

	Term 1		Term 2		Term 3	
	Weeks 1-8	Weeks 10-16	Weeks 19-24	Weeks 26-30	Weeks 33-38	Weeks 40-46
Year 7 Medieval World 1066-1500	<b>An introduction to history – How can we learn about the past?</b>	<b>Struggle for power - How did medieval monarchs keep control of England?</b>	<b>Struggles for mind - What was the role of the church in the Medieval Period?</b>	<b>A time traveller’s guide to Medieval England – What was life like?</b>		<b>A chronicle of death and war - Who was the best and who was the worst Medieval king?</b>
	This unit will aid transition and continuity between KS2 to 3. Students are introduced to the key skills they will be expected to develop over the course of KS3. They will focus on chronology, bias and the use of historical sources, archaeological evidence/artefacts, reconstructions and aerial photography. Students complete an enquiry focusing on ‘What can tell us most about medieval peasants?’	Students will look at the story of William Duke of Normandy. They will learn about how he became king in 1066 and what methods he used to secure the throne for himself and his successors. They will also study the development of castles.	Students will study the importance of the church in the lives of medieval people. They will examine why King Henry II wanted control of the church, the murder of Thomas Becket, the Magna Carta and the development of parliament. The causes and consequences of the crusades will also be considered (inc. the impact of Islamic culture on Britain after the Crusades).	Students will travel back in time to gain a sense of the Medieval Period. By thinking of the past <i>happening</i> , students will gain a deeper understanding of the social history of the Middle Ages. They will walk a dusty track leading to a plague stricken village and as a villain (living miserably in the countryside under the control of a lord), run away to a town. What will they see, hear and smell? Where will they stay? What are they going to eat? How will they test to see if they are going down with the plague? What will they experience of medieval law and order?	They will study life in medieval villages and the bubonic plague of 1349.	They will study the Peasants’ Revolt of 1381 and life in medieval towns.
ICT	Internet research, interactive, enquiry(standard presentation), Annotation of a digitised photograph of historic building/landscape	Using Publisher to design a newspaper front cover - Battle of Hastings	Detective’s report using word (standard presentation) – Who killed Thomas Becket?	Multi-media – enrichment project to produce Horrible History documentary	Presentation/publishing – creating website and booklet for time-traveller’s guide	Research – internet research for extended writing task and designing of top trumps cards
Year 8 Changing World 1500-1900	<b>The making of the United Kingdom – Tudors and Stuarts</b>		<b>The English Civil War</b>	<b>White gold’ and black misery – What lay behind the horrors of the slave trade?</b>	<b>‘Race relations in the USA 1945-68 - To what extent did racial inequality exist in the USA after the Second World War?</b>	<b>The Victorian’s and the Industrial Revolution.</b>
	Students will study the problems facing Henry VII and Henry III during their reigns and look at how they dealt with them (focusing on the reformation). Students will also examine the reign of Elizabeth I, concentrating on Elizabethan society, the problem with her suitors, the danger of the Armada and the threat posed by Mary Queen of Scots.	Students will look at the establishment of Stuart rule and the subsequent Gunpowder Plot. Throughout the topic they will gain an insight into social aspects of Tudor and Stuart times; what life was like, what changed and what stayed the same, the Great Plague of 1665, the Great Fire of London 1666, witchcraft and advances in science.	Students will study the origins, the causes (political, religious and economic), the battles, weaponry and the experiences of war. Students will also examine what life was like after the Civil War without a king and the subsequent changes with a Commonwealth under Oliver Cromwell. They will consider the restoration of the Monarchy in 1660, the Glorious Revolution 1688 and the Bill of Rights 1689.	Students will explore the culture of African Society, the events of the Slave Trade, together with the conditions of slavery and the reasons for its eventual abolition in 1865.	Students will study the situation for black people after slavery was abolished. They will begin by assessing the situation for black people after WWII. They will also learn about the KKK and the brutal murder of Emmett Till. This will be followed by the birth of the civil rights movement, (including the story of Rosa Parks), comparing their tactics to the more violent methods of groups such as the Black Panthers.	Students will look at the changes in agriculture, manufacturing, mining, transportation and technology. They will examine the growth of towns and cities (urbanisation), the impact on living conditions, public health and protest (including the fight for universal suffrage). This unit will include a study of London in the late 1800s and Jack the Ripper.
ICT	Research - obituary for Elizabeth I	Presentation/drawing tools – religious rollercoaster	Creation of Power or Religion mindmap	Internet research for extended writing task	Publishing - Newspaper article – the murder of Emmett Till.	Multi-media - CSI investigation and report - Who was Jack the Ripper?

Year 9 C20 <sup>th</sup> World 1900- Modern	<b>The causes of World War One</b>	<b>The First World War</b>	<b>The rise of Adolf Hitler</b>	<b>World War Two</b>	<b>The Holocaust</b>	<b>The Cold War</b>
	Students will examine both the long and short term causes of World War One. They will consider the role of key individuals for example Kaiser Wilhelm II, Gavrilo Princip and other factors including the alliance system, the arms race and empire building.	Students will begin by examining the reasons why men volunteered to “join up” in 1914 before exploring both the reasons why trenches were built and an understanding into what life was like in the trenches. This unit will culminate with a Dragons’ Den style group task on the weapons of World War One.	Students will firstly study why Germany lost WWI and then examine the aims and terms of the Treaty of Versailles in preparation for their termly assessment. This will be followed by in depth coverage of Hitler’s early years and his journey into politics culminating in the reasons why Adolf Hitler became Chancellor of Germany in 1933. Students will then be given an insight into what life was like for women and children under the Nazis.	Pupils will examine the main causes of World War Two starting with Hitler’s aggressive foreign policy after becoming <i>Führer</i> followed by Chamberlain’s appeasement policy. Topics studied after this, including the Battle of Britain and the Dunkirk evacuation, will give students an understanding of the perilous position Britain was in so early on in the conflict. Furthermore, the attack at Pearl Harbor and the Nazi defeat at the hands of the Russians will give students an understanding of how the tide of war changed culminating in Japan’s surrender after Hiroshima and Nagasaki.	Students will examine the origins of anti-Semitism throughout Europe in the last 2000 years culminating in the implementation of the Nazis ‘Final Solution’ from 1942-45. They will study how Nazi persecution began and in the ways it became more severe after Kristallnacht in 1938. They will also examine the role of a number of individuals including Heydrich, Himmler and the resistance movements.	Students will have the opportunity to look at the situation that unfolded after the end of WWII and which nearly ended in nuclear armageddon. They will begin by considering the breakdown in trust between the USSR and America and end with the missile crisis that very nearly escalated into a full-scale nuclear war.
ICT	Biased newspaper report on the assassination of Archduke Franz Ferdinand	Research lesson on life in the trenches	Vote for Hitler’, Germany election poster.	Newspaper article on the Dunkirk evacuation.	Research lesson on the Jewish resistance in the Warsaw ghetto.	Presentation/Publishing and research

**Enrichment opportunities:**

Involvement in a filming project where young voices of the present uncover stories of the past to inspire their future (<http://www.making-history.org/>)

Visits from Colchester Museum - Cultural Education experiences/artefacts