

Burnage Academy for Boys History Department

Long Term Plans Year 7-9 2022-23

- 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 looking at key concepts of religion, society and hierarchy. 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 examine 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>What was life like in Anglo-Saxon 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 ruled via the Witan. We continue by delving deeper into everyday life by paying particular attention to how they work, eat, fight and practice religion.</p> <p><u>Why Did the Vikings Come to Britain?</u> We complete the term by understanding the threat of the Vikings, interpretations of Alfred the Great and a practical lesson to design an Anglo Saxon shield.</p> <p>The important concepts of continuity, change and</p>	<p>Geography</p>	<p><u>How was the Norman conquest really a turning point in British history?</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><u>How did the Norman invasion change power in England?</u></p> <p>After the conquest, students will understand how William consolidated his power through the feudal system, Domesday 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 enabled the Normans to keep power.</p>	<p>Geography</p>	<p><u>How has Warfare developed over 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> <p><u>How has the improvement of technology changed warfare?</u> We complete the topic by learning about more modern techniques in</p>

		source inference will be introduced.				World War One and the Vietnam War.
Purpose / potential links to KS4 & future steps		<p>This unit is a start of a chronological study of British History that is done throughout KS3. It links to KS2 where many pupils have looked at the Saxons, Angles and Vikings and therefore picks up on that. It forms a grounding for the subsequent units</p> <p>Preparing students to make judgements and writing to explain.</p>		<p>From focusing on the structures of power we turn to look at ordinary people and their lives.</p> <p>Pupils should understand the importance of the Battle of Hastings as a turning point in British history.</p> <p>An understanding of the immediate and long-term impact of the Norman Conquest on England (socially, culturally and politically.)</p> <p>Students should be able to assess how historical events affect a society (change and continuity). This is picked up in KS4 if students opt to study history</p> <p>Pupils are aware of the Norman castles around the Manchester region, such as Peveril Castle, understanding the</p>		<p>Links can be made for some from knowledge of KS2 learning on warfare, such as WW1 and the Roman Empire</p> <p>Skills and second order concepts previously studied continue to be refined</p> <p>Pupils understand the importance that technology played in the transformation of warfare. Cross curricular links to science and technology</p>

				connections between local and national history.		
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, Parliament, New Model Army, Puritan, Trench Warfare, Viet Cong,
Assessment		<p>Pupils should be able to extract and make supported inferences from Historical Sources</p> <p>Assess why historical events happen and their impact</p> <p>Look at significance and how important an event is</p> <p>Write a supported historical argument</p>		<p>Consolidating source inference questions and introducing explain and how far do you agree questions.</p> <p>Pupils should be able to begin to make substantiated judgements, in the context of historical events studied.</p>		<p>Pupils should be able to extract and make supported inferences from Historical Sources. Assess the utility and reliability of sources using Knowledge.</p> <p>Students will begin to draw contrasts and analyse trends. Students should be able to assess why historical events happen and their impact.</p>

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 move on to examine a local History study. Students will explore how the industrial revolution affected the lives of people in Manchester through their working and living conditions. Pupils uncover Manchester's direct and indirect connections to the Transatlantic Slave Trade. Students investigate links to the city's thriving cotton industry, which was built on slave-grown cotton from the West Indies. Finally, we introduce Weimar Germany, post WW1, building up to what life was like for ordinary German people under Nazi rule, focusing on the Holocaust and its implications on the wider world. We encourage understanding and tolerance of different historical views, teach students how to evaluate 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>Why was there so much religious change in 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.</p> <p><u>What problems did Elizabeth I face when she became Queen?</u></p> <p>Students will then study Early Elizabethan England, the challenges she faced at home and abroad and how these were overcome.</p> <p><u>Who were the black Tudors and what was their experience like in Britain?</u></p> <p>We conclude with lessons about Elizabethan society, fashion and jobs of the time. We look at a case study examining the role of</p>	<p>Geography</p>	<p><u>How could the Holocaust have happened?</u></p> <p>Students start this half term understanding and analysing the complexities caused by the aftermath of World War One and the consequences for ordinary German people.</p> <p>What was life like for Jews and other minorities under Nazi rule?</p> <p>Students will then look at how Hitler persecuted a wide range of minorities in Germany including the Sinti and Roma, homosexuals, those with disabilities and the Jews.</p> <p>Was there any opposition to Nazi persecution?</p> <p>We conclude by looking at resistance to Nazi rule. Pupils learn that although Jews were the Nazis' primary victims, they too resisted Nazi oppression in a variety of ways, both</p>	<p>Geography</p>	<p><u>How did the Industrial Revolution change Manchester?</u></p> <p>Students will initially 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 local people through their working and living conditions.</p> <p>We look at significant local events such as the Peterloo Massacre.</p> <p>Does Manchester have links to the transatlantic slave trade?</p> <p>The term will conclude with a localised study. Pupils uncover Manchester's direct and indirect connections to the Atlantic Slave Trade making links to the city's thriving cotton</p>	<p>Geography</p>	

