

	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Year 7 What was the Roman Empire? HT1	How the Roman Empire began	Students will be taught through independent research, comprehension questions, group work, use of source material and YouTube clips. Students will be introduced to a local study by looking at Roman Manchester. Students will be introduced to the skills of writing analytical answers and writing narratives (writing a factual historical story from its beginning to its end)	This unit focuses on World History and the lives of our ancient ancestors. The unit allows students to understand the early development of Britain and how other nations have impacted on our country.	This unit introduces students in Year 7 to History as a distinct subject by introducing them to history skills such as causation and the analysis of source material. This unit helps develop student's knowledge of chronology as it is the earliest civilisation we look at and other Y7 units are focused on periods that come after the Romans. This unit links to subjects taught in Primary school
	The importance of the Roman Army			
	Life in the Roman Empire			
	How did the Romans conquer Britain and a case study on Roman Manchester			

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Year 7 Why did people die so young in the Middle Ages? HT2-3	What were towns like in the middle ages?	Students will be taught through comprehension questions, group work, use of source material and documentaries.	This unit focuses on a key period of British history and helps students to understand the lives of individuals who	This unit helps explain the development of society in Britain post Roman invasion. The unit helps students understand the importance of religion in society which links to our next unit on why
	The Black Death and how medieval people tried to cure this and other illnesses			

	<p>The Crusades, their causes and why people went on a crusade</p> <p>Medieval Warfare</p>	<p>Students will be introduced to causation and will attempt to write an extended answer explaining the causes of events.</p>	<p>came before us.</p> <p>This unit also teaches the Black Death which students will see as a turning point in British history.</p> <p>Students will learn about the important role the religion had in society and how it was used as a reason for war.</p>	<p>religion was a matter of life and death.</p> <p>This unit helps students understand the society created by William the Conqueror, who they will investigate in Year 8.</p>
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<p>Year 7</p> <p>Why was religion a matter of life and death in the 16th and 17th centuries?</p> <p>HT3-4</p>	<p>The Tudors:</p> <ul style="list-style-type: none"> Why was religion so important in the 16th century? Why did Henry VIII break away from the Church in Rome? The successes and failures of the dissolution of the monasteries To what extent did Edward VI's church improve England? To what extent did Mary I deserve her nickname, 'Bloody Mary'? How far did Elizabeth I manage to settle the issue of religion? 	<ul style="list-style-type: none"> Range of activities in lessons including group tasks, independent comprehension work, relevant video clips to the course. Constructing PEE paragraphs and being able to explain why there was such significant change during the Tudor period Source skills e.g. when analysing the reign of Mary I Factual test assessment on the Tudors 	<p>To gain an understanding of the impact religion has on society and the importance of religion during the Tudor period.</p>	<ul style="list-style-type: none"> Links to the previous topic on the Middle Ages and the influence religion had on medieval lives It will give pupils an understanding of religion and conflict that they will revisit at the end of Year 8

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Year 7 Did the Industrial revolution Improve Lives? HT4-5	Life in Britain before the Industrial revolution	Enquiry and Independent Research Discussion and Debate	This unit allows you to understand how this period in British History prompted massive economic and social changes	This unit will build on your knowledge of how lives in Britain have changed since the Middle Ages.
	Causes of the Industrial revolution	Use a Local Study of Styal Mill to examine the impact of the Industrial revolution on our area.		This chronological era will also be studied in Year 8 when we look at Empire and Democracy.
	Features of change- Working and Living conditions			The focus on Health and Medicine will also be important for GCSE History
	Consequences of the Industrial revolution	Introduce Source skills of inference and utility which are important for GCSE		It will also link to your study of Development and Urbanization in your Geography lessons

