

# History - Lower school

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
7	<b>Unit Title</b>	<b>What is History?</b>	<b>What was the impact of the Norman Invasion?</b>	<b>How did William the conqueror control England?</b>	<b>What were the consequences of the Black Death?</b>	<b>Was Henry VIII a hero or a monster?</b>	<b>Were Elizabethan times a 'Golden Age'?</b>
	<b>Key enquiry questions addressed:</b>	What is the difference between BC and AD What does 'chronology' mean? What types of sources are there? How do we analyse sources? What is bias? How and why is the past represented in different ways? What are anachronisms? How can we understand the causes and consequences of events in the past?	What was England like before 1066? How hard would England be to invade? Who should be king? How strong was William's claim to the throne? How did William prepare for battle? Which group of soldiers was better prepared for battle? What happened at the battle of Hastings? Whose story does the Bayeux Tapestry tell?	What was the Harrying of the North? How important was the Domesday Book? How did William make people loyal to him? How effective was the feudal system? Why did William build Motte and bailey castles? How did castles develop? How significant was the church in Medieval England? Why was there blood on the cathedral floor?	What was the Black Death? Who healed the sick? What was the impact of the plague? Why did the Peasants Revolt? Why did the Peasants Revolt fail? How did the Black death impact on the relationships between the rulers and the ruled?	How did Henry VII deal with his problems? What sort of person was Henry VIII? What was young Henry VIII like? How strong was the catholic church in the 1500s? Why did Henry marry six times? Why did Henry break with Rome? Why did Henry close the monasteries?	Why didn't Elizabeth I want 'windows into men's souls?' How much of a threat was Mary Queen of Scots? How was Elizabeth portrayed in paintings? Why didn't Elizabeth marry? Why did Spain send the Armada?
	<b>Assessments</b>	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	End of year test of all topics studied
	<b>Oracy Framework Focus</b>	Students work in groups to organise event cards in chronological order. Students work towards building a historical vocabulary by learning keywords and terms, such as Second Order Concepts. Pupils use reasoning skills to identify a range of anachronisms that have been placed into various historical periods of time. Pupils create a history project which is personal to them. This can often take the form of a personal family tree.	Group role-play where the students play the part of the claimants to the throne, and their soldiers, and act out the Norman Conquest. Students will take part in a group discussion where they take on the role of one of the claimants and must convince the others that they are the rightful claimant. Pupils will be using reasoning and judgement skills by completing extended writing tasks on the reasons for William to win the conquest. Pupils create a group presentation as news reporters after the Battle of Hastings	Role-play in which students take the role of a Baron arguing for Magna Carta. Pupils work in pairs to instruct each other on the key components of a motte and bailey castle. Pupils have to use reasoning in a discussion evaluating the reign of King John. Group work on Thomas Becket - pupils need to show confidence speaking in small groups.	Students work in pairs to argue why the Peasants Revolt failed. Clarity of pronunciation is the focus for this activity. Pupils discuss the consequences of the Black Death and select appropriate vocabulary to do so. Pupils use reasoning skills to support a judgement evaluating the success of the Peasants Revolt. Pupils take the role of a peasant, freeman or lord and discuss in groups, taking turns.	Role-play in which students take the role of a monk and an inspector. Pupils create their own rhyme to remember what happens to the wives of Henry VIII Pupils have to write a letter from Henry VIII to the Pope asking for a divorce. Students take part in a debate about the reasons behind Henry's decision to break with Rome. Using the Listening ladder students build on arguments given.	Students work in groups to present the possible marriage options available to Elizabeth. Pupils discuss how the Babington Plot led to the invasion via the Spanish Armada. Pupils use reasoning skills to support a judgement evaluating the success of the Spanish Armada - supported by historical evidence. Pupils take the role sturdy beggars and create and perform a role play.
	<b>Homework</b>	Students will be provided with a list of key words and definitions or equations to learn for each topic. The recall of these key words will be assessed in lessons. An optional homework task is available for each unit and rewards will be issued for the completion of this extra task.					