	black Tudors in Elizabethan society		collectively and as individuals		industry, which was built on slave-grown cotton from the West Indies.	
Purpose / potential links to KS4 & future steps	<p>The Tutor period provides a chronological sequence building on previous topics studied in year 7.</p> <p>Some preparation for KS4 History with pre learning for the GCSE topic. Students often struggle to fully understand the differences between the Catholic and Protestant church.</p> <p>The achievements and long-term impact of Elizabethan society and the rise of the British Empire. Diversity and inclusion in the sixteenth century.</p>		<p>WW1 and WW2 forms a large part of the nation's identity.</p> <p>Investigating how discrimination and prejudice can begin. Reminding pupils of the importance of challenging unfairness and prejudice.</p> <p>Introducing the concept of Anti-Semitism and genocide. The Holocaust was a defining event in the 20th Century that teaches us powerful and enduring lessons about humanity in shaping our world today. Many students may not choose GCSE History and this gives them a greater understanding about the dangers of hatred and discrimination.</p>		<p>Students understand the importance of the Industrial Revolution as a political, economic, and social turning-point in British history.</p> <p>This highlights the importance of local history and understanding how the industrial revolution shaped the lives of Mancunians. This local history helps students better understand their community.</p> <p>Making links between slavery and local history. Uncovering the idea that slavery provided the raw material for industrial change and growth.</p> <p>Links to social and economic changes studied at KS4 Crime and Punishment</p>	
Key Vocabulary	Catholic, Protestant, Pope, Puritan, Bishop, Archbishop, Act of Supremacy, Act of		Armistice, Treaty of Versailles, Reparations, Hyperinflation, Genocide,		Industrialisation, Migration, Trade, Transatlantic slave trade, Peterloo, Enclosure,	

	Uniformity, Excommunication, Papal Bull, Legitimate, Adultery		Communism, Fascism, Putsch, Propaganda			
Assessment	<p>Pupils begin to extract and make supported inferences from a range of historical Sources</p> <p>Pupils assess how historical events affect a society (change and continuity)</p>		<p>Students begin to understand historical empathy and historical significance</p> <p>Students are able to analyse a range of contemporary accounts and personal stories.</p> <p>Pupils begin to explore a range of historical interpretation and debate based on their own contextual understanding of the period</p>		<p>Students are able to assess the utility and reliability of sources using their own knowledge</p> <p>Pupils begin to assess why historical events happen and their impact on the wider world</p> <p>Pupils are able to explain how historical events affect a society (change and continuity)</p>	

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. In HT4 pupils will explore the reasons migrants have come to Britain over the last one hundred years and understanding how this has shaped multicultural Britain. Finally in HT5 and 6 we investigate the Vietnam War. The focus for our enquiry is why was the war in Vietnam so controversial? Pupils examine the tactics used by both the US and the Vietcong and understand the importance of media perceptions of the war.

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p> <p><u>How have methods of punishment changed over time?</u></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>Pupils will focus on the key skills of writing to explain; making judgements</p>	<p><u>How does activism lead to justice? – worldwide heroes</u></p> <p>In HT2 pupils will begin to explore activism through time. 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 Emmeline Pankhurst, 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><u>How does activism lead to justice? – local heroes</u></p> <p>Pupils will continue the exploration of protest movements in HT3, focusing on significant local activists. 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, Alan Turing, Lemn Sissay and many more.</p> <p>Using historical interpretations of the past. Students will begin to look at why interpretations may differ. Pupils will compare and contrast the most effective forms of activism from demonstrations,</p>	<p><u>Why did migrants come to Britain ?</u></p> <p>Pupils will explore the reasons why migrants have come to Britain over the last one hundred years; their experiences good and bad and the impact that the migrants have had on the UK.</p> <p>Pupils will look at different themes that tie migration histories together and understanding what has shaped multicultural Britain.</p> <p>We examine the story of the empire and help pupils to make sense of the Britain we live in today looking at examples of migration from Ireland, India, The West Indies and East Africa to Jewish refugees escaping wartime persecution.</p>	<p><u>Why was the war in Vietnam so controversial?</u></p> <p>Students will investigate the Vietnam War. We start by examining the complex origins of the war. Followed by the role of the USA.</p> <p>Pupils investigate American tactics in Vietnam, such as Operation Rolling Thunder, search and destroy comparing with the methods used by the Vietcong, for example, booby traps and complex tunnels.</p> <p>Students are made aware of the term “Guerilla War” and the new developed chemical warfare, such as Napalm and Agent Orange</p>	<p><u>Why was the war in Vietnam so controversial?</u></p> <p>We continue then examine media perceptions of war, with students recognising how this is the first televised war, the implications of the “draft” and opposition to the war.</p> <p>Pupils investigate draft dodging, support for the war and examine the various groups within American society who opposed the war, such as black opposition and Vietnam Veterans Against the War.</p> <p>Using historical interpretations of the past. Students will begin to look at why interpretations may differ.</p>	