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<p>Year 7</p> <p>How did World War Two change Britain?</p> <p>HT6</p>	<p>Students will focus on key battles in the Second World War, the evacuation process, the Blitz in London, rationing, the role of women, propaganda and who fought on the British side.</p>	<p>Lessons involve enquiry and independent research.</p> <p>Retrieval and metacognition activities are embedded in lessons.</p> <p>Video clips, documentaries, discussions and debates.</p> <p>Introduction of source skills of inference and utility which are important for historians.</p> <p>knowledge test at the end of the unit.</p>	<p>It is important to study World War Two as it is a key point in both British and world History.</p> <p>This topic fits into our wider theme of “People and beliefs” as we look closely at the social impact of the war.</p>	<p>Students have most probably studied World War Two at primary school and so this topic will revise and develop upon their previous knowledge.</p> <p>GCSE technique is introduced now so that students feel confident in writing answers should they take History for GCSE.</p>

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Year 8 How was England conquered in 1066? HT1-2	<p>Who were the contenders to the English throne?</p> <p>How did the leaders prepare for battle in 1066?</p> <p>The Battle of Stamford Bridge & Hastings</p> <p>How did William continue to control England after 1066?: feudal society, the Domesday Book, Castles</p>	<p>Range of activities in lessons including group tasks, independent comprehension work, relevant video clips to the course.</p> <p>Constructing PEE paragraphs Assessment on why did William win the Battle of Hastings?</p> <p>Factual knowledge test on the topic</p>	To gain an understanding of the formation of the English monarchy.	Links to topic in Year 7 that focuses on Medieval warfare and life in the Middle Ages.

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Year 8 Why did the English fight the English? HT2-3	What was England like by the early 1600s?	Students will use discussion and debate.	These events helped to shape both British democracy and relations with the Monarchy. This course is useful for explaining the changing relationship with the English monarchy	This course links to a later unit in Year 8 on British democracy. It is important to understand why the role of the monarch changed in the 17 th and 18 th century
	Early problems in the reign of Charles I	There will be Prioritisation tasks to determine cause. This will allow students to develop their explanation and debate skill in preparation for GCSE History		
	Causes of the English Civil War- Money/ Religion and Power			
	Main battles of the War			
	Consequences of the War for	Students will also use visual and written contemporary		

	the people of England	sources to learn GCSE skills of utility of evidence.		
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Year 8 Was the British Empire a force for good? HT 3-4	Lessons focus on why Britain had such a large empire, what Africa was like before Europeans went there, the slave trade, life on plantations, Britain's role in India, India gaining her independence and the pros and cons of the British Empire.	Retrieval and metacognition activities feature heavily. Video clips, films, documentaries, discussions and debates. Introduction of source skills of inference and utility which are important for historians. Introduction of the analysis of historical interpretations.	It is important to study the British Empire as it is a key point in both British and world History. This topic fits into our wider theme of 'Power and Protest' and it allows us to look upon our own history critically and question the actions of our ancestors. It also allows us to see where racist constructs in our own society originate from.	We study this topic in the middle of Year 8 as we teach this unit chronologically. GCSE technique is introduced now so that students feel confident in writing answers should they take History for GCSE.

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Year 8 – How did people achieve the right to vote? HT4-5	How democratic was Britain in 1800? Early attempts at getting the vote: Peterloo and the Chartists How democratic was Britain by	Students will learn through the use of source material, comprehension tasks, YouTube clips, discussion and debate. Students will evaluate the	This unit is about the development of democracy in the UK and why and how ordinary people have achieved the rights afforded to wealthier individuals.	This course links to an earlier course on the English Civil War and the reduction of the power of the monarchy. It is important to understand how we live in a democratic

	1900? What reforms had been made to the voting system?	positive and negatives of 19 th century reforms	The unit also teaches about gender equality and the growth of women's rights.	society and why democracy is important.
	How did women get the vote? Role of the Suffragists and Suffragettes			
	Impact of WW1 on women achieving the vote			

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Year 8 – The migrants experience: A positive story?	The history of migration	Students will learn through the use of source material, comprehension tasks, YouTube clips, discussion and debate. Students will evaluate the positive and negatives experiences of migrants to the UK Students will research the reaction of Caribbean migrants to	This unit helps students to understand British society in the 21 st century. The unit teaches about diversity but also about racism and will help students to understand injustice in our society and how to recognise and challenge this.	This course links to an earlier course on the British Empire and students will recognise the link between empire and migration. It is important for students to understand the contributions made to British society by diverse groups of people and this contribution will be discussed again in our unit on
	Earlier groups of migrants			
	Why did people migrate to Britain after WW2?			
	Why did people migrate from the West Indies?			
	What was the experience of West Indian migrants?			

