.</p> <p>After the conquest, students will understand how William consolidated his power through the feudal system, Doomsday Book and the introduction of harsh new laws.</p> <p>We complete the term with an enquiry into castles and how these dominated the British landscape and</p>	<p>Geography</p>	<p><u>Warfare through Time</u></p> <p>The final term will focus on warfare through time and how various civilisations have defended themselves and used war to conquer and expand their territory.</p> <p>Pupils will study the Roman Army and the reasons they were so successful for so long and the tactics they employed.</p> <p>Students then look at the causes and the consequences of the Spanish Armada, the important battles and the significance of the English victory.</p> <p>The next focus is the English Civil War, the reasons behind this and the organisation of both sides.</p>

		the Great and a practical lesson to design an Anglo Saxon shield.		enabled the Normans to keep power.		We complete the topic by learning about more modern techniques in World War One and the Vietnam War.
Purpose / potential links to KS4 & future steps		Links to KS4 early crime and punishment particularly around role of religion in law enforcement. Preparing students to make judgements and writing to explain. (AO1/2)		Bringing in the skills of source utility (AO3) which is used throughout KS4. An understanding of some of the key terminology of Norman England, which help students to describe and explain at KS4 (AO1 and AO2)		Links to GCSE in terms of evaluation of sources and historical interpretations, analysis and making judgements. Focusing on AO1, AO2 and AO3.
Key Vocabulary		Immigration, Angles, Celts, Witan, Pagan, Runes, Fyrd, Shieldwall, Monks, Trail by Ordeal, Divine Justice		Normans, exile, deposed, cavalry, Pope, feudal, Domesday Book, Barons		Legion, cohort, Armada, pirates, galleons, fire ships, musket, pikeman, Parliament, New Model Army, Puritan, trench warfare, Viet Cong, napalm
Assessment		GCSE style assessment on source inference and continuity and change. Demonstrate knowledge and understanding of key features and characteristics of the period.		Consolidating source inference questions and introducing explain and how far do you agree questions. There is also an introduction to AO3 by analysing sources to make judgements.		Source inference and source interpretation. Explain why and how far do you agree questions. Comprehensions.

Curriculum Intent: Year 8 historians will build on the skills taught in year 7. We intend to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We begin year 8 with Life in Tudor England, looking at the huge changes during the reigns of three generations of Tudor monarchs. We then introduce life in Weimar Germany looking at the social, economic and political problems faced by the Weimar Republic at the end of WW1 and how this helped the Nazi Party rise to power. Finally, we explore a local History. Students will explore how the industrial revolution affected the lives of people in Manchester through their working and living conditions. We encourage understanding and tolerance of different historical views, teach students how to interpret historian's interpretations of the past and encourage them to use a wide range of historical sources to form their own opinions of historical events.

Year 8	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p> <p><u>Tudor England</u></p> <p>HT1 will introduce the Tudor family tree to understand the how the lineage took power. We explore the reasons for the reformation in England and its consequences, leading to conflict between the monarchy and the Church. Causation and consequence of the dissolution of the monasteries under Henry VIII.</p> <p>Students will then study Early Elizabethan England, the challenges she faced at home and abroad and how these were overcome. We conclude with lessons about Elizabethan society, fashion and jobs of the time.</p>	<p>Geography</p>	<p><u>Weimar and Nazi Germany</u></p> <p>Students start the term understanding and analysing the complexities caused by the aftermath of World War One. We then focus on the challenges faced by the Weimar Republic and the consequences for ordinary German people.</p> <p>Pupils will then learn about the emergence of Nazism in Germany, Hitler's rise to power and the complex political system of the time.</p> <p>We complete the term by exploring wider German society including culture, art, sport and policies towards women.</p>	<p>Geography</p>	<p><u>Manchester and the Industrial Revolution</u></p> <p>Students will examine the shift from an agricultural to an urban society and understand the causes and consequences of industrialisation.</p> <p>Students will explore how the industrial revolution influenced the lives of people through their working and living conditions.</p> <p>We focus on a case study of life at Quarry Bank Mill and in particular, what it was like for children.</p> <p>The term will conclude with a localised study covering Manchester in the industrial revolution and traditional interpretations of the era.</p>	<p>Geography</p>	
<p>Purpose / potential links to KS4</p>	<p>Preparation for KS4 with pre learning for the GCSE topic. Students in our</p>		<p>Links to key terms in KS4 as well as focusing on the skills of writing to explain</p>		<p>Potential link to KS4 Crime & Punishment in terms of urbanisation and the</p>	