			boycotts, petitions and social media campaigns.			
Purpose / potential links to KS4 & future steps	<p>It is important to understand the role that laws play in our society and how laws are made to create a fair and safe environment for everyone to live in. Students develop an understanding of why society punishes people who break these laws and examine what circumstances may prompt some people to commit crimes.</p> <p>Links to KS4 in terms of context and themes. Provides a basis of understanding for future study</p>	<p>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.</p> <p>Capitalise on the foundations learnt at KS2 while equipping pupils to ask perceptive questions and develop perspective and judgement</p> <p>Some contextual links to GCSE History key theme of change over time.</p>	<p>Studying more local history allows pupils to uncover the stories that shape where they live, while helping pupils to develop historical concepts alongside a strong sense of identity.</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</p> <p>Pupils will gain a greater understanding of the process of change, the diversity of societies and relationships between different groups.</p> <p>Links to GCSE history in terms of analysis, evaluation of sources and interpretations of historical events</p>	<p>Migration, belonging and empire enables pupils to know and understand how Britain has influenced and been influenced by the wider world. Migration over the last one hundred years has shaped Britain. These migration stories help pupils to further understand the wide ranging cultural inputs that have contributed to the making of Britain.</p> <p>Links to GCSE history in terms of analysis, evaluation of sources and interpretations of historical events and significance.</p>	<p>Provides a basis of understanding for future historical study.</p> <p>Provides direct context for The Cold War and Superpower Relations at GCSE level. Early identification. of political ideologies, such as Capitalism and Communism</p> <p>Makes pupils more politically aware of current affairs and international relations.</p> <p>Links to GCSE history in terms of analysis, evaluation of sources and interpretations of historical events and significance</p>	<p>This helps pupils to understand not only the tactics of war but also the public feelings towards the war.</p> <p>We investigate how the media helped to undermine support for the war.</p> <p>Provides a basis of understanding for future study and links to other KS3 topics, such as the change in warfare over time.</p>
Key Vocabulary	Crime, Punishment, Deterrence, Retribution, Vindication, Collective Responsibility, Sanctuary of	Inequality, Revolution, Protest, Discrimination, Democracy, Feminism, Gender, Segregation, Social, Political, Racism,	Homophobia, Working class, Absolute Poverty, Free School Meals, Human Rights, Civil Rights,	Racial inequality, Windrush Generation, Colonialism, British Empire, Partition, Discrimination, Oral	Capitalism, Communism, Proxy War, Napalm, Agent Orange, Search and Destroy, Guerrilla Warfare	Opposition, Media, Vietnam Veterans Against the War, Disproportionate, Draft Dodger, Hawk, Pacifist, Segregation

	the Church, Hierarchy, The Church	Suffragettes, Equality, Misogyny	Activism, LGBTQ, Legislation, Interpretation	History, Culture, Diversity, Inclusion.		
Assessment	<p>Pupils begin to extract and make supported inferences from a range of historical Sources</p> <p>Pupils assess how historical events affect a society (change and continuity)</p>	<p>Students begin to understand historical empathy and historical significance</p> <p>Pupils will begin to explain why historians arrive at differing interpretations</p> <p>Pupils begin to explore a range of historical interpretation and debate based on their own contextual understanding of the period</p> <p>Students begin to analyse evidence that both agrees and disagrees with statements.</p>	<p>Students begin to understand historical empathy and historical significance</p> <p>Students are able to analyse a range of contemporary accounts and personal stories.</p> <p>Pupils begin to explore a range of historical interpretation and debate based on their own contextual understanding of the period</p>	<p>Students are able to analyse a range of contemporary accounts and personal stories.</p> <p>Pupils begin to extract and make supported inferences from a range of historical sources</p> <p>Pupils begin to create a narrative account and analyse significant events in history.</p>	<p>Pupils begin to extract and make supported inferences from a range of historical sources</p> <p>Pupils begin to create a narrative account and analyse significant events in history.</p>	<p>Pupils assess how historical events affect a society (change and continuity)</p> <p>Pupils will begin to explain why historians arrive at differing interpretations</p> <p>Students begin to analyse evidence that both agrees and disagrees with statements.</p>