	their treatment in the UK	the fighting of WW1 in Y9.
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Year 9 Causes and Consequences of World War I HT1-2	<p>What caused the War to start on August 4th 1914?</p> <p>Why did so many men rush to join up?</p> <p>What was it like to fight on the Western Front</p> <p>Main battles of the War- case Study of the Battle of the Somme</p> <p>1917- a year that changes the War</p> <p>Consequences of the War- The impact of the Treaty of Versailles</p>	<p>Students will use discussion and debate.</p> <p>There will be Prioritisation tasks to determine cause and consequence. This will allow students to develop their explanation and debate skill in preparation for GCSE History</p> <p>Students will also use visual and written contemporary sources to learn GCSE skills of utility of evidence.</p>	<p>These events helped to shape the Twentieth Century.</p> <p>This course is useful for explaining the changing relationship between countries in the Modern era</p>	<p>This course links to the GCSE Unit on Medicine on the Western Front</p> <p>It also allows students to practice EDEXCEL 16 mark questions of debate- this is a key feature of all three GCSE exam papers</p>

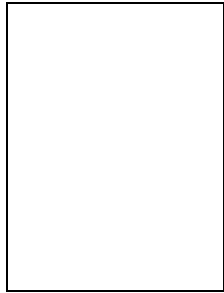
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Year 9 Why did Hitler become Chancellor? HT2-3	<p>The impact of WW1 on Germany</p> <p>The appeal of Adolf Hitler and the Nazis</p>	<p>Students will use a mixture of comprehension activities and research tasks</p>	<p>This unit helps students understand the difference between democracy and</p>	<p>This course helps students understand how WW2 happened, a unit they</p>

	The impact of the Great Depression on Germany	in order to discuss and debate the rise of the Nazis.	dictatorship and the appeal of dictators.	investigated in Y7.
	How the depression impacted political parties	<p>Students will analyse sources to question their reliability and utility.</p> <p>Students will watch documentaries to hear first-hand accounts of the appeal of the Nazis.</p>	<p>This unit is important in helping students understand the changes during the 20th century and the impact these changes had.</p>	This unit helps explain why the Holocaust happened, which students will be studying next.

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Year 9 What was the Holocaust? HT3-4	The origins of anti-Semitism in Germany	Students will use a mixture of research tasks and the use of sources to understand the treatment of the Jews in Germany.	This unit is about a key event in world history and will help students to understand prejudice and discrimination. Students will understand	This course helps students understand the impact of the Nazis on European and world history and links to our previous unit on the rise of the Nazis.
	How the Nazis attempted to indoctrinate the public			
	The treatment of the German Jews during the 1930s			

	The treatment of the European Jews during WW2	Students will have the opportunity to watch and listen to eyewitness accounts of the Holocaust.	how why we must challenge discrimination and injustice as a society.	
	Jewish resistance to the Holocaust			

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Year 9 Was the world peaceful after WW2? HT4	Was it acceptable to drop the atomic bomb on Japan?	Students will use a mixture of research tasks and comprehension activities to find out about the post WW2 world.	Students will gain an understanding of key events of the 20 th and 21 st century and will be able to understand the world we live in today.	This unit helps to explain the long-term impacts of WW2 and links to units studied in Year 7 and previously in Year 9.
	What were the origins of the cold war?			
	Why was there fighting in Vietnam and how was the war fought?	Students will categorise information and engage in debates.	Students will gain an understanding of the different beliefs around the world and how these beliefs can lead to conflict.	Students will be developing skills and knowledge useful to the study of the USA and Medicine at GCSE.
	What were the 'troubles' in Northern Ireland?	Students will use primary source material to investigate key events.		
	What happened during 9/11 and its impact	Students will write extended answers to practice the skill of causation. Students will practice the	Students will gain an understanding of different political and economic theories.	



GCSE skill of selecting key facts to write a 'key features' question.