8	<b>Unit Title</b>	<b>Why did Britain go to war with itself?</b>	<b>How was America 'made'?</b>	<b>How did Britain become a democracy?</b>	<b>How did the Industrial Revolution change Britain?</b>	<b>What was life like for slaves?</b>	<b>What happened to the slaves after emancipation?</b>
	<b>Key enquiry questions addressed:</b>	What caused the Civil War? What was the 'Divine Right of Kings'? Who won the Civil War?	What are 'Native Americans'? Who are the Sioux? How important was Buffalo?	Who was disenfranchised in the 19 <sup>th</sup> Century? What was the Great Reform Act?	What was the Industrial revolution? How did the Industrial	How is slavery different from being employed? Has slavery always existed?	What were the arguments put forward by abolitionists? How did Slavery end?

	Why did Parliament win the Civil War? What should Parliament do with Charles? Why was the monarchy restored?	How did White settlers impact the lives of Native Americans? What is 'Manifest Destiny'? Who are homesteaders? Was the destruction of the Native Americans always inevitable?	Who were the Suffragettes? Why do women want the vote? How does WW1 help women to get the vote? Have women achieved equality in the 21 <sup>st</sup> Century?	Revolution change Britain? What were the conditions in the industrial slums? Why were children allowed to work in factories?	How is slavery justified? Why do civilizations engage in slavery? What sort of work do slaves do? What jobs were there? How were different slaves treated? How did slaves resist?	What was the American Civil War? What were the Jim Crow Laws? How did the lives of Black Americans change in the 20 <sup>th</sup> Century? Does the election of Barack Obama prove that Black people have achieved equality?
<b>Assessments</b>	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	End of year test of all topics studied
<b>Oracy Framework Focus</b>  Physical Linguistic Cognitive Social/emotional	Students create and then read aloud their interpretation of the experiences of soldiers fighting on both sides of the English Civil War. Students debate as a class as to whether the English Civil War was the fault of the King or Parliament. Students are encouraged to listen carefully to the opinions raised in class discussions, empathise with them, and then apply them in their written work. Pupils learn to work in moving group work tasks while gathering information from different parts of the room related to the Battles of the Civil War.	Students work as a group to construct a Native American society. Students use rhetorical techniques to justify their opinions about whether the homesteaders were at fault for damage to Native American society. Students are encouraged to debate a variety of opinions and listen to other points of view. Pupils learn to understand and discuss topics such as racism and learn how to engage with sensitive discussions related to the topic.	Students read aloud to the class about the suffragettes and improve their voice projection. Students use rhetorical techniques to construct arguments about moral issues relating to the changing role of women. Students are encouraged to listen carefully and engage with the views expressed by others. Pupils learn to take turns and manage interactions during discussions about the extension of the franchise.	Students develop tonal variation to teach each other in small groups about the textile inventions of the 18 <sup>th</sup> Century. Students work in trios to utilise subject specific key vocabulary linked to the industrial revolution. Pupils debate child labour in factories and select content to support their points. Development of self-assurance by speaking in small groups and debating contentious issues linked to industrial relations in the 19 <sup>th</sup> century.	Students develop an understanding of the different experiences of slaves through empathy - this is shown through role play. Students use rhetorical techniques to construct arguments about moral issues relating to the abolition of slavery. Students are encouraged to listen carefully and engage with the views expressed by others. And build on the ideas of others using the Listening Ladder tool. Students are able to explain why a field slave and a house slave would have different views on slavery and how this might impact how they viewed the abolition movement.	Students rewrite the 'I have a Dream' speech for their own audience and perform it. Students take part in a debate to argue if full equality has been achieved in the UK in 2019. Students are encouraged to listen carefully and engage with the views expressed by others. Pupils learn to take turns and manage interactions during discussions about equality in Britain today
<b>Homework</b>	Students will be provided with a list of key words and definitions or equations to learn for each topic. The recall of these key words will be assessed in lessons. An optional homework task is available for each unit and rewards will be issued for the completion of this extra task.					