& future steps	school struggle to fully understand the differences between Catholic and Protestant and this scheme of work helps to address these misconceptions.		and making judgments. The new skill of usefulness is introduced in KS3 as this will have benefits at KS4 due to the challenging aspects of the question.		increase of crime as well as understanding how laws were passed.	
Key Vocabulary	Catholic, Protestant, Pope, Puritan, Bishop, Archbishop, Act of Supremacy, Act of Uniformity, Excommunication, Papal Bull, Legitimate, Adultery		Armistice, Treaty of Versailles, Reparations, Hyperinflation, Freikorps, Communism, Fascism, Putsch, Golden Age, Propaganda		Industrialisation, Migration, Trade, Luddites, Peterloo, Enclosure,	
Assessment	GCSE style questions differentiated to suit Y8. Describe 2 features. Explain Why How far do you agree AO1 AO2		GCSE style questions differentiated to suit Y8. Key fact test Give 2 things you can infer. Explain why Usefulness AO1 AO2 AO3		Consolidating GCSE style questions. Source interpretation Explain why How far do you agree AO1 AO2	

Curriculum Intent: By Year 9, students are beginning to make the decision whether to further deepen and develop their understanding of History; we will build on their grounding from Year 7 and 8. In year 9, pupils build on the skills and understanding of previous years with a view to being fully prepared for GCSE. History in year 9 is broad and balanced while ensuring that students develop the essential skills expected of them at KS4. Units of study in year 9 help students to develop a sense of history in order to understand themselves, their identity and the world around them. Students begin year 9 with an introduction to Crime and Punishment, exploring criminal activity; methods used to enforce the law and methods used to punish criminals in England. This is followed by a short history of activism, looking at the wider world and later at more local activists. Pupils will focus on the key individuals who have fought oppression and subjugation – both violently and peacefully. Pupils will focus on key themes, such as change and continuity by investigating 21st century examples of protest for change in such groups as Black Lives Matter and the struggle for LGBTQ rights. Finally, in HT5 and 6 pupils will investigate why there is conflict in the Middle East. A key focus point will be the Arab-Israeli war 1948.

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p> <p>HT1 will begin to explore criminal activity; methods used to enforce the law and methods used to punish criminals in England. Focusing on Medieval England –Early Modern Britain c.1000-c.1700</p> <p>Year 9 pupils will begin to understand the process of change and the nature of the process, including patterns; trends and turning points in the history of crime and punishment</p> <p>Year 9 pupils will look broadly at this topic in preparation for years 10 and 11. Their main focus of HT1 will be on introducing and embedding the GCSE skills of</p>	<p>Crime and Punishment in Britain.</p> <p>HT2 will continue to examine criminal activity, with more focus on exploring 20th/21st Century criminal activity; methods used to enforce the law and methods used to punish criminals in England, examining the shift from retribution towards reform and rehabilitation and controversial turning points such as the abolition of the death penalty.</p>	<p>Crime and Punishment in Britain.</p> <p>HT2 will continue to examine criminal activity, with more focus on exploring 20th/21st Century criminal activity; methods used to enforce the law and methods used to punish criminals in England, examining the shift from retribution towards reform and rehabilitation and controversial turning points such as the abolition of the death penalty.</p>	<p>Activism through time – World views</p> <p>In HT3 pupils will begin to explore activism through time. During HT3 pupils will investigate the theme of taking action to effect social change, led by individuals or collectively through social movements. For example we look at individuals, such as Ghandi, Nelson Mandela and Doreen Lawrence and movements such as, Black Lives Matter.</p> <p>Pupils will begin to understand the major impacts these individuals and movements have had on society and the wider world. Particularly over the past century.</p>	<p>Activism through time – Local Heroes</p> <p>Pupils will continue the exploration of activism, focusing on more recent examples. This HT students will begin to look at historical figures as real human beings with similar struggles, students may begin to cultivate a sense of self-awareness allowing them to connect life lessons from others to their own daily experience. For example we examine the actions of local figures, such as Marcus Rashford, Emmeline Pankhurst, Alan Turing, Lemn Sissay and many more.</p> <p>Pupils will focus on the key skills of writing to explain; making judgements and source inference</p>	<p>Why is there conflict in the Middle East?</p> <p>Pupils will be introduced to the long Term causes of conflict in the Middle East. Focusing on the Arab-Israeli war 1948 and the causes of conflict from the cold war.</p> <p>Pupils will focus on the key historical skills of cause and consequence.</p> <p>Pupils will be introduced to analysis, evaluation of sources and interpretations of historical events, beginning to look at why interpretations may differ.</p>	<p>Why is there conflict in the Middle East?</p> <p>HT6 will begin with the Soviet Invasion of Afghanistan 1979, followed by Iran-Iraq War 1980-1988. We end the year with the First Gulf War, investigating causes of the ‘War on Terror’. Finally pupils are introduced to the key features of the Second Gulf War</p> <p>Pupils will continue to explore modern conflict in the Middle while familiarising themselves with the demands of GCSE History skills</p>