<b>Unit Title</b>	<b>Was the British Empire a force for good?</b>	<b>What caused the Great War?</b>	<b>Was America a 'Land of Opportunity' in the 1920s?</b>	<b>How was Hitler able to rise to power?</b>	<b>What was the impact of WW2?</b>	<b>Why is The Holocaust so significant?</b>
<b>Key enquiry questions addressed:</b>	Why did Raleigh and Drake explore? How did religion affect building of empire? How was empire justified? How was control possible over such great distances? What impact does empire have on the conquered? What impact does empire have on the conquerors? What is the continuing relevance of empire today?	Who were the Triple Alliance and the Triple Entente? What was the Schlieffen Plan? Why did they 'dig in'? What was life like in the trenches? What was the Defence of the Realm Act? Why did the British Government need conscription? Why did the war in Europe become a 'World War'? What new technologies were used during WWI? How did the war affect the Home Front? Why was there a revolution in Russia?	Was America a 'Land of Opportunity' for immigrants? Was America a 'Land of Opportunity' for women? Was America a 'Land of Opportunity' for black People Was America a 'Land of Opportunity' for business? (Legal and illegal!) Was America a 'Land of Opportunity' for all?	What did the Nazi Party stand for in the 1920s? What was the significance of the 1923 Munich Putsch. ? Why did the Nazis have little success before 1929? What were the causes of success after 1929? The impact of the Wall Street Crash on Germany. Why was Hitler invited into power? How successful were Nazi policies towards women and the family?	Was WW2 a continuation of WW1? Why did Britain stand alone in 1940? What was the turning point in the war? What is total war, and can it be justified? Is 'The Spirit of the Blitz' reality or a myth? Was victory inevitable after D-Day? How destructive is an atomic bomb?	What were Nazi beliefs about race? How did the Nazis create a racial state? What was life like for Jews in Nazi controlled Europe? What was the 'Final Solution' the Jewish Question? What were conditions like in the Ghettos? What were the consequences of the Holocaust for the Jews of Europe?

		Why did Germany surrender? Was the Treaty of Versailles fair?		Were most people better off under Nazi rule?		
Assessments	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	Assessment based on GCSE criteria	End of year test of all topics studied
Oracy Framework Focus  Physical Linguistic Cognitive Social/emotional	Students debate whether or not the British Empire was a "force for good" or not using information that they have gathered over a range of lessons. Pupils are encouraged to use the key historical terminology learnt in their homework to support their extended writing. Students are encouraged to listen carefully to the different views expressed by those who were invaded and then debate using those views. Improving ability to empathise with individuals who have faced racism in history.	Students analyse letters home written by the soldiers and use tonal variation when reading aloud. Students study the way in which propaganda was used to encourage the recruitment of soldiers in the Great War. Verbal discussions on whether or not the Treaty of Versailles was fair. Students are able to understand and discuss the impact that the war had on those who stayed at home, and those who returned.	Focus on tonal variation in voice during reading aloud. Pupils encouraged to use key words in discussion about prohibition. Time management in group task to investigate a lynching in the USA in the 1920s. Guiding and managing interactions during paired work linked to Boom and Bust in 1920s.	Students develop gesture and posture in trios while gaining and understanding of Hitler's rise to power. Study of the rhetorical techniques used in Nazi propaganda and speeches. Verbal essay in which students have to organise and structure their talk. Improving skills in audience awareness by studying how Hitler tailored speeches to his audience.	Students analyse the speeches made by Winston Churchill and use this to help Focus on tonal variation in voice during reading aloud. Pupils encouraged to use German key words in discussion about WWII. Students use evidence to argue whether the idea of 'Blitz Spirit' is a myth or not. Students are able to explain why the allies dropped the bombs on Hiroshima and Nagasaki and are able to articulate arguments against it.	Students debate the reasons for the 'Final Solution' and present their findings. They use gestures to support the delivery of their ideas. Students use apt and varied vocabulary including appropriate and accurate use of relevant technical terms & literary devices when exploring the experiences of Jews during the Holocaust. Students discuss whether anything like the Holocaust could happen in Britain. Students are able to use the Discussion Roles to debate why we should continue to commemorate the Holocaust.
Homework	Students will be provided with a list of key words and definitions or equations to learn for each topic. The recall of these key words will be assessed in lessons. An optional homework task is available for each unit and rewards will be issued for the completion of this extra task.					

# History - Upper School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
10	Unit Title	The Elizabethans (1580-1603)		The People's Health (1250 to present day)		Living Under Nazi Rule	
	Key enquiry questions addressed:	How did Elizabeth use her power? Why were there so few Catholics in England by 1603? What mattered to Elizabethans in their daily lives? What lay behind changes in popular culture during the reign of Elizabeth? What did the Elizabethan explorers achieve?		Did anyone care about public health in the medieval period? Was the period 1500-1750 more continuity or change? Why were there such huge changes in public health in the period 1750-1900? Is public health in the 20 <sup>th</sup> century a simple story of progress?		How were the Nazis able to take control of Germany? What made it so difficult to oppose Nazi rule? How did the lives of German people change in the period 1933-39? What was the impact of the Second World War on the German people? What did Nazi rule mean for the people of Europe?	
	Oracy Framework Focus  Physical Linguistic Cognitive Social/emotional	Students learn how posture and poise was employed by Elizabeth in her portraits to impact her followers as a form of propaganda. Students study the way language was used in helping to secure the loyalty and support of her people through prayers, poems, plays and songs. Group discussions on the impact of Elizabethan policies towards Catholics and the impact it had on their population throughout the reign of Elizabeth. A raising awareness of how individual groups are targeted in history and the impact it has on their cultures.		During group work pupils learn how to use facial expression and eye contact to impact upon the listener. Teacher focus upon supporting students and guiding them on improving register and grammar when conversing in small groups. Discussion of the political debates surrounding the provision of public health in the 19 <sup>th</sup> Century provide scope for students to critically evaluate the ideas and views expressed by others. Working in trios, pupils will listen actively and respond to the points made. This will be linked to 20 mark judgement questions.		Students develop gesture and posture in trios while gaining and understanding of Hitler's rise to power. Study of the rhetorical techniques used in Nazi propaganda and speeches. Students are able to explain why his language changed as the war progressed. Verbal essay in which students have to organise and structure their talk. Improving skills in audience awareness by studying how Hitler tailored speeches to his audience.	
	Assessments	Full GCSE paper	Full GCSE paper	Full GCSE paper	Full GCSE paper	Full GCSE paper	Full GCSE paper
	Homework	Students will be provided with a list of key words and definitions or equations to learn for each topic. Students will be issued with a revision guide and a revision timetable. Revision tasks will be set for students to complete. The completion of revision will be verified in lessons through factual recall and practise GCSE questions.					
Unit Title	History around us	The Making of America (1789-1900)		Revision		Examination period	

11	<b>Key enquiry questions addressed:</b>	Students study a site of historical significance in the local area. This will focus on Framlingham Castle. Students will visit the castle and learn about its history and importance both locally and nationally.	What tensions arose as the USA grew between 1789 and 1838? How did different groups see the American West between 1839 and 1860? What sense can be made of the Civil War and its aftermath, 1861-77? What cause settlements and conflict on the Plains? How did the lives of Americans change between 1877 and 1900?	Students will have lesson time to re-visit the topics covered and revise content and skills required for the GCSE examination. Students will be issued with additional revision materials and encouraged to take ownership of their own learning.		
	<b>Oracy Framework Focus</b>  Physical Linguistic Cognitive Social/emotional	Students work in groups to research the castle and the focus is on fluency and pace of speech. Trios groupwork in which pupils build timelines of the castle. The pupils will be coached to use rhetorical techniques. Pupils plan responses to GCSE questions verbally. Pupils must give evidence to support any points they make. Pupils talk quietly to themselves to build confidence and self-assurance.	Pupils develop skills in speech making on the topic of Native Americans on the Plains. Focus will be working on eye contact and pronunciation. Pupils asked to recall and use key vocabulary linked to the topic of the War on the Plains. Pupils verbally complete an evaluation question on the causes of the American Civil War in which they need to critically examine the views of others and formulate a verbal response. Paired work in which pupils improve skills in listening actively and responding to the points raised by their partner.	In revision sessions pupils plan GCSE questions verbally prior to practise writing them. Staff will support students with guidance on the fluency and pace of their speech during peer to peer interactions. Pupils debate historical interpretations to prepare for essay questions in their GCSE exams. Pupils supported to use metaphor, humour and irony in order to persuade others to their point of view. When students practise 9 and 10 mark GCSE questions verbally they will be selecting content to convey meaning and demonstrate knowledge and understanding of the topic. Revision sessions will provide opportunities for pupils to discuss topics using a "traverse" grouping. Teachers will guide students in how to use liveliness and flair to demonstrate confidence in speaking.		
	<b>Assessments</b>	Full GCSE paper	Full GCSE paper	Full GCSE paper	Full GCSE paper	Full GCSE paper
	<b>Homework</b>	Students will be provided with a list of key words and definitions or equations to learn for each topic. Students will be issued with a revision guide and a revision timetable. Revision tasks will be set for students to complete. The completion of revision will be verified in lessons through factual recall and practise GCSE questions.				