	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p>					
Purpose / potential links to KS4 & future steps	<p>Links to KS4 texts in terms of context and themes. Pupils will focus on the key skills of writing to explain; making judgements</p>	<p>Links to KS4 texts in terms of context and themes. Pupils will focus on the key skills of writing to explain; making judgements</p>	<p>Some contextual links to GCSE History key theme of change over time. This unit of study will encompass a wide range. Pupils will learn more about the impact of social movements such as the Women's Rights movement, and the civil rights movement on the wider world. Alongside revisiting key GCSE source and interpretation skills.</p>	<p>This unit of study will encompass a wide range of struggles, such as LGBTQ, racial and gender equality placed in a local context. Alongside revisiting key GCSE source and interpretation skills.</p>	<p>Links to GCSE history in terms of analysis, evaluation of sources and interpretations of historical events, beginning to look at why interpretations may differ. Contextual link to the GCSE History Paper 2 Superpower Relations and the Cold War</p>	<p>Links to GCSE history in terms of analysis, evaluation of sources and interpretations of historical events, beginning to look at why interpretations may differ. Contextual link to the GCSE History Paper 2 Superpower Relations and the Cold War</p>
Key Vocabulary	<p>Crime, Punishment, Deterrence, Retribution, Trial By Ordeal, Divine Justice, Trial by Combat, Tithings, Collective Responsibility, Sanctuary of the Church, Hierarchy, The Church</p>	<p>Prison, Reform, Rehabilitation, Abolition, Capital Punishment, Corporal Punishment, Equality, Activism, Domestic Violence, Terrorism</p>	<p>Inequality, Revolution, Protest, Discrimination, Democracy, Feminism, Gender, Segregation, Social, Political, Racism, Suffragettes, Equality, Misogyny</p>	<p>Homophobia, Working class, Absolute Poverty, Free School Meals, Human Rights, Civil Rights, Activism, LGBTQ, Legislation, Interpretation</p>	<p>Holocaust, Yom Kippur War, West Bank / Gaza, Hamas, Hezbollah, Intifada, Camp David, Zionist</p>	<p>Shi'a, Sunni, Mujahedeen, Persian Gulf, United Nations, Resolution, Communism, Extremism, Escalation</p>

Assessment	<u>Question types</u> -Key fact test -similarity/ difference (4) - Explain why...(12) - 'The role of X was the most important factor affecting y.' How far do you agree? (16)	<u>Question types</u> -Key fact test -similarity/ difference (4) - Explain why...(12) - 'The role of X was the most important factor affecting y.' How far do you agree? (16)	<u>Question types:</u> -Give two things you can infer from Source A about...(4) -How useful are sources A and B for an enquiry into...(8) -Explain why...(12)	<u>Question types:</u> -Give two things you can infer from Source A about...(4) -How useful are sources A and B for an enquiry into...(8) -Explain why...(12)	<u>Question types:</u> -Give two things you can infer from Source A about...(4) -Explain why...(12) -How useful are sources A and B for an enquiry into...(8) -Study interpretations 1 and 2 what is the main difference between these views? (4) - Suggest one reason why interpretations 1 and 2 give different views about X. (4)	<u>Question types:</u> -Give two things you can infer from Source A about...(4) -Explain why...(12) -How useful are sources A and B for an enquiry into...(8) -Study interpretations 1 and 2 what is the main difference between these views? (4) - Suggest one reason why interpretations 1 and 2 give different views about X. (4